

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 18-19, 2023**

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1	LEWIS CLARK STATE COLLEGE ANNUAL REPORT	Information Item
2	LEWIS CLARK STATE COLLEGE EDUCATOR PREPARATION PROGRAM UPDATE	Information Item
3	BOARD POLICY IV.D. – EDUCATOR PREPARATION AND CERTIFICATION - FIRST READING	Action Item
4	BOARD POLICY I.K. – NAMING AND MEMORIALIZING BUILDINGS - SECOND READING	Action Item
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6	RECOMMENDED PROCEDURES FOR EMERGENCY PROVISIONAL CERTIFICATES	Action Item
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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 18, 2023**

LEWIS-CLARK STATE COLLEGE

SUBJECT

Lewis-Clark State College – Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

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

IMPACT

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

ATTACHMENTS

Attachment 1 – Lewis-Clark State College Annual Report

BOARD ACTION

This item is for informational purposes only.

LC State Institutional Progress Report

October 2023

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Institutional Overview

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

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

Currently classified as a *Baccalaureate College—Diverse Fields* (its Carnegie Classification), the college's instructional programs offer a wide range of academic and professional programs leading to baccalaureate and associate degrees, as well as certificate credentials, most recently including graduate-level certificates. Curricular emphases include liberal arts and sciences, business, justice studies, nursing, social work, teacher preparation, career and technical education and workforce training. In addition to its traditional 4-year baccalaureate programs, the college has been assigned a collateral mission of providing community college programs within its five-county area of operations (Clearwater, Idaho, Latah, Lewis, and Nez Perce Counties) by its governing body, the State Board of Education; and in 2020 Gov. Brad Little signed a bill [395] that officially amended Idaho Code to allow LC State to offer graduate-level course work. And in the spring of 2022, LC State held a special ceremony for its first students in school history to earn graduate credentials. LC State also offers instructional programs in Coeur d'Alene and Adult Basic Education services in Grangeville and Orofino, Idaho; as well as a Second Chance Pell prison education program also in Orofino.

This report is presented in sections that review Presidential Priorities, summarizes select college highlights, and shares an overview of college program prioritization efforts and outcomes. The reported is then briefly concluded followed by appendices.



Presidential Priorities: A Year in Review and the Year Ahead

Every year brings new challenges and opportunities, and this year (academic year 2023-24) the Presidential Priorities are:

1. Recruit & Retain - *Driving* Enrollment
2. *Engaging* Partnerships & Pathways
3. People and Processes - *Energizing* our Culture of Connection

The chart below displays the alignment between LC State’s Presidential Priorities (PPs), its strategic plan and the Idaho State Board of Education’s Strategic Plan.

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

Table 1: The alignment of LC State’s Presidential Priorities, strategic plan and the Idaho State Board of Education’s strategic plan.

This institutional annual report serves to provide a state of the college and inform the Idaho State Board of Education (SBOE) of the annual Presidential Priorities and how they are and will be used to guide the institution forward. For each Presidential Priority, an overview of LC State’s accomplishments and challenges during the 2022-2023 academic year is presented alongside related goals and initiatives for the 2023-24 academic year, looking forward.

Presidential Priority 1: Recruit & Retain - *Driving* Enrollment

Presidential Priority 1 spans all four of LC State’s Strategic Plan goals, directly impacting Goal 1, Strengthen and Optimize Instructional and Co-curricular Programming, and Goal 2, Optimize Student Enrollment, Retention, and Completion. LC State curricula include applied/experiential learning, reaffirming the hallmark of an LC State education, *connecting learning to life* (LC State

¹ The Idaho State Board of Education (SBOE) has four goals in its strategic plan, three of which are presented here in alignment with LC State’s strategic plan goals. The goal missing in the above table from the SBOE plan is composed of measures entirely relating to K-12 education.



Strategic Plan Goal 1). LC State continually works to optimize enrollment by targeting underserved populations to promote the higher educational needs of Idaho's current and future economy, including adult learner initiatives (e.g., expanded course scheduling options, re-energizing the portfolio program, and our successful coordination of a prison education program delivered at Idaho correctional institutions), Veterans Services and the initiatives of Complete College America (LC State Strategic Plan Goal 2). Below we outline goal-oriented actions derived from LC State's Strategic Plan FY2024-2028, FY23 Performance Measures Report, and other ongoing initiatives.

Expanding accessibility of programs

The year in review:

- LC State continues to receive accolades for the quality of education and value it provides to students.
 - LC State was named the No. 7 for Best Value in regional colleges in the West in the 2022 U.S. News & World Report rankings. The rankings continue a strong tradition of honors for LC State by U.S. News & World Report. LC State has been ranked as the No. 1 public college in the West twice and is regularly among the top 10 public colleges and top 25 public and private colleges in the West.
 - College Consensus ranked LC State No. 2 in the category of best colleges and universities – both public and private – and also No. 2 in best online colleges in the state. College Consensus said LC State was unique from the standpoint it offers both career and technical training (associates and bachelor's of applied science degrees) along with four-year academic degrees. "This arrangement allows Lewis-Clark to meet the specialized technical needs of trade and career students with programs such as CNC Machining Technology, HVAC, and Engineering Technology, with the expanded resources of a full college (including cutting-edge labs and highly prepared faculty). Along with Lewis-Clark's commitment to adult and technical education, the college is known for its excellent student support and mentorship."

"Rankings like these are just one of many indicators of the incredible value of a Lewis-Clark State College degree. While we're pleased by such rankings, our greatest validation and pride comes directly from our students. When they tell me how much they're learning and how much they love it here, that's when I know LC State is doing well. When they shake my hand at graduation and share their excitement about next steps – jobs, careers, graduate school, that's when I know LC State is doing well. When I hear from alumni who to tell me how much their degree has meant to them and the positive difference it is making in their lives, that's when I know LC State is doing well."

LC State President Cynthia Pemberton, September 2022

- LC State continues its tradition serving adult learners. Information sessions on its Adult Learner program were held in both Coeur d'Alene and Lewiston campus. The college, which has been ranked No. 1 in the nation for non-traditional students by Best College Reviews, offers flexible and affordable programs built specifically for busy adults. LC State offers credits for prior learning, online programs, and night/weekend classes to help adults who may be a few credits away from earning a degree or just starting out. Presentations included discussions on challenge exams, national exams, portfolio development and course offerings. Course offerings include eight-week blocks, online, evening, and weekend courses.



- LC State's Second Chance Pell program, launched in the fall of 2022, delivered live in-person courses to over 20 Orofino correction facility residents in fall 2022, over 30 in spring 2023 and has enrollment of 60+ residents for fall of 2023. LC State has offered non-credit welding classes through its Workforce Training program at Idaho Correctional Institution-Orofino consistently since 2009. By adding tuition funding support through the Pell grant program, degree-seeking opportunities now exist for these students.

"LC State takes great pride in developing innovative and effective ways to deliver education opportunities to all Idahoans. Like we've done for first-generation and non-traditional students, LC State is excited to meet students where they are and help them get to where they want to go.

This exciting partnership is just another example of that."

LC State President Cynthia Pemberton, August 2022



- LC State and the Idaho Department of Juvenile Corrections (IDJC) signed a Memorandum of Understanding (MOU) to deliver dual credit online courses in both general education and Career & Technical Education to students at the three juvenile corrections institutions in Idaho. This program served 13 students in the fall of 2022 and 26 in the spring 2023.

"We are so excited to be able to form this partnership with LCSC. We firmly believe that every tool we can give our students helps to ensure brighter futures for them and their success in the community. The CTE staff have been such a positive resource for our students over the last year, and we look forward to continuing our work with them on this new endeavor."

Shanna Decker, instructor specialist, lead teacher with IDJC, August 2022

The year looking forward:

- LC State has extended its presence at the correctional facility in Orofino and is pursuing status as a Prison Education Program (PEP) through the U.S. Department of Education and in partnership with the Idaho Department of Corrections. If approved, LC State will begin offering degree and certificate programs at the correctional facilities in Orofino, Boise, and Pocatello with the first in-person courses starting as soon as January 2024. In anticipation of approval as a Prison Education Program, during the fall of 2023, a course schedule is being developed, faculty and site coordinators will be hired to support the PEP.
- LC State hosted Clearwater Valley TRIO Talent Search program continues to offer programming targeting educationally talented students who have the desire and the potential to seek post high school education. This program serves over 500 students in grades 6-12 in Grangeville, Kamiah, Kooskia, Orofino, and Pierce/Weippe, and focuses on students whose families are on a limited income and whose parents did not graduate with a four-year college degree. The Clearwater Valley program covers a variety of subjects to help the students familiarize themselves with all aspects of college life, including study habits, time management, career exploration, college applications, financial aid opportunities, and college campus visits. Activities in the past that will continue are:
 - LC State faculty presentations (through the LC Presents program), connecting schools and students to faculty information and expertise.
 - Campus visits to LC State with middle school and 9th/10th graders.
 - Juniors and seniors take a housing tour at LC State to explore on-campus living opportunities.
 - StrengthsFinder training provided to freshmen and career exploration with sophomores.

Ensuring high quality program outcomes

The year in review:

- Maintained high quality instruction by meeting program-specific targets of pass rates on professional licensure or certification exams when licensure or certification is needed after graduation (Goal 1, Objective B, Performance Measure 1 of LC State's Strategic Plan) as well as other post-graduate benchmarks of success.
- Examples of program achievement include:
 - Nursing:
 - LC State was once again named the top nursing school in Idaho, by two nursing advocacy organizations, Nurse.org and RegisteredNursing.org. LC State was praised for its 12:1 student-to-teacher ratio, which allows students one-on-one time with their professors, and for having "state-of-the-art labs for nursing students." In its report, Nurse.org credited LC State for having both traditional and online methods to earn a degree.
 - LC State nursing program continues to have the best NCLEX (professional test) pass rates among the Idaho public institutions. LC State students had a NCLEX pass rate of 94.87% in 2021 and 90.24% in 2022, both were the best among all public and private four-year institutions in Idaho. Thus far, spring 2023 graduates have enjoyed a 100% pass rate (one outstanding tester as of the writing of this report).
 - LC State offers a traditional Bachelor of Science in nursing degree, an LPN to BSN track, RN to BSN track, and a community college to BSN track. Pathways from community colleges have been expanded to include the College of



Eastern Idaho alongside of existing pathways with North Idaho College and College of Western Idaho. LC State has demonstrated capacity to meet expressed and growing nursing education needs.



“The school’s traditional pre-licensure BSN program prepares students for a rewarding, patient-centered career in nursing in four years of study. LPN to BSN and a special Community College to BSN tracks are also available to accommodate students at multiple points in the RN journey.”

RegisteredNursing.org, September 2022

- Radiographic Science:
 - LC State’s Radiographic Science online degree program was ranked the fourth best program in the country among all college and universities by EduMed.org. EduMed.org praised LC State for its ability to help X-ray technologists who already have their radiology technology credentials and students currently in its associate degree program earn their bachelor’s degree in less than a year online.
 - Program leadership report 100% job placement of radiographic science students *prior* to their graduation.

“The LC State radiography program is well known for exceptional learning opportunities with classes taught by highly qualified faculty dedicated to student success. Students engage in hands-on experiential learning with modern



equipment such as digital portable X-ray machines that they will utilize in the health care setting. Our graduates are in high demand and each year, the majority accept radiography jobs prior to graduation.”

*Krista Harwick, chair of the
LC State Nursing & Health
Sciences Division,
September, 2022*

- Teacher Education:
 - LC State’s undergraduate teacher Education program earned an A grade for its rigorous preparation of future teachers in how to teach reading by the National Council on Teacher Quality (NCTQ). In reviewing college teacher education programs, NCTQ experts analyzed syllabi, lecture schedules and topics, background reading materials, class assignments, and opportunities to practice instruction in required literacy courses. To earn an A grade, programs had to meet NCTQ’s five core components of scientifically-based reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. LC State earned perfect scores in comprehension and phonics and near perfect scores in phonemic awareness, fluency, and vocabulary.

- Social Work:
 - LC State was ranked No. 2 in the United State for having the most affordable online social work degree by Best-Universities.net, a leading higher education research organization. Trailing only Eastern New Mexico University in the 2023 Most Affordable Online Social Work Degree programs category, LC State was honored for its standing in U.S. News & World Report’s annual ranking of regional colleges. LC State offers a Bachelor of Social Work degree that includes internships, research projects and student activities, both in a traditional in-class setting and a non-tradition online format. Program graduates often find jobs working with children, families, the elderly, and the underserved populations, including individuals with physical and mental disabilities, behavioral and mental health challenges, alcohol and drug addiction, and/or those who have experienced trauma in their life.



“Because Lewis-Clark State College has a small student population, students enjoy a high degree of attention and support from faculty and staff. It also has a higher than average rate of placing students into employment

within two years of graduation.”

Best-Universities.net

- Athletics
 - LC State athletic academic highlights from this past year included a year-to-year retention rate of 76%². In terms of GPA, over 72% achieved a 3.0 or better with over half earning a 3.5 or better. The overall GPA was a 3.3 for LC State student athletes.

The year looking forward:

- Nursing at LC State is demonstrating enrollment growth and continues to anticipate strong placement rates (even prior to graduation). To help address the nursing shortage in Idaho, LC State increased admissions capacity in the pre-licensure BSN track to 60 students each semester, fall and spring. In alignment with expanded capacity, in addition to increasing simulation/clinical capacity, in partnership with local, regional, and state healthcare providers, LC State continues to expand clinical placements for nursing students, specifically in rural and other non-traditional practicum settings. **NOTE: Clinical placement options are a limiting capacity factor, NOT LC State program capacity.**
- Radiographic Science program faculty are incorporating additional program strategies to ensure meeting ARRT (professional licensure) pass rate benchmark for spring 2024 graduates. Strong job placement rates prior to graduation are anticipated.

Connecting Learning to Life and Student Support Services

The year in review:

- The 2022-23 academic year saw a consolidation of the college’s academic tutoring centers. Called the Student Success Center, students are served centrally in the college’s Library and have access to math/science tutoring, the Writing Center, a Spanish language lab, and general tutoring. The college’s Food Pantry is also located in the library. The Student Success Center had 5,940 student visits (duplicated) for math, science, or general tutoring. The Food Pantry had a total of 4,811 visits (duplicated) during the 2022-23 academic year.
- LC State hosted its fourth annual career fair in 2022. As part of a three day/three school partnership with the University of Idaho and Washington State University. LC State hosted 79 organizations including businesses and graduate schools. Six hundred and twenty-one (621) LC State students attended the event compared with 357 the year before. In the spring of 2023, LC State hosted a more concentrated career fair called “LC State Health Care Job Fair”

² NAIA retention is measured differently than the traditional way: $[\text{Returning students} / (\text{Total Students} - \text{Graduates})] \times 100$.



which saw 18 medical organizations on campus and 96 students participating. Plans for the Career Fair and the Health Care Job Fair are underway for the 23-24 academic year.

- LC State's Testing Center has been recertified by the National College Testing Association (NCTA) through 2028. LC State's Testing Center provides proctored testing services for both students and the community. The proctored tests serve LC State students taking online and hybrid classes, needing to make up tests, needing special accessibility accommodations, and needing to take placement and program admittance exams. The Testing Center is also used for proctored tests for local students attending other schools, community members who need testing, and for those who need to take a professional exam through a variety of testing vendors.

"Being a certified NCTA Testing Center provides us access to the latest information and peer conversations about testing current events and resources. We can then pass on any relevant information to the faculty who use our services, to make student exams more effective. We use this information to assure our staff are trained to handle any scenario."

-Dawn Lesperance, LC State's director of eLearning Services, Testing Center & Accessibility Services, March 2023

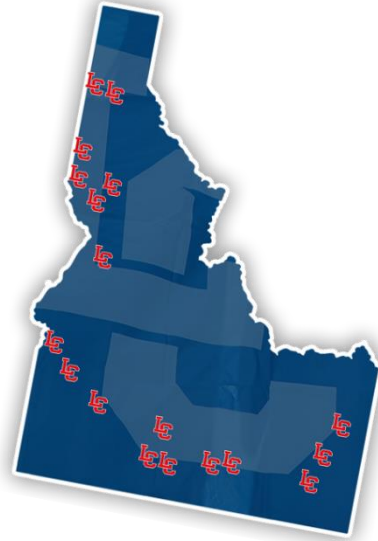
The year looking forward:

- During the 2023-24 academic year, the Senior Vice President/Vice President for Student Affairs and the Provost/Vice President for Academic Affairs are collaborating with faculty leadership and the Advising Center staff to examine the college's general advising policies and protocols. The goal is to apply some of the same principles used in the college's freshman advising/academic coaching model more generally to transfer and continuing students. The model includes periodic, strategic check-ins with students and a referral program for students who are experiencing academic or personal challenges.

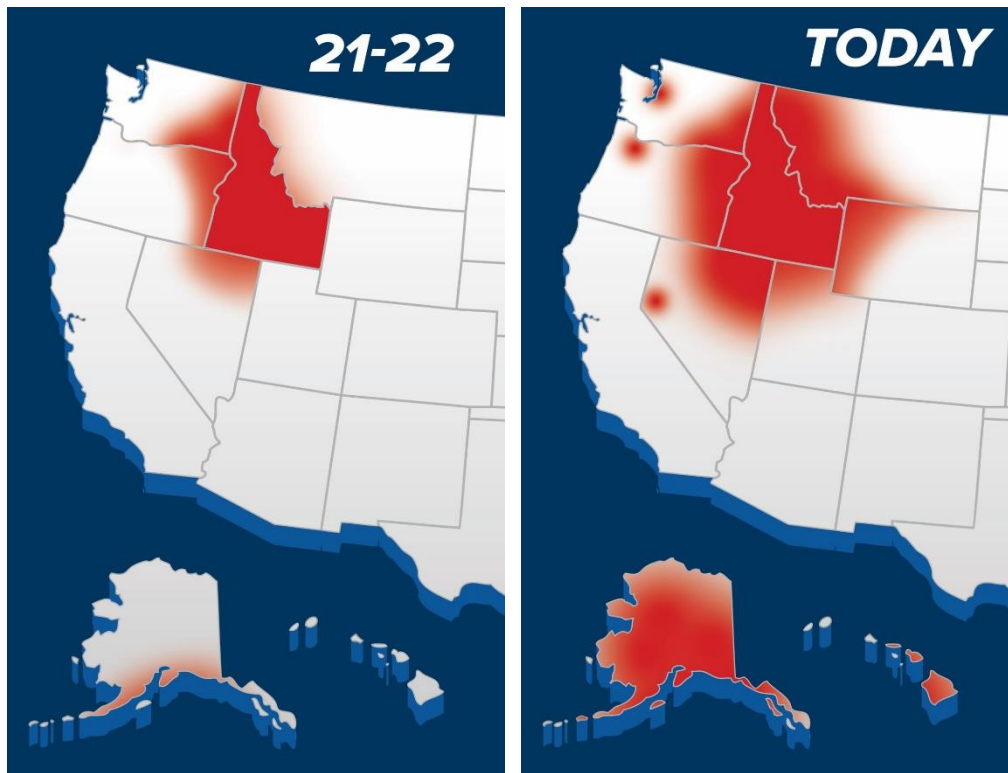


Increase the college's degree-seeking student enrollment
The year in review:

- Marketing & Promotion Campaign: We are doing more!
 - \$100K CTE campaign since the 2021-22 academic year.
 - \$100K additional one-time ad funding starting in the 2022-23 academic year
 - Overall three-year campaign spend will be over \$500K
 - Multimedia presence throughout the state and region
 - A two-year investment of one-time \$100K in admissions.
 - Expanded ACT/SAT/Pre-ACT/PSAT name buys and mailings
 - Expanded out-of-state H.S. and community college visits
 - Southeast Idaho recruiter support



Expanded Recruiting



- Shortly after the conclusion of the Spring 2022 semester, LC State sent correspondence to all of the Dual Credit students who had earned credit with the college during the previous academic year. The correspondence consisted of a congratulatory cover letter, an unofficial copy of their transcript, and degree audit information inclusive of list of LC State's General



Education Core requirements. This mailing was replicated during the summer of 2023. During the May 2023 LC State Commencement, 10 Dual Credit students who had earned an associate degree participated in the commencement ceremonies.

- LC State had a waiting list for campus housing beginning in early summer up to and through the start of the semester. Over 50 students were in off-campus overflow housing (we rented the 2nd floor of the seaport wing of the Hells Canyon Grand hotel) at the start of the semester. As of this submission approximately 20 students are housed in this way. We continue to pursue options for expanding campus housing affordably.

The year looking forward:

- Building on last year's development of a campus-wide recruitment calendar and the addition of correspondence tools (e.g., texting) to instructional divisions, the Senior Vice President/Vice President for Student Affairs and the Provost/Vice President for Academic Affairs collaborated to develop a recruitment/enrollment planning template for each instructional division and will meet with the chairs of the instructional divisions, the deans, the Vice President for Institutional Research, and other key administrators on a bi-weekly basis during AY 2023-24 to develop and refine recruitment plans for each of the college's instructional programs. Enrollment benchmarks for each program will be established early in the fall of 2023 and will serve as enrollment goals for the Fall of 2024. Near term "sweet spot" non-dual credit enrollment goals are within sight (i.e., 2500 FTE / 3000 HC).
- When degree-seeking students decide to pursue higher education, they will find LC State has evolved to serve their unique needs in a number of ways:
 - LC State is one of Idaho's online education leaders in terms of range, scope and number of online undergraduate programs and degrees.
 - A Better Deal for Adult Learners initiative
 - Created individualized success plans, which can include Prior Learning Assessment (PLA; portfolio, challenge and CLEP exams).
 - Expanded eight-week course offerings.
 - Expanded online, evening and weekend courses and student support services.
 - Leverage co-admit/co-enrollment MOUs/MOAs ratified with Idaho's two-year schools and Walla Walla Community College. These partnerships will help promote students' success for those attending more than one institution by making their transition smoother, increasing curricular choices and allowing them to tailor their education experiences to fit personal goals, preferences, and needs resulting in greater student success and retention.
 - An articulation and transfer agreement made with Northwest Indian College will expand LC State's outreach efforts and will open the door for additional, program-specific agreements to be developed. Northwest Indian College offers courses in



Lapwai, Idaho, which is just 11 miles east of Lewiston. The agreement with Northwest Indian College should lead to more regional students completing bachelor's degrees.

- LC State's Veterans Services Office successfully maintains and supports LC State's official designation as a "Military Friendly School" by;
 - Integration with local Veterans' organizations
 - Coordination with other educational institutions
 - Outreach to military installations
 - Support of students' needs
 - Compliance with regulatory VA requirements
- The metrics associated with Complete College America have been incorporated to serve as important performance metrics in assessing the institution's mission fulfillment as part of NWCCU institutional accreditation. These metrics originally developed as part of the Complete College America initiative now also serve to evidence, in part, of the institution's framework and mechanisms of mission fulfillment, using comparative peer data, focusing on equity gaps.

Institutional Data

Strategic Plan and Performance Report metrics related to this Presidential Priority are displayed below. Updated (census-date) enrollment to include fall 2023 is anticipated by the October LC State in-person institutional report to the Board.

Annual Enrollments³

Enrollment	FY15 (14-15)	FY16 (15-16)	FY17 (16-17)	FY18 (17-18)	FY 19 (18-19)	FY 20 (19-20)	FY 21 (20-21)	FY 22 (21-22)	FY 23 (22-23)
Total Annual Unduplicated HC	4,663	4,779	4,883	4,919	4,912	5,291	4,835	4,636	4,661
Total Annual FTE	2,997	2,751	2,769	2,765	2,687	2,711	2,542	2,483	2,463

Retention Rates

Retention	FY15 (14-15)	FY16 (15-16)	FY17 (16-17)	FY18 (17-18)	FY 19 (18-19)	FY 21 (20-21)	FY 22 (21-22)	FY 23 (22-23)
First-Time, Full-Time, Baccalaureate-Seeking, Students	57%	58%	57%	63%	60%	61%	63%	62%
All Degree-Seeking Students	72%	74%	73%	75%	75%	76%	74%	84%

³ As reported to the Idaho State Board of Education on the annual PSR 1, different than annual enrollment figures reported in the IPEDS 12-month Enrollment Survey.



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

Percent of Full-Time First-Time Undergraduates Awarded Pell Grant ⁴	
Lewis-Clark State College	45%
Idaho State University	39%
University of Idaho	32%
Boise State University	21%

Degree & Certificate Production

Certificates & Degrees	FY15 (14-15)	FY16 (15-16)	FY17 (16-17)	FY18 (17-18)	FY 19 (18-19)	FY 20 (19-20)	FY 21 (20-21)	FY 22 (21-22)	FY 23 (22-23)
Certificates	25	22	18	21	15	26	51	62	83
Associates	202	351	414	425	347	365	218	204	314
Baccalaureates	544	541	528	587	626	505	599	579	554
Graduate Certificates								2	1

150% Graduation Rates

First-Time Full-Time Cohorts	Degree Attained w/in 150% Time	FY16 (2010 Cohort)	FY17 (2011 Cohort)	FY18 (2012 Cohort)	FY 19 (2013 Cohort)	FY 21 (2014 Cohort)	FY 22 (2015 Cohort)	FY 23 (2016 Cohort)
Entered as Bacc.-Seeking	Bacc.	27%	23%	33%	32%	31%	32%	29%
All First-Time, Full-Time Students	Bacc., Assoc., & Certificates	30%	28%	40%	38%	36%	37%	35%

Presidential Priority 2: *Engaging Partnerships and Pathways*

As with PP 1, PP 2 spans all aspects of LC State's Strategic Plan and goals. LC State continues to be committed to providing a learning environment that affords people of all backgrounds and identities the opportunity to achieve their highest educational goals. First, the past year will be reviewed, followed by this priority's focus towards engaging in partnerships and pathways.

⁴ Most recent publicly available figures are from the entering class of fall 2020.



The year in review:

- LC State is fully integrated into Online Idaho.
- LC State has streamlined articulations with all Idaho community colleges and universities. The LC Express program (that reaches beyond Idaho) is an example of our accelerated efforts to provide access pathways from two-year colleges and programs. LC Express includes specialized transfer programs and agreements with the following institutions:

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

We accept your Associate's Degree. You finish your Bachelor's Degree. It's seamless.

LC State entered into transfer and articulation agreements with Blue Mountain Community College and with Northwest Indian College in March and August of 2023, respectively. These agreements facilitate transfer to LC State for associate degree graduates and will open the door for more program-specific agreements to be developed. Work on these specific agreements with Northwest Indian College will commence during the 23-24 academic year.

The staff at LC State and each of these institutions worked together to coordinate meetings between selected faculty and staff to develop, review, or update program-specific articulation agreements.⁵ During AY 22-23, 12 students were identified as co-enrolled with these partnering institutions.

- To help mitigate the current shortage of teachers in Idaho, the LC State Teacher Education & Mathematics Division, in partnership with the Independent School District No. 1 of Lewiston, created scholarships for Lewiston High School graduates starting fall 2022. Scholarships provide funds for Lewiston High graduates who are seeking a bachelor's degree in elementary or secondary education at LC State.
 - Five scholarships were awarded in the summer of 2022 and four scholarships (one a renewal) were awarded in the spring of 2023.
 - Two scholarship awardees have graduated and have been placed in teaching positions in Lewiston's Independent School District No. 1.
- LC State continues to work with the Tribal Advisory Council to expand educational opportunities to tribal members. This year there were numerous meetings and events showcasing the below areas:
 - Adult Learning Initiatives and degree pathway opportunities (both online and face to face programming).
 - Introduced Prior Learning Initiatives including portfolio opportunities.

⁵ Specific information can be found at www.lcsc.edu/admissions/apply/transfer-student/lc-express.



- Online programming in early childhood education to expand opportunities to reservations.
- Elementary and Secondary Education pathways to expand opportunities to reservations.
- Continued to work on Casino Floor gaming management program.
- Healthcare partnerships and educational opportunities for tribal members.
- Community outreach through the Center for Arts & History:
 - Three thousand two hundred and fifty-nine (3,259) people and 330 artists (including exhibiting artists, guest speakers, performers, artisan vendors, and students) were engaged through six contemporary art exhibitions, Lewiston's Beuk Aie Temple exhibit, arts education activities, and 37 in-person and remote public programs.
 - Ten classes across eight regional elementary schools participated in arts education activities led by Work Scholar Josie Hafer and Art Instructor Kelsey Grafton and had their students' work on a display during Art Under the Elms 2023. The festival also featured artwork by more than 100 6-12th grade students from four regional middle and high schools in Future Warriors Art Exhibition, on view in the Library Foyer Gallery.
 - In Fall 2022, the Center featured the work of 30 art faculty from eight institutions across Eastern Washington and Idaho in Over the Line: A Regional Faculty Exhibition. Exhibiting artists participated in a program series called "Artists in Conversation" moderated by LC State faculty across different departments for an interdisciplinary look at their artistic practices and the work in the show.
 - Art Under the Elms (April 21-23, 2023) drew more than 10,000 visitors to campus. The admission-free, three-day event featured 76 artisan vendors; a Cultural Showcase including LC State's Folklorico dance group, the Nez Perce Tribe, and the Oinkari Basque Dancers of Boise; an evening presentation of Mountainfilm on Tour; performances by former Idaho Commission on the Arts Fellow and founding member of Idaho Circus Collective, Cuream Jackson; readings by published authors Mary Clearman Blew, Annie Lampman, and Alexandra Teague alongside LC State students; and a variety of music performances.
- Institution and Industry Collaborations:
 - In quick response to Idaho needs, LC State began offering a bachelor's degree in cybersecurity management fall 2022 (20 enrolled students by fall 2022 census), alongside of its existing 10-credit certificate in cybersecurity. The degree and certificate are available fully online (via LC State online course offerings AND Online Idaho) and are composed of a combination of computer programming, business management and cybersecurity classes. Students in the program are able to use the Security Operations Center (SOC) on the LC State campus which is connected through the Idaho Regional Optical Network (IRON) by way of SOC's at each of the eight Idaho institutions of higher education as well as the Idaho National Laboratory. The degree focuses on industry needs and skills, while preparing students for high-demand careers in the field.
 - After successfully hosting a Cybercore Summer Camp in July 2022 for students ages 13-18, introducing junior high and high school students to computer-related fields, LC State is seeking renewed funding to offer the popular summer camp again in summer 2024.
- Because of Lewis-Clark State College's demonstrated commitment to improving experiences and advancing success for first-generation college students, the college has been selected to join the First Scholars Network. First Scholars Network is an initiative of NAFSA, which is an



organization for student affairs administrators in higher education, and The Suder Foundation, which promotes the advancement of societal transformation through higher education. Nearly two-thirds of LC State's degree and certificate seeking student enrollment are considered first-generation college students. A first-generation college student is defined as a student whose parents did not complete a bachelor's degree. Although national statistics show first generation college students usually have a harder time earning a degree, LC State has consistently helped a high number of first-generation students earn their bachelor's degree.

“Being named as a Network Member of the First Scholars Network is an exciting opportunity for Lewis-Clark State to join a dedicated community of professionals prepared to share evidence-based practices and resources, troubleshoot challenges, generate knowledge, and continue to advance the success of first-generation students across the country,”

-Dr. Kevin Kruger, president and CEO of NASPA, June 2023.

The year looking forward:

- LC State and North Idaho College (NIC) are working together to create a bachelor's of applied science degree in health science. The partnership would apply to various health programs, including the schools' dental hygiene program. NIC in Coeur d'Alene and LCSC in Lewiston both offer a two-year dental hygiene program and offer labs and clinicals for students in both locations. Bachelor's degrees in dental hygiene are increasing in demand because they lead to higher earnings and career advancement in other areas, as well as graduate studies.

“LC State is a small school that does big things and much of this is due to our firm belief in the power and efficiency of partnering with sister institutions,”

-President Cynthia Pemberton, July 2023.

- Modeling from and building upon 2-year sister alternative energy programs, LC state has begun incorporating and/or laying the groundwork for certificate and 2-year CTE programs in alternative energy services (e.g., wind turbine repair and operation, solar panel installation, repair and maintenance, hybrid and ev “engine” repair/maintenance, ev charging station).
- LC State is working in partnership with its 2-year sisters and Idaho State University to more fully flesh-out healthcare education programming and degree ladder options (e.g., medical assisting, surgical assisting, occupational therapy, physical therapy, dental hygiene & assisting, physician assistant training, pharmacy, etc.).
- LC State continues to participate as a tri-partner with the city of Lewiston and Lewiston Independent School District (LHS). Through this partnership, public infrastructure was developed in association with the Schweitzer CTE Center, Lewiston High School and Community Park.
 - Tri-partnership construction specifics included: Two new roadways – Community Drive and Cecil Andrus Way; utilities installation including water, sewer, storm, and franchise (power, phone, cable, fiber); widening of Warner Avenue from 13th Street to just west of 12th Street including a mini roundabout at 12th Street; and intersection



improvements at 10th and Cecil Andrus Way included widening, curb installation, and designated turn lanes and receiving lanes.

- Consistent with this partnership ethos, LC State has worked with the City to co-brand a bus and bus route (route addition helps serve student transit between main campus and the Schweitzer CTE Center); add way-finding signage for the Schweitzer CTE Center; and is co-branding with the City and Lewiston HS the Community Park Water Tower.
- The Center for Arts & History's mission is to connect campus to community and the world through experiences in art, culture, and the humanities. In the year looking forward, the Center nurtures a culture of connection among our campus community by showcasing exhibitions that tie to the campus curriculum and are relevant to the region.
 - Several solo exhibitions will be presented by Pacific Northwest artists working in painting, mixed media, installation, and sculpture, addressing topics like environment and land use, cultural identity, and universal aspects of the human condition.
 - Select traveling exhibitions will provide insight into the regional history and cultural heritage of those working in agricultural and logging industries. The Center plans to coordinate public programs and social gatherings in collaboration with LC State faculty and students to enhance visitors' appreciation for and understanding of the arts as well as launch a no-cost student membership program, through which LC State students can play a part in program direction and serve as ambassadors for the academic galleries.
- LC State's president and vice presidents participate as a members of local and regional boards (e.g., Valley Vision, St. Joseph Regional Medical Center, TriState, Lewiston Library, City of Lewiston, LC Chamber, etc.).

Fundraising and LC State Foundation

- The LC State Foundation reported \$17,268,054 in total assets as of June 30, 2023.
- \$12,791,174 are endowed funds.
- Endowment distributions increased by 4.7% in FY23 in comparison to FY22.
- Annual fund distributions increased by 9.5% in FY23 in comparison to FY22.

Fundraising and Advancement Data

Key Data	FY2019	FY2020	FY 2021	FY 2022	FY 2023**
Total Assets	\$13,870,249	\$12,078,104*	\$16,070,808	\$15,914,916	\$17,268,054
Revenues	\$1,352,517	\$2,427,102	\$2,905,131	\$3,725,494	\$1,614,610
Endowment Funds	\$8,599,896	\$8,786,877	\$11,723,556	\$11,514,532	\$12,791,174
Funds Distributed for Scholarships	\$495,318	\$551,189	\$532,656	\$542,798	\$591,088
Distributions to LC Programs and Capital Projects	\$409,102	\$3,861,664*	\$1,432,096	\$1,312,478	\$879,766

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

**FY 2023 figures are unaudited as per June 30th, 2022.



Presidential Priority 3: People and Processes: *Energizing our Culture of Connection*

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

The year in review:

- LC State is committed to serving and supporting the people that populate the campus community. Annually, we conduct an annual student survey, and approximately every 2-3 years conduct an employee survey. Two-hundred-and-thirty-three employees responded to the spring 2023 survey. Below are a few key highlights:
 - Employees believe there is a clear connection between their work and LC State's Mission, and they perceive LC State as consistently operating within its Mission. They would recommend LC State as a good place to work.
 - Employees are satisfied with their professional relationships with colleagues and feel a sense of belonging in their office/department. They also feel valued, have access to necessary technology, and believe their job is meaningful.
 - Employees receive positive recognition for their work, are involved in decisions that affect their work, and are satisfied with their ability to perform interesting tasks within their role.
 - Co-workers treat each other respectfully, share helpful information, get along well, and are hardworking and adaptable.
 - Employees are satisfied with their professional relationships with their direct supervisors, who are seen as respectful, supportive, good communicators, and effective leaders.
 - Employees believe Deans, Division Chairs, Unit Heads, and Directors treat the LC State community respectfully, listen to concerns, and support employee work/life balance.
 - Employees believe the President and Vice Presidents are good communicators who treat the community respectfully and appropriately challenge them.
 - Employees understand and find the annual performance evaluation process fair. They are satisfied with the training and opportunities for skill improvement and expansion.
 - The benefits package provided by LC State meets their needs well.
 - The LC State culture is described as friendly, respectful, inclusive, and accessible, with respondents feeling safe and valued. They would choose to work at LC State again if given the chance.
 - Respondents expressed interest in attending [Professional Development Training](#) courses, [wellness programming](#), and volunteer opportunities (Check out the [HR website](#) for Professional Development Training and Wellness Programming information – loads of opportunities!).
 - Employees indicated they are unlikely to leave the state of Idaho, their position, or LC State, with many intending to spend their remaining working years at LC State.

Overall, the survey results indicate a positive perception of LC State as a workplace, with strong satisfaction regarding mission alignment, relationships, and organizational culture.

- LC State is and should remain committed to providing an outstanding small college experience, serving and serving well, Idaho students, first-generation, low income, traditional



and non-traditional students. Findings from all campus surveys affirm that students and employees, alike, believe the climate of LC State to be friendly, respectful, and caring, affirming the LC State experience as an outstanding small college experience.

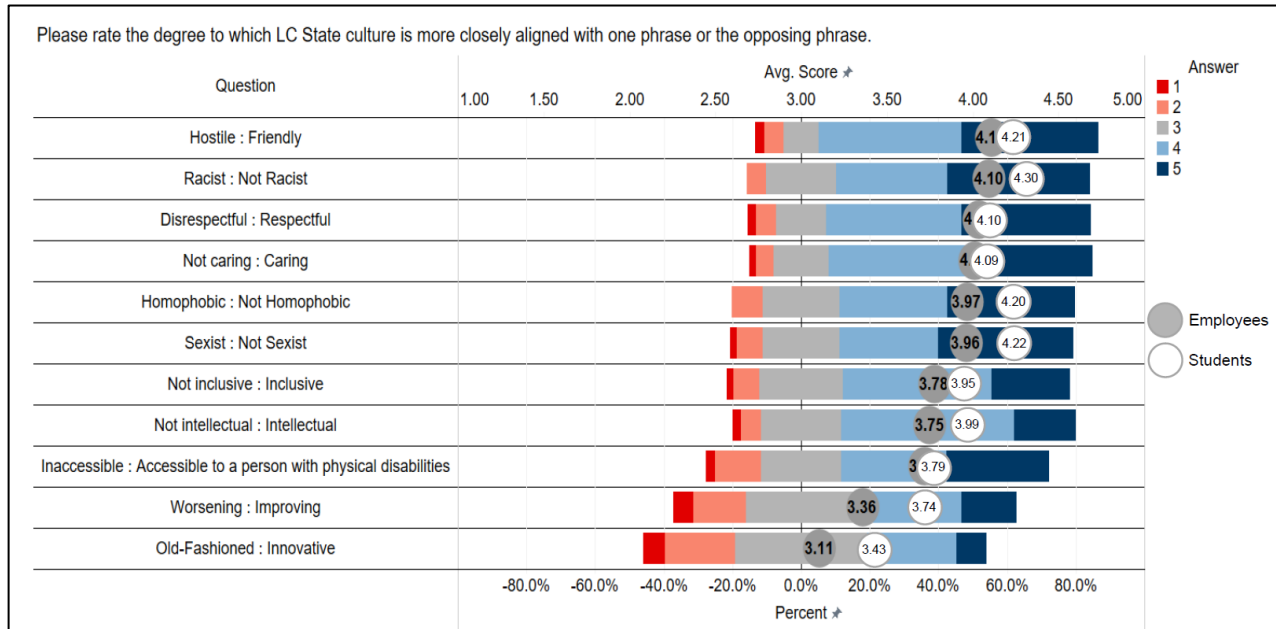


Figure 1: Student finding from a fall 2022 survey and employee findings from a survey administered in spring 2023.

- While remaining Idaho’s best deal for students, LC State efficiently leveraged its resources towards areas of need identified by rigorous program assessment and towards equity and compression compensation and employee retention challenges.⁶
 - LC State continues to make progress towards the goals of the Campus Facility Master Plan for FY 2023-2029 approved by SBOE in October 2021. Notable progress is a project to complete the first floor of Clearwater Hall for the Workforce Training Center is underway, the first floor of the Library now houses the student success center (centralized tutoring center), and food pantry to better utilize this floor to meet student needs, and the Music Building is transitioning to a Living and Learning Center to address housing needs.
 - Relocating Workforce Training (a unit that serves an average of 3,000 (duplicated) enrollments with 95% completion), to co-locate it with our Adult Learning and Small Business Development centers, is anticipated to: (a) better position the unit for increased visibility and accessibility; and (b) quite literally result in a half a block of Main Street “retail space” occupied by and focused on LC State programming and auxiliary unit revenue generation.
 - LC State was grateful for state support towards equitable compensation to its employees, distributed based upon the merit (aka performance evaluations). The FY 24 compensation plan was composed of:
 - An increase among classified staff between \$1.00/hour and \$1.55/hour.
 - An increase among exempt staff and faculty between 3.5% and 4.6% of their FY23 base salary.

⁶ For a summary of LC State’s FY24 resource allocation decisions, see Appendix A.



- The increases included an additional small percent increase given to those employees who are 80% or below their compa-ratio (CUPA median or classified policy).
- A small pool of funds was used for those employees with the highest ratings of exemplary performance (classified and exempt) and superior performance (faculty) to bring them to, or closer to, their FY24 compa-ratio goals.

Overall, nearly \$6.5 million has been invested in equity increases in compensation from fiscal year 2019 to the present. For fiscal year 2024, \$1.36 million was invested in salary and benefit cost increases.

The year looking forward:

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

- FY 2024 resource allocation decisions included⁶:
 - Legislative funding in support of Gramm-Leach-Bliley Act's CyberSecurity requirements and operational efficiencies.
 - Items resulting from internal program assessment and resultant resource requests include additional staff to support the student success center, a dance coach to advance Title IX initiatives, an accessibility specialist, and other operational efficiencies.
 - LC State currently has nearly 60 integrated IT-driven automation projects in various stages of implementation (e.g., Colleague modernization, ACH payment processing, LUMA, HR, travel, payroll and purchasing integrated automation, campus ID card services, registrar/records Colleague integration, 25Live, Colleague/Canvas integration, powerBI, IT/Security, dual sign-on, etc., etc., etc.)
 - LC State staff are working to use and share information to facilitate communication and understanding; as well as streamline processes and automate functions using central data sources. Examples include:
 - Utilizing campus wide calendaring tools so that events and activities are known and well attended with fewer scheduling conflicts to maximize connection of students, staff and faculty.
 - Students, staff and faculty are kept 'in the know' by various messaging strategies including:
 - Monday all campus email messages; "Tuesday at Two" and "Ask & Answer" sessions with the president; Press Release – Points of Pride.
 - Per semester all campus meetings maximizing high-level synergies.
 - President's Cabinet, Council, Academic Affairs, Student Affairs, and Business/Finance Council meetings, School, Department/Division, Unit meetings.
 - Utilizing the aggregate expertise of personnel in President's Council to transform the efforts and metrics associated with Complete College America to serve as important performance metrics in assessing the institution's mission fulfillment as part of NWCCU institutional accreditation, using comparative peer data and focusing on equity gaps.



College Highlights

This portion of the report is concluded by sharing a few additional college highlights, not already addressed in the document narrative. Highlights are presented relative to firsts and new initiatives, enrollment, graduation and athletics.

FIRSTS & NEW INITIATIVES

BLUE MOUNTAIN ARTICULATION – LC State and Blue Mountain Community College in Pendleton, Ore., signed a Transfer Articulation Agreement that will help BMCC students who earn associate degrees transfer into LC State baccalaureate degree programs. The agreement went into effect on May 1 and under its provisions BMCC's associate degree graduates will be granted admission to LC State and be considered juniors, with some exceptions.

CAREER READINESS CREDENTIAL – LC State launched its Career Readiness Credential in the fall. Based on eight career readiness competencies identified by the National Association of College and Employers, the Career Readiness Credential prepares students for the workforce in areas of communication, teamwork and critical thinking. The college's first credential, the LC Leadership Credential, was launched in 2020.

CTE SIGNING DAY – LC State successfully launched its first – and Idaho's first – Career & Technical Education Signing Day in the spring. The celebratory event invited new students to sign a letter of intent to study in one of LC State's 21 CTE programs in the fall.

PRESIDENT PEMBERTON HONORED – President Pemberton received a Women of Distinction Award by the Girls Scouts of Eastern Washington and Northern Idaho, and also received the Southern Oregon University Alumni Excellence in Education Award. In addition, she was chosen as the chair-elect of the Cascade Collegiate Conference Council of Presidents.

ENROLLMENT & GRADUATION (2022/2023)

INCREASE IN NEW STUDENTS – LC State saw over a 10% increase in new degree-seeking students fall 2022 thanks to an increase in students who were first-time to college and transfer students. Overall headcount at the college was up 2% in fall 2022 compared to the previous fall, while overall full-time equivalent enrollment rose 0.7%.

INCREASE IN MALE ENROLLMENT – Bucking national trends, LC State saw an 8% increase in male students in fall 2022. Other increases that fall included a 3% uptick in Idaho resident enrollment and a 2% increase in Native American students.

952 DEGREES AWARDED – Nine hundred and fifty-two (952) degrees and certificates were handed out to 754 graduating students at LC State's spring 2023 commencement ceremonies.

WARRIOR ATHLETICS

STUDENT-ATHLETE ACADEMIC EXCELLENCE – The LC State athletic department earned Presidents' Academic Excellence status in the Cascade Collegiate Conference for the third straight



year. Warrior student-athletes on the 10 teams that compete in the conference finished the 2022-23 academic year with a 3.36 GPA. LC State also had 72 student-athletes earn Academic All-Cascade Conference honors during the year.

WORLD SERIES RUNNER-UP – The LC State baseball team was the runner-up at the Avista NAIA World Series. Despite losing eight position players who started or saw considerable playing time from a year ago, the Warriors peaked at the right time in the postseason to finish second for the second straight year.

TWO-TIME NATIONAL CHAMPION – Sophomore Jenna Carpenter of Lewiston became the first Warrior female to win multiple NAIA national track and field titles. She swept the 2023 national indoor and outdoor titles in the high jump.

COMPETITIVE DANCE TEAM ADDED – LC State is proud to announce the addition of competitive dance to its intercollegiate sport menu. Go Warriors!

Program Prioritization – Program Performance

In accordance with SBOE Policy III.F starting Fall of AY 2023-24, LC State will initiate its 3rd cycle of Instructional Program Performance. A 5-quintile model will be used to evaluate academic programs similar to the format previously implemented. The evaluation process will include an in-depth review of academic programs for cost, growth, sustainability, and industry demand. In our last review, 17 instructional programs, including programs in Liberal Arts, Career and Technical Education, and Professional Studies were identified for quintiles 4 and 5 (Q4: sustainable with major revisions; Q5: not sustainable). For the AY 2023-24 review, each program will have an independent evaluation for final cost, growth, sustainability, and industry demand. Once the assessment is complete, programs will be identified for continuance or campus discontinuation.

The Non-Instructional Program Review took place AY 2020-21 and AY 2021-22. As previously reported, 34 non-instructional programs with quintile groupings were identified resulting in 18 programs assigned quintile 1 (sustainable with minor modification), and 16 programs assigned quintile 2 (sustainable with modification). No non-instructional programs were assigned quintile 3 (not sustainable in current operational mode). Non-instructional Program Review will commence for its 3rd cycle during AY 2024-25.

Conclusion

In conclusion, LC State has been proudly serving students since 1893 as Idaho's small "private" college experience offered at a public school price. Guided by its mission, LC State is fully committed to expanding access to higher education and ensuring success for all of our students. Despite the challenges of the past few years, LC State's enrollment has stabilized and is beginning to demonstrate strategic growth. As a result, we have emerged in a strong and fiscally stable and sustainable position, having evolved to serve the unique needs of our students under unique circumstances. This institutional annual report serves to provide a state of the college and to inform the Idaho SBOE of the annual Presidential Priorities guiding the institution forward.



Appendix A: Summary of LC State FY23 Resource Allocation Decisions**LEWIS-CLARK STATE COLLEGE****FY24 RESOURCE ALLOCATION DECISIONS***(Includes both General Education and Career & Technical Education)*

Total, incl. CTE

A. Salary & Benefit Cost Increases (Gen Ed/CTE):

1. CEC/Equity Increases	\$1,083,121
2. Faculty Promotions	122,788
3. Compression, Equity, & Target Adjustments	19,984
4. Health Insurance and Variable Benefits	311,986

Subtotal-Salary & Benefit Cost Increases **\$1,537,879**

B. Ongoing RRF Funded Items (Gen Ed Only):

1. (Academic Affairs) Restore Sabbatical Funding
2. (Physical Plant) Fleet Management Software
3. (Athletics) Dance Coach
4. (CAH) Program Assistant
5. (Registrar & Records) Classroom Scheduling Optimizer
6. (Student Success Center) Student Success Center Coordinator
7. (Student Success Center) Student Success Center OE
8. (Accessibility Services) Accessibility Coordinator
9. (Accessibility Services) Accessibility Specialist

Subtotal-Ongoing Gen Ed RRF Funded Items **\$347,099**

C. One-Time RRF Funded Items (Gen Ed Only):

1. (Physical Plant) Robotic Vacuum Cleaner
2. (Physical Plant) Tractor
3. (Physical Plant) HVAC Maintenance Equipment
4. (Admissions) Paint Offices In RCH 111
5. (Admissions) SAT Subscription Plan
6. (Student Success Center) Student Tutors/General Tutors
7. (Public Safety) Emergency Planning & Safety Coordinator
8. (Student Union Building/ Center for Student Leadership) SUB/CSL South Patio Project
9. (eLearning Services) Wall Removal / Office Expansion
10. (School of Professional & Graduate Studies) Correctional Program Instructor/Specialist - Boise

Subtotal-One-Time Gen Ed RRF Funded Items **\$128,785**

D. One-Time RRF Funded Items (CTE Only):

1. (Technical & Industrial) Carpet in MTB 101 Offices

Subtotal-One-Time CTE RRF Funded Items **\$13,000**

TOTAL FY24 COLLEGE RESOURCE ALLOCATIONS**\$2,026,763****Local RRF Funded Items:**

1. (Physical Plant) IH For The Centralized Fleet Manager
2. (Purchasing) Amazon Business Prime Membership
3. (Athletics) Van
4. (Communications & Marketing) Statewide Billboard Campaign - Year 2
5. (Communications & Marketing) Campus Branding
6. (eLearning Services) Instructional Designer

Auxiliary RRF Funded Items:

1. (Residence Life) Professional Residence Director
2. (Residence Life) Custodian/Maintenance Position
5. (Residence Life) Residence Hall Repairs Total
6. (Residence Life) Residence Life Rental Houses
7. (Student Counseling Center / Student Health Services) Medicat One - Counseling - Upgrade
8. (Student Union Building / Center for Student Leadership) Events & Conferences, Coordinator
9. (Student Union Building / Center for Student Leadership) Campus Card System
10. (Student Union Building / Center for Student Leadership) Co-Curricular Transcript Software
11. (Student Union Building / Center for Student Leadership) Jitterz Remodel
12. (Student Union Building / Center for Student Leadership) Chiller
13. (Student Union Building / Center for Student Leadership) Dishwasher
14. (Student Union Building / Center for Student Leadership) WCC Carpet and Furniture
15. (Student Union Building / Center for Student Leadership) Steamer

PLANNING, POLICY AND GOVERNMENT AFFAIRS
OCTOBER 18, 2023

SUBJECT

Lewis Clark State College Educator Preparation Program Presentation

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-114

BACKGROUND/DISCUSSION

Lewis-Clark State College Educator Preparation Program is a Board-approved educator preparation program for certification purposes.

The State Board of Education's strategic plan includes a focus on alignment and coordination throughout the education pipeline as well as a focus on rigorous curriculum, and overall student success. The success of Idaho's students is largely dependent on the success of Idaho's teachers, making the work of teacher preparation an important part of the process.

Dr. Royal Toy, Director of the Pathways for Accelerated Certification and Endorsement program will be joined by Provost Fred Chilson to share an update with the Board regarding LC State's teacher preparation program.

IMPACT

This informational item will give Board members an opportunity to discuss with Provost Chilson and Dr. Toy the steps Lewis-Clark State College is taking in assuring all of the teacher candidates exiting their program are learner ready when they enter the classroom.

ATTACHMENTS

Attachment 1 – LCSC EPP Presentation

BOARD ACTION

This item is for informational purposes only.

LCSC Alternative Pathways for Teacher Certification

Provost Chilson, and Royal Toy
October 18, 2023

Pathways

- Online Elementary
- Post-Baccalaureate
- PACE, Coeur d'Alene
- Mastery-Based Pathway

What Sets Us Apart

- **Our Values**
 - Personal attention
 - Practical application of theory
 - Faculty teach courses
 - Faculty are active in classrooms
 - One-on-one mentoring
 - Accessibility of faculty & staff
 - Willingness to collaborate with peers
 - Tuition is meaningful





Thank you. Questions?

Provost Chilson, Royal Toy

PLANNING, POLICY AND GOVERNMENT AFFAIRS
OCTOBER 18, 2023

SUBJECT

Board Policy IV.D. Educator Preparation, Certification, and Standards – First Reading

REFERENCE

April 2023	Board approved first reading of proposed amendments to Board policy IV.B. State Department of Education and IV.D. Educator Preparation, Certification, and Standards (new section).
June 2023	Board approved second reading thereby establishing Policy IV.D. Educator Preparation, Certification and Standards as a new section of policy.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 through 33-1204, Idaho Code
Idaho Administrative Code, IDAPA 08.02.03

BACKGROUND/DISCUSSION

Content standards for K-12 curriculum are adopted by the Board and incorporated by reference into IDAPA 08.02.03. Content standards are to be reviewed by a review committee, facilitated by the State Department of Education (SDE), as established in Board Policy IV.D. every six (6) years. This policy also establishes the structure of content standards review committees.

As SDE continues to engage content standards review committees it has become apparent that the structure of review committees is not always feasible. For example, the current structure requires an elementary teacher to sit on every review committee. However, an elementary teacher may not be a meaningful contributor to a committee reviewing Driver's Education content standards, for example. Flexibility in the membership of content standards review committees is necessary.

IDAPA 08.02.03.128 establishes the structure of curricular materials review committees. Review of curricular materials, also facilitated by the State Department of Education, is to take place in the year following content standards review. The language defining the structure of these committees provides additional flexibility and has not presented an implementation problem to date.

Attachment 1 proposes revisions to Board Policy IV.D. that aligns the language in policy pertaining to content standards review committees with the existing language in IDAPA 08.02.03.128 pertaining to curricular materials review committees.

In addition to this change, a technical correction is proposed in paragraph 2.ff. of Board Policy IV.D. for the purpose of removing a no longer relevant reference to grades 5-9.

PLANNING, POLICY AND GOVERNMENT AFFAIRS
OCTOBER 18, 2023

IMPACT

If the Board approves the first read of the proposed changes edits will be made and a final draft will be submitted for the Board's final consideration in December.

ATTACHMENTS

Attachment 1 – Board Policy IV.D. – First Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Updating Section 1.a.i of Board Policy IV.D. to materially align with IDAPA 02.02.03.128, would provide the SDE with the necessary flexibility to establish effective content review committees. This change would also further align administrative rule and Board policy and would serve to streamline the workload for the SDE staff that facilitate both Content Standards and Curricular Materials committees.

Staff recommends that the Board approve the first reading of the proposed changes to Board Policy IV.D.

BOARD ACTION

I move to approve the first read of proposed revisions to Board Policy IV.D. as presented 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: D. Educator Preparation, Certification, and Standards

June

2023December 2023

1. 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 schools then provide educational opportunities to Idaho students. ~~Prior to any standards being brought forward to the Board the a~~Applicable stakeholders and the public shall be provided with an opportunity to provide feedback prior to consideration of the Board of proposed standards. 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. All other content standards review will be facilitated by the State Department of Education.

The content standards review process will include at a minimum:

- i. A review committee will consist of not less than ten (10) total members from the following stakeholder groups: certified Idaho classroom teachers, Idaho public school administrators, Idaho higher education officials, parents, local school board trustees or directors, and State Department of Education personnel. A review committee must include Idaho educators with subject expertise in the applicable content area. A review committee established for the purpose of reviewing content standards of career technical courses must also include a member from the Division of Career Technical Education. A review committee must include 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

Idaho State Board of Education**GOVERNING POLICIES AND PROCEDURES****SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES****Subsection: D. Educator Preparation, Certification, and Standards****June****2023December 2023**

~~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 Certificated School Personnel

The Standards for Certificated 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 certifications 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. Subject area certification standards must be in alignment with their corresponding subject area content standards incorporated by reference into IDAPA 08.02.03, where applicable. Reviews of career technical education (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 non-CTE educator standards. 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.

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2. 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. To be eligible for each type of endorsement, either the following credit requirement must be met or the individual must have qualified to add the endorsement through one of the routes for Alternative Authorization for new endorsements established in IDAPA 08.02.02.021. Credits used for determining eligibility in one endorsement area may also be used to meet the requirements for a corresponding endorsement area where the requirements overlap.

- a. All Subjects (K-8). Thirty (30) semester credit hours 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.
- b. American Government /Political Science (5-9 or 6-12). Twenty (20) semester credit hours to include 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 three (3) semester credit hours in comparative government. 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.
- d. Bilingual Education (K-12). Twenty (20) semester credit hours to include coursework in bilingual education methods; upper division coursework in one (1) modern language other than English, including writing and literature; cultural diversity; 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. 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.
- e. Biological Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, molecular and organismal biology, heredity, ecology, and biological adaptation.

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- f. Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3). Thirty (30) semester credit hours to include coursework 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). Twenty (20) semester credit hours to include coursework in methods of teaching elementary and special education, 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.
- 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.
- i. Chemistry (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and inorganic and organic chemistry.
- j. Communication (5-9 or 6-12). Complete one (1) of the following options:
 - i. Twenty (20) semester credit hours to include coursework in methods of teaching communication arts, interpersonal communication, argumentation/personal persuasion, group communication, nonverbal communication, public speaking, journalism/mass communication, and social media; or
 - ii. Complete an endorsement in English and complete (12) semester credit hours to include coursework in methods of teaching communication arts, interpersonal communication, argumentation/personal persuasion, and public speaking.
- k. Computer Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching computer science; data representation and abstraction; design, development, and testing algorithms; software development

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processes; digital devices, systems, and networks; and the role of computer science and its global impact.

- I. Deaf/Hard of Hearing (Pre-K-12). Thirty (30) semester credit hours to include coursework in methods of teaching the deaf/hard of hearing, bimodal communication, sign language acquisition and learning, literacy development, hearing technology, spoken language development, students with disabilities, assessments, designing and monitoring individualized education programs, and special education law.
- m. Early Childhood Special Education (Pre-K-3). Twenty (20) semester credit hours to include coursework in 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; planning, implementing, and evaluating environments and materials for young children 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. This endorsement may only be added to the Exceptional Child Education (K-8 or K-12) endorsement.
- 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.
- o. Earth and Space Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, earth science, astronomy, and geology.
- p. Economics (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, three (3) semester credit hours in microeconomics, three (3) semester credit hours in macroeconomics, and six (6) semester credit hours in personal finance/consumer economics. Remaining course work must be in business, economics, or finance.

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- 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.
- r. English (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in secondary English language arts methods, grammar, American literature, British literature, multicultural/world literature, young adult literature, literary theory, and advanced composition.
- s. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching language acquisition, a modern language other than English, cultural diversity, linguistics, second language acquisition theory and practice, foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, and identification and assessment of English learners.
- t. Exceptional Child Education (K-8, 6-12, or K-12). 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, family and community relationships, and accommodations and modifications.
- u. Geography (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, cultural geography, and physical geography, and a maximum of six (6) semester credit hours in world history survey. Coursework may include three (3) semester credit hours in economics. Remaining coursework must be in geography.
- 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.
- w. Gifted and Talented Education (K-12). Twenty (20) semester credit hours to include coursework in 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.
- x. Health (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching health; planning, organization, and administration of a school health program; health, wellness, and behavior change; mental/emotional health; nutrition; human sexuality; and health risk behaviors.

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Remaining semester credits must be in health-related coursework. To obtain a Health (K-12) endorsement, applicants must complete coursework in elementary health methods.

- y. History (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, six (6) semester credit hours in U.S. history survey, and six (6) semester credit hours in world history survey. Coursework may include three (3) semester credit hours in American government. Remaining coursework must be in history.
- z. Humanities (5-9 or 6-12). Complete an endorsement in English, history, music, theatre arts, visual arts, or world language; and complete twenty (20) semester credit hours 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.
 - 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.
- aa. Journalism (5-9 or 6-12). Complete one (1) of the following options:
 - i. Twenty (20) semester credit hours in the area of journalism to include coursework in methods of teaching communication arts and six (6)

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- semester credit hours in communication arts.
- ii. Complete an English endorsement and twelve (12) semester credit hours to include coursework in methods of teaching communication arts and in the area of journalism.
- bb. Literacy (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching reading and writing; foundations of literacy including reading, writing, listening, speaking, viewing, and language; language acquisition and development; diversity of literacy learners; literacy in the content area; literature for youth; diagnostic reading 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.
- cc. Mathematics (6-12). Twenty (20) semester credit hours to include coursework in 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.
- dd. Mathematics - Middle Level (5-9). Twenty (20) semester credit hours to include coursework in secondary methods of teaching mathematics, algebraic thinking, functional reasoning, Euclidean and transformational geometry, and statistical modeling and probabilistic reasoning. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credit hours of mathematics content.
- ee. Music (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching music, theory and harmony, aural skills, music history, conducting, applied music, and piano proficiency (class piano or applied piano). To obtain a Music (K-12) endorsement, applicants must complete elementary music methods coursework.
- ff. Natural Science (~~5-9 or~~ 6-12). Complete one (1) of the following options:
- i. Complete an endorsement in one of the following: biological science, chemistry, Earth science, geology, or physics; and complete a total of twenty-four (24) semester credit hours as follows:
 - 1) Biological science endorsement. Eight (8) semester credit hours in each of the following: chemistry, physics, and Earth science or geology.
 - 2) Chemistry endorsement. Eight (8) semester credit hours in each of the following: biology, physics, and Earth science or geology.
 - 3) Earth science or geology endorsement. Eight (8) semester credit hours

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- in each of the following: biology, chemistry, and physics.
- 4) Physics endorsement. Eight (8) semester credit hours in each of the following areas: biology, chemistry, and Earth science or geology.
- ii. Complete an endorsement in Agriculture Science and Technology, and complete twenty-four (24) semester credit hours to include coursework in methods of teaching science, lab safety, and six (6) semester credit hours in each of the following: biology, chemistry, physics, and Earth science or geology.
- gg. Online Teacher (K-12). 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.
- hh. Physical Education (PE) (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching PE; sports, skillful movement, physical activity, and outdoor skills; student evaluation in PE; safety and prevention of injuries; fitness and wellness; PE for special populations; exercise physiology; kinesiology/biomechanics; motor behavior; and current certification in cardiopulmonary resuscitation, automated external defibrillator use, and first aid. To obtain a PE K-12 endorsement, applicants must complete coursework in elementary PE methods.
- 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.
- jj. Physics (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of physics.
- 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.
- ll. Science – Middle Level (5-9). Twenty-four (24) semester credit hours to include coursework in methods of teaching science, lab safety, and eight (8) credits in each of the following: biology, earth science, and physical science.

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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. Complete an endorsement in American government/political science, economics, geography, or history 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.

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

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.

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 with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve educational outcomes for students. 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

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- 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 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.
 - 3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.
- 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.
- iii. Teacher Leader – Literacy
- 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) 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

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- responsive pedagogy for diverse learners.
- 3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.
- iv. Teacher Leader – Mathematics
- 1) 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) 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 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 facilitation of both individual and group professional development activities.
- v. Teacher Leader – Special Education
- 1) 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) 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.
 - 3) Program shall include ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

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- qq. Teacher Librarian (K-12). Twenty (20) semester credit hours to include 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.
- rr. Theatre Arts (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching theatre arts, acting and directing, and six (6) semester credits in technical theatre/stagecraft.
- ss. Visual Arts (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include 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. To obtain a Visual Arts (K-12) endorsement, applicants must complete elementary arts methods coursework.
- tt. World Language (5-9, 6-12 or K-12). Twenty (20) semester credit hours to include coursework in methods of teaching language acquisition, twelve (12) intermediate or higher credits in a specific world language, and coursework in two (2) or more of the following areas: grammar, conversation, composition, culture, or literature. To obtain an endorsement in a specific world language (K-12), applicants must complete an elementary methods course. To obtain an endorsement in a specific 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 world language content assessment, or if a specific world language content assessment is not available, a qualifying score on a state board approved world language pedagogy assessment.

PLANNING, POLICY AND GOVERNMENT AFFAIRS
OCTOBER 18, 2023

SUBJECT

Board Policy I.K Naming Memorializing Buildings and Facilities - First Reading

REFERENCE

March 2000	Board approved first reading of Board Policy.
September 2000	Board approved second reading of Board Policy I.K.
February 2002	Board approved first reading of amendments to Section I of Board Policy including I.K. updates to outdated references to Idaho administrative rules.
April 2002	Board approved second reading of amendments to Section I of Board Policy including I.K.
December 2012	Board approved first reading of amendments to Board Policy Section I.K.
February 2013	Board approved second reading of Board Policy I.K to clarify the intended procedures for making requests of the Board.
June 2014	Board approved Boise State University's request to enter a naming agreement with Albertson's to name the Boise State University stadium "Albertsons Stadium."
January 2018	Board approved University of Idaho's request to enter into a naming agreement with ICCU for the ICCU arena project.
June 2019	Board approved Boise State University's request to enter a naming agreement with Extra Mile to name the arena the "Extra Mile Arena."
December 2021	Board approved Lewis-Clark State College's request to enter a naming agreement with P1FCU for the Activity Center.
June 2023	Board approved University of Idaho's request to entering a naming agreement with P1CFU to name the Kibbie-ASUI Activity Center the "P1FCU Kibbie Dome."
August 2023	Board approved first reading of Board Policy I.K to add section 1.c allowing an institution to contract with an individual or entity to purchase naming rights of a facility.

APPLICABLE STATUTE, RULE, OR POLICY

State Board of Education Governing Policies and Procedures Section I.K.

BACKGROUND/DISCUSSION

Board Policy I.K. requires prior approval by the Board for the naming or memorializing of our public postsecondary institution facilities.

PLANNING, POLICY AND GOVERNMENT AFFAIRS
OCTOBER 18, 2023

The proposed amendment adds a new section, 1.c., which would allow a facility to be named for an individual or an entity that has contracted with the institution to purchase the naming rights of the facility.

IMPACT

There were no revisions between the first and second readings of the proposed revision.

ATTACHMENTS

Attachment 1 – Proposed Revisions to Board Policy I.K Naming/Memorializing Buildings and Facilities.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The need to consider revisions was identified as a result of recent waivers of the policy (e.g, Boise State University Albertsons Stadium and University of Idaho P1FCU Kibbie Dome). Board staff recommend that the Board approve the second reading of the proposed revisions to Board Policy I.K.

BOARD ACTION

I move to approve the proposed revisions to Board Policy I.K. Naming/Memorializing Building and Facilities.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: K. Naming/Memorializing Building and Facilities

February

~~2013~~ October 2023

Prior approval of the State Board of Education is required for the naming or memorializing of a facility or facilities ~~for other than functional use~~.

As used in this policy, the terms "facility" and "facilities" include any building, structure, room, laboratory, administrative unit, open space, or other physical improvement or natural feature of a campus or of other property under the administrative control of the State Board of Education and the Regents of the University of Idaho.

1. The Board will consider the following factors in addressing requests for naming of a ~~building, facility, or administrative unit~~ facility.
 - a. Naming for an administrator, member of the faculty or employee of ~~a unit~~ an institution or agency responsible to the ~~State Board of Education~~ Board:
 - i. No ~~building, facility, or administrative unit~~ facility shall be named for a person currently employed ~~within the system of higher education in Idaho~~ by an institution or agency, except when authorized by the Board.
 - ii. Memorialization of ~~a building, facility, or administrative unit~~ a facility for a former employee retired or deceased shall be considered on the basis of the employee's service to education in the state of Idaho. Significant factors will include, but shall not be limited to:
 - 1) Recommendation of the chief executive officer of the institution and the recommendation of the institutional community.
 - 2) Contributions rendered to the academic or administrative area to which the ~~building, facility, or administrative unit~~ facility is ~~primarily~~ devoted.
 - b. Naming of a ~~building, facility, or administrative unit~~ facility for other than a former employee of ~~the system of higher~~ an institution or agency responsible to the State Board of Education ~~education will be considered by the Board in accordance with 1.a. Additionally, the following shall apply:~~
 - i. When deemed appropriate, a ~~facility, building, or administrative unit~~ facility may be ~~given a nonfunctional name intended~~ named to honor and memorialize a specific individual or entity who has made a distinguished contribution to the University.
 - ii. Name for an individual or entity in recognition of a gift.
 - 1) No commitment for naming shall be made to a prospective donor of a gift prior to Board approval of the proposed name.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: K. Naming/Memorializing Building and Facilities

February

~~2013~~ October 2023

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- 2) In reviewing requests for approval to name a ~~facility, building, or administrative unit~~ facility for a donor, the Board shall consider:
- a) The nature of the proposed gift and its significance to the institution;
 - b) The eminence of the individual or entity whose name is proposed; and
 - c) The individual's or entity's relationship to the institution.
- c. A facility may be named for an individual or entity that has contracted with the institution to purchase the naming rights.
2. The Board delegates to the chief executive officers the authority to name rooms and open spaces located within buildings or structures.
- a. The chief executive officer shall follow the same guidelines for naming as set forth ~~in section 1 of this policy~~ above.
 - b. All such names designated by the chief executive officers shall be reported annually in August to the Executive Director.

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SUBJECT

Temporary rule – Docket 08-0113-2303, Rules Governing Opportunity Scholarship

REFERENCE

August 2015	Board approved proposed rule amendments, consisting of technical edits allowing for greater efficiency in administering the Opportunity Scholarship program.
November 30, 2015	Board approved pending rule Docket 08-0113-1501, Rules Governing the Opportunity Scholarship.
August 31, 2017	Board approved proposed rule Docket 08-0113-1701, Rules Governing the Opportunity Scholarship, making technical corrections and clarifying that GPAs of more than one decimal place will be rounded up.
November 15, 2017	Board approved pending rule Docket 08-0113-1701.
April 2018	Board approved temporary rule Docket 08-0113-1801, establishing provision for the Opportunity Scholarship to be used for “Adult Learners.”
August 2018	Board approved proposed rule Docket 08-0113-1802 establishing provision for the Opportunity Scholarship for Adult Learners.
November 2018	Board vacated proposed rule Docket 08-0113-1802.
August 2019	The Board approved rule Docket 08-0113-1901 establishing requirements for awarding Opportunity Scholarships to Adult Learners.
June 14, 2023	The Board approved temporary rule Docket 08-0113-2301 aligning the initial award date of the scholarship with other statewide scholarships and accounting for delayed student access to the FAFSA due to federal revisions to the application.
August 23, 2023	The Board approved proposed rule Docket 08-0113-2302 adjusting terminology to align with federal revisions, permanently aligning the initial award date of the scholarship with other statewide scholarships, providing flexibility to the administration team to adjust award amounts if necessary after verification of need status through the FAFSA, clarifying that students awarded the scholarship prior to July 1, 2023 and who intend to attend a community college were still eligible

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to receive the scholarship, and removing language regarding community college student eligibility.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-105, 33-4303, 67-5226, Idaho Code
Idaho Administrative Code, IDAPA 08.01.13, Rules Governing the Opportunity Scholarship

BACKGROUND/DISCUSSION

During the 2023 legislative session, the Idaho Launch Grant Program was created by House Bill 24 and Senate Bill 1167 and codified at Idaho Code § 77-1205. These bills also amended Idaho Code § 33-4303, regarding the Idaho Opportunity Scholarship.

Changes made to Idaho Code § 33-4303 removed community colleges from the definition of institutions eligible to receive funds from this scholarship. The Governor approved the Board's promulgation of the temporary rule adopted by the Board in June of 2023 which stated that "The board may not award any new (opportunity) scholarship, excluding renewals, to any student attending community college on or after July 1, 2023." The proposed rule adopted by the Board at its August meeting removed continuing eligibility credit hour requirements which pertain to community colleges. Because students who were awarded the scholarship prior to July 1, 2023, remain eligible to use the scholarship to attend community college, it is necessary to reinstate eligibility requirements at community college.

IMPACT

Should the Board approve the proposed temporary rule and the Governor approve promulgation of the temporary rule, the temporary rule would go into effect on November 1, 2023, and expire upon the legislature adjourning sine die at the conclusion of the 2024 legislative session.

The new temporary rule would impose eligibility requirements on those students who accepted an initial award of the Opportunity Scholarship prior to July 1, 2023, the effective date of the legislation, and who use the scholarship to attend community college.

ATTACHMENTS

Attachment 1 – Temporary Rule Docket 08-0113-2303– Opportunity Scholarship

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the Board approve the temporary rule as proposed in Attachment 1.

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BOARD ACTION

I move to approve the Temporary Rule Docket 08-0113-2303, as presented in Attachment 1, effective November 1, 2023, and expiring upon the legislature adjourning sine die at the conclusion of the 2024 legislative session, contingent on approval to promulgate the temporary rule by the Governor.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

08.01.13**– RULES GOVERNING THE OPPORTUNITY SCHOLARSHIP PROGRAM****000. LEGAL AUTHORITY.**

~~In accordance with Sections 33-105, and 33-4303, Idaho Code, the State Board of Education (Board) shall promulgate rules implementing the provisions of Title 33, Chapter 56, Idaho Code.~~ (4-6-23)

001. SCOPE.

These rules constitute the requirements for the Opportunity Scholarship Program. (4-6-23)

002. -- 009. (RESERVED)**010. DEFINITIONS.**

01. Adult Learner. An individual who: (4-6-23)

a. Is not currently enrolled in a postsecondary institution accredited by a body recognized by the State Board of Education; (4-6-23)

b. Has not attended more than two (2) courses at a postsecondary institution at any time during the twenty-four (24) month period immediately prior to application for the Opportunity Scholarship; and (4-6-23)

c. Has earned twenty-four (24) or more transferable credits from a postsecondary institution accredited by a body recognized by the State Board of Education. (4-6-23)

02. Grade Point Average (GPA). The average grade earned by a student, figured by dividing the grade points earned by the number of credits attempted. (4-6-23)

03. Graduation Plan. A plan developed by the postsecondary student in consultation with the postsecondary institution that identifies the certificate or degree the student is pursuing, the course and credit requirements necessary for earning the certificate or degree, the application of previously earned credits and credits granted through prior learning assessments, the estimated number of terms remaining to complete the certificate or degree and the proposed courses to be taken during each term. (4-6-23)

011. -- 100. (RESERVED)**101. ELIGIBILITY.**

~~Applicants must meet all of the eligibility requirements to be considered for the scholarship award.~~ (4-6-23)

01. Academic Eligibility. To be eligible for an opportunity scholarship, an applicant must meet minimum academic eligibility criteria, as follows: (4-6-23)

a. A student who has not yet graduated from an eligible secondary school or its equivalent in the state of Idaho must have an un-weighted minimum cumulative grade point of average of two point seven (2.7) or better on a scale of four point zero (4.0) to be eligible to apply for an opportunity scholarship. Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) place. Home schooled students must provide a transcript of subjects taught and grades received signed by the parent or guardian of the student; or (4-6-23)

b. A student who has obtained a general equivalency diploma must have taken the ACT assessment and received a minimum composite score of twenty (20) or better, or the equivalent SAT assessment and received a one thousand ten (1,010) or better, to be academically eligible to apply for an opportunity scholarship; or (4-6-23)

c. A student currently enrolled in an eligible Idaho postsecondary educational institution must have a minimum cumulative grade point average of two point seven (2.7) or better on a scale of four point zero (4.0) at such institution in order to be academically eligible to apply for an opportunity scholarship. Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) place. (4-6-23)

d. An Adult Learner must have a minimum cumulative grade point average of two point five (2.5) or higher on a scale of four point zero (4.0). Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) decimal place. (4-6-23)

02. Financial Eligibility. The financial need of an applicant for an opportunity scholarship will be based upon the Student Aid Index (SAI), as identified by the free application for federal student aid (FAFSA) Submission Summary. (7-1-23)T

03. Additional Eligibility Requirements. (4-6-23)

a. A student must not be in default on a student educational loan, or owe a repayment on a federal grant, and must be in good financial standing with the opportunity scholarship program. (4-6-23)

b. If a student has attempted or completed more than one hundred and twenty (120) postsecondary credits, then such student must identify a major, the required number of credits necessary for graduation in such major, and shall submit an academic transcript that contains all courses taken and all postsecondary credit received to the Board office. A student shall not be eligible for an opportunity scholarship if: (4-6-23)

i. The student has completed more than one hundred fifty percent (150%) of the courses and academic credit necessary to graduate in such major; or (4-6-23)

ii. Upon review of the student's academic transcript(s), the student cannot complete a degree/certificate in the major identified within two (2) semesters based on normal academic course load unless a determination by the executive director or designee has been made that there are extenuating circumstances and the student has a plan approved by the executive director or designee outlining the courses that will be taken and the completion date of the degree or certificate. (4-6-23)

102. -- 201. (RESERVED)

202. APPLICATION PROCESS.

01. Applications. An eligible student must complete and submit the opportunity scholarship program application to the Board electronically on or before the deadline set by the executive director each year. Adult Learner applications will be processed and awarded on a monthly basis up to the application deadline. An applicant without electronic capabilities may request a waiver of this requirement and, if granted, submit an application on the form established by the Board through the United States Postal Service that must be postmarked not later than the applicable application deadline. The FAFSA must be completed on or prior to the application deadline except for any applications for the 2024-2025 academic year. (7-1-23)T

02. Announcement of Award. For the 2024-2025 academic year, announcement of the award of initial scholarships will be made no later than December 31, 2023, with awards to be effective at the beginning of the first full term of the next fiscal year. Announcements must clearly state the award is part of the state's scholarship program and is funded through state appropriated funds. Additional award announcement may be made after this date based on the availability of funds. (7-1-23)T

03. Communication with State Officials. Applicants must respond by the date specified to any communication from officials of the opportunity scholarship program. Failure to respond within the time period specified will result in cancellation of the scholarship unless extenuating circumstances are involved and approved by the executive director or designee. (4-6-23)

203. -- 299. (RESERVED)

300. SELECTION OF SCHOLARSHIP RECIPIENTS.

01. Selection Process. Scholarship awards will be based on the availability of scholarship program funds. Opportunity scholarships will be awarded to applicants, based on ranking and priority, in accordance with the following criteria: (4-6-23)

a. Eligible students shall be selected based on ranking criteria that assigns seventy percent (70%) to financial eligibility, and thirty percent (30%) to academic eligibility. In the event that this weighted score results in a tie, an eligible student who submitted an application to the Board earlier in time will be assigned a higher rank. (4-6-23)

b. Notwithstanding Subsection 300.01.a. of these rules, the priority for the selection of recipients of opportunity scholarship awards shall be to scholarship recipients who received an opportunity scholarship award during the previous fiscal year, and have met all of the continuing eligibility requirements provided in these rules. (4-6-23)

02. Monetary Value of the Opportunity Scholarship. (4-6-23)

a. The monetary value of the opportunity scholarship award to a student shall be based on the educational costs for attending an eligible Idaho postsecondary educational institution, less the following: (4-6-23)

i. The amount of the assigned student responsibility, established by the Board annually; (4-6-23)

ii. The amount of federal grant aid, as identified by the FAFSA Submission Summary if known at the time of award determination; (7-1-23)T

iii. The amount of other financial aid awarded the student, from private or other sources that is known at the time of award determination. (4-6-23)

iv. The eligible maximum award amount for Adult Learners enrolled in less than twenty-four (24) credit hours or its equivalent in an academic year ~~attending an eligible four year postsecondary institution~~, will be prorated as follows: (7-1-23)T

(1) Enrolled in six (6) to eight (8) credits or its equivalent per term - fifty percent (50%) of the maximum; (4-6-23)

(2) Enrolled in nine (9) to eleven (11) credits or its equivalent per term - seventy-five percent (75%) of the maximum; and (4-6-23)

(3) Enrolled in twelve (12) or more credits or its equivalent per term - one hundred percent (100%) of the maximum. (4-6-23)

b. The amount of an opportunity scholarship award to an individual student shall not exceed the actual cost of tuition and fees at the institution the student attends or will attend, or if the student attends or will attend an Idaho private postsecondary educational institution, the average tuition at Idaho's public four (4) year postsecondary educational institutions. (4-6-23)

c. Due to federal delays in FAFSA applications for the 2024-25 academic year, the Board may determine monetary value of the scholarship without the FAFSA Submission Summary and may adjust the final award and payment upon receipt of the FAFSA Submission Summary. (7-1-23)T

301. OPPORTUNITY SCHOLARSHIP AWARD.

01. Payment. Payment of opportunity scholarship awards will be made in the name of the recipient

and will be sent to a designated official at the eligible Idaho postsecondary educational institution in which the recipient is enrolled. The official must transmit the payment to the recipient within a reasonable time following receipt of the payment. (4-6-23)

02. Duration. Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, quarters, or equivalent units. In no instance will the entire amount of a scholarship be paid in advance to, or on behalf of, a scholarship recipient. The scholarship may cover up to four (4) educational years, or eight (8) semesters or equivalent for attendance at an eligible Idaho postsecondary educational institution. Awards are contingent on annual appropriations by the legislature and continued eligibility of the student. (4-6-23)

03. Eligibility. If a student receives an opportunity scholarship payment and it is later determined that the student did not meet all of the Opportunity Scholarship Program eligibility requirements, then the student is considered in overpayment status, and must return program funds in accordance with the eligible Idaho postsecondary educational institution's refund policy. (4-6-23)

04. New Scholarships for Community College. The Board may not award any new scholarship, excluding renewals, to any student attending community college on or after July 1, 2023. (7-1-23)T

302. CONTINUING ELIGIBILITY.

~~To remain eligible for renewal of an opportunity scholarship, the recipient must comply with all of the provisions of the Opportunity Scholarship Program. (4-6-23)~~

01. Credit Hours. To remain eligible for renewal of an opportunity scholarship, the scholarship recipient attending a four (4) year eligible postsecondary institution must have completed a minimum of twenty-four (24) credit hours or its equivalent each academic year that the student received an opportunity scholarship award, and the scholarship recipient attending a two (2) year public postsecondary institution who accepted an award offer or renewed an award offer on or before June 30, 2023 must have completed a minimum of eighteen (18) credit hours or its equivalent each academic year that the student received an opportunity scholarship award. Notwithstanding these provisions, a scholarship recipient who has received the Opportunity Scholarship as an Adult Learner may retain eligibility by completing twelve (12) or more credit hours or its equivalent each academic year the student received the Opportunity Scholarship award. All students may use the summer term to meet the annual credit accumulation requirements. (7-1-23)T

02. Academic Progress. To remain eligible for renewal of an opportunity scholarship, the scholarship recipient must have maintained a minimum cumulative grade point average of two point seven (2.7) on a scale of four point zero (4.0), and must be maintaining satisfactory academic progress toward their identified postsecondary credential as determined by the institution they are enrolled in. Students receiving an Opportunity Scholarship award as an Adult Learner must make satisfactory progress on their graduation plan established with the eligible institution at the time of admission. (4-6-23)

03. Eligibility Following Interruption of Continuous Enrollment. A scholarship recipient whose continuous enrollment is interrupted for more than four (4) months but less than two (2) years for any reason but who intends to re-enroll in an eligible Idaho postsecondary educational institution must file a letter of intent to withdraw no later than thirty (30) days prior to the first day of the academic term of the discontinued attendance to the Office of the State Board of Education. Failure to do so may result in forfeiture of the scholarship. The Board's Executive Director or designee will review each request for interruption and notify the individual of approval or denial of the request. In addition, the individual must file a statement with the Board declaring intent to re-enroll as a full-time undergraduate student in an academic or career technical program in an eligible Idaho postsecondary educational institution for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the individual intends to re-enroll within two (2) years of the approval of the request to withdraw. Failure to do so will result in forfeiture of the scholarship unless an extension has been granted. An extension of interruption of continuous enrollment period may be granted for eligible students due to military service in the United States armed forces, medical circumstances, or other circumstances approved by the executive director. All requests for extension must be made thirty (30) days prior to the start of the succeeding academic year. (4-6-23)

303. -- 399. (RESERVED)

400. RESPONSIBILITIES OF ELIGIBLE IDAHO POSTSECONDARY EDUCATIONAL INSTITUTIONS.

01. Statements of Continuing Eligibility. An eligible Idaho postsecondary educational institution participating in this Opportunity Scholarship Program must submit statements of continuing student eligibility to the Board by the 30th day after the end of the spring semester or equivalent term. Such statements must include verification that the scholarship recipient is still enrolled, attending part-time, if an Adult Learner, and full-time for all other scholarship recipients, maintaining satisfactory academic progress, and has not exceeded the award eligibility terms. (4-6-23)

02. Other Requirements. An eligible Idaho postsecondary educational institution must: (4-6-23)

a. Be eligible to participate in Federal Title IV financial aid programs, and must supply documentation to the Board verifying this eligibility, and prompt notification regarding any changes in this status; (4-6-23)

b. Have the necessary administrative computing capability to administer the Opportunity Scholarship Program on its campus, and electronically report student data records to the Board; (4-6-23)

c. Provide data on student enrollment and federal, state, and private financial aid for students to the Board within set timelines, and (4-6-23)

d. Agree to permit periodic Opportunity Scholarship Program audits to verify compliance with Idaho law and these rules related to the program. (4-6-23)

03. Adult Learner Evaluation. Upon admission, scholarship recipients receiving an award as an Adult Learner will be administered prior learning assessments to determine eligibility for credit for prior learning, including credit for prior experiential learning. As part of this process an eligible institution will work with the student to develop a graduation plan for the program they are entering that includes estimated completion dates. (4-6-23)

401. -- 500. (RESERVED)

501. APPEALS.

An opportunity scholarship applicant or recipient adversely affected by a decision made under provisions of these rules may file a written appeal detailing the basis of the appeal within thirty (30) days following notice of the decision. Decisions based on specific requirements established in Idaho Code or these rules may not be appealed. The appeal must be submitted to the executive director of the Board. The office of the board shall acknowledge receipt of the appeal within seven (7) days. The executive director of the Board may or may not agree to review the action, or may appoint a subcommittee of three (3) persons to hear the appeal, including at least one (1) financial aid administrator at an eligible postsecondary educational institution in Idaho. (4-6-23)

01. Board Decision. The decision of the Board is final, binding, and ends all administrative remedies, unless otherwise specifically provided by the Board. The Board will inform the opportunity scholarship applicant or recipient in writing of the decision of the Board. (4-6-23)

502. -- 999. (RESERVED)

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STATE DEPARTMENT OF EDUCATION

SUBJECT

Emergency Provisional Certificates Procedural Recommendations

REFERENCE

April 2019	Board approved SDE recommendations for processing emergency provisional certificates
August 2019	Board approved SDE revised procedures regarding emergency provisional certificates
August 2021	Board approved SDE revised emergency provisional certificate process
October 2022	Board approved seventy-six (76) provisional certificates for the 2022-2023 school year.
December 2022	Board approved eighty-seven (87) provisional certificates for the 2022-2023 school year.
February 2023	Board approved thirty-one (31) provisional certificates for the 2022-2023 school year.
April 2023	Board approved fourteen (14) provisional certificates for the 2022-2023 school year.
June 2023	Board approved four (4) certificates for the 2022-2023 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-1201 and 33-1203
IDAPA 08.02.02 – Rules Governing Uniformity

BACKGROUND

Idaho Code § 33-1201 requires that every person who is employed to serve in any elementary or secondary school in as a “teacher, supervisor, administrator, education specialist, school nurse or school librarian” “to hold a certificate issued under authority of the state board of education, valid for the service being rendered.” Idaho Code § 33-1203 allows the State Board of Education to authorize a provisional certificate for teachers when the candidate has at least two years of college training and an emergency has been declared. This section of Code does not authorize issuance of emergency provisional certificates for pupil service staff or administrators.

School districts receive the same level of funding for staff with an emergency provisional certificate as they receive for an individual with a standard certificate. Funding for long-term substitutes is at the same level as non-certified classified staff.

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DISCUSSION

The Board approved procedures for processing emergency provisional certificates on three separate occasions over the past five (5) years. Later requests supersede earlier requests in some aspects, but not all, and it has become difficult to determine which procedures are in effect.

The State Department of Education and the State Board of Education have collaborated to review and collect all relevant procedures into a single guidance document.

Attachment 1 presents the recommended guidance document.

ATTACHMENTS

Attachment 1 – Emergency Provisional Certificate Procedural Recommendations

IMPACT

If the Board approves the request, the procedures outlined in Attachment 1 will be effective immediately and will supersede all previously approved procedures related to the management of emergency provisional certificates. If the Board does not approve the request, the existing procedures will remain in effect.

BOARD ACTIONS

I move to approve the recommended procedures for the management of emergency provisional certificates as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Management of Emergency Provisional Certification Process

1. Authority
 - a. All certificates are issued under the authority of the State Board of Education (Board). “Every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under authority of the state board of education.” Idaho Code, Section 33-1201.
 - b. The State Department of Education (SDE) administers the process for issuance of all certificates. “To obtain a new, renew, or reinstate an Idaho Educator Credential, the applicant must submit an application on a form supplied by the State Department of Education or the Division of Career Technical Education as applicable to the type of certificate.” IDAPA 08.02.02.060.
 - c. Idaho Code, Section 33-1203 allows the Board to authorize the issuance of provisional certificates to teachers based on not less than two (2) years of college training and the declaration of an emergency.
 - i. Clarification: Forty-eight (48) credit hours earned from an accredited college or university is the equivalent of two (2) years of college training.
 - ii. Clarification: The emergency must be declared by the local school board, and the motion must be recorded in meeting minutes.
2. Eligibility
 - a. Section 33-1203, Idaho Code only applies to teachers. Therefore, the Board may only consider authorizing the issuance of an Emergency Provisional Certificates if the requested endorsement is aligned to a Standard Instructional Certificate or a Career Technical (Occupational Specialist) Certificate. The requirements for Standard Instructional Certificates and Occupational Specialist Certificates are set forth in IDAPA 08.02.02. The aligning endorsements for either certificate type are listed in Board Policies IV.D. and E.
 - b. Standard Pupil Service Staff Certificates, Administrator Certificates, and special education endorsements are not eligible for emergency provisional certificate authorization under Section 33-1202, Idaho Code. The requirements to obtain a Standard Pupil Service Staff Certificate or Administrator Certificate are set forth in IDAPA 08.02.02.015.
 - c. Candidates who are eligible for certification via other available pathways, including, but not limited to, alternative authorizations or interim certification will not be considered for emergency provisional certification.

3. Application Process
 - a. The SDE establishes the application form.
 - b. Any LEA may submit an application packet.
 - c. Application Packets must include the following information in the application:
 - i. Date on which the local school board declared an emergency;
 - ii. Date candidate was hired to serve as a teacher;
 - iii. Candidate's full name and date of birth;
 - iv. Summary of recruitment efforts of school board prior to declaration of emergency; and
 - v. The following attachments:
 1. Approved meeting minutes evidencing the school board's emergency declaration;
 2. Official transcripts evidencing that the candidate has completed at least 48 credit hours of college training;
 3. Fingerprint card, form, and fee as required by Idaho Code, Section 33-130, and
 4. The required application fee established by the SDE.
 - d. Application Packets must be submitted to the SDE's Division of Certification by the deadlines established by the SDE.
 - i. Application Packets received after January 1 of the school year must be due to the school district or charter school losing a staff member after January 1 of the school year.
 - ii. Incomplete Application Packets will not be forwarded to the Board for consideration.
 - e. SDE staff will verify eligibility that:
 - i. The candidate does not hold a current Idaho certificate;
 - ii. The candidate has completed at least two (2) years of college training;
 - iii. The local school board declared an emergency; and that
 - iv. The candidate is not qualified for teacher certification through any other available route.
 - f. Once eligibility is confirmed, SDE staff will submit a request and recommendation to the Board for authorization to issue an emergency provisional certificate. Requests submitted by the meeting materials due date for any regularly scheduled Board meeting will be considered at that Board meeting.
4. Other Considerations:
 - a. All candidates must pass a background check pursuant to Section 33-130, Idaho Code prior to being issued a certificate.
 - b. Emergency provisional certifications may be requested for a second year only in extenuating circumstances.

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SUBJECT

Empowering Parents Program Update

REFERECNE

June 14, 2023	State Board of Education (“Board”) heard update on status of program implementation.
August 23, 2023	Board heard update on status of program implementation and received Final Report and Action Plan dated 8/2/23.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §§ 33-1030 to 1034

BACKGROUND/DISCUSSION

The Empowering Parents Grant Program (Program) was enacted in 2022 (S1255) to provide education grants for eligible students. After a competitive solicitation, the State Division of Purchasing awarded Primary Class Inc., also known as “Odyssey,” the contract to create and administer an online platform including an electronic marketplace for awardees to use grant awards for eligible products and services.

The State Board of Education administers the Program. The Board does not have rulemaking authority for this section of Code.

Idaho Code § 33-1030(3) defines “eligible education expenses” as:

- a) Computer hardware, internet access, or other technological devices or services that are primarily used to meet a participant's educational needs;
- b) Textbooks, curriculum, or other instructional materials, including educational software and applications;
- c) Fees for national standardized assessments, advanced placement examinations, examinations related to college or university admissions, or industry-recognized certification examinations;
- d) Therapies, including but not limited to occupational, behavioral, physical, speech-language, and audiology therapies, or other services or therapies specifically approved by the board;
- e) Educational programs offered for a fee or pursuant to contract by a school district, public charter school, or career technical education program to nonpublic students, provided that such students may not be counted for purposes of calculating public school enrollment; or

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- f) Other education expenses approved by the board, upon recommendation of the parent advisory panel established pursuant to section 33-1032, Idaho Code.

Idaho Code § 33-1032 establishes a parent advisory panel (EPPAP) to make recommendations to the Board regarding implementation, administration, and improvements to the program. EPPAP also may make recommendations to the Board regarding the inclusion of other educational expenses and services.

EPPAP, chaired by Superintendent Critchfield, met on June 1, 2023, July 10, 2023, August 17, 2023, September 11, 2023, and September 21, 2023. OSBE staff attended each meeting.

Over the summer, EPPAP discussed several potential recommendations. Programmatic changes recommended to the Board are presented in Attachment 1.

Recommendations are listed below and grouped by Board consideration type. The number of each recommendation correlates to the number of the EPPAP recommendation in Attachment 1.

Eligible Products and Services

Idaho Code § 33-1030(3)(f) authorizes the Board to approve recommendations from EPPAP regarding other education expenses and services to be included. The following EPPAP recommendations are not currently considered as eligible under the Program, but could be added by the Board as new eligible products and services.

- 4.1.a. Educational camps and classes offered for a fee, but reserve the right for the State Board of Education to deny any classes they deem inappropriate.
 - Board staff requested that EPPAP consider recommending this category to the Board for inclusion as other education expenses due to a high volume of parent interest in such services.
 - Board staff recommends approval of this category with specification that registration fees are eligible, but related costs, such as transportation are not eligible.
- 4.1.b. Non-technological education equipment that may be necessary to facilitate a student's participation in educational activities (e.g., backpacks, computer cases, and tools for science labs).
 - Board staff requested that EPPAP consider recommending this category to the Board for inclusion as other education expenses due to a high volume of parent interest in such products.
 - Board staff recommends approval of this category with the acknowledgement that additional reasoning or documentation may be necessary for parents to provide to justify some items as eligible.

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- 4.1.c. Fees associated with homeschool educational services tuition, including co-ops or whatever setting the family chooses.
 - During the 2023 legislative session, the legislature considered two separate bills (Senate Bill 1144 and Senate Bill 1161) that proposed the use of Empowering Parents micro-grant funds for non-public school tuition. Neither bill was enacted. As such, Board staff does not recommend approval of EPPAP recommendation 4.1.c.

- 4.1.d. Physical education equipment, gear, uniforms, or pay-to-play fees required for participation in physical education activities.
 - Board staff requested that EPPAP consider recommending this category to the Board for inclusion as other education expenses due to a high volume of parent interest in such products and services.
 - Board staff recommends approval of this category with further clarification that such products are only allowable for organized educational activities rather than simply recreational purposes.

- 4.1.f. Musical instruments and tutoring services.
 - Musical instruments and non-academic tutoring services are not currently included as eligible products and services. There has been some parent interest in adding this category of products and services.
 - Board staff recommends approval of this category of products and services.

- 4.1.g. Costumes and uniforms – clothing necessary to facilitate participation in an educational camp, class, or event (e.g., dance uniforms, karate uniforms, or camp t-shirts).
 - Board staff requested that EPPAP consider recommending this category to the Board for inclusion as other education expenses due to a high volume of parent interest in such products.
 - Board staff recommends approval of this category of products and services with the acknowledgement that additional reasoning or documentation may be necessary for parents to provide to justify some items as eligible as necessary for participation in an educational camp, class, or event.

Business Procedures

Idaho Code § 33-1031(2)(d) provides that the Board “may take such other actions as are necessary to implement and enforce the provisions of this section.” Pursuant to this section of Code, OSBE staff has piloted business procedures subject to adoption by the Board. The following EPPAP recommendations could be considered by the Board for addition to current business procedures.

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- 2.1.a. – Streamline the vendor approval process and allow parents to suggest vendors or apply for vendors on their behalf.
 - This is already allowable, but the procedures have not been formalized or published. Vendors must be willing to participate in the Program and to release financial information to the contractor.

- 2.3.a. – Expand vendor services available to rural and remote communities beyond physical education classes and enhanced broadband service.
 - The EPPAP discussed the lack of local vendors available in rural areas. Multiple broadband service vendors have actively or passively declined participation in the program.

- 2.6.a – Work with the contractor to implement a vendor review process for parents or patrons of the program to review vendors in the Marketplace.
 - This feature does not currently exist in the platform. Parents have made reports through the contractor’s customer service and by direct contact with Board staff, but these reports are not visible to vendors or to other grant awardees.

- 2.7.a. –Enhance communication between the contractor and vendors.
 - The request for proposal for the next contract includes more specific requirements in this area.

- 3.7.a. -Create a policy for two-household families which includes verification that the Empowering Parents award is granted to the parent with authority to make educational decisions for the respective child.
 - This situation has been encountered. Procedures have not been formalized or published.

- 3.2.a. – Adjust the program timeline to align with the start of the school year to allow parents to access funds earlier in the school year, with no negative impact to current participants.
 - Idaho Code § 33-1031(2) establishes the length of time between each of three waves of award offers. However, the start date of wave 1 is left to the Board.

Current Practice

The following EPPAP recommendations do not require Board action as these are current practices.

- 2.4.a. – Allow parents to select out of state vendors offering in-person educational enrichment opportunities.
 - No vendor has been denied participation in the marketplace based on the vendor’s location.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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- 2.4.b – Allow parents to select out of state vendors offering educational enrichment opportunities through a virtual platform.
 - No vendor has been denied participation in the marketplace based on the vendor’s location.

- 3.4.a. - Allow all eligible students (K-12) within a household to use the grant funds awarded to the household.
 - Idaho Code § 33-1031(1) provides that the purpose of the program is to “provide education grants for eligible students.” There is no statutory requirement that a grant fund be used for a particular eligible student.

- 3.4.b. – Maintain the annual household award at three (3) per household.
 - Idaho Code § 33-1030(5) sets the grant award amount at \$1,000. Idaho Code § 33-1033(5) caps the maximum grant award at \$3,000 per household.

- 3.4.c. – Maintain the annual Empowering Parents grant award at \$1,000 per eligible student.
 - Idaho Code § 33-1030(5) sets the grant award amount at \$1,000. Idaho Code § 33-1033(5) caps the maximum grant award of \$3,000 per household.

Statutory Changes

The following EPPAP recommendations would require statutory changes prior to implementation. The Governor’s deadline for state agency recommendations for legislation has passed for the 2024 legislative session. Therefore, the Board cannot take action on the following recommendations at this time.

- 1.1– Grantees who purchased an item from the marketplace that is later deemed ineligible should not be banned from the program.
 - The current contractor allowed ineligible products and services to be available on the platform, and parents made a reasonable assumption that the products and services made available to them were eligible. Therefore, parents who made ineligible purchases from November 1, 2022 through August 1, 2023 were not found to have misused grant funds. Ineligible items were identified, and the contractor has been asked to repay the State.
 - As of August 1, 2023, both the contractor and Board staff review purchases daily to prevent ineligible purchases. Idaho Code § 33-1031(3) requires that parents agree to verify program compliance, agree to use grant funds for eligible education expenses, and states that if a parent misuses grant funds then “neither the parent nor

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another parent of the student living in the same household may apply for a grant in the future for any student....”

- 2.2.a. – Prioritize offering services specific to addressing student learning loss.
 - Idaho Code does not currently establish boundaries on the type of vendor (i.e. direct or resale), nor does it provide for any limitations to be placed on the number of vendors by type of product or service. The current statute allows parents to determine what eligible education expenses to pay for with a grant award. In order to prioritize the use of grant funds, statutory changes are necessary.

- 2.5.a. – State Board of Education staff and Idaho School Boards Association work together to encourage all Idaho Local Education Agencies (LEAs) to become vendors in the marketplace.
 - Idaho Code § 33-1030(3)(e) provides that any LEA can register as a vendor, but limits services provided by an LEA to non-public school students. As the law currently stands, services could not be provided by a LEA to its own students or to other public school students. A statutory change may be necessary to encourage more LEAs to participate as vendors in the marketplace.

- 3.1.a. – Students must reside in Idaho to access Empowering Parents grant funds.
 - Idaho Code § 33-1030(4) defines an eligible student as “a person in kindergarten through grade 12, whether a public school or nonpublic school student.” The statute does not specify that an eligible student must be an Idaho resident. Idaho Code § 33-1031(2)(c)(i) requires verification of a parent’s adjusted gross income through the Idaho Tax Commission, thereby requiring that the parent be an Idaho taxpayer. Student residency is not contemplated by the law. There were several instances in which students living in border communities outside of Idaho, but attending Idaho schools, applied for and received a grant.

- 3.3.a. – Move faster through the award process.
 - Idaho Code § 33-1031(2) establishes the length of time between each of three waves of award offers.

- 3.3.b. – Shorten the duration between waves.
 - Idaho Code § 33-1031(2) establishes the length of time between each of three waves of award offers.

- 3.5.a. – Increase the number of FTE supporting the Empowering Parents Program by at least one.

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- One (1) FTE was allocated to OSBE for the administration of this program as part of the agency's FY23 appropriation of federal funds. No additional FTE have been allocated.
- 3.6.a. – Provide current grant recipients one (1) additional year to spend grant awards.
 - Idaho Code § 33-1031(4) establishes that any unused grant funds revert to the empowering parents grant fund two years after the grant award is made.
- 3.6.b. – Develop a process to allow unspent grant funds to be returned to the state should a participant elect not to use the entirety of the grant.
 - Idaho Code § 33-1031(4) establishes that any unused grant funds reverts to the empowering parents grant fund two years after the grant award is made.
- 4.1.e. Educational programs or extracurricular activities offered for a fee or pursuant to contract by a school district, public charter school, or career technical education program to any students, provided that such students may not be counted for purposes of calculating public school enrollment.
 - Idaho Code § 33-1030(3)(e) establishes that any LEA can register as a vendor, but limits services provided by an LEA to non-public school students.
- 4.2.a. – Allow direct reimbursements for internet services.
 - Idaho Code § 33-1030(6) establishes that grants are to be distributed through a grant distribution platform. Reimbursements are not authorized.
- 4.2.b. – Establish a process for reimbursement under what the Board finds feasible within their abilities.
 - Idaho Code § 33-1030(6) establishes that grants are to be distributed through a grant distribution platform. Reimbursements are not authorized. Reimbursements were allowable under the predecessor Strong Families, Strong Students program, which proved to be significantly burdensome to administer (including five temporary, full-time employees to review reimbursement requests). If reimbursements were authorized for the Empowering Parents Program, there would need to be a similar increase in human capital.

IMPACT

If the Board approves any of the recommendations, staff will begin implementation.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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ATTACHMENTS

Attachment 1 – Recommendations from Empowering Parents Parent Advisory Panel

Attachment 2 – Recommended Board Action

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommend approval of the following EPPAP recommendations eligible for consideration as other education expenses under Idaho Code § 33-1020(2)(f): 4.1.a, 4.1.b., 4.1.d., 4.1.f., and 4.1.g. The inclusion of camps and classes, physical education equipment, non-technological equipment, and costumes and uniforms were originally brought to the attention of EPPAP by Board staff as these are categories of products and services in which there appears to be high demand from parents in the program. EPPAP added musical equipment and related tutoring, which staff agrees with adding.

Board staff recommend approval of the following EPPAP recommendations eligible for incorporation into the Board’s business procedures for the management of the Empowering Parents Grant Program: 2.1.a., 2.3.a., 2.6.a., 2.7.a., 3.7.a., 3.2.a., 3.4.a. These recommendations acknowledge various complexities in the administration of the program. Having approval from the Board will assist Board staff in finalizing business procedures to guide the operation and management of the program.

The recommended Board action, with incorporated changes from Board staff reflecting comments above under EPPAP recommendations, is included as Attachment 2.

BOARD ACTION

I move to adopt the recommended addition of eligible products and services and additional business procedures as set forth in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

September 13, 2023

Matt Freeman, Executive Director
Idaho State Board of Education
650 W. State St., #307
Boise, ID 83702

Re: Empowering Parents Parent Advisory Panel Recommendations

Dear Matt,

The Parent Advisory Panel for the Empowering Parents program advises the State Board of Education on ways to implement, administer, and improve the Empowering Parents grant program.

The panel convened their first meeting on June 1, 2023, and conducted a series of meetings in regions across the state in July, August, and September.

Parent Advisory Panel members include:

- Laura Milton of Idaho Falls,
- Barbara Schriber of Sandpoint
- Jason Sevy of Marsing
- Holly Cook of Boise
- Courtney Abenroth of Rupert
- Joni Shepherd of Riggins
- Amy Henry of Nampa

As your designee, I have served as the nonvoting chair of the parent advisory panel and am pleased to present to you the final recommendations of the panel for the State Board of Education to consider during the October SBOE meeting.

Sincerely,

Debbie Citchfield

Empowering Parents Parent Advisory Panel

Recommendations to the State Board of Education

September 11, 2023

1.0	APPEALS PROCESS
1.1	Idaho Code § 33-1031(3) – Barred Household Appeal to the Board Grantees that purchased an item from the marketplace that is later deemed ineligible should be allowed back into the program.
2.0	CONTRACTOR
2.1	Vendor Approval Process a. Streamline the vendor approval process and allow parents to suggest vendors or apply for vendors on their behalf.
2.2	Enhance Vendor Offerings to Address Learning Loss a. Prioritize offering services specific to addressing student learning loss.
2.3	Expand Vendor Services Available to Rural and Remote Communities a. Expand vendor services available to rural and remote communities beyond physical education classes and enhanced broadband service.
2.4	Expand Vendor Services to Out of State Vendors Providing Educational Services a. Allow parents to select out of state vendors offering in-person educational enrichment opportunities. b. Allow parents to select out of state vendors offering educational enrichment opportunities through a virtual platform.
2.5	Local Education Agencies a. State Board of Education staff and Idaho School Boards Association work together to encourage all Idaho Local Education Agencies to become vendors in the marketplace.
2.6	Vendor Review Process a. Work with the contractor to implement a vendor review process for parents or patrons of the program to review vendors in the marketplace.
2.7	Vendor Relations a. Enhance communication between the contractor and vendors.

3.0	PROGRAM ADMINISTRATION
3.1	Residency <ul style="list-style-type: none"> a. Students must reside in Idaho to access Empowering Parents grant funds.
3.2	Annual Timeline <ul style="list-style-type: none"> a. Adjust the program timeline to align with the start of the school year to allow parents to access funds earlier in the school year, with no negative impact to current participants.
3.3	Awards <ul style="list-style-type: none"> a. Move faster through the awards process. b. Shorten the duration between waves.
3.4	Program Caps <ul style="list-style-type: none"> a. Allow all eligible students (K-12) within a household to use the grant funds awarded to the household. b. Maintain the annual household award at three (3) per household. c. Maintain the annual Empowering Parents grant award at \$1,000 per eligible student.
3.5	Program Support <ul style="list-style-type: none"> a. Increase the number of FTE supporting the Empowering Parents Program by at least one FTE.
3.6	Expenditure of Funds <ul style="list-style-type: none"> a. Current grant recipients shall have one (1) additional year to spend grant awards. b. Develop a process to allow unspent grant funds to be returned to the State should a participant elect not to use the entirety of the grant.
3.7	Two-Household Families³³ <ul style="list-style-type: none"> a. Create a policy for two-household families which includes verification that the Empowering Parents award is granted to the parent with authority to make educational decisions for the respective child.

4.0	ELIGIBLE EXPENSES
4.1	Idaho Code § 33-1030(f) – Other education expenses and services as approved by the Board, upon recommendation of the Parent Advisory Panel <ul style="list-style-type: none">a. Educational camps and classes offered for a fee, but reserve the right for the State Board of Education to deny any classes they deem inappropriate.b. Non-technological education equipment that may be necessary to facilitate a student’s participation in educational activities (i.e. backpacks, computer cases, and tools for science labs).c. Fees associated with homeschool educational services tuition, including co-ops or whatever setting the family chooses.d. Physical education equipment, gear, uniforms, or pay-to-play fees required for participation in physical education activities.e. Educational programs or extracurricular activities offered for a fee or pursuant to contract by a school district, public charter school, or career technical education program to any students, provided that such students may not be counted for purposes of calculating public school enrollment.f. Musical instruments and tutoring services.g. Costumes and uniforms – clothing necessary to facilitate participation in an educational camp, class, or event (i.e. dance uniforms, karate uniforms, or camp t-shirts).
4.2	Reimbursements <ul style="list-style-type: none">a. Allow direct reimbursement for internet services.b. Establish a process for reimbursement under what the Board finds feasible within their abilities.

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ATTACHMENT 2

Eligible Products and Services, Section 33-1030(3)(f), Idaho Code

- 4.1.a. Registration fees and required materials for educational camps and classes offered for a fee by a Board-approved vendor.
- 4.1.b. Non-technological education equipment that may be necessary to facilitate a student's participation in educational activities (i.e. backpacks, computer cases, and tools for science labs).
- 4.1.d. Physical education equipment, gear, uniforms, or pay-to-play fees required for participation in organized physical education activities.
- 4.1.f. Musical instruments and related tutoring services.
- 4.1.g. Costumes and uniforms – clothing necessary to facilitate participation in an educational camp, class, or event (i.e. dance uniforms, karate uniforms, or camp t-shirts).

Business Procedures, Section 33-1030(2)(d), Idaho Code:

- 2.1.a. – Streamline the vendor approval process and allow parents to suggest vendors.
- 2.3.a. – Expand vendor services available to rural and remote communities beyond physical education classes and enhanced broadband service.
- 2.6.a. – Work with the contractor to implement a vendor review process for parents or patrons of the program to review vendors in the marketplace.
- 2.7.a. – Request that contractor enhance communication with vendors.
- 3.2.a. – Adjust the application open date for the first wave of each annual appropriation to align with the start of the school year for the 2024-2025 school year.
- 3.7.a. – Adjust the application process to allow parents to indicate when a court order related to child custody exists and create procedures to ensure that Empowering Parents grant awards are accessible only to by the parent or legal guardian with authority to make educational decisions for the respective child.

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SUBJECT

PPGA Committee Initiatives and Priorities – Long Term Planning

REFERENCE

October 2020	PPGA establishes initial initiatives and priorities.
October 2021	Progress is presented to the Board as an information only item.

APPLICABLE STATUTE, RULE, OR POLICY

Board Policy Section I Bylaws

BACKGROUND/DISCUSSION

Board bylaws establish three standing committees: Business Affairs and Human Resources (BAHR), Instruction, Research and Student Affairs (IRSA), and Planning, Policy and Government Affairs (PPGA). In October of 2020, each committee established long term initiatives and priorities. A progress report was made to the Board the following year.

Work continues on projects aligned to these established initiatives and priorities.

Board committees have been asked to review and update their initiatives and priorities to ensure continued alignment with Governor Little’s education priorities as well as the Board’s strategic plan.

The PPGA committee reviewed the most recent version of its priorities and initiatives on August 4, 2023. The Committee asked for more focus on “timely data”.

Board staff has restructured the 2021 document using a template which, going forward, can be commonly used by all three standing committees. This template draws focus to actionable items with benchmarks and updates.

The PPGA committee reviewed the revision on September 27, 2023 and approves of the restructure. The priorities are presented here as a board update.

ATTACHMENTS

Attachment 1	Proposed FY 2024 PPGA Initiatives and Priorities
Attachment 2	2021 PPGA Initiatives and Priorities
Attachment 3	Governor Little’s Education Priorities
Attachment 4	FY24 K-20 Board Strategic Plan

IMPACT

PPGA initiatives and priorities inform the work of OSBE staff and committees that report through the PPGA Committee.

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BOARD ACTION

This item is for informational purposes only.

POLICY, PLANNING, AND GOVERNMENT AFFAIRS COMMITTEE
 Priorities and Milestones Fiscal Year 2024

1. Educational System Alignment		Alignment with Board Strategic Plan:		G1.OA - Data Access and Transparency					
DESCRIPTION: Support data informed decision-making and transparency.		Alignment with Governor's Priorities:		Timely access to data					
Tasks and Action Items	FY23 Update	Aug-23	Oct-23	Dec-23	Feb-24	Apr-23	Jun-23	Aug-23	
a. LEA Strategic Planning and Continuous Improvement Planning			CIP Plans Due to OSBE/Public	CIP Report					
b. K-20 SLDA and Data Dashboard	EVASS Dashboard launched: https://osbe.sas.com		SAS Dashboard launched: https://idahoschools.ondemand.sas.com						

2. Educator Effectiveness		Alignment with Board Strategic Plan:		G2.OB Educational Readiness - Explore opportunities to enhance school readiness					
DESCRIPTION: Provide tools and resources to identify, measure, and mitigate learning loss due to the COVID-19 Pandemic.		Alignment with Governor's Priorities:		Teacher Recruitment and Retention					
Tasks and Action Items	FY23 Update	Aug-23	Oct-23	Dec-23	Feb-24	Apr-23	Jun-23	Aug-23	
a. Educator Pipeline Report		Report Published Dec.	Revise report structure for audience accessibility	Collect and review data	Proposed work session to review outcomes.				
b. Mentorship and PD Platform	RFP process		ETA: RFP Awarded		Cross Agency Build-Out			Tentative Launch	
c. Retention Resources, Strategies, and Tools	Rural and Underserved Grant Implemented								
d. Recruitment Resources, Strategies, and Tools	Legislation: Allowing Apprenticeships	EPP Title II Measures Adopted	EPP New Program Standards Adopted	Apprenticeship Program Application to Board	Apprenticeship Program Registration Application to DOL	ISEE, employer/sponsor agreements drafted, training offered		Tentative Launch	

3.-Educational Readiness		Alignment with Board Strategic Plan:		G2.OA Rigorous Education - Deliver rigorous programs that challenge and prepare students to transition through each level of the education system.				
		Alignment with Governor's Priorities:		Literacy				
DESCRIPTION: Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and work force opportunities by assuring they are ready to learn at the next educational level.								
Tasks and Action Items	FY23 Update	Aug-23	Oct-23	November 27 PPGA; December 13 Board Mtg.	Feb-24	Apr-23	Jun-23	Aug-23
a. Literacy Proficiency		Excellence in Education Committee: AOC Committee Report		Excellence in Education Committee: impact of full day K on IRI outcomes				
b. Mastery Based Education System	Board Policy: Micro credentialing and Badging							
d. Maintaining Rigorous Content Standards				PPGA Committee Presentation (11/27)			Content Standards Review (rotational)	
c. Graduation Requirements			Review Graduation Requirements					
d. College and Career Advising Component								
e. Accountability System Based on Student Outcomes		Academic Oversight Committee Report FY22 Data.	Performance Measure Outcome Work session			Academic Oversight Committee Report FY23 Data		

4. K-20 Guided Pathways		Alignment with Board Strategic Plan:		TBD				
		Alignment with Governor's Priorities:		TBD				
DESCRIPTION: TBD								
Tasks and Action Items	FY23 Update	Aug-23	Oct-23	Dec-23	Feb-24	Apr-23	Jun-23	Aug-23
b. Workforce Development Needs				PPGA Committee Presentation (11/27)				
c. Career Technical Education				PPGA Committee Presentation (11/27)				

Policy Planning and Governmental Affairs

Long-term Initiatives and Priorities

Learning Loss – How to identify/measure and mitigate learning loss due to the COVID-19 Pandemic. Work in this area will identify:

- ways school districts can identify or measure the loss in learning students have experienced due to the disruptions in education caused by the pandemic;
- strategies for mitigating the effects of the learning loss;
- state policy amendments to incentivize or help facilitate the local education agency work on mitigating learning loss; and
- funding and other resources needed to support local education agencies work to mitigate learning loss. (FY 22 Appropriation/2021 Legislative Session).

Educator Effectiveness, Preparation, Professional Development, and Pipeline –

This work was started with the Board's/Idaho's participation in the Network for Transforming Educator Preparation in 2013 and encompasses: the annual educator pipeline work and development of the annual educator pipeline report; educator preparation program quality standards/metrics adopted by the Board and subsequent annual report; educator preparation program/certification standards; and expansion of professional development resources (2012/2013 K-12 Task Force Recommendation Adopted by Board). New areas include work around teaching and learning in a remote environment. Educator effectiveness and preparation are impacted through three areas the Board uses for setting statewide policy:

- Board Governing Policies and Procedures (public educator preparation programs only);
- Administrative Code (preparation program standards – public and private programs, and certification requirements) – subject to annual timeline
- Idaho Statute (Minimum state requirements for certification, Board approval of programs, etc.) – subject to annual timeline

K-12 Task Force Recommendations (2012/2013 and transition to 2019 Task Force)

– This work includes moving forward/completing the original K-12 Task Force recommendations adopted by the Board and the 2019 K-12 Task Force (Our Kids, Idaho's Future) recommendations adopted by the Board:

- 2012/2013/2014 Recommendations (this is a partial list of ongoing items)
 - Mastery Based Education System
 - Idaho Core Standards – Maintain rigorous content standards
 - Literacy Proficiency
 - Accountability system based on student outcomes
 - LEA strategic planning, assessment, and continuous improvement
 - Statewide electronic and site-based collaboration system/ Mentoring/ Ongoing Job-embedded Professional Learning/ Professional Development (including training and development of school administrators, superintendents, and school boards)/ Improved education preparation

**POLICY, PLANNING, AND GOVERNMENT AFFAIRS
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- 2019 Recommendations (adopted February 2020)
 - Statewide Accountability: Focusing Our Efforts on K-3 Literacy
 - Greater All-Day K Opportunities to Support K-3 Literacy and Future Student Achievement
 - Building Out and Updating the Career Ladder to Elevate the Profession, and Retain Effective Educators
 - Addressing Social and Emotional Issues to Support Student Learning
 - Strategic Alignment and Increased Flexibility in K-12 Funding Formula

Postsecondary Task Force Recommendations – K-20 Guided Pathways - This effort encompasses the task force recommendations that were adopted by the Board and assigned to the committee, including:

- Consolidation of governmental affairs directors' efforts for a more coordinated and effective approach to advocating for postsecondary education with the Legislature;
- Updates to the strategic plan around the 60% educational attainment goal and transitioning from a population goal to institution production targets to meet the workforce need;
- Structural change aligning K-12 and postsecondary, including college and career advising, graduation requirement, and guided pathways (P-20).
- Workforce Development Task Force recommendation related to career technical education.

P-20W SLDS and Data Dashboard – Enhanced education data transparency and access. Continue buildout of public-facing data dashboard that allows state policy makers, parents, students, school administrators, and institution staff access to reports produced using data collected in the statewide longitudinal data system. This includes implementation of the Ad-hoc legislative workgroup data elements. Included in K-20 strategic plan in 2016 and ongoing.

Career Technical Education Workgroup Recommendations (Adopted February 2020)

State and Federal Accountability – This work is tied to the earlier K-12 task force work mentioned above, the development of the current statewide accountability framework and the evaluation and updating of the state's accountability system. This work encompasses not only the accountability framework and aligned Federal State Consolidated Plan, but also considerations regarding state graduation requirements and the state's comprehensive assessment system.

Annual Policy and Strategic Planning Considerations

- Administrative Rules – Negotiated Rulemaking used to set state education policy (has the force and effect of law), goes to the legislature to accept or reject each year at the end of the cycle.
- Legislative Ideas/Legislation – Statewide education policy submitted to the legislature through the executive agency legislative process.

**POLICY, PLANNING, AND GOVERNMENT AFFAIRS
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ATTACHMENT 2

- Legislative Ideas approved in June
- Legislation approved in August
- Strategic Planning and Performance Measure Reporting – Sets Board/State K-20 Education Goals and measures performance towards meeting those goals (subject to statutory requirements and Division of Financial Management timelines).
- Board Governing Policies and Procedures – Used to set ongoing requirements for the institutions and agencies under the Board’s governance and oversight. Those areas of policy that do not reside in Section II, Human Resources Policies and Procedures, Section III, Postsecondary Affairs, or Section V, Financial Affairs. All other sections go through Committee.

Governor Little's Education Priorities

Gov. Little has said we have a **constitutional** and **moral** obligation to our students in Idaho. Gov. Little's top priority is creating abundant opportunities for our children to thrive in school. Schools partner with parents in the education of Idaho students, and they are the hub of activity in our communities.

The best way to achieve Gov. Little's goal of making Idaho the place where our children and grandchildren choose to stay is by equipping them with the skills they need to become lifelong learners and eventual participants in our state's workforce.

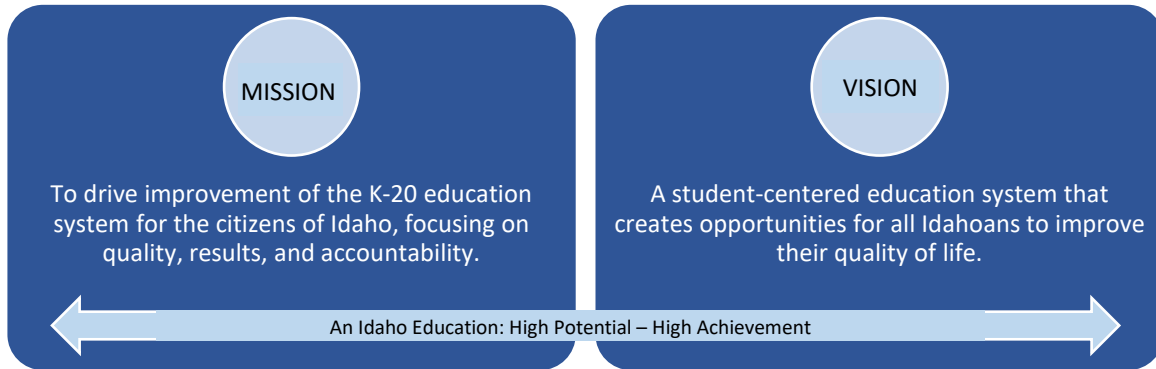
- **LITERACY** – Our children need to learn to read by third grade so our investments in the education system later on can have the most impact. With additional investments sought by Gov. Little, funding for literacy programs – including summer reading programs, full day Kindergarten, and others – will have increased five-fold since he took office in 2019.
- **TEACHER RECRUITMENT AND RETENTION** – Teachers partner with families in the education of our children, and they can have profound impacts on students' lives. The teaching profession must be competitive. Under Gov. Little, Idaho has made significant investments in the career ladder so we can better recruit new teachers and retain ones with a lot of experience.
- **WORKFORCE DEVELOPMENT** – Improved coordination between Idaho businesses, high schools, career technical education, and our college and university system has resulted in more ways for Idahoans to connect an education to a career. Under Gov. Little, Idaho has advanced more apprenticeships, job training, and scholarships for Idahoans to pursue the skills needed to fill in-demand professions.

Idaho Office of the Governor. (2023, October). *Education*.
<https://gov.idaho.gov/education/>



FY2024-2029

Idaho K-20 Public Education - Strategic Plan



GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT –

Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

- **Objective A: Data Access and Transparency** - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.
- **Objective B: Alignment and Coordination** – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

GOAL 2: EDUCATIONAL READINESS –

Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and work force opportunities by assuring they are ready to learn at the next educational level.

- **Objective A: Rigorous Education** – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.
- **Objective B: School Readiness** – Explore opportunities to enhance school readiness

GOAL 3: EDUCATIONAL ATTAINMENT –

Idaho’s public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

- **Objective A: Higher Level of Educational Attainment** – Increase completion of certificates and degrees through Idaho’s educational system.
- **Objective B: Timely Degree Completion** – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).
- **Objective C: Access** - Increase access to Idaho’s robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

GOAL 4: WORKFORCE READINESS -

The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

- **Objective A: Workforce Alignment** – Prepare students to efficiently and effectively enter and succeed in the workforce.



FY2024-2029
Idaho K-20 Public Education - Strategic Plan

An Idaho Education: High Potential – High Achievement

MISSION STATEMENT

To drive improvement of the K-20 education system for the citizens of Idaho, focusing on quality, results, and accountability.

VISION STATEMENT

A student-centered education system that creates opportunities for all Idahoans to improve their quality of life.

GUIDING VALUES

- Access
- Innovation
- Preparedness
- Resilience

MID-TERM PRIORITY FOCUS AREAS

Elementary and Secondary Education

- Literacy Proficiency and Growth – kindergarten through grade 4
- Mathematics Proficiency and Growth – grades 5 through 9
- High School Credit Recovery, Completion, and Transition (Workforce or Postsecondary)

Postsecondary Education

- Recruitment and Access
- Retention
- Transfer and Completion

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT (systemness) – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.

L	M	HS	R/A	R	T/C
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Performance Measures:

- I. **Development of a single K-20 data dashboard and timeline for implementation.**

Benchmark: Completed by FY2024

Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

L	M	HS	R/A	R	T/C
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Performance Measures:

- I. **Percent of Idaho community college transfers who graduate from a four-year institution.**

Benchmark: 25% or more

- II. **Percent of postsecondary first-time freshmen who graduated from an Idaho high school in the previous school year requiring remedial education in math and language arts split out by subject area.**

Benchmark: 2 year – less than 20%⁴

4 year – less than 20%⁴

GOAL 2: EDUCATIONAL READINESS (student-centered) – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn at the next educational level.

Objective A: Rigorous Education – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.

L	M	HS	R/A	R	T/C
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Performance Measures:

- I. **Performance of students scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3).**

Benchmark:

Idaho Reading Assessment	Benchmark
Kindergarten	55%
1st Grade	70%
2nd Grade	80%
3rd Grade	80%

II. Growth Fall to Spring of student cohorts scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3).

Benchmark:

Idaho Reading Assessment	Benchmark
Kindergarten Cohort	55%
1st Grade	55%
2nd Grade	65%
3rd Grade	65%

II. Percentage of students meeting proficient or advance on the Idaho Standards Achievement Test (broken out by subject at each transition grade level, 5, 8, high school).

Benchmark:

Idaho Standards Achievement Test	Benchmark
Math	
5th Grade	58.59%
8th Grade	57.59%
High School	53.30%
ELA	
5th Grade	68.04%
8th Grade	67.64%
High School	73.60%
Science	
5th Grade	50%
High School	45%

III. High School 4-year and 5-year Cohort Graduation rates.

Benchmark: 95%⁴ or more

IV. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.

Benchmark: SAT Composite – 45%¹ or more

- Evidence-Based Reading and Writing – 65% or more
- Mathematics – 60% or more ACT Composite – 45%¹ or more
- English – 80% or more
- Mathematics – 65% or more
- Reading – 70% or more
- Science – 60% or more

V. **Percent of high school graduates who completed² one or more advanced opportunities** (break out by type of advanced opportunity).
Benchmark: 90%¹ or more

VI. **Percent of dual credit students who graduate high school with a certificate or associates degree.**
Benchmark: 3%³ or more

VII. **Percent of high school graduates who enroll in a postsecondary institution:**
Within 12 months (within following academic year¹) of high school graduation year.
Benchmark: 60%⁴ or more
Within 36 months (within three academic years) of high school graduation year.
Benchmark: 80%⁵ or more

Objective B: School Readiness – Explore opportunities to enhance school readiness.

L M

Performance Measures:

I. **Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in kindergarten.**
Benchmark: 50%

GOAL 3: EDUCATIONAL ATTAINMENT (opportunity) – Idaho’s public colleges and universities and career technical education programs fuel a strong workforce pipeline evidenced through a greater number of student completing certificates and/or degrees, including workforce credentials.

Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho’s educational system.

L M HS R/A R T/C

Performance Measures:

I. **Total number of certificates/degrees conferred, by institution per year:**
a) Workforce Credentials (pending definition)
b) Certificates
c) Associate degrees
d) Baccalaureate degrees
e) Graduate degrees

¹ Academic year = fall, spring, and summer terms starting with the fall term.

Total number of certificates/degrees produced, by institution annually	FY 2022 Results	Benchmark FY 2025	Benchmark FY2027
Workforce Certificates (based on certificates of less than one academic year)			
College of Eastern Idaho			
College of Southern Idaho		142	150
College of Western Idaho		301	335
North Idaho College		92	95
Certificates of at least one academic year	2485	2485	3218
College of Eastern Idaho	80	112	125
College of Southern Idaho	134	159	178
College of Western Idaho	1327	1486	1531
North Idaho College	568	690	711
Boise State University	0	NA	
Idaho State University	357	400	412
Lewis-Clark State College	19	27	28
University of Idaho	0	NA	
Associate degrees	3891	4514	4649
College of Eastern Idaho	276	309	318
College of Southern Idaho	1009	1130	1164
College of Western Idaho	1037	1161	1196
North Idaho College	717	700	721
Boise State University	127	150	155
Idaho State University	521	467	481
Lewis-Clark State College	204	275	283
University of Idaho	0	30	31
Baccalaureate degrees	7309	8348	12911
Boise State University	4,078	4351	4482
Idaho State University	1,073	1209	1245
Lewis-Clark State College	579	534	550
University of Idaho	1,579	1802	1856
Masters degrees	2149	2399	2518
Boise State University	1,062	1160	1195
Idaho State University	556	623	642
Lewis-Clark State College	0	NA	
University of Idaho	531	616	634
Doctoral or Professional degrees	518	572	600
Boise State University	58	65	67
Idaho State University	196	212	218
Lewis-Clark State College	0	NA	
University of Idaho	264	296	305

III. Percentage of new full-time degree-seeking students who return (or who graduated) for second year in an Idaho postsecondary public institution.
(Distinguish between new freshmen and transfers)

Benchmark: 2 year institutions - 75%⁴ or more
4 year institutions - 85%⁴ or more

IV. Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).

Benchmark: 2 year institutions - 50%⁴ or more
4 year institutions – 60% or more

Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).

R/A	R	T/C
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Performance Measures:

- I. **Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year⁶ at the institution reporting.**
Benchmark: 50% or more
- II. **Percent of new degree-seeking freshmen completing a gateway math course within two years.**
Benchmark: 80% or more
- III. **Median number of credits earned at completion of associate’s and baccalaureate degree program.**
Benchmark: Transfer Students: 69/138³ or less
Benchmark: non-transfer students: 69/138³ or less

Objective C: Access - Increase access to Idaho’s robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

L	M	HS	R/A	R	T/C
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Performance Measures:

- I. **Percent of students who complete the Free Application for Federal Student Aid (FAFSA).**
Benchmark: 60% or more
- II. **Unduplicated headcount of graduates, by highest level credential attained by academic year.**
Benchmark: TBD

GOAL 4: WORKFORCE READINESS (opportunity) – The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce.

HS	R/A	R	T/C
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Performance Measures:

- I. **Percentage of high school student participating in apprenticeships and postsecondary students participating in internships.**
Benchmark: New measure

- II. **Percent of STEM baccalaureate degrees conferred compared to non-STEM degrees conferred (CCA/IPEDS Definition of STEM fields).**
Benchmark: 25% more

- III. **Increase in secondary career technical programs and postsecondary programs tied to workforce needs per year.**
Benchmark: 50 or more per year up to identified need

KEY EXTERNAL FACTORS

The Board's responsibility of governance and oversight of public education in Idaho is focused on providing a high-quality educational system with opportunities and access for all Idaho residents regardless of where they intersect with the educational system. The structure of public education in Idaho provides an opportunity of focusing work towards common goals, however, the work of communicating out these common focus areas and helping each segment of the public education system to understand and make progress in those areas can be difficult when the system or parts of the system are not adequately resourced or there is not a common vision of success or accountability.

EVALUATION PROCESS

The Board convenes representatives from the institutions, agencies, and other interested education stakeholders to review and recommend amendments to the Board's Planning, Policy and Governmental Affairs Committee regarding the development of the K-20 Education Strategic Plan. Recommendations are then presented to the Board for consideration in December. Additionally, the Board reviews and considers amendments to the strategic plan annually, changes may be brought forward from the Planning, Policy, and Governmental Affairs Committee, Board staff, or other ad hoc input received during the year. This review and re-approval takes into consideration performance measure progress reported to the Board in October.

Performance towards meeting the set benchmarks is reviewed and discussed annually with the State Board of Education in October. The Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained in the K-20 Education Strategic Plan. Feedback received from the institutions and agencies as well as other education stakeholders is considered at this time.

¹ Benchmark is set based on the increase needed to meet the state educational attainment goal.
² Completed means dual credits earned, AP assessment with a score of 3 or greater, IB earned, etc.
³ Benchmark is set based on analysis of available and projected resources (staff, facilities, and funding).
⁴ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding).

⁵ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding).

⁶ Academic year means fall through summer term.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
October 18, 2023

SUBJECT

Educator Preparation Provider New Program Approval Process

REFERENCE

January 2023	The Board Office constructed a work group to create a new Educator Preparation Provider review process at the direction of the State Board. The work group created the Idaho Standards for Educator Preparation Providers to be used for the state review, new provider approval, and new program approval.
February 2023	The Board Office shared the Idaho Standards for Educator Preparation Providers with ISBA, IASA, IEA, IACTE, SDE, Idaho Indian Education Committee, and the Charter Commission for input.
April 2023	The Board Office held a work session with the Professional Standards Commission (Joint Standards and Authorization's Committees) to work on the Idaho Standards for Educator Preparation Providers and obtain input.
June 2023	The Board Office held a second work session with the Professional Standards Commission (Joint Standards and Authorization's Committees) to work on the Idaho Standards for Educator Preparation Providers and obtain input. The Professional Standards Committee voted to recommend the Idaho Standards for Educator Preparation Providers.
August 2023	The proposed Idaho Standards for Educator Preparation Providers was presented to the State Board and approved.
September 2023	A draft of the new program approval process was created by the work group. A work session was held with the Professional Standards Commission (Joint Standards and Authorization's Committees) to work on the new program approval process for Educator Preparation Providers and obtain input.
October 2023	The Board approved the proposed new program approval process for educator preparation providers.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code 33-114, Idaho Code 33-1207A, IDAPA 08.02.02.100

BACKGROUND/DISCUSSION

The Board Office constructed a work group in January 2023 to create a new Educator Preparation Provider review process at the direction of the State Board. The work group had a representative from each Idaho approved Educator Preparation Program, State Department of Education Staff, and Career Technical

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Staff. The work group created the Idaho Standards for Educator Preparation Providers that would be used to evaluate the Educator Preparation Programs against for the state provider review. The Idaho Standards for Educator Preparation Providers were shared with stakeholders to obtain input. Two work sessions were held with the Professional Standards Commission (Joint Standards and Authorization’s Committees) to review the standards and obtain input. The input from the first work session was shared with the work group and the input was accepted. The changes were made to the Idaho Standards for Educator Preparation Providers. The second work session was held, and the Professional Standards Commission voted to recommend the Idaho Standards for Educator Preparation Providers.

The work group created a new program approval process that would be used by educator preparation providers to add a new program. One work session was held with the Professional Standards Commission (Joint Standards and Authorization’s Committees) to review the new program approval process. The input from the work session was shared with the work group and the input was accepted. The changes were made to the new program approval process.

IMPACT

If the Board approves the new program approval process, as outlined in Attachment 1, the new program approval process will be used by educator preparation providers to request new programs.

ATTACHMENTS

Attachment 1 – EPP New Program Approval Process

STAFF COMMENTS AND RECOMMENDATIONS

The work group met January 17, 2023, January 23, 2023, January 31, 2023, February 10, 2023, and March 24, 2023. The new program approval process will include three steps:

1. Preparation and Submission of the New Program Application
2. Review and Feedback
3. Determination of Approval Status

The Professional Standards Commission met to review the final documents on September 21, 2023. A few non-material edits were made based on that discussion. Board staff recommends approval.

BOARD ACTION

I move to approve the new program approval process for Educator Preparation Providers as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

NEW PROGRAM APPROVAL GUIDE

INTRODUCTION

This document describes the process by which an Idaho State Board Approved Educator Preparation Providers (Educator Preparation Providers) seek approval for a new endorsement program leading to certification. This Office of the Idaho State Board of Education (Board Office) facilitates the approval process.

Public universities and colleges seeking a new degree or certificate program will also follow their institutional policies and procedures and the process identified in [State Board Policy III.G – Postsecondary Program Review and Approval](#). Additional information may be found on the Idaho State Board of Education’s website at [Postsecondary Program Approval | Idaho State Board of Education](#).

STATUTORY AUTHORITY AND REFERENCES

[Idaho Code § 33-114](#): supervision and control of the certification of professional education personnel is vested in the State Board. The Board shall approve the program of education of such personnel in all higher institutions in the state, both public and private, and shall accredit as teacher training institutions those in which such programs have been approved.

[Idaho Code § 33-1207A](#): The State Board shall review teacher preparation programs at the institutions of higher education.

[IDAPA 08.02.02.021](#): Idaho Educator Preparation Providers shall prepare candidates to teach in area(s) of endorsements in accordance with the Idaho Standards for Initial Certification of Professional School Personnel.

[State Board Policy IV.D.](#): Educator Preparation and Certification

[IDAPA 08.02.02.015.01](#): Instructional staff certification requirements.

[IDAPA 08.02.02.015.02](#): Pupil service staff certification requirements.

[IDAPA 08.02.02.015.03](#): Administrator certification requirements.

NEW PROGRAM APPROVAL PROCESS STEPS

The new program approval process has a total of three steps as follows:

1. Preparation and Submission of the New Program Application
2. Review and Feedback
3. Determination of Approval Status

Step 1: Preparation and Submission of the New Program Application

The Educator Preparation Provider will use one or more of the following new program applications to request approval of the new program:






- New Elementary or Secondary Program – Use New Program Application A
- New Special Education Program – Use New Program Applications A and B
- New Pupil Service Program – Use New Program Application C



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- New Teacher Leader Program – Use New Program Application D
- New Administrator Program – Use New Program Application E

Flow Chart

New Elementary or Secondary Program 	New Special Education Program 	New Pupil Service Program 	New Teacher Leader Program 	New Administrator Program 
Use New Program Application A	Use New Program Application A & B	Use New Program Application C	Use New Program Application D	Use New Program Application E

The new program application includes the following:

- New Program Design
- Explanation how the New Program will meet the provider standards and components
- Clinical Experience Design

Upon completion, the new program application and all applicable supporting documentation is submitted to the Board Office – Educator Effectiveness Program Manager.

Step 2: Review and Feedback

After receiving a completed new program application, the Board office will assemble and facilitate a team to review the new program application materials.

The review team is drawn from at least three of the following groups:

- Approved Idaho Educator Preparation Program Staff
- Idaho Experts from the Field and experience with Educator Preparation Program Review
- Idaho Division of Career Technical Education Staff
- Idaho Local practicing K-12 Educators
- Idaho Local practicing K-12 Administrators
- Idaho State Department of Education staff – Certification Department
- Members of the Professional Standards Commission
- Office of the Idaho State Board of Education Staff

The review team will assess whether the new program as proposed meets the criteria listed in the new program application. A new program application that meets the criteria listed in the new program application and shows alignment to the Idaho Standards for Educator Preparation Providers (Provider Standards) will move to Step 3. The review team will use the review rubrics to guide input and make the determination if the program application meets the criteria listed in the new program application and shows alignment to the Provider Standards.

A new program application that does not meet the criteria listed in the new program application will be returned to the Educator Preparation Provider by electronic mail and accompanied by review team feedback. The Educator Preparation Provider may address the feedback and resubmit a new program application to the Board Office for review as described in Step 1.

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Incomplete new program applications received by the Board Office will be returned to the Educator Preparation Provider for completion.

Step 3: Determination of Approval Status

The review team will provide a program recommendation to the Board Office, for consideration by the State Board at their next regularly scheduled meeting. The State Board will either recommend the new program application to be approved or not to be approved. Upon State Board approval or non-approval of the new program application, Board Staff will notify the Educator Preparation Provider of the new program approval status by electronic mail. If the New Program Application is approved by the State Board, the Educator Preparation Provider may advertise the program and recruit candidates to the program. If the program application is not approved by the State Board, the application may be revised and resubmitted.

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New Program Application A - Elementary or Secondary Program

<u>New Program Application for Idaho State Board Approved Educator Preparation Providers</u>			
Name of Educator Preparation Provider		Date of Submission	
New Program Name (as applicable)		Certification/Endorsement	
<u>STANDARD ONE: PROFESSIONAL, CONTENT, AND PEDAGOGICAL KNOWLEDGE</u> Educator Preparation Providers ensure candidates develop an understanding of the critical concepts, principles, and practices of their discipline, and are able to use practices flexibly to advance the learning of all students.			
<u>1.1 CONTENT KNOWLEDGE AND PEDAGOGY</u> Educator Preparation Providers ensure candidates are able to apply their knowledge in critical concepts, principles, and practices as identified in the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and State Board approved Idaho Student Content Standards.			
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)		
	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard	
Idaho Teaching Standards The Learner and Learning • Standard 1: Learner Development			
Idaho Teaching Standards The Learner and Learning • Standard 2: Learning Differences			
Idaho Teaching Standards The Learner and Learning • Standard 3: Learning Environment			
Idaho Teaching Standards Content • Standard 4: Content Knowledge			
Idaho Teaching Standards Content • Standard 5: Application of Content			
Idaho Teaching Standards Instructional Practice • Standard 6: Assessment			
Idaho Teaching Standards Instructional Practice • Standard 7: Planning for Instruction			
Idaho Teaching Standards Instructional Practice • Standard 8: Instructional Strategies			
<u>1.2 PROFESSIONAL KNOWLEDGE</u> Educator Preparation Providers ensure candidates are able to apply their knowledge of the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and the State Board approved Idaho Student Content Standards			
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)		

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	Evidence Item (Link Syllabus only as a PDF)	Narrative/Rationale for Meeting Standard
Idaho Teaching Standards Professional Responsibility: <ul style="list-style-type: none"> Standard 9: Professional Learning and Ethical Practice 		
Idaho Teaching Standards Professional Responsibility <ul style="list-style-type: none"> Standard 10: Leadership and Collaboration 		
1.3 IDAHO EDUCATIONAL EXPECTATIONS Educator Preparation Providers integrate State Board of Education policies and procedures and Idaho Rules Governing Uniformity into the preparation of candidates.		
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, policy, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)	
	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard
Idaho Teaching Standards State Specific Standards: <ul style="list-style-type: none"> Standard 11: American Indian Tribes in Idaho 		
Idaho Teaching Standards State Specific Standards: <ul style="list-style-type: none"> Standard 12: Code of Ethics for Idaho Professional Educators 		
Idaho Teaching Standards State Specific Standards: <ul style="list-style-type: none"> Standard 13: Digital Technology and Online Learning 		
Idaho Comprehensive Literacy Standards <ul style="list-style-type: none"> Standard 1: Foundational Literacy Concepts Standard 1: Fluency, Vocabulary Development, and Comprehension Standard 3: Literacy Assessment Concepts Standard 4: Writing Process Standard 5: Diverse Reading and Writing Profiles – Reading and Writing Difficulties 		
Certificate and Endorsement Requirements (IDAPA 08.02.02 & State Board Policy IV.D.) *Show how your sequence of courses/modules/evidence of student learning meet the requirements in policy and rule.		
<u>STANDARD TWO: CLINICAL EXPERIENCE</u> Educator Preparation Providers ensure diverse high-quality clinical experiences to develop knowledge, skills, and professional dispositions in candidates and educators.		

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2.1 CLINICAL PRACTICE			
Educator Preparation Providers include clinical practice of depth, breadth, coherence, and duration to enable candidates or educators to demonstrate proficiency in their area of endorsement.			
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)		
	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard	
Clinical preparation depth, breadth, coherence, and duration			
Comprehensive clinical experience			
Signatures			
Signature of the Program/College Chair, Director, or Other Designee		Date	
Signature of the College of Education Dean or Educator Preparation Provider Head Official		Date	

**Applications without appropriate dated signatures will not be considered.*

** Public universities and colleges seeking a new degree or certificate program will also follow the process identified in [State Board Policy III.G – Postsecondary Program Review and Approval](#).*

**The signatures serve as an attestation that the Educator Preparation Provider understands the requirements and has met all policies, rules, and statutes, and institutional procedures.*

Upon completion, the new program application and all applicable supporting documentation is submitted to the Board Office – Educator Effectiveness Program Manager.

NEW PROGRAM APPROVAL GUIDE

New Program Application B - Specialized Populations Program

(For use only with New Program Application A)

Name of Educator Preparation Provider		Date of Submission	
New Program Name (as applicable)		Certification/Endorsement	
<u>STANDARD ONE: PROFESSIONAL, CONTENT, AND PEDAGOGICAL KNOWLEDGE</u> Educator Preparation Providers ensure candidates develop an understanding of the critical concepts, principles, and practices of their discipline, and are able to use practices flexibly to advance the learning of all students.			
1.1 Content Knowledge and Pedagogy Educator Preparation Providers ensure candidates are able to apply their knowledge in critical concepts, principles, and practices as identified in the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and State Board approved Idaho Student Content Standards.		1.2 Professional Knowledge Educator Preparation Providers ensure candidates are able to apply their knowledge of the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and the State Board approved Idaho Student Content Standards.	
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)		
	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard	
Idaho Standards for Blended Early Childhood Education/Early Childhood Special Education Teachers <ul style="list-style-type: none"> • Standard 1: Child Development • Standard 2: Embedding Instructional Strategies • Standard 3: Functional Skills • Standard 4: Integrated and Meaningful Learning • Standard 5: Authentic Assessment • Standard 6: Laws, Rules, and Regulations • Standard 7: Assistive Technology • Standard 8: Coaching and Consultation • Standard 9: Family Partnership 			
Idaho Standards for Exceptional Child Education Teachers <ul style="list-style-type: none"> • Standard 1: Special Education Law • Standard 2: Specially Designed Instruction • Standard 3: Assistive Technology • Standard 4: Eligibility Assessment • Standard 5: Support Staff 			
Idaho Standards for Teachers of the Blind and Visually Impaired <ul style="list-style-type: none"> • Standard 1: Special Education Law 			

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<ul style="list-style-type: none"> • Standard 2: Support Staff • Standard 3: Expanded Core Curriculum • Standard 4: Learning Media/Functional Vision Assessment • Standard 5: Assistive Technology for Blind/Visually Impaired • Standard 6: Braille Skills • Standard 7: Educational Access • Standard 8: Implication of Impairment 		
<p>Idaho Standards for Teachers of the Deaf/Hard of Hearing</p> <ul style="list-style-type: none"> • Standard 1: Special Education Law • Standard 2: Individualized Planning for Instruction • Standard 3: Assistive Technology • Standard 4: Eligibility Assessment • Standard 5: Support Staff • Standard 6: Literacy • Standard 7: Language • Standard 8: Culture 		

Upon completion, the new program application and all applicable supporting documentation is submitted to the Board Office – Educator Effectiveness Program Manager.

NEW PROGRAM APPROVAL GUIDE

New Program Application C – Pupil Service Staff Program

Name of Educator Preparation Provider		Date of Submission	
New Program Name (as applicable)		Certification/Endorsement	
<u>STANDARD ONE: CONTENT, PEDAGOGICAL, AND PROFESSIONAL KNOWLEDGE</u>			
Educator Preparation Providers ensure candidates develop an understanding of the critical concepts, principles, and practices of their discipline, and are able to use practices flexibly to advance the learning of all students.			
1.1 <u>Content Knowledge and Pedagogy</u> Educator Preparation Providers ensure candidates are able to apply their knowledge in critical concepts, principles, and practices as identified in the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and State Board approved Idaho Student Content Standards.		1.2 <u>Professional Knowledge</u> Educator Preparation Providers ensure candidates are able to apply their knowledge of the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and the State Board approved Idaho Student Content Standards.	
Components	Letter of national accreditation, other related information)		
Audiology and Speech Language Pathologist – Council on Academic Accreditation (CAA), American Speech-Language-Hearing Association (ASHA)			
Nursing (School Nurse) – Commission on Collegiate Nursing Education (CCNE)			
School Counselor – Council for Accreditation of Counseling and Related Educational Programs (CACREP)			
School Psychologist – National Association of School Psychologists (NASP)			
School Social Worker – Council on Social Work Education (CSWE)			
1.3 <u>IDAHO EDUCATIONAL EXPECTATIONS</u>			
Educator Preparation Providers integrate State Board of Education policies and procedures and Idaho Rules Governing Uniformity into the preparation of candidates.			
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. – Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)		
Idaho Teaching Standards State Specific Standards: • Standard 1: American Indian Tribes in Idaho			
Idaho Teaching Standards • Standard 2: Code of Ethics for Idaho Professional Educators			
Idaho Teaching Standards • Standard 3: Digital Technology and Online Learning			
Certificate and Endorsement Requirements (IDAPA 08.02.02)			

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*Show how your sequence of courses/modules/evidence of student learning meet the requirements in policy and rule.			
STANDARD TWO: CLINICAL EXPERIENCE			
Educator Preparation Providers ensure diverse high-quality clinical experiences to develop knowledge, skills, and professional dispositions in candidates and educators.			
2.1 CLINICAL PRACTICE			
Educator Preparation Providers include clinical practice of depth, breadth, coherence, and duration to enable candidates or educators to demonstrate proficiency in their area of endorsement.			
Component	Letter of national accreditation, how the program will meet requirements in IDAPA 08.02.02, other related information		
School Counselor – Council for Accreditation of Counseling and Related Educational Programs (CACREP)			
School Psychologist – National Association of School Psychologists (NASP)			
Nursing (School Nurse) – Commission on Collegiate Nursing Education (CCNE)			
Speech Language Pathologist – Council on Academic Accreditation (CAA), American Speech-Language-Hearing Association (ASHA)			
Audiology -Council on Academic Accreditation (CAA), American Speech-Language-Hearing Association (ASHA)			
School Social Worker – Council on Social Work Education (CSWE)			
Signatures			
Signature of the College/Program Chair, Director, or Other Designee		Date	
Signature of the College of Education Dean or Educator Preparation Provider Head Official		Date	

**Applications without appropriate dated signatures will not be considered.*

**Public universities and colleges seeking a new degree or certificate program will also follow the process identified in [State Board Policy III.G – Postsecondary Program Review and Approval](#).*

**The signatures serve as an attestation that the Educator Preparation Provider understands the requirements and has met all policies, rules, and statutes, and institutional procedures.*

Upon completion, the new program application and all applicable supporting documentation is submitted to the Board Office – Educator Effectiveness Program Manager.

NEW PROGRAM APPROVAL GUIDE

New Program Application D - Teacher Leader Program

Name of Educator Preparation Provider		Date of Submission	
New Program Name (as applicable)		Certification/Endorsement	
<u>STANDARD ONE: CONTENT, PEDAGOGICAL, AND PROFESSIONAL KNOWLEDGE</u> Educator Preparation Providers ensure candidates develop an understanding of the critical concepts, principles, and practices of their discipline, and are able to use practices flexibly to advance the learning of all students.			
1.1 CONTENT KNOWLEDGE AND PEDAGOGY Educator Preparation Providers ensure candidates are able to apply their knowledge in critical concepts, principles, and practices as identified in the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and State Board approved Idaho Student Content Standards.		1.2 PROFESSIONAL KNOWLEDGE Educator Preparation Providers ensure candidates are able to apply their knowledge of the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and the State Board approved Idaho Student Content Standards.	
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)		
	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard	
Standard 1: Understanding Adults as Learners to Support Professional Learning			
Standard 2: Accessing and Using Research to Improve Professional Practice			
Standard 3: Supporting Professional Learning			
Standard 4: Facilitating Improvements in Instruction and Student Learning			
Standard 5: Using Assessments and Data for School and District Improvement			
Standard 6: Improving Outreach and Collaboration with Families and Community			
Standard 7: Advocating for Students, Community, and the Profession			
Standard 8: Understanding Systems Thinking			
<u>1.3 IDAHO EDUCATIONAL EXPECTATIONS</u> Educator Preparation Providers integrate State Board of Education policies and procedures and Idaho Rules Governing Uniformity into the preparation of candidates.			
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)		

NEW PROGRAM APPROVAL GUIDE

	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard	
Certificate and Endorsement Requirements (IDAPA 08.02.02 & State Board Policy IV.D.) *Show how your sequence of courses/modules/evidence of student learning meet the requirements in policy and rule.			
STANDARD TWO: CLINICAL EXPERIENCE			
Educator Preparation Providers ensure diverse high-quality clinical experiences to develop knowledge, skills, and professional dispositions in candidates and educators.			
Signatures			
Signature of the College/Program Chair, Director, or Other Designee		Date	
Signature of the College of Education Dean or Educator Preparation Provider Head Official		Date	

**Applications without appropriate dated signatures will not be considered.*

**Public universities and colleges seeking a new degree or certificate program will also follow the process identified in [State Board Policy III.G – Postsecondary Program Review and Approval](#).*

**The signatures serve as an attestation that the Educator Preparation Provider understands the requirements and has met all policies, rules, and statutes, and institutional procedures.*

Upon completion, the new program application and all applicable supporting documentation is submitted to the Board Office – Educator Effectiveness Program Manager.

NEW PROGRAM APPROVAL GUIDE

New Program Application E - Administration Program

Name of Educator Preparation Provider		Date of Submission	
New Program Name (as applicable)		Certification/Endorsement	
<u>STANDARD ONE: CONTENT, PEDAGOGICAL, AND PROFESSIONAL KNOWLEDGE</u>			
Educator Preparation Providers ensure candidates develop an understanding of the critical concepts, principles, and practices of their discipline, and are able to use practices flexibly to advance the learning of all students.			
1.1 CONTENT KNOWLEDGE AND PEDAGOGY Educator Preparation Providers ensure candidates are able to apply their knowledge in critical concepts, principles, and practices as identified in the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and State Board approved Idaho Student Content Standards.		1.2 PROFESSIONAL KNOWLEDGE Educator Preparation Providers ensure candidates are able to apply their knowledge of the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and the State Board approved Idaho Student Content Standards.	
Component		How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)	
		Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard
Idaho Standards for School Principals <ul style="list-style-type: none"> • Standard 1: Mission, Vision, and Beliefs • Standard 2: Ethics and Professional Norms • Standard 3: Equity and Cultural Responsiveness • Standard 4: Curriculum, Instruction, and Assessment • Standard 5: Community of Care of Support for Students • Standard 6: Professional Capacity of School Personnel • Standard 7: Professional Community for Teachers • Standard 8: Meaningful Engagement of Families and Community • Standard 9: Operations and Management • Standard 10: Continuous School Improvement 			
Idaho Standards for Superintendents <ul style="list-style-type: none"> • Standard 1: Mission, Vision, and Beliefs • Standard 2: Ethics and Professionalism • Standard 3: Equity and Cultural Responsiveness 			

NEW PROGRAM APPROVAL GUIDE

<ul style="list-style-type: none"> • Standard 4: High Expectations for Student Success • Standard 5: High Expectations for Professional Practice • Standard 6: Advocacy and Communications • Standard 7: Operations and Management • Standard 8: Continuous Improvement • Standard 9: Governance 		
<p>Idaho Standards for Directors of Special Education</p> <ul style="list-style-type: none"> • Standard 1: Mission, Vision, and Beliefs • Standard 2: Ethics and Professional Norms • Standard 3: Equity and Cultural Responsiveness • Standard 4: Curriculum, Instruction, and Assessment • Standard 5: Community of Care of Support for Students • Standard 6: Professional Capacity of District and School Personnel • Standard 7: Professional Community for Teachers • Standard 8: Meaningful Engagement of Families and Community • Standard 9: Operations and Management • Standard 10: Continuous School Improvement 		
<p>1.3 IDAHO EDUCATIONAL EXPECTATIONS Educator Preparation Providers integrate State Board of Education policies and procedures and Idaho Rules Governing Uniformity into the preparation of candidates.</p>		
Component	<p>How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (Eg. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)</p>	
	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard
<p>Certificate and Endorsement Requirements</p> <p>(IDAPA 08.02.02) *Show how your sequence of courses/modules/evidence of student learning meet the requirements in policy and rule.</p>		
<p>Idaho Teaching Framework for Evaluation</p> <p>(IDAPA 08.02.02)</p>		
<p>STANDARD TWO: CLINICAL EXPERIENCE</p>		

NEW PROGRAM APPROVAL GUIDE

Educator Preparation Providers ensure diverse high-quality clinical experiences to develop knowledge, skills, and professional dispositions in candidates and educators.			
<u>2.1 CLINICAL PRACTICE</u>			
Educator Preparation Providers include clinical practice of depth, breadth, coherence, and duration to enable candidates or educators to demonstrate proficiency in their area of endorsement.			
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)		
	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard	
Clinical preparation depth, breadth, coherence, and duration			
Comprehensive clinical experience			
Signatures			
Signature of the College/Program Chair, Director, or Other Designee		Date	
Signature of the College of Education Dean or Educator Preparation Provider Head Official		Date	

**Applications without appropriate dated signatures will not be considered.*

**Public universities and colleges seeking a new degree or certificate program will also follow the process identified in [State Board Policy III.G – Postsecondary Program Review and Approval](#).*

**The signatures serve as an attestation that the Educator Preparation Provider understands the requirements and has met all policies, rules, and statutes, and institutional procedures.*

Upon completion, the new program application and all applicable supporting documentation is submitted to the Board Office – Educator Effectiveness Program Manager.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2023**

IDAHO DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

InSpIRE Ready! – Career Technical Educator Preparation Program

REFERENCE

February 16, 2023 Board received annual update from the Division of Career Technical Education, including expanded InSpIRE Ready! program participation.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section VII.C.
Section 33-1203, 33-2203, and 33-2205, Idaho Code
Idaho Administrative code, IDAPA 08.02.03 – Section 015.04, Career Technical Certification Requirements

BACKGROUND/DISCUSSION

Pursuant to Section 33-2205, Idaho Code, the Board must authorize the issuance of career technical education teaching certificates to individuals who teach in career-related subject areas based on a sliding scale that takes into consideration the amount of professional experience and education in a related field the individual wishes to teach in or holds an approved industry certification in a loosely related field. Additionally, IDAPA 08.02.02.015 establishes a standard degree-based career technical certificate pathway and industry-based occupation specialist certificate pathways. The occupational specialist certificate pathways include a limited occupational specialist certificate, standard occupational specialist certificate and advanced occupational specialist certificate and the requirements for progressing from the three year, non-renewable, limited occupational specialist to the five-year renewable standards and advanced occupational specialists' certificates. These requirements align with the requirements established in Section 33-2205, Idaho Code.

The InSpIRE Ready! program was developed to provide the training, support, and mentoring needed for individuals coming from an industry background and new to teaching to successfully complete the limited occupational specialist certification requirements and move on to a standard certification as well as become highly effective, world-class, instructors. The program is based on a cohort model that allows for individuals to build a network of teachers to support and be supported by throughout their teaching careers while at the same time allowing individuals to move through the program at their own pace. The program was developed and is offered by the Division and there is no tuition associated with the program.

Each year the InSpIRE Ready! cohort training begins with variations on the First Camp. Secondary teachers who choose the InSpIRE Ready! route complete six semester courses on topics such as classroom management and student

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2023

engagement over the course of three years. They also benefit from having a career technical education (CTE) mentor who helps them transition from industry to the classroom and provides instruction and resources to be a successful CTE teacher. The InSpIRE Ready! program has over 300 secondary CTE teachers currently participating. New postsecondary CTE teachers may also participate in the InSpIRE Ready! Program. Postsecondary instructors complete prescribed postsecondary teaching courses and work with a CTE mentor.

The InSpIRE Ready program allows the cohorts of participants to:

- Network and grow with other limited occupational specialists in Idaho and in their regions.
- Receive timely, ongoing support to help them be successful as they enter the teaching profession from industry.
- Hone their teaching methods and approaches to help them and their students be increasingly successful in their content area of expertise.
- Immerse themselves in understanding career technical education in Idaho.

IMPACT

As the Board takes a deeper dive into the various Board-approved educator preparation programs, the Division of Career Technical Education was asked to provide an update on the educator preparation program for career technical education instructors.

ATTACHMENTS

Attachment 1 – InSpIRE Ready! Presentation

BOARD ACTION

This item is for informational purposes only.

InSPiRE Ready!

Clay Long, Ph.D. | State Administrator



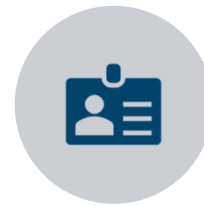
Routes to Certification



College/University Educator
Preparation Program



Occupational Specialist



Alternative Authorizations



Recruiting Trends in Idaho



Retirees who want to give back



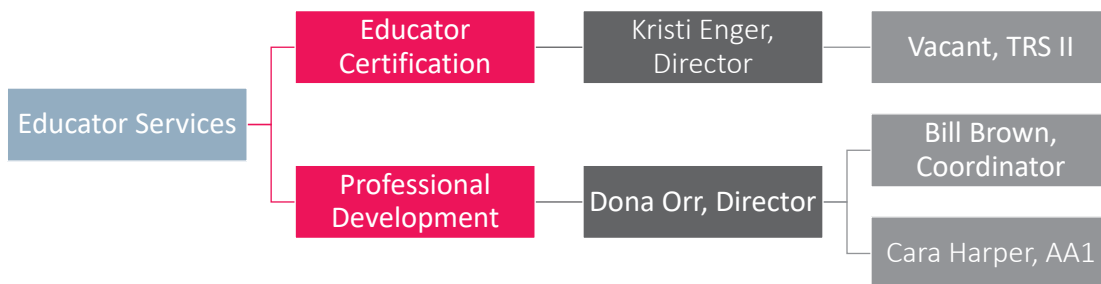
Early-in-career workers disillusioned
with work environment



Trade workers seeking to teach as
they age



Educator Services

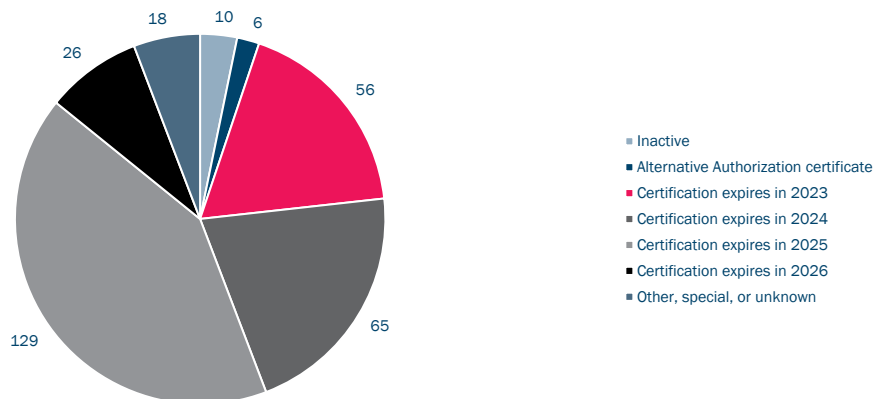


Professional Development Programs

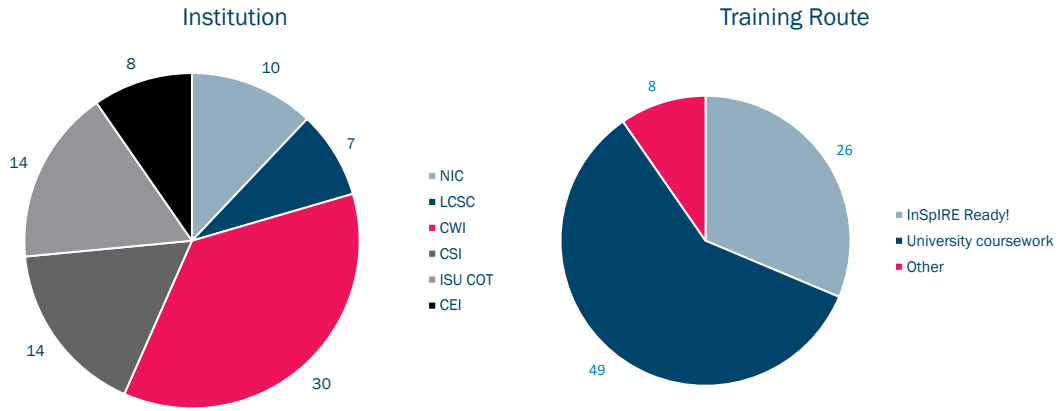
Prepare new teachers for their first years in the classroom	Complete after receiving LOS certificate	Support new teachers completing LOS requirements	Network with regional educators and institutions	Develop district/state leaders
				



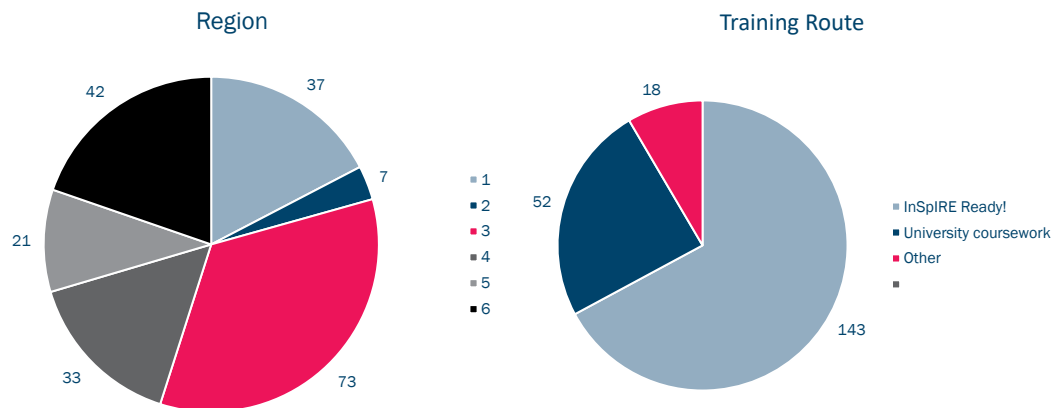
New Teacher Training Stats



Postsecondary



Secondary





Questions?

Clay Long, Ph.D.

clay.long@cte.idaho.gov | 208-429-5500 | cte.idaho.gov

PLANNING, POLICY AND GOVERNMENT AFFAIRS
OCTOBER 18, 2023

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

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

REFERENCE

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

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

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

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

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

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

ATTACHMENTS

Attachment 1 – Idaho Division of Vocational Rehabilitation Presentation

BOARD ACTION

This item is for informational purposes only.



IDVR PROGRAM STRUCTURE

Vocational Rehabilitation (VR)

Council for the Deaf & Hard of Hearing (CDHH)

SFY 2025 BUDGET





IDAHO COUNCIL *for the*
DEAF AND HARD OF HEARING



*Idaho Division of
Vocational Rehabilitation*

A proud partner of the  network



*Idaho Division of
Vocational Rehabilitation*

A proud partner of the  American Job Center® network

MISSION

To prepare individuals with disabilities for **employment** and **career opportunities** while meeting the needs of employers.

VISION

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

ORGANIZATIONAL STRUCTURE

U. S. Department of Education



Office of Special Education & Rehabilitative Services
(OSERS)



Rehabilitation Services Administration (RSA)



State Board of Education (SBOE)



Division of Vocational Rehabilitation

VR DELIVERY SYSTEM

Individualized Service



Employer Resource



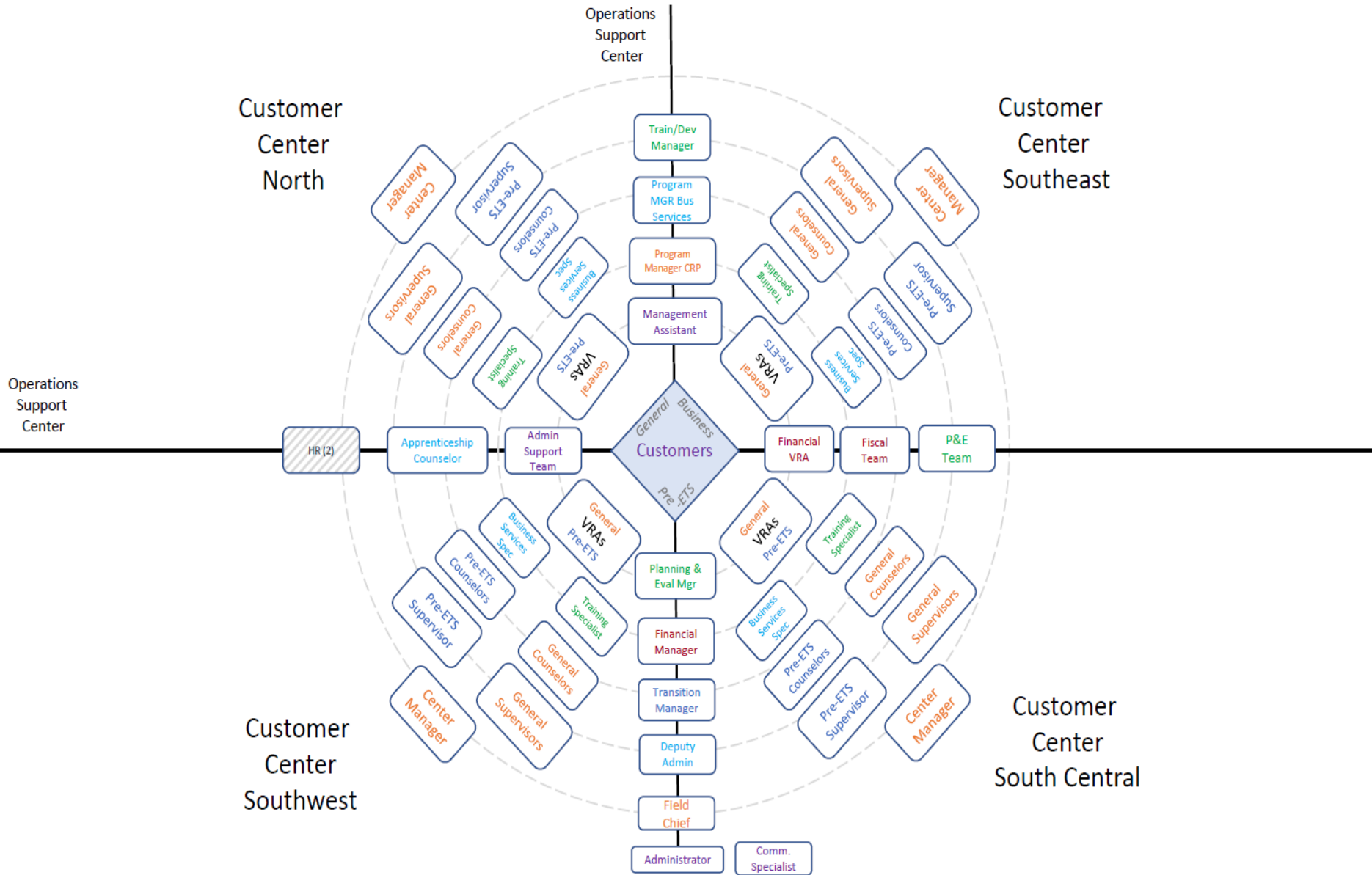
Competitive Applicants

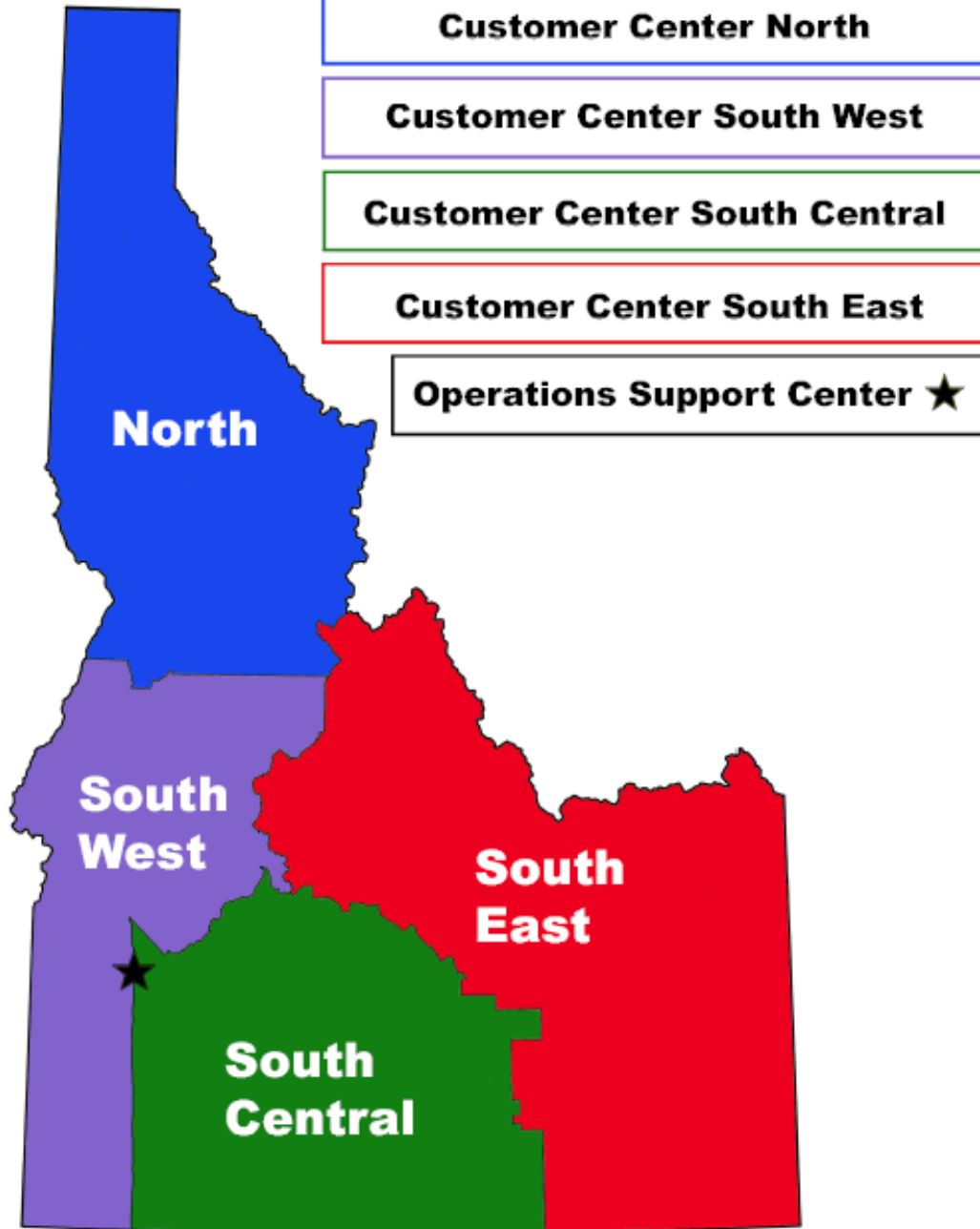


JOB\$

IDVR 2024
INITIATIVE

Agency Restructure





VR ACCOMPLISHMENTS

- ▶ **4323 - # of Participants Receiving a service by VR**
- ▶ **6,422 - Total Number of individuals served by VR**
- ▶ **690 - Employed working an average of 29 hours work week**

Average wage increased:

\$15.83	SY22
\$17.03	SY23

POST SECONDARY EDUCATION & TRAINING

Graduate Students	35
Truck Driving Students	59
Community College Students	82
Four-Year Students	239
Occupational/Vocational Training	212

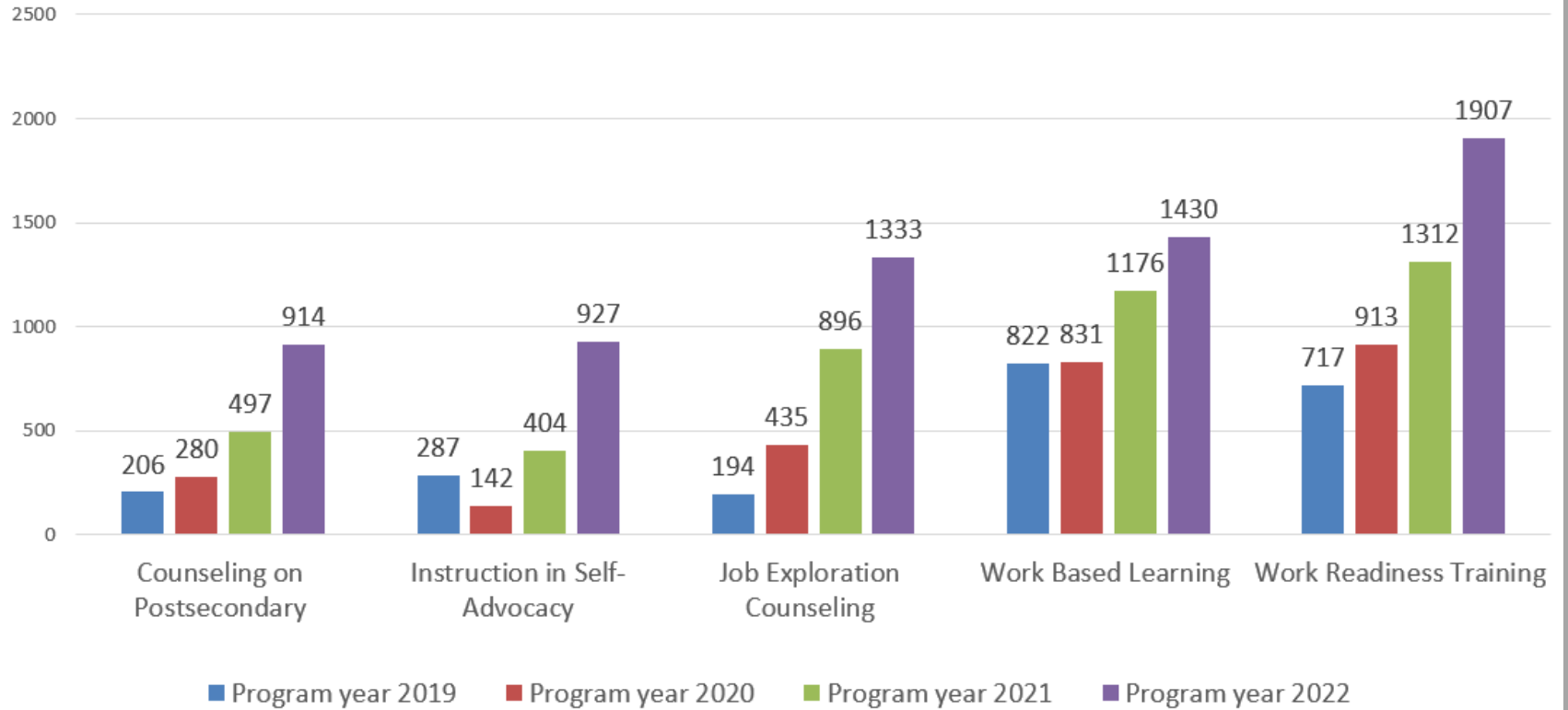


OCCUPATION AND WAGE ACROSS INDUSTRIES

OCCUPATIONS	WAGE PER HOUR
Carpenter	\$25.00
Elementary School Teacher	\$29.81
Computer Operator/Analyst	\$22.54
Heavy Tractor/Trailer Driver	\$23.63
Law Clerk	\$24.67
Registered Nurse	\$32.00
Welder	\$21.50



Increasing Pre-ETS



School Year Work Based Learning

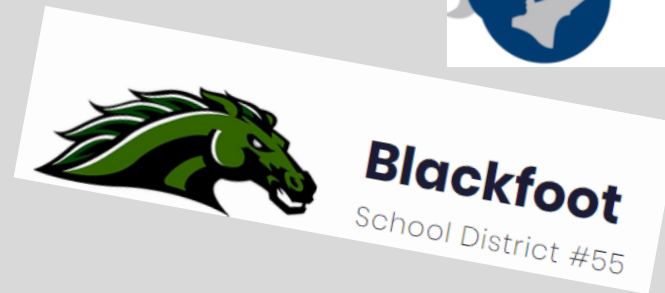
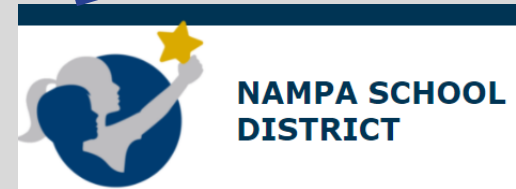
Blackfoot	Boise	Cassia
Challis	IESDB	Lewiston
Madison	Minidoka	Moscow
Nampa	Pocatello	Potlatch
Rigby	Shelley	Sugar Salem
Twin Falls	West Ada	



Summer Paid Work Based Learning

Aberdeen	American Falls	Blackfoot	Boise
Bonneville	Butte	Cassia	Coeur d` Alene
Challis	Council	Horseshoe Bend	IESDB Career Chat Camp
Lakeland	Lapwai	Marsh Valley	Minidoka
Mountain View	Oneida	Shelley	Soda Spring
Sugar Salem	West Jefferson	Westside	





Career Tech Ed (CTE) Successes



[Vocational Rehabilitation Summer Camp]

2023

Career Tech Education (CTE) Video





Idaho State
University

ATTACHMENT 1



BOISE STATE
UNIVERSITY

Other Programs Still Going Strong



PPGA

Paid Summer Work Experience

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

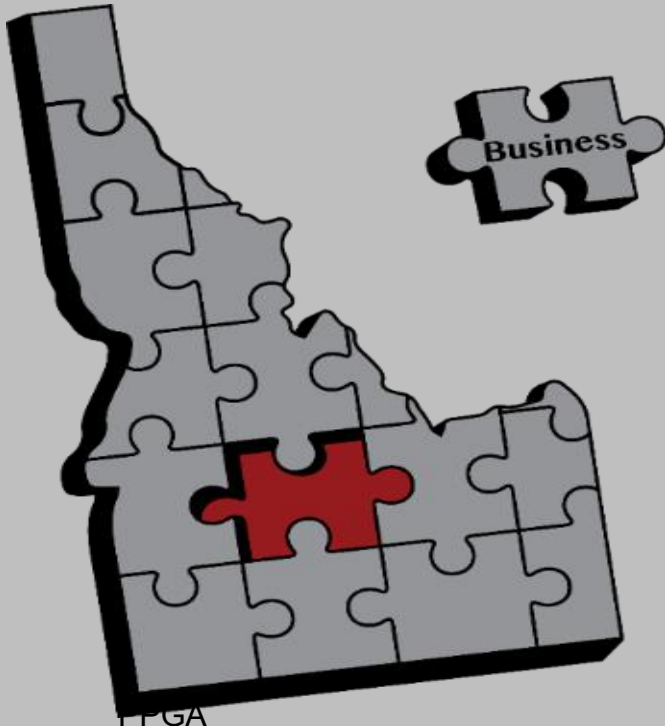


BUSINESS SERVICES

IDVR assists Idaho businesses in

hiring and retaining

qualified employees



Business Spotlight Events

From July 2022-June 2023

12 Business Spotlights were completed

- Some of the businesses included:
 - St. Alphonsus
 - Idaho Transportation Department
 - MDU Utilities/
Intermountain Gas
 - Family Resource Home Care
 - Idaho Youth Ranch
 - FedEx Ground
 - Ability-Go
 - Quality Logic

WinCo
Wins

WinCo
FOODS



CREATE
COMMON
GOOD

DEIA Team

- Education to Employers and Sponsors on benefits of diversifying their recruitment plans
- Connecting IDVR customers to RAP opportunities
- Resource for IDVR Counselors for support

Registered
Apprenticeship

CHALLENGES



VR Success Story





*Idaho Division of
Vocational Rehabilitation*

Tim's Success Story

Teacher at Vallivue Academy

QUESTIONS?



PLANNING, POLICY AND GOVERNMENT AFFAIRS
OCTOBER 18, 2023

SUBJECT

Board Approved Equivalent to Graduation from an Accredited High School

APPLICABLE STATUTE, RULE, OR POLICY

Section 74-1204, Idaho Code

BACKGROUND/ DISCUSSION

Idaho Code § 74-1205 establishes the Idaho Launch Grant Program to be administered by the Workforce Development Council. The grant provides a reimbursement of the lesser of \$8,000 or 80% of the cost of tuition and fees at an eligible institution. This legislation went into effect on July 1, 2023, and initial grant awards will be made in December of 2023.

Idaho Code § 72-1204(1)(f)(ii) defines a Launch Grant Program eligible student, in part, as an Idaho resident “who will graduate from an accredited high school or its equivalent in Idaho as determined by the board beginning with the spring 2024 graduating class”.

In order to assist the Workforce Development Council with its administration of the grant, it has been requested that the Board define graduation equivalency.

Board staff consulted the Division of Career Technical Education to review GED completer data and worked with the OSBE research team to review the Census American Community Survey data regarding Idahoans who do not hold a high school diploma.

IMPACT

If the Board approves the recommended definition of equivalent to an accredited high school, the defined term will assist the Workforce Development Council in administering the Launch Grant Program.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Based on the research, Board staff recommends that, for the purpose of administering the Launch Grant Program, graduation from an accredited high school be defined as: individuals who earn a general equivalency diploma (GED) by not later than the age of twenty-one (21) or home school students who can produce a transcript reflecting successful completion of the Board approved graduation requirements in effect as of the date of the transcript, attested to by a parent or legal guardian.

BOARD ACTION

I move, that for the purposes of administering the Launch Grant Program, the equivalent of graduation from an accredited high school be defined as: individuals who earn a general equivalency diploma (GED) by not later than the age of twenty-one (21) or home school students who can produce a transcript reflecting

**PLANNING, POLICY AND GOVERNMENT AFFAIRS
OCTOBER 18, 2023**

successful completion of the Board approved graduation requirements in effect as of the date of the transcript, attested to by a parent or legal guardian.

Moved by _____ Seconded by _____ Carried Yes _____ No _____