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 2024

LEWIS CLARK
STATE COLLEGE

Contents

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Institutional Overview

Lewis-Clark State College (LC State) is a regional state institution, 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 LC State 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-school/small-class environment that maximizes the opportunities for the success of LC State's traditional and non-traditional students

Lewis-Clark State College (LC State) was established by the Idaho State Legislature in 1893 as a regional Normal School dedicated to teacher training. Today, LC State is one of Idaho's four public four-year higher education institutions. LC State's Carnegie classification is Baccalaureate College—Diverse Fields, with the "diverse" designation referring to the college's broad mix of undergraduate programs in the professions, arts, and sciences. The Carnegie classification of LC State's size and setting is "small four-year, primarily non-residential."

LC State's credit and non-credit programs fall within three primary mission areas: academic programs, career and technical education programs, and professional programs. In addition to its traditional four-year baccalaureate programs, the LC State has been assigned a collateral mission of providing community college programs within its five-county area of operations (Clearwater, Idaho, Latah, Lewis, and Nez Perce Counties) by its governing body, the State Board of Education; and in 2020 Gov. Brad Little signed a bill [395] that officially amended Idaho Code to allow LC State to offer graduate-level course work. LC State emphasizes teaching and learning (with research playing a supporting role to teaching), application of learning, direct interaction among students and faculty (LC State does not utilize teaching assistants), and a small-school/small-class environment that maximizes the opportunities for the success of LC State's traditional and non-traditional students.

LC State's campus is located in Lewiston, Idaho; also delivering instructional programs at the LC State Coeur d'Alene Center (in collaboration with its Northern Idaho Center for Higher Education [NICHE] partners: Boise State University, Idaho State University, North Idaho College, and the University of Idaho), operates outreach centers in Grangeville, Moscow and Orofino; and in collaboration with Idaho Department of Corrections (IDOC) offers prison education programs in Orofino, Boise and Pocatello. LC State's chief executive officer, Dr. Cynthia Pemberton, assumed her duties as the college's 16th president July 1, 2018. LC State is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

Presidential Priorities

Every year brings new challenges and opportunities, and this year (academic year 2024-25) the Presidential Priorities are:

1. Value Proposition – Accessible, Affordable, Accomplished
2. Enrollment – Recruit & Retain
3. Work better, not harder

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]		
	Educational System Alignment	*Educational Attainment*	*Workforce Readiness*
Goal 1: Strengthen and Optimize Instructional and Co-curricular Programming	PP 1, 2	PP 1, 2	PP 1, 2
Goal 2: Optimize Student Enrollment, Retention and Completion	PP 1, 2	PP 1, 2	PP 1, 2
Goal 3: Foster and Support Community Campus Culture	PP 2, 3	PP 2, 3	PP 2, 3
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.

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[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.

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Presidential Priority 1: Value Proposition – Accessible, Affordable, Accomplished

Accessible

LC State students are:

- 80% are Idaho residents.
- Overwhelmingly the first generation in their families to attend college.
- Nearly half Pell grant awardees indicating high financial need.

Other important statistics about LC State students:

- Vast majority work, many full-time, while attending college.
- Majority of employed graduates of LC State stay in Idaho.
- Highest proportion of Native American students among Idaho 4-year institutions.
- Veteran students supported by services ranked within the top 10% of small public colleges nationwide.

Affordable & Accomplished

LC State has been named the No. 1 Best Value College in Idaho[2], within the top 10 schools in the West[3] and within the top 30 Best Value Colleges in the Nation.[4] LC State was honored to be identified as having the most affordable online Business Administration degree program among all Idaho higher education institutions and the most affordable Online RN to BSN degree program among all Idaho public institutions.[5] Both of these programs also rank within the top 50 nationally for affordability. Other notable program degree rankings include:

- For the second straight year, LC State's…
    - Social work online degree is ranked No. 2 in the United State for affordability.[6] Program graduates often find jobs working with 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.
    - Radiographic science online degree program has been ranked No. 4 in the nation among all colleges and universities.[7] LC State is the only higher education institution in the Western United States ranked in the top 12 online radiographic science programs and was ranked second among all public institutions.
- The Idaho Division of Career Technical Education recognized LC State's graphic communications program as its 2024 postsecondary exemplary program.

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[2] Source: Research.com

[3] Sources: U.S. News & World Report & Research.com

[4] Source: Research.com

[5] Source: Intelligent.com

[6] Source: Best-Universities.net

[7] Source: EduMed.org

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- **LC State's nursing program has again been ranked No. 1 among four-year higher education institutions in Idaho for the 3rd consecutive year![8]**

These rankings are evidence of LC State's accomplished value proposition and demonstrate the institution's success in delivering programs that are affordable and comprehensive with a commitment to student success. Students can customize their degree by choosing to minor in a specialized field like behavioral science, coaching, health, justice studies, marketing, literacy, and nonprofit management, among others; and pursue and complete co-curricular certificates in Leadership and Career Readiness. This not only helps students stand out on the job market but helps them craft a curriculum best suited to individual goals and passions.

"Lewis-Clark State College is different. We're a small [school] – and we like it that way. Our small size allows us to keep our focus right where it should be – on helping students reach their full potential, no matter who they are, or where they're at in their education journey. Students thrive at LC State."

-President Cynthia Pemberton, September 2023

LC State excels in its student support services as well as its academic programs. LC State has once again been designated as a Military Friendly School and most recently with a special Gold-level designation by the Military Friendly organization. The Gold designation means that LC State is rated within 10% of the 10th-ranked organization for the category of small public college. LC State's Veterans Services Office assists veterans, active-duty serviceman, national guardsman, and their dependents in completing their education, as well as when applying for GI Bill benefits, and Dependent Education Assistance benefits.

LC State's KinderCollege, an on-campus childcare facility for use by LC State students, faculty, staff, and the community, received full accreditation from the National Early Childhood Program Accreditation (NECPA). The designation means KinderCollege joins a select group of early childhood care and education programs nationally and internationally which have shown exceptional commitment to professional and programmatic quality. Not only do student parents receive discounted child care through LC State's KinderCollege, students enrolled in the college's early childhood development program works closely with KinderCollege to enhance 'hands-on'/applied learning experience.

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[8] Source: RegisteredNursing.org
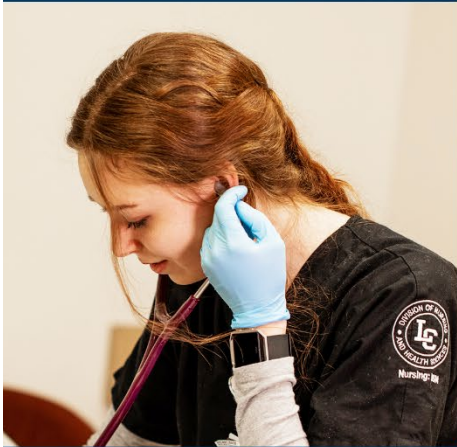
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Campus Culture

LC State is and should remain committed to providing an outstanding small school experience, serving and serving well, Idaho students, first-generation, low income, traditional and non-traditional students. Findings from our annual all campus survey continues to affirm that students and employees alike believe LC State is friendly, respectful, and caring, affirming the LC State experience as an outstanding small school experience.

Please rate the degree to which LC State culture is more closely aligned with one phrase or the opposing phrase.

Question	23SP Employees	23FA Students
Hostile:Friendly	4.11	4.27
Racist:Not Racist	4.10	4.30
Disrespectful:Respectful	4.04	4.20
Not caring:Caring	4.04	4.11
Homophobic:Not Homophobic	3.97	4.18
Sexist:Not Sexist	3.96	4.24
Not inclusive:Inclusive	3.78	3.92
Not intellectual:Intellectual	3.75	3.92
Inaccessible:Accessible to a person with physical disabilities	3.72	3.85
Worsening:Improving	3.36	3.76
Old-Fashioned:Innovative	3.11	3.37

Institutional Data

Annual Enrollments[9]

Total Annual Unduplicated HC	4,779	4,883	4,919	4,912	5,291	4,835	4,636	4,661	4,674
Total Annual FTE	2,751	2,769	2,765	2,687	2,711	2,542	2,483	2,463	2,465

Retention Rates

Retention	FY16 (15 16)	FY17 (16 17)	FY18 (17 18)	FY19 (18 19)	FY20 (19 20)	FY21 (20 21)	FY22 (21 22)	FY23 (22 23)	FY24 (23 24)
First-Time, Full-Time, Baccalaureate-Seeking, Students	58%	57%	63%	60%	61%	63%	63%	64%	*Available after Fall 2024 census*
All Degree-Seeking Students	74%	73%	75%	75%	76%	74%	76%	77%	

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[10]	
Lewis-Clark State College	41%
Idaho State University	39%
University of Idaho	29%
Boise State University	20%

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[9] 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.

[10] Most recent publicly available figures are from the entering class of fall 2020.

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Degree & Certificate Production

Certificates & Degrees	FY16 (15 16)	FY17 (16 17)	FY18 (17 18)	FY19 (18 19)	FY20 (19 20)	FY21 (20 21)	FY22 (21 22)	FY23 (22 23)	FY24 (23 24)
Certificates	22	18	21	15	26	51	62	83	61
Associates	351	414	425	347	365	218	204	314	298
Baccalaureates	541	528	587	626	505	599	579	554	541
Graduate Certificates							2	1	1

150% Graduation Rates

First Time Full Time Cohorts	Degree Attained w/in 150% Time	FY17 (2011 Cohort)	FY18 (2012 Cohort)	FY19 (2013 Cohort)	FY21 (2014 Cohort)	FY22 (2015 Cohort)	FY23 (2016 Cohort)	FY24 (2017 Cohort)
Entered as Bacc.-Seeking	Bacc.	23%	33%	32%	31%	32%	29%	37%
All First-Time, Full-Time Students	Bacc., Assoc., & Certificates	28%	40%	38%	36%	37%	35%	45%

Looking to the Future

Looking forward to the 2024-25 academic year, new challenges and opportunities present themselves, namely continued emphasis on fully implemented Complete College American Game Changer strategies, program prioritization, and LC State's full regional Northwest Commission of Colleges and Universities (NWCCU) accreditation review.

Program Prioritization – Program Performance

This fall, in accordance with the Idaho State Board of Education (SBOE) Policy III. F, the LC State Provost and Vice President of Academic Affairs established a strategy team that includes the three academic deans (of Career and Technical Education, School of Professional and Graduate Studies, and Liberal Arts & Sciences), as well as faculty representatives from each of the seven academic units/divisions. The team has been tasked to review all instructional programs and establish assessment of program criteria that follows the SBOE policy. This process will be a semester long evaluation that will create and establish criteria for each of the 5 quintiles required by the SBOE. The team will review all academic programming and present their quintile findings to the provost. The provost will then review, with the team, and confirm which programs are most aligned with the institution's mission, have the highest impact, and are most efficient in using resources. Based on the findings, LC State will make an informed decision about where to allocate resources, which programs to expand, maintain, reduce, or even eliminate.

The program review of non-instructional programs took place during academic year (AY) 2020-21 and AY 2021-22. Thirty-four (34) non-instructional programs with quintile groupings were identified resulting in 18

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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).

NWCCU Self-Study

LC State, as of writing this report, is in its sixth year of a seven-year regional accreditation cycle. In September 2024, LC State submitted its Policies, Regulations, and Financial Review (PRFR) report addressing Standard Two, Governance, Resources, and Capacity, of the Northwest Commission on Colleges and Universities. In the coming year, academic year 2024-25, LC State will write its Year Seven Mission Fulfillment and Sustainability Report. In so doing, LC State will conduct a comprehensive self-evaluation on all standards and eligibility requirements for NWCCU. This self-evaluation will include the institution's assessments of core theme achievement, mission fulfillment and student success and achievement. Year seven evaluations include an on-site visit by a team of peer evaluators. The institution reports are evaluated by the visiting teams and together with its evaluation and analysis of the institution's resources, including financial resources, stability and sustainability, serve as the basis on which the commission grants reaffirmation of accreditation. Regional accreditation is not only necessary, it is the crown gemstone in the assessment of and ultimately affirmation evidence of, LC State's Value Proposition.

Presidential Priority 2: Enrollment – Recruit & Retain

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 programs and degrees. LC State offers more than 20 programs fully online in both traditional and emerging fields. Additionally, LC State is fully integrated into Online Idaho, providing courses and supporting student advising to take advantage of courses offered at sister institutions to help students maintain program of study progress, and ultimately facilitate timely graduation.
- Instead of basing current course schedules on what was offered in the past, LC State is engaging in zero-based course scheduling. This is a method used for planning and offering courses each semester, but unlike traditional course scheduling, where courses are often 'rolled over' from one term to the next based on historical offerings, zero-based course scheduling starts from a "zero base." This means that each course offering is evaluated from scratch each time the schedule is created. Key features of zero-based course scheduling:
    1. Evaluation from Scratch: Every course, regardless of its history or previous demand, is evaluated for necessity and relevance before being scheduled. This ensures that only courses that meet current student needs and institutional priorities are offered.
    2. Focus on Demand: Course offerings are primarily driven by current student demand, program requirements, and institutional goals rather than historical precedent. This approach helps to avoid over-scheduling courses with low enrollment and under-scheduling those with high demand.
    3. Resource Allocation: By starting from zero, LC State can more effectively allocate resources such as faculty, classrooms, and funding to the courses that are most needed. This can help in optimizing the use our resources.
    4. Flexibility: Zero-based course scheduling allows LC State to be more responsive to changes in student interests, labor market demands, or curriculum adjustments. Courses that are no longer relevant can be removed, and new courses can be added more easily.
    5. Increased Efficiency: This new method will lead to a more efficient course schedule that better aligns with both student needs and institutional capacities, potentially leading to higher student satisfaction and retention rates.
- In order to be a better deal for adult learners, LC State:
    o Created individualized success plans, which can include Prior Learning Assessment (PLA; portfolio, challenge and CLEP exams).
    o Expanded eight-week course offerings.
    o Expanded online, evening and weekend courses and student support services.
- Revised Advising services: College leadership, faculty advisors and professional academic advising personnel established new approaches for faculty- and division-based advising services. Procedures surrounding the handling of transfer credits during the admissions process are now coordinated more tightly. More routine communication and training for faculty and staff will occur to provide updates on policies and procedures impacting advising and campus resources (e.g., the college's texting platform) available to engage advisees during key times of the academic year when many students require additional assistance. Faculty-advisor input on additional improvements to the transfer credit process are encouraged.
- Leverage co-admit/co-enrollment MOUs/MOAs ratified with Idaho's two-year schools. 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

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

Recruitment Investments

Marketing and Promotion

$1.1M investment over four years.

- -$385K three-year Career Technical Education (CTE) campaign.

- -$448K general campaign funding.

- -$324K general campaign planned for this year.

Continuing Admissions Investments

Expanded ACT/SAT/Pre-ACT/PSAT name buys and mailings.

Expanded in and out of state high school, community college and college fair visits.

Southeast Idaho recruiter support.
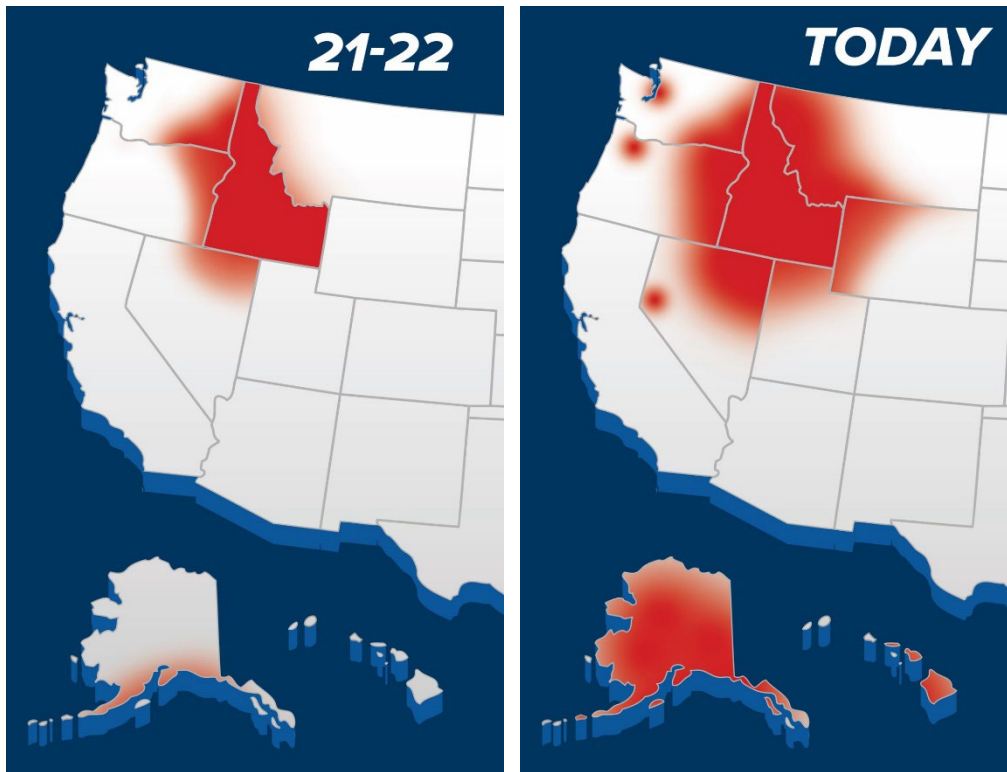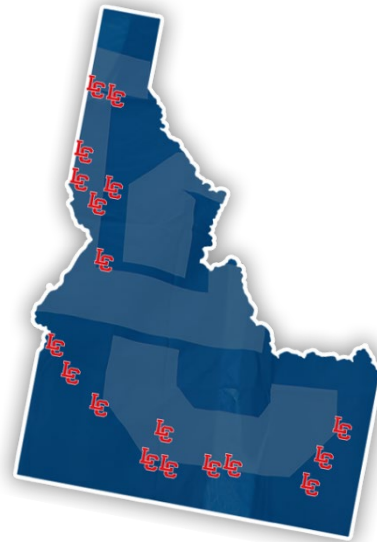
Expanded Healthcare Education

To help address the healthcare professional shortage in Idaho and most especially given LC State's long history not only of nursing education, but program excellence, LC State increased admissions capacity in

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the pre-licensure BSN track. A cohort of 60 students, representing the largest cohort ever, was admitted for the fall 2024 semester. This capacity will continue for each fall and spring admission cycle. In alignment with expanded capacity, in addition to increasing simulation/clinical capacity, and 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. [Clinical placement options are a limiting capacity factor, not LC State program capacity.] The LC State pre-licensure program continues to rank #1 of the Idaho 4-year institutions. And to increase synergy among health professions education programs, to enhance student advising, and to promote seamless articulation, LC State developed the Healthcare Education Center in which all health professions education programs fall under the center providing more strategic opportunity for students to explore and learn about program offerings and career opportunities. It is relevant to note that LC State has and continues to expand its nursing program capacity. LC State works with sister institutions (e.g., BSU) to recruit students who cannot be accommodated by BSU's program due to capacity limits. LC State has not maxed out its nursing program capacity and can and will continue to expand.

Expanded Graduate Programming

Master of Science in Nursing (MSN) Degree

This fall 2024, thanks to recent approval from the Northwest Commission on Colleges and Universities (NWCCU), its accrediting body, LC State will offer a Master of Science in Nursing (MSN) degree. The online graduate program, which is the only one of its kind in Idaho, represents **the first full master's degree offering in the college's 131-year history.** LC State received Idaho State Board of Education approval for the program in February, 2024, and was notified of NWCCU approval in late June, 2024.

> *"A number of hours were spent collaborating with our sister institutions to ensure we were not duplicating efforts, but addressing healthcare shortages in different areas. LC State is committed to help meet Idaho's healthcare challenges head-on, leading to a healthier population, reduced healthcare costs, and a stronger healthcare infrastructure. This degree investment is not only beneficial for individual nurses but also for the entire community, ensuring that all Idahoans have access to high-quality healthcare services."*
>
> *- Provost and Vice President for Academic Affairs Fred Chilson, July 2024*

Currently, there are no master's degrees focused on nursing leadership offered at Idaho public institutions. LC State offers the degree to fulfill a need expressed by local and regional industry partners for more nurse leaders and managers. The new MSN program includes comprehensive coursework in leadership, management, and business processes. The program, adhering to the American Association of Colleges of Nursing (AACN) Essentials, includes a 500-hour practicum experience and prepares graduates to complete a national certification examination. The program is offered fully online and is expected to be a good fit for registered nurses of industry partners, LC State BSN graduates, and any other nurses looking to advance up the career ladder. Graduates who have earned LC State's graduate certificate in Nursing Management & Leadership will be able to seamlessly transition to the full master's degree. The program will also include a pathway for nurses with an associate degree to complete bridge coursework and then enter the MSN program.

"LC State has a long history of preparing excellent nurses. As healthcare evolves, nurses are integral to contributing to evidence-based practice, and leading in development of new delivery care models. We are proud to have worked with our healthcare industry partners to develop graduate level coursework that provides a strong foundation for nurse leaders who will contribute to health system changes."

- Krista Harwick, associate dean of the School of Professional Studies, July 2024

Master of Science in CyberAccounting degree

LC State has received approval from the Idaho State Board of Education and the Northwest Commission on Colleges and Universities, its accrediting body, to begin offering a second full Master's of Science (MS) in CyberAccounting degree in spring 2025. The fully online degree combines a focus on information technology, fraud detection, and accounting into a 30-credit program not offered by any other Idaho public institution.

"There are very few programs like this in the nation. It will be perfect for graduates of an accounting program who want to pursue the 150 credits needed to sit for the CPA exam."

- Luther Maddy, Dean of the School of Professional & Graduate Studies, August 2024

LC State's accounting program has consistently achieved some of the highest pass rates on the Certified Public Accountant exams among four-year public institutions in Idaho, according to data released by the Idaho State Board of Accountancy (ISBA). Additionally, the college's recently developed cybersecurity management degree is quickly growing in popularity.

"The combination of cybersecurity and accounting not only addresses a high-demand industry need, but it also plays to the strengths of LC State's existing programs and areas of expertise. This innovative program will make a big impact on students, industry and Idaho."

- Provost and Vice President for Academic Affairs Fred Chilson, August 2024

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Expanded Prison Education Programming

LC State has extended its presence at the correctional facility in Orofino and is in the final stages of application and review to move forward as a Prison Education Program (PEP) through the U.S. Department of Education (DOE), in partnership with the Idaho Department of Corrections. In anticipation of final approval, and in complement of existing degree offerings at the Orofino correctional facility, LC State has begun offering degree and certificate programs at the correctional facilities in Boise and Pocatello with in-person and online courses starting fall 2024. A south Idaho site coordinator was hired to offer support to both the Pocatello and Boise locations.

Thanks to an ambitious effort to expand education options and opportunities – including in-person instruction – LC State had its very first graduate at the Idaho Correctional Institution - Orofino (ICIO) this past fall 2023. And in spring 2024 held a commencement ceremony for two more graduates at ICIO. The unique event was a full commencement ceremony, was held outside at the facility's recreation yard and was attended by 56 other students in the program; over 20 college administrators, faculty and staff; as well as six family members of the graduates.

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"We're really appreciative of the college for what they offer to these guys and to the facility itself. Everyone is outstanding and they're helping my son make progress in his life – making a bad situation good. We're very thankful."

- ICIO Graduate's Father, May 2024

Recruitment and Enrollment Successes

Thanks in large part to a jump in healthcare education, career-technical education students and prison education students, LC State's overall headcount is up 4.3% and its fulltime equivalent (FTE) enrollment has grown 4.4%, according to unofficial totals for fall 2024 as of the writing of this report.[11] While many small public four-year institutions, especially in rural areas, continue to face downturns in enrollment, LC State experienced for last fall 2023 census a second straight year of modest growth.

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[11] Official fall numbers will be captured on census day, Oct. 15, 2024.

LC State's enrollment has stabilized since the pandemic and is even growing, which is unique among small rural colleges like ours. This is good news not just for the college, but for Idaho and the region. More students coming and thriving at LC State means that our communities will have more exceptional healthcare workers, teachers, business people, welders, accountants, scientists, cybersecurity experts, and the list goes on and on. When our students thrive, we all thrive."

-President Cynthia Pemberton, August 2024

LC State had a waiting list for campus housing beginning in early summer up to and through the start of the fall 2024 semester. Forty-three (43) students are in off-campus overflow housing (rooms rented at the Seaport wing of the Hells Canyon Grand hotel) at the start of the semester. LC State continues to pursue options for expanding campus housing affordably. For instance, the Music Building was transitioned to a Living and Learning Center to address housing needs and has a capacity for 20 residents.[12] LC State received the Certificate of Occupancy on Friday, August 16, 2024.

Presidential Priority 3: Work Better. Not Harder.

Communication

An integral part of any thriving and productive community is effective communication. Students, staff and faculty are kept 'in the know' by various messaging strategies including:

- Monday all campus email messages; "Tuesdays at Two" and "Ask & Answer" sessions with the president.
- Warrior Weekly emails to all students expressing important dates, campus news, announcements and events.
- All campus meetings at the start of every semester maximizing high-level synergies.
- President's Cabinet, President's Council, Academic Affairs, Student Affairs, and Business/Finance Council meetings, School, Department/Division, Unit meetings.
  - The aggregate expertise of personnel in President's Council, for example, transforms the efforts and metrics associated with Complete College America into important performance metrics analyzed through many lenses in assessing the institution's mission fulfillment as part of NWCCU institutional accreditation.
- Incentivized professional development training available to all faculty and staff.

Strategic Use of Resources

Using Technology Wisely

LC State is and should remain Idaho's most accessible and affordable four-year school – providing a small-school "private" school experience at a public-school price, which means maintaining its lowest tuition/fee position compared to its Idaho sister four-year institutions. This also means fully utilizing

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[12] The music program now resides in a building more central to campus so that the campus community can better enjoy their creative works.

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technology to lower the cost of doing business. Below are the ways in which LC State is streamlining its use of automation through technology.

- Consolidating data into LC State's central enterprise resource planning (ERP) system.
- Increasing automation between various student information systems (e.g., ERP data system, course sites on the learning management platform, student course registration software).
- Inventorying existing software used across campus with the goal to reduce redundancies, maximize efficiencies and implement better software solutions more globally.
- Automating vendor verifications.
- Standardizing electronic processing of forms in Administrative Services.
- Aligning purchasing processes with those of Idaho sister institutions.
- Enhancing and modernizing employee trainings.

In doing these things, LC State seeks to maximize cross-unit utility and accuracy.

Valuing Personnel

LC State was grateful for state support for the Change in Employee Compensation (CEC) for its employees, distributed based upon the merit (i.e., performance evaluations). The fiscal year (FY)25 compensation plan was composed of:

- An across the board 1% increase for all permanent employees.
- A merit-based increase among staff and faculty between 0% and 3.7% of their FY24 base salary.
- A payline shift for Classified employees who were below the minimum of their applicable FY25 pay structure after the full implementation of the 1% and merit-based increases.
- Additional compensation initiatives included achieving a minimum annual increase of $1,000 per employee, retention increases, faculty promotions and increasing non-classified to their minimum pay schedule.

While salary work remains to be accomplished (LC State instructors and assistant professors still lag, on average, behind Idaho's K12 teacher salary average, and both professional and classified staff are still below state salary medians), $7.6 million has been invested in equity increases in compensation from fiscal year 2019 to the present. For fiscal year 2025, $1.16 million was invested in salary and benefit cost increases. There are many factors, over decades that created LC State's salary shortfalls (e.g., the formulaic disadvantage associated with the Enrollment Workload Adjustment (EWA) funding model), and it will take concerted and united advocacy from the institution, as well as the SBOE/OSBE to begin to address this critical need.

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.

Capital Facilities Master Planning

LC State continues to make notable progress towards the goals of the Campus Facility Master Plan for FY2023-2029 approved by SBOE in October, 2021, by initiating the following projects:

- The first floor of Clearwater Hall is being renovated to allow Workforce Training to co-locate with our Adult Learning and Small Business Development centers. This project will better position the unit for increased visibility and accessibility, and quite literally result in half a block of Main Street

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"retail space" occupied by and focused on LC State programming and auxiliary unit revenue generation. Construction of this important project is slated to start October of 2024.

- The Music Building has transitioned into a Living and Learning Center. We have completed a fire sprinkler project, an interior ADA project, and an exterior ADA improvements project. This work allowed us to gain a certificate of occupancy in August 2024 for this new use. This facility is critical in supporting student success and met our mid-range priority goal of developing additional housing capacity.

- Meriwether Lewis Hall has received upgrades to the fire alarm system (life safety), restrooms to meet ADA accessibility requirements, and several electrical panels have been upgraded.

- An immediate priority identified in our Master Plan is upgrades to building systems. A 2021 deferred maintenance study helped us identify 20 projects to address upgrades to life safety systems, HVAC/plumbing/electrical systems, and building envelopes. That study helped us secure two rounds of funding from the Permanent Building Fund Advisory Council in fiscal years 2024 and 2025. These projects are currently underway, and to date, we have completed an HVAC upgrade in Thomas Jefferson Hall, and fire alarm system upgrades in Reid Centennial Hall, Meriwether Lewis Hall, and the Activity Center. The remainder of the projects are in various stages of design, and construction will be completed within the next 2-3 years.

- Additionally, we have secured funding from the Permanent Building Fund Advisory Council for Fiscal Year 2025 to make the following campus improvements: Mechanical-Technical Building and Wittman Complex system upgrades, Williams Conference Center fire sprinkler system, Multi-building fire alarm system installation, Thomas Jefferson Hall Envelope Repairs, and Campus sidewalk improvements.

- We continue to make strides in the repurposing of the Mechanical-Technical Building. Recent improvements include interior renovations of two classrooms in support of Workforce Training classes such as CPR, phlebotomy, and medications administration. Renovations to the CNA lab are also underway which will help that program service a larger student population.

Annual Campus Resource Planning and Assessment

Anytime a program or key unit on campus asks for resources, those requests must be tied to program objectives, outcome indicators, Presidential Priorities, and/or justified as repairs, replacements or upgrades. A summary of FY25 resource allocation decisions can be found in Appendix A. Highlights of FY25 resource allocation decision include funding:

- Year three of a LC State marketing campaign and campus community branding project.
- Funds for promoting career services to students.
- Software to give faculty live/real-time feedback as students complete their course evaluations.
- Dance studio facility updates in support of LC State's Title IX planning and compliance.

Fundraising

The LC State Foundation reported $20,564,337 in total assets as of June 30, 2024:

- $15,700,127 are endowed funds.
- Endowment distributions increased by 9.5% in FY24 in comparison to FY23.
- Annual fund distributions increased by 5.2% in FY24 in comparison to FY23.

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Key Data	FY2020	FY2021	FY2022	FY2023**	FY2024
Total Assets	$12,078,104*	$16,070,808	$15,914,916	$17,268,054	$20,564,337
Revenues	$2,427,102	$2,905,131	$3,725,494	$1,614,610	$3,256,954
Endowment Funds	$8,786,877	$11,723,556	$11,514,532	$12,791,175	$15,700,127
Funds Distributed for Scholarships	$551,189	$532,656	$542,798	$591,088	$623,268
Distributions to LC Programs and Capital Projects	$3,861,664*	$1,432,096	$1,312,478	$879,766	$951,410

*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.
**FY2024 figures are unaudited as per June 30, 2024.

Examples of Program Funding Synergies

In the field of nursing and other health professions, learning on equipment currently utilized in healthcare is crucial to producing graduates ready to perform in workplaces where life and death are held in the balance. It is therefore important that LC State create and fund learning environments in which state-of-the-art equipment is available and used by students. This is why the LC State Nursing & Health Sciences Division was honored to be awarded a $50,000 grant from the Lewis Clark Valley Healthcare Foundation (LCVHF) for skills lab equipment updates in the Clinical Resource Center. To complement what nursing students learn in the classroom, LC State has a state-of-the-art simulation suite and two nursing skills labs providing hands-on training in a student-centered learning environment.

Another funding highlight in support of the LC State Healthcare Education Center is the Healthcare Immersive Learning Lab (HILL), an interactive facility equipped with the latest in simulation technology. Thanks to $180,000 secured from two private foundations, students will have the opportunity to engage in hands-on learning experiences with virtual cadaver tables and virtual reality experiences that closely mimic real-world scenarios. Additional grant funding is being requested from the Idaho Workforce Development Council to add peripheral equipment to the HILL, including a trailer to take equipment and a virtual cadaver table to recruitment events at high schools, for example, and to industry partners to expand training opportunities 'on the road'.

College Highlights

Ranking and Accolades

#1 BEST VALUE IN IDAHO – LC State was named the No. 1 Best Value College in Idaho and was ranked No. 7 overall in the West by Research.com in its 2023 ranking of U.S. colleges. LC State was also No. 29 in the nation.

#9 IN THE WEST – LC State was ranked No. 9 in the Top Public Schools – West Region category, which includes public colleges in the West and Southwest, in U.S. News & World Report's annual ranking of best colleges. The college has been regularly ranked in the top 10 in this category.

NAMED A HIDDEN GEM – For the third consecutive year and the sixth time in the last seven years, College Raptor name LC State a Hidden Gem in the Rocky Mountains Region by College Raptor, a leading college search site that helps students, parents, counselors and college officials with college planning.

MOST AFFORDABLE DEGREES – LC State was honored for having the Most Affordable Online Business Administration and RN to BSN programs among all Idaho higher education institutions by Intelligent.com. According to Intelligent.com, LC State's business administration program ranks No. 33 nationally and No. 9 in the West and its RN TO BSN program rank No. 43 and No. 8, respectively, when it comes to affordability.

NURSING RANKED #1 IN IDAHO – The college's nursing program was ranked No. 1 among four-year higher education institutions in Idaho for the third straight year by RegisteredNursing.org, which ranks programs based on NCLEX-RN test pass rates.

SOCIAL WORK RANKED #2 IN NATION – For the second straight year, LC State's online social work degree was ranked No. 2 in the United States for affordability by Best-Universities.net, a leading higher education research organization.

RADIOGRAPHY RANKED #4 IN NATION – For the second straight year, LC State's radiographic science online degree program was ranked No. 4 in the nation among all colleges and universities by EduMed.org in its annual rankings. LC State is the only higher education institution in the Western United States ranked in the top 12 and was ranked second among all public institutions.

MILITARY FRIENDLY GOLD – LC State was once again designated a Military Friendly School and this time with a special Gold-level designation by Military Friendly. The Gold designation means that LC State is rated within 10% of the 10th-ranked organization for the category of small public college.

GRAPHIC COMMUNICATIONS AWARD – The Idaho Division of Career Technical Education recognized the Lewis-Clark State College graphic communications program as its 2024 postsecondary exemplary program.

TREE CAMPUS HIGHER EDUCATION – For the fourth straight year, LC State was recognized as a Tree Campus Higher Education institution by the Arbor Day Foundation. The award is a recognition of LC State's commitment to effective urban forest management. LC State's campus is known for its unique beauty and is home to more than 1,000 trees.

KINDERCOLLEGE ACCREDITED – KinderCollege, an on-campus child care facility for use by LC State students, faculty, staff, and the community, received full accreditation from the National Early Childhood Program Accreditation (NECPA). The designation means KinderCollege joins a select group of early childhood care and education programs nationally and internationally "which have shown exceptional commitment to professional and programmatic quality," according to NECPA.

Firsts & New Initiatives

FIRST MASTER'S PROGRAM – With approval from the Northwest Commission on Colleges and Universities, the college launched a Master of Science in Nursing degree. The online graduate program, which is the only one of its kind among Idaho public institutions, is the first full master's degree in the college's 131-year history.

CYBERACCOUNTING MASTER'S – LC State announced plans to offer a Master of Science in CyberAccounting degree in spring 2025. The fully online degree combines a focus on information technology, fraud detection, and accounting into a 30-credit program not offered by any other Idaho public institution.

COMMENCEMENT AT OROFINO PRISON – LC State held a spring commencement ceremony for two more graduates of its prison education program at Idaho Correctional Institution - Orofino (ICIO). The unique event was held outside at the facility's recreation yard and was attended by 56 other students in the program; over 20 college administrators, faculty and staff; as well as six family members of the graduates. The college graduated its first resident in the fall of 2023.

HEALTHCARE MOU WITH IDAHO STATE – LC State signed a Memorandum of Understanding with Idaho State University (ISU) to cement and streamline a partnership that will serve the vital healthcare education needs of north and south Idaho for years to come. The agreement included express intent to create a cohort of ISU Physician Assistant graduate students at LC State and to continue exploration for collaboration in numerous other health professions education areas.

NORTHWEST INDIAN COLLEGE ARTICULATION – LC State and Northwest Indian College (NWIC) signed a transfer articulation agreement that will facilitate the transfer of NWIC students into baccalaureate degree programs at LC State. NWIC's main campus is located on the Lummi Nation Reservation in Bellingham, Wash. The college is the only accredited tribal college serving Washington, Idaho and Oregon.

LC STATE, NIC EXPLORE HEALTH SCIENCE PARTNERSHIP – LC State and North Idaho College (NIC)

administrators announced and implemented plans to explore creating a pathway to a bachelor's of applied science (BAS) degree in health science. The pathway is applicable to various health concentrations including the schools' existing dental hygiene partnership.

Enrollment & Graduation

GRADUATION RATE JUMPS – LC State's six-year graduation rate increased from 29% in 2022 to 37% in 2023, continuing a decade-long trend upward. In 2015, the college's graduation rate was 21%.

RETENTION INCREASING – For the second straight year, LC State's student retention increased, landing at 77%, up from 74% two years ago among degree-seeking students.

SPRING ENROLLMENT UP – According to census day numbers, LC State's overall headcount was up 2.1% and fulltime enrollment climbed 1.8% compared to the previous spring. Divisions seeing growth included Technical & Industrial (9.9% increase in headcount), Business & Computer Science (3.8%), Nursing & Health Sciences (3.7%), and Social Sciences (2.6%).

FALL ENROLLMENT UP – While many small public four-year institutions, especially in rural areas, continue to face downturns in enrollment, LC State experienced a second straight year of modest growth, according to the college's official Oct. 15, 2023, census day totals. Overall, enrollment inched up 0.2% to 3,789 students, a 2.1% increase from 2021.

NATIVE AMERICANS & VETERANS – Fall 2023 census numbers showed a 6% increase in Native American students (232), and a 25% increase in veterans (106).

Warrior Athletics

OLYMPIC RUNNER – Warrior alum Sam Atkin represented Team Great Britain once again, this time doing so in his second Olympic appearance. The two-time Olympian ran in the 5,000m in Paris as part of the 2024 Olympic Games. Atkin is the first LC State athlete to appear in multiple Olympic Games. He entered the Games as the No. 35 ranked runner in the world in the event and placed 18th in his heat.

FEMALE ATHLETE OF THE YEAR – Callie Stevens was named Cascade Collegiate Conference (CCC) 2023-24 Female Athlete of the Year. The award represents all women's sports in the Cascade Conference and is voted on by CCC Athletic Directors. Stevens was the first LC State student-athlete to earn the distinction of CCC Male or Female Athlete of the Year in school history.

ACADEMIC EXCELLENCE – The LC State athletic department earned Cascade Collegiate Conference (CCC) Presidents' Academic Excellence status for the 2023-24 school year. LC State had the third-highest overall grade point average in the conference at 3.41, and had the third-best percentage of eligible student-athletes earn Academic All-Cascade Conference at 72%.

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MAJOR LEAGUE DRAFT – Drake George became the first LC State baseball player since 2018 to be selected in the Major League Baseball Draft. The righty from Riddle, Ore., was picked in the 13th round (Pick 388) by the San Francisco Giants.

NATIONAL CHAMPION – Carter Gordon became the fourth Warrior to win an individual national title in indoor men's track and field at the 2024 NAIA Indoor Track and Field National Championships. The junior from Coeur d'Alene won the second 800m national title in program history.

INAUGURAL DANCE SEASON – The 2023-24 season marked the inaugural campaign for LC State's varsity dance team, the college's 13th sport program.

PRESIDENT NAMED TO NAIA COUNCIL – LC State President Cynthia Pemberton was selected to be an at-large representative to the National Association of Intercollege Athletics' Council of Presidents. Pemberton's term will conclude in June 2026. In addition, Pemberton has been named, as of fall 2024, to the NAIA Council of President's Executive Committee. Pemberton also chairs the Cascade Collegiate Conference (CCC) Council of Presidents (COP).

PRESIDENT TO CHAIR THE AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES (AASCU) sustainability sub-committee and to lead the prestigious Rural Presidents and Chancellors Affinity Group.

Conclusion

In conclusion, LC State has been proudly serving students since 1893 as Idaho's small "private" school 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

LEWIS-CLARK STATE COLLEGE
FY25 RESOURCE ALLOCATION DECISIONS
(Includes both General Education and Career & Technical Education)

A. Salary & Benefit Cost Increases (Gen Ed/CTE):
1. CEC/CSO Payline Shift Increases
2. Faculty Promotions
3. PSO Payline Shift & All Employee Groups Equity Adjustments
4. Health Insurance and Variable Benefits

Subtotal-Salary & Benefit Cost Increases

B. Ongoing RRF Funded Items (Gen Ed Only):
1. (Administrative Services) Audit Software to Manage GASB Requirements
2. (Human Resource Services) Vector Solutions Employee Compliance Training
3. (Human Resource Services) Reclassify HR Associate (classified position) to HR Coordinator (exempt position)
4. (Purchasing) Card integrity
5. (Institutional Research & Effectiveness/Grants & Contracts) Qualtrics Course Evaluation Module (add-on)
6. (Writing Center) Student tutor wage increases

Subtotal-Ongoing Gen Ed RRF Funded Items

C. One-Time RRF Funded Items (Gen Ed Only):
1. (Administrative Services) IH Administrative Assistant to help with Transparent Idaho & with increase Risk Management workload
2. (Physical Plant) Simple Key Management Software
3. (Physical Plant) Genie Scissor Lift, GS-3232 E-Drive, with trailer
4. (Physical Plant) Milwaukee refrigerant pro-press tool kit
5. (Physical Plant) Milwaukee plumbing mega-press
6. (Physical Plant) Milwaukee portable bandsaw
7. (Physical Plant) Walker mulching mower decks
8. (Physical Plant) John Deere tractor pallet forks attachment
9. (Physical Plant) Rigid pipe threading machine
10. (Physical Plant) TruTech HVAC Tools
11. (Physical Plant) Walker snow blower mower attachment
12. (Athletics) Shower heads/curtains in P1FCU AC
13. (Athletics) Carpet in training room
14. (Athletics) Lawn mower for Harris Field
15. (Athletics) Dance studio facility updates
16. (Native American, Minority & Veterans' Services) Increased recruitment dollars to support Pacific Northwest Indian College MOU
17. (Registrar & Records) New carpet
18. (Student Services-CDA) Laptop for student check-out

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19. (Student Employment and Career Center) Booth, 6 Pipe and Drape kits
20. (Student Employment and Career Center) Funds for promoting career services to students
21. (The Advising Center) One time Outreach & Peer Advisors
22. (Admissions Office) Additional OE Funds for expanded recruitment
23. (PLMSS) Replace lights in ACW 122, the dance studio
24. (Communications & Marketing) Marketing Campaign – Year 3
25. (Communications & Marketing) Campus/Community Branding – Year 3
26. (International Programs) International Peer Mentor Stipends

Subtotal-One-Time Gen Ed RRF Funded Items

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

Subtotal-One-Time CTE RRF Funded Items

TOTAL FY25 COLLEGE RESOURCE ALLOCATIONS

Local RRF Funded Items:
1. (Human Resource Services) Reclassify HR Associate (classified position) to HR Coordinator (exempt position)
2. (Public Safety) Parking permit increase - $5 per permit per year
3. (Student Services-CDA) Campus visit travel funding

Auxiliary RRF Funded Items:
1. (Athletics) Conference room video & sound
2. (Residence Life) Salto locks on external doors in College Place
3. (SUB/CSL) Down spouts & drip caps
4. (SUB/CSL) Kitchen repair
5. (SUB/CSL) WCC Bookstore lighting fixtures
6. (SUB/CSL) WCC tables
7. (SUB/CSL) WCC pipe & drain
8. (SUB/CSL) 8 passenger mini-van

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SUBJECT
Proposed Amendments to Board Bylaws – Second Reading

REFERENCE

June 2016	The Board approved the first reading of proposed amendments to the Board Bylaws regarding actions at meetings that were not in existing Board policy and amendments to the Audit Committee.
August 2016	The Board approved the second reading of amendments to the Board Bylaws.
August 2019	The Presidents' Council presented to the Board a new proposed role for the Council and proposed changes to the name of the Council.
December 2019	Board approved the first reading of proposed amendments to the Board Bylaws eliminating non-functioning committees and restructuring the Presidents Council reporting.
February 2020	Board approved second reading of proposed amendments.
February 2022	Board approved first reading of proposed amendments to Board Bylaws reflecting the responsibilities of standing committees of the Board.
April 2022	Board approved second reading of proposed amendments.
August 2024	Board approved first reading of proposed amendments to Board Bylaws to realign the policy with the statutory changes that went into effect on July 1, 2024.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies and Procedures - Bylaws
Idaho Code Chapter 2, Title 74, Transparent and Ethical Government

BACKGROUND/DISCUSSION
HB21 (2024) amended Sections 33-102A and 33-104, Idaho Code. The amendment to 33-102A, Idaho Code provides that the governor is authorized to appoint the executive officer of the Board who shall serve at the pleasure of the governor and receive a salary fixed by the governor. The amendment to 33-104, Idaho Code provides that the president of the board shall be selected by the governor and that at the first Board meeting in April, the president shall select a vice president and secretary.

IMPACT
The proposed amendments to Board Policy - Bylaws realign the policy with the above statutory changes which went into effect July 1, 2024.

ATTACHMENTS
>   Attachment 1 – Proposed Amendments to Board Bylaws – Redline
>   Attachment 2 – Proposed Amendments to Board Bylaws – Clean Copy

BOARD STAFF COMMENTS AND RECOMMENDATIONS
>   No changes were made between the first and second readings of the proposed amendments.
>
>   Board Staff recommends approval of the second reading of the proposed amendments to Board Bylaws as submitted in Attachment 2.

BOARD ACTION
>   I move to approve the second reading of Board Policy - Bylaws as submitted in Attachment 2.

>   Moved by _____ Seconded by _____ Carried Yes _____ No _____

A. Office of the State Board of Education

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

B. Meetings

1. The Board will maintain a 12-month rolling meeting schedule. To accomplish this, the Board will, at each of its regularly scheduled meetings, update its 12-month rolling schedule of Board meetings, provided, however, that the Board by majority vote, or the Board president after consultation with Board members, may reschedule or cancel any meeting.

2. The Board may hold special meetings by vote of a majority of the Board taken during any regular meeting or by call of the Board president.

3. All meetings of the Board are held at such place or places as may be determined by the Board.

4. Actions that impact ongoing future behavior of agencies and institutions shall be incorporated into Board policy. Actions limited to a specific request from an institution or agency, if not acted on within one year of approval, must be brought back to the Board for reconsideration prior to action by the institution or agency. This requirement does not apply to program approval time limits.

C. Rules of Order

1. Meetings of the Board are conducted in accordance with controlling statutes and applicable bylaws, regulations, procedures, or policies. In the absence of such statutes, bylaws, regulations, procedures, or policies, meetings are conducted in accordance with the current edition of *Robert's Rules of Order, Newly Revised*.

2. A quorum of the Board consists of five (5) Board members.

3. With the exception of procedural motions, all motions, resolutions, or other propositions requiring Board action will, whenever practicable, be reduced to writing before submission to a vote.

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

D. Officers and Representatives

1. The officers of the Board include:
    a. A president, a vice president, and a secretary, who are members of the Board.
    b. An executive secretary, who is the state superintendent of public instruction.

2. The president of the Board is selected by the governor under Section 33-14004, Idaho Code. At the Board's first meeting in April, the president shall select a vice president and secretary who shall serve ~~The president, vice president, and secretary are elected at the organizational meeting~~ for one (1) year terms and hold office until their successors are selected. Vacancies in these offices are filled by ~~election~~ president for the remainder of the unexpired term.

3. Board representatives to serve on other boards, commissions, committees, and similar bodies are appointed by the Board president.

4. The executive director is appointed by and serves at the pleasure of the ~~Board governor~~~~unless the contract of employment specifies otherwise~~. The executive director serves as the chief executive officer of the Office of the State Board of Education.

E. Duties of Board Officers

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

carries out the Board's policies between meetings.
~~k.~~j.

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

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

4. Executive Secretary
   The state superintendent of public instruction, when acting as the executive secretary, is responsible for:
   a. Carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho, and Idaho Code or established by the Board for all elementary and secondary school matters.
   b. Presenting to the Board recommendations concerning elementary and secondary school matters and matters of the State Department of Education.

5. Executive Director

   The executive director serves as the chief executive officer of the Board, as chief administrative officer of Office of the State Board of Education, and as chief executive officer of such federal or state programs as are directly vested in the State Board of Education. Pursuant to Section 33-102A, Idaho Code, the executive director, under the direction of the state board, shall have such duties and powers as prescribed by the Board.~~The position description for the executive director, as approved by the Board, defines the scope of duties for which the executive director is responsible and is accountable to the Board~~.

F. Standing Committees of the Board

The Board may organize itself into standing and other committees as necessary. Committee members are appointed by the Board president after informal consultation with other Board members. Any such standing committee is responsible for performing

work pursuant to Board policy or delegation. Such committees may not take any action, except when authority to act has been delegated by the Board. The Board president may serve as an ex-officio member of any standing or other committee. The procedural guidelines for Board committees appear in the Board Governing Policies and Procedures.

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

1. Planning, Policy and Governmental Affairs Committee

    a. Purpose

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

    b. Composition

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

    c. Responsibilities and Procedures

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

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

At the direction of the Board president, any matter before the Board may be removed to the Planning, Policy and Governmental Affairs Committee for initial action or consideration.

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

2. Instruction, Research and Student Affairs Committee

   a. Purpose

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

   b. Composition

   The Instruction, Research and Student Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Academic Officer. The Instruction, Research and Student Affairs Committee may appoint a working

unit or units, as necessary, to advise the committee. One such working unit shall be the Council on Academic Affairs and Programs (CAAP), which shall be composed of the Board's Chief Academic Officer and the chief academic officers of the institutions and agencies. The chairperson presents all committee and working group recommendations to the Board.

c. Responsibilities and Procedures

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

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

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

3. Business Affairs and Human Resources Committee

a. Purpose

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

b. Composition

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

c. Responsibilities and Procedures

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

   i. Agency and institutional financial agenda items;
   ii. Coordination and development of guidelines and information for agency and institutional budget requests and operating budgets;
   iii. Long-range fiscal planning;
   iv. Fiscal analysis of the following:

      1) New and expanded financial programs;
      2) Establishment, discontinuance or change in designation of administrative units;
      3) Consolidation, relocation, or discontinuance of programs;
      4) New facilities and any major modifications to facilities which would result in changes in programs or program capacity;
      5) Student fees and tuition; and
      6) Other matters as assigned by the Board.

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

4. Audit, Risk and Compliance Committee

a. Purpose

The Audit, Risk and Compliance Committee is a standing committee of the Board. The Audit, Risk and Compliance Committee provides oversight to the

organizations under its governance (defined in Idaho State Board of Education, Policies and Procedures, Section I. A.1.) for: financial statement integrity, financial practices, internal control systems, financial management, and standards of conduct.

b.   Composition

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

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

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

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

c. Responsibilities and Procedures

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

i.   Recommend the appointment and compensation to the Board of the external auditors. Evaluate and oversee the work of the external auditors. The Committee must review any services prior to being provided by the external auditor. The external auditing firm shall report directly to the committee as well as the Board and the auditor's "engagement letter" shall be addressed to the Committee and the president of each institution. The Committee shall have the authority to engage the Board's legal counsel and other consultants as necessary to carry out its duties.

ii.   Evaluate and oversee the work of the Internal Audit and Advisory Services unit (IAAS), located within the Board office.

iii.   Discuss with the external auditors the audit scope, focusing on areas of concern or interest;

iv.   Review the financial statements, adequacy of internal controls and findings with the external auditors. The external auditor's "management letter" shall include management responses and be addressed to the Audit, Risk and Compliance Committee and president of the institution.

v.   Ensure the external auditor presents the financial statements to the Board and provides detail and summary reports as appropriate.

vi.   Oversee standards of conduct (ethical behavior) and conflict of interest policies of the Board and the institutions and agencies under its governance including establishment of confidential complaint mechanisms.

vii.   Monitor the independence and performance of each organization's external auditor and internal auditing departments;

viii. Provide general guidance for developing risk assessment models for all institutions.

ix.   Provide an avenue of communication among the external auditor, management, the internal audit staff and the Board.

x.   Maintain audit review responsibilities of institutional affiliates to include but not limited to foundations and booster organizations.

xi.   Oversee institutional compliance programs.

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

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

5.   Executive Committee

   a. Purpose

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

   b. Composition

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

   c. Responsibilities and Procedures

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

G. Committee Presentations

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

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

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

H. Conflict of Interest

1. Policy

Members of the Board serve a public interest role and have a clear obligation to conduct all business of the Board in a manner consistent with that role. All decisions of the Board are to be made solely on the basis of a desire to promote the best interests of the public good.

2. Procedure

a. A conflict of interest occurs when a member's private interests compete with his or her professional obligations to the Board to a degree that an independent observer might reasonably question whether the person's professional actions or decisions are materially affected by personal considerations, including but not limited to personal gain, financial or otherwise.

b. In the event the Board must consider any transaction for an institution, school or agency that also involves (a) a member of the Board or (b) a member of his or her immediate family or close relative ("immediate family" means spouse, parent, child, stepchild or sibling), or a person residing in the member's household or a legal dependent of the member, or (c) an organization with which a member of the Board is affiliated, such Board member, at the first knowledge of such transaction, must publicly disclose such real or potential conflict to the Board.

c. Disclosure is also required concerning all relationships and business affiliations that reasonably could give rise to a conflict of interest involving a matter before the Board. Affiliation is understood to exist if a Board member or a member of the Board member's immediate family, or a person residing in the member's household or a legal dependent of the member, is:

(1) An officer, director, trustee, partner, employee, or agent of such organization; or

(2) Either the actual or beneficial owner of more than five percent (5%) of the voting stock or controlling interest of such organization; or

(3) Has any other direct or indirect dealings with such organization from which he or she knowingly benefited (e.g., through receipt directly or indirectly of cash or other property in excess of one thousand dollars ($1000) a year).

d. Board members shall also comply with all applicable statutes and rules governing conflicts of interest including, but not limited to, the Bribery and Corrupt Influences Act, Idaho Code §18-1351 et. seq. and the Ethics in Government Act of 1990, Idaho Code §74-401 et. seq.

A. Office of the State Board of Education

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

B. Meetings

1. The Board will maintain a 12-month rolling meeting schedule. To accomplish this, the Board will, at each of its regularly scheduled meetings, update its 12-month rolling schedule of Board meetings, provided, however, that the Board by majority vote, or the Board president after consultation with Board members, may reschedule or cancel any meeting.

2. The Board may hold special meetings by vote of a majority of the Board taken during any regular meeting or by call of the Board president.

3. All meetings of the Board are held at such place or places as may be determined by the Board.

4. Actions that impact ongoing future behavior of agencies and institutions shall be incorporated into Board policy. Actions limited to a specific request from an institution or agency, if not acted on within one year of approval, must be brought back to the Board for reconsideration prior to action by the institution or agency. This requirement does not apply to program approval time limits.

C. Rules of Order

1. Meetings of the Board are conducted in accordance with controlling statutes and applicable bylaws, regulations, procedures, or policies. In the absence of such statutes, bylaws, regulations, procedures, or policies, meetings are conducted in accordance with the current edition of *Robert's Rules of Order, Newly Revised*.

2. A quorum of the Board consists of five (5) Board members.

3. With the exception of procedural motions, all motions, resolutions, or other propositions requiring Board action will, whenever practicable, be reduced to writing before submission to a vote.

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

D. Officers and Representatives

1. The officers of the Board include:
   a. A president, a vice president, and a secretary, who are members of the Board.
   b. An executive secretary, who is the state superintendent of public instruction.

2. The president of the Board is selected by the governor under Section 33-104, Idaho Code. At the Board's first meeting in April, the president shall select a vice president and secretary who shall serve for one (1) year terms and hold office until their successors are selected. Vacancies in these offices are filled by president for the remainder of the unexpired term.

3. Board representatives to serve on other boards, commissions, committees, and similar bodies are appointed by the Board president.

4. The executive director is appointed by and serves at the pleasure of the governor. The executive director serves as the chief executive officer of the Office of the State Board of Education.

E. Duties of Board Officers

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

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

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

4. Executive Secretary
   The state superintendent of public instruction, when acting as the executive secretary, is responsible for:
   a. Carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho, and Idaho Code or established by the Board for all elementary and secondary school matters.
   b. Presenting to the Board recommendations concerning elementary and secondary school matters and matters of the State Department of Education.

5. Executive Director

   The executive director serves as the chief executive officer of the Board, as chief administrative officer of Office of the State Board of Education, and as chief executive officer of such federal or state programs as are directly vested in the State Board of Education. Pursuant to Section 33-102A, Idaho Code, the executive director, under the direction of the state board, shall have such duties and powers as prescribed by the Board..

F. Standing Committees of the Board

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

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

1. Planning, Policy and Governmental Affairs Committee

    a. Purpose

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

    b. Composition

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

    c. Responsibilities and Procedures

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

        i.   Long range planning and coordination;
        ii. Initial discussions and direction on strategic policy initiatives and goals;

    iii.   Legislative proposals and administrative rules for Board agencies and institutions;

    iv.   Coordination and communication with the Governor, the Legislature, and all other governmental entities with regard to items of legislation, Board policy and planning initiatives;

    v.   Review and revision of Board policies, administrative rules and education-related statutes for consistency and compatibility with the Board's strategic direction;

    vi.   Reports and recommendations from workgroups and committees pertaining to education policy, planning and governmental affairs, including career technical education;

    vii.   Other matters as assigned by the Board.

At the direction of the Board president, any matter before the Board may be removed to the Planning, Policy and Governmental Affairs Committee for initial action or consideration.

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

2. Instruction, Research and Student Affairs Committee

    a. Purpose

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

    b. Composition

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

c. Responsibilities and Procedures

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

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

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

3. Business Affairs and Human Resources Committee

a. Purpose

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

b. Composition

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

Financial Vice Presidents council, which shall be composed of the Board's Chief Fiscal Officer and the chief financial officers of the institutions and agencies. The chairperson presents all committee updates to the Board.

c. Responsibilities and Procedures

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

i. Agency and institutional financial agenda items;
ii. Coordination and development of guidelines and information for agency and institutional budget requests and operating budgets;
iii. Long-range fiscal planning;
iv. Fiscal analysis of the following:

1) New and expanded financial programs;
2) Establishment, discontinuance or change in designation of administrative units;
3) Consolidation, relocation, or discontinuance of programs;
4) New facilities and any major modifications to facilities which would result in changes in programs or program capacity;
5) Student fees and tuition; and
6) Other matters as assigned by the Board.

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

4. Audit, Risk and Compliance Committee

a. Purpose

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

b. Composition

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

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

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

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

c. Responsibilities and Procedures

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

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

i. Recommend the appointment and compensation to the Board of the external auditors. Evaluate and oversee the work of the external auditors. The Committee must review any services prior to being provided by the external auditor. The external auditing firm shall report directly to the committee as well as the Board and the auditor's "engagement letter" shall be addressed to the Committee and the president of each institution. The Committee shall have the authority to engage the Board's legal counsel and other consultants as necessary to carry out its duties.

ii. Evaluate and oversee the work of the Internal Audit and Advisory Services unit (IAAS), located within the Board office.

iii. Discuss with the external auditors the audit scope, focusing on areas of concern or interest;

iv. Review the financial statements, adequacy of internal controls and findings with the external auditors. The external auditor's "management letter" shall include management responses and be addressed to the Audit, Risk and Compliance Committee and president of the institution.

v. Ensure the external auditor presents the financial statements to the Board and provides detail and summary reports as appropriate.

vi. Oversee standards of conduct (ethical behavior) and conflict of interest policies of the Board and the institutions and agencies under its governance including establishment of confidential complaint mechanisms.

vii. Monitor the independence and performance of each organization's external auditor and internal auditing departments;

viii. Provide general guidance for developing risk assessment models for all institutions.

ix. Provide an avenue of communication among the external auditor, management, the internal audit staff and the Board.

x. Maintain audit review responsibilities of institutional affiliates to include but not limited to foundations and booster organizations.

xi. Oversee institutional compliance programs.

The Audit, Risk and Compliance Committee will meet at least four times per year. The committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Fiscal Officer, under the direction of the chair, prepares the agenda for work that is under consideration at each meeting of the Board.

5. Executive Committee

    a. Purpose

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

    b. Composition

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

    c. Responsibilities and Procedures

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

G. Committee Presentations

1. The agenda for each regular meeting of the Board shall be organized using the areas of responsibility provided for in regard to each permanent standing committee of the Board, as described in Subsection F above, with the exception of the Audit Committee.

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

H. Conflict of Interest

1. Policy

    Members of the Board serve a public interest role and have a clear obligation to conduct all business of the Board in a manner consistent with that role. All decisions of the Board are to be made solely on the basis of a desire to promote the best interests of the public good.

2. Procedure

    a. A conflict of interest occurs when a member's private interests compete with his or her professional obligations to the Board to a degree that an independent observer might reasonably question whether the person's professional actions or decisions are materially affected by personal considerations, including but not limited to personal gain, financial or otherwise.

    b. In the event the Board must consider any transaction for an institution, school or agency that also involves (a) a member of the Board or (b) a member of his or her immediate family or close relative ("immediate family" means spouse, parent, child, stepchild or sibling), or a person residing in the member's household or a legal dependent of the member, or (c) an organization with which a member of the Board is affiliated, such Board member, at the first knowledge of such transaction, must publicly disclose such real or potential conflict to the Board.

    c. Disclosure is also required concerning all relationships and business affiliations that reasonably could give rise to a conflict of interest involving a matter before the Board. Affiliation is understood to exist if a Board member or a member of the Board member's immediate family, or a person residing in the member's household or a legal dependent of the member, is:

        (1) An officer, director, trustee, partner, employee, or agent of such organization; or

        (2) Either the actual or beneficial owner of more than five percent (5%) of the voting stock or controlling interest of such organization; or

(3) Has any other direct or indirect dealings with such organization from which he or she knowingly benefited (e.g., through receipt directly or indirectly of cash or other property in excess of one thousand dollars ($1000) a year).

d. Board members shall also comply with all applicable statutes and rules governing conflicts of interest including, but not limited to, the Bribery and Corrupt Influences Act, Idaho Code §18-1351 et. seq. and the Ethics in Government Act of 1990, Idaho Code §74-401 et. seq.

SUBJECT
Board Policy I.E. Executive Officers – Second Reading

REFERENCE

August 2016	Board approved first reading of Board Policy I.E. Executive Officers – vehicle allowance
October 2016	Board approved second reading of Board Policy I.E.
April 2018	Board approved the first reading of proposed amendments to Board policies: I.E., V.I. and V.U. removing provisions regarding housing, automobile allowances and reimbursement of entertainment expenses.
June 2018	Board approved second reading of Board policies I.E., V.I., and V.U.
August 2021	Board approved the first reading of amendments to Board Policy I.E. delegating to the Board's chief executive officers the ability to take actions on campus to prevent the spread of contagious or infectious disease
October 2021	Board approved the second reading of Board Policy I.E.
August 2024	Board approved the first reading of proposed amendments to Board Bylaws to realign the policy with the statutory changes that went into effect on July 1, 2024.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Sections I.E.
Sections 33-107, Idaho Code

BACKGROUND/DISCUSSION
HB521 (2024) amended Sections 33-102A and 33-104, Idaho Code. The amendment to 33-102A, Idaho Code provides that the governor is authorized to appoint the executive officer of the Board who shall serve at the pleasure of the governor and receive a salary fixed by the governor. The amendment to 33-104, Idaho Code provides that the president of the Board shall be selected by the governor and that at the first Board meeting in April, the president shall select a vice president and secretary.

IMPACT
The proposed amendments to Board Policy I.E. realign the policy with the above statutory changes which went into effect July 1, 2024.

ATTACHMENTS
Attachment 1 – Proposed Amendments to Board Policy I.E. Executive Officers – Redline

Attachment 2 – Proposed Amendments to Board Policy I.E. Executive Officers – Clean Copy

BOARD STAFF COMMENTS AND RECOMMENDATIONS

No changes were made between the first and second readings of the proposed amendments.

Board Staff recommends approval of the second reading of the proposed amendments to Board Policy I.E. Executive Officers as submitted in Attachment 2.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy Section I.E. Executive Officers, as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

1. Executive Director

    a. The Executive Director is appointed by and serves in this position at the pleasure of the ~~Board~~Governor, with the advice and consent of the senate. The Executive Director serves as the chief executive officer of the State Board of Education. Pursuant to ~~Idaho Code~~ Section 33-102A(2), Idaho Code, ~~the~~ Executive Director shall be under the direction of the Board and shall have such duties and powers as are prescribed by the Board. The Executive Director is charged with ensuring the effective articulation and coordination of institution, and agency concerns and is advisor to the Board and the Presidents/Agency Heads on all appropriate matters.

2. Presidents/Agency Heads

    a. Responsibilities

        The President/Agency Head is the chief program and administrative officer of the institution or agency. The President/Agency Head has full power and responsibility within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the institution or agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services.

        For the higher education institutions, the Board expects the Presidents to obtain the necessary input from the faculty, classified and exempt employees, and students, but it holds the Presidents ultimately responsible for the well-being of the institutions, and final decisions at the institutional level rest with the Presidents. The Presidents shall keep the Board apprised, within 24 hours, through the Executive Director, of all developments concerning the institution, its employees, and its students, which are likely to be of interest to the public.

    b. The ~~Chief~~ chief e~~E~~xecutive o~~O~~fficer is held accountable to the Board for performing the following duties within his or her designated areas of responsibility:

        i.   Relations with the Board

            1) Conduct of the institution or agency in accordance with the Governing Policies and Procedures of the Board and applicable state and federal laws.

            2) Effective communication among the Board, the Board office, and the institution or agency.

            3) Preparation of such budgets as may be necessary for proper reporting and planning.

            4) Transmittal to the Board of recommendations initiated within the institution or agency.

5) Participation and cooperation with the office of the Board in the development, coordination, and implementation of policies, programs, and all other matters of state-wide concern.

6) Notification to Board President or Executive Director of any absence exceeding one week during which time the chief executive officer will be unavailable or out-of-country.

ii. Leadership of the Institution or Agency

1) Recruitment and retention of employees

2) Development of programs, in accordance with an evolving plan for the institution or agency.

3) In cooperation with appropriate parties, the promotion of the effective and efficient functioning of the institution or agency.

4) Development of methods that will encourage responsible and effective contributions by various parties associated with the institution or agency in the achievement of the goals of the institution or agency.

iii. Relations with the Public

1) Development of rapport between the institution or agency and the public that each serves.

2) Official representation of the institution or agency and its Board-approved role and mission to the public.

c. Appointment Terms and Conditions

Each chief executive officer is employed and serves at the pleasure of the Board as an at-will employee. Appointments to the position of President of the higher education institutions ~~and Executive Director of the Board~~ are made by the Board. The Executive Director shall have authority to identify candidates and make recommendations for the appointment of Agency Heads, which must be approved and appointed by the Board. The Board and each chief executive officer may enter into an employment agreement for a term not to exceed five (5) years that documents the period of appointment, compensation, and any additional terms. The Board's Policies regarding Non-classified Employees, Section II, Subsection F, do not apply to the Board's chief executive officers.

d. Evaluations

The Agency Heads are evaluated by the Executive Director annually, who makes recommendations to the Board with respect to compensation and employment actions. The Presidents ~~and Executive Director~~ are evaluated by the Board annually. The performance evaluation is based upon the terms of any employment agreement, the duties outlined in the policy and mutually agreed upon goals. Final decisions with respect to compensation and employment actions with regard to chief executive officers are made by the Board.

e. Compensation and Benefits

i. Each chief executive officer's annual compensation shall be set and approved by the Board. <u>The Governor shall set the salary of the Executive Director.</u> A chief executive officer shall not receive supplemental salary compensation related to his or her service as chief executive officer from an affiliated institutional foundation, or from any other source. A chief executive officer must disclose to the Board, through its Executive Director or in executive session as appropriate (with updates as necessary), any activities and financial interests, including compensation from an outside source unrelated to his or her service as chief executive officer, that affects or could potentially affect the chief executive officer's judgment or commitment to the Board or the institution.

ii. In addition to the compensation referred to above, each chief executive officer shall receive the usual and ordinary medical, retirement, leave, educational, and other benefits available to all institutional, and agency employees.

iii. Each chief executive officer shall receive reasonable and adequate liability insurance coverage under the state's risk management program.

iv. Relocation and moving expenses incurred by each chief executive officer will be paid in accordance with the policies and rates established by the State Board of Examiners.

v. Each chief executive officer earns annual leave at a rate of two (2) days per month or major fraction thereof of credited state service.

f. Termination
In the event a chief executive officer's appointment is terminated by Board action (for or without cause), than such individual shall only be entitled to continued compensation or benefits, if any, for which he or she may be eligible under the terms of his or her employment agreement.

3. Institutional Presidents: Official Duties Related Spousal Expenses

The Board acknowledges that the spouse of an institutional president provides valuable service activities on behalf of the institution, the Board, and to the Idaho higher education system. The Board further recognizes that the spouse may be expected to attend certain functions related to the ongoing mission and purposes of

the institution. Accordingly, a spouse shall be eligible for reimbursement of authorized official travel and business related expenses, in accordance with the State of Idaho's travel and expense policies, as long as such expenses have a bona fide business purpose. To be a bona fide business purpose the presence and activities of the spouse at the function must be significant and essential (not just beneficial) to the institution. A president's spouse attending official functions as part of protocol or tradition and where the spouse makes an important contribution to the function can be considered serving a business purpose. For example, ceremonial functions, fundraising events, alumni gatherings, community, and recruiting events are examples of activities at which the presence of a spouse may contribute to the mission of the University. If a spouse has no significant role, or performs only incidental duties of a purely social or clerical nature, then such does not constitute a bona fide business purpose. Spousal expenses may not be charged to state funds; various non-state funds controlled by the institution may be used to fund spousal expenses.

4. President Emeritus/Emerita Designation

The Board may choose to grant President Emeritus/Emerita status to a retiring President. President Emeritus/Emerita status should be reserved to honor, in retirement, a president who has made distinguished professional contributions to the institution and who has also served a significant portion of his/her career at the institution. The intent of conferring President Emeritus/Emerita status is to bestow an honorary title in recognition of successful tenure in the Presidential role.

   a. Appointment Procedure

   An institution may forward a recommendation to the Board that this honorary title be conferred upon a President that is retiring or has retired from the institution. Each institution shall provide for input into the recommendation from the campus community.

   b. Rights, Privileges and Responsibilities

   Rights and privileges of such a distinction shall be, insofar as resources will allow, similar to those of active institutional staff, including such privileges as:

   i.   staff privileges for activities, events and campus facilities;

   ii.   receipt of institutional newspaper and other major institutional publications and receipt of employee/spouse fee privilege (see Section V. R.).

5. Procedures to Prevent the Spread of Infectious Disease.

   Pursuant to section 33-3730, Idaho Code, the ~~e~~Executive ~~d~~Director is delegated authority to, upon request from an institution in situations requiring immediate action, close an institution or any of its buildings or campuses if needed to prevent

the spread of contagious or infectious disease. Also pursuant to section 33-3730, Idaho Code, the ~~P~~president of each institution is delegated the authority to implement measures required to prevent the spread of contagious or infectious disease, including limiting programs or activities. Any such action taken shall be considered by the Board at its next meeting.

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implement measures required to prevent the spread of contagious or infectious disease, including limiting programs or activities. Any such action taken shall be considered by the Board at its next meeting.

IDAHO DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT
    Board Policy VII.D. Second Reading and Idaho Quality Program Grant Standards

REFERENCE

August 14, 2014	Board, acting as the State Board for Career Technical Education, approved Proposed Rule Docket 55-0104-1401, first reading of Board Policy IV.E.2. and the Idaho Quality Program Standards.
November 2014	Board approved Pending Rule Docket 55-0104-1401.
June 2023	Board approved first reading of Board Policy VII.D. moving the Division's section of Board policy from subsection IV.E. to its own section, Section VII.
August 2023	Board approved second reading of Board Policy VII.D.
August 2024	Board approved first reading of amendments to Board Policy VII.D. and amendments to the Idaho Quality Program Grant Standards.

APPLICABLE STATUTE, RULE, OR POLICY
    Idaho State Board of Education Policies and Procedures, Section VII.D.
    Section 33-1629, Idaho Code
    Idaho Administrative Code, IDAPA 55.01.04

BACKGROUND/DISCUSSION
    The Idaho Legislature enacted Section 33-1629, Idaho Code, Agricultural and Natural Resource Education Programs during the 2014 Legislative session. The purpose of this section was to establish (1) Idaho Quality Program Standards Incentive Grants, and (2) Agricultural Education Program Start-Up Grants and requires the State Board for Career Technical Education to adopt rules to implement the Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-Up Grants. The Board adopted the required rules through the 2014-2015 negotiated rulemaking process and approved the grant program standards at the August 14, 2014 regular Board meeting.

    The current Idaho Quality Program standards, incorporated by reference into Board policy VII.D., have not been updated since the original August 2014 approval. During summer and fall 2023, Division staff held a number of meetings with agriculture education stakeholders across the state who have received, applied for, or are eligible to apply for one or both of the two grant programs. The purpose of the meetings was to verify the continued relevance of the standards and to update the current standards where needed. Updates include changes to clarify and streamline the review process for eligible applicants.

The standards have been amended to provide a technical correction related to the acronyms used within the policy, to summarize the introductory paragraph and provide the more specific reference to the section of Idaho code creating the two grant programs and to incorporate the change requested by the Board at the August 2024 regular Board meeting to expand the original reference to agriculture instruction to the agriculture, food, and natural resource (AFNR) pathway name or acronym.

The substantive change in the introduction has been highlighted in Attachment 1. The technical change to the name and use of the acronym have been made throughout the document.

IMPACT

Approval of the standards and update of Board policy incorporating the new approval date of the standards will allow the Division to use the updated standards for the new grant award period.

ATTACHMENTS

Attachment 1 – Idaho Quality Program Standards amendments redlined
Attachment 2 – Board Policy VII.D. Second Reading redlined
Attachment 3 – Idaho Quality Program Standards amendments clean copy
Attachment 4 – Board Policy VII.D. Second Reading clean copy

BOARD STAFF COMMENTS AND RECOMMENDATIONS

No changes were made to the proposed policy amendment between the first and second reading. Changes were made to the Idaho Quality Program Standards between readings. These changes were responsive to Board discussion at the August board meeting and were discussed at the Policy, Planning and Government Affairs Committee Meeting on September 25, 2024.   All parties agreed that the changes were not substantive.

Board staff recommends approval of the IQPS standards as presented in Attachment 1 and approval of the proposed amendment to Board Policy VII.D. as presented in Attachment 2.

BOARD ACTION

I move to approve the Idaho Quality Program Standards as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the second reading of proposed amendments to Board Policy VII.D. as provided in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

~~INTRODUCTION~~

Idaho Quality Program Standards (IQPS)

Standards and Quality Indicators

This document was prepared and reviewed by representatives of: Idaho Team Ag Ed; Idaho Division of Career Technical Education; Idaho Agriculture Teachers Association; Department of Agricultural Education and 4-H Youth Development, University of Idaho.

Introduction

~~The Idaho Agricultural Education Quality Program Standards are a result of a need to provide a consistent delivery of high quality agricultural education programs across the state of Idaho focused on relevant instruction, rigorous clear goals, continuous program improvement and the development of essential skills for student success. Input from local and state leaders was sought and obtained regarding the qualities of highly successful agricultural education programs.~~

~~The Idaho Agricultural Education Quality Program Standards are designed to be used by the local instructor(s), administration, community partners and/or stakeholders, advisory council, FFA Alumni and/or an external assessment team to conduct an evaluation of the local agricultural education program and develop clear goals and objectives for program improvement. The local self-assessment or evaluation will serve as the basis for further review by the State Division of Career Technical Education in determining how well an agricultural education program meets the Idaho Agricultural Education Quality Program Standards.~~

~~During the 2014 sixty-second Legislative regular session, Senate Bill 1275 was passed to amend Chapter 16, Title 33 of the Idaho Code to establish provisions relating to the Idaho Quality Standards Incentive Grants and direct the State Board of Career Technical Education to adopt and implement the Idaho Agriculture Education Quality Program Standards.~~ The Idaho Quality Program Standards Incentive Grants program and the Agricultural Education Program Start-Up Grants program were established in 2014 with the enactment of Section 33-1629, Idaho Code, Agricultural and Natural Resource Education programs. Agricultural and natural resource education programs are part of the career technical education agriculture, food and natural resources (AFNR) pathway.

The Idaho Agriculture and Natural Resource Education Quality Program Standards comprise seven main areas dealing with the school based agricultural education program and the agricultural education instructor in the AFNR pathway. Standards 1 – 6, address the ~~agricultural education~~AFNR program and standard 7 addresses the ~~agricultural education~~AFNR instructor. Each standard and standard statement is followed by a series of quality indicators which further define ~~or assess~~ the standard or standard statement.

Local Program Success materials found in the National ~~FFA Local~~Council for Agricultural Education's National Program ~~Resource Guide~~Quality Standards rubric may provide

additional tools, resources and information to help ~~agricultural~~ AFNR education programs meet the standards and standard statements in this document.

ATTACHMENT 1

Standard 1: ~~Program Planning, Design & Curriculum~~
~~**Standard Statement:**~~
A standards-based curriculum in Agriculture, Food ~~&~~and Natural Resources Systems is delivered through an integrated model that incorporates classroom and laboratory instruction, experiential learning and student leadership ~~&~~and personal development.

Quality Indicators:
1. The ~~agricultural education~~applicable curriculum includes~~: 1.) approved Ag/NR courses; 2.)~~ course names ~~&~~and descriptions~~; 3.)~~, course objectives~~/~~ and competencies~~; 4.)~~, course sequences, ~~5.)~~ course prerequisites, ~~6.)~~and staffing assignments for all courses.

2. The Program(s) of Study (POS) establishes the course sequence~~)~~ offered by the AFNR program and is cross-~~-~~walked~~/~~ and aligned to the ~~Idaho Department of Education (SDE) academic content standards and references the Idaho Core Standards~~content standards established in IDAPA 08.02.03.004.

1. ~~Experiential learning (SAE) is integrated throughout the instructional program.~~

2. ~~Student leadership & personal development (FFA) is integrated throughout the instructional program.~~

3. ~~The agricultural education program consults with an advisory board, recognized by the local board of education, with current constitution and bylaws on program planning, design and curriculum.~~

3. The ~~agricultural~~ AFNR education program provides students with "value added" components to enhance their ability to be either college or career ready.

4. Instructional activities throughout the year are balanced between classroom and laboratory instruction, experiential learning (SAE), and leadership and personal development (FFA).

Standard 2: ~~Instruction & Assessment~~
~~**Standard Statement:**~~
Programs promote ~~academic~~ achievement and skill development of all students through year-round instruction using multiple methods to assess student learning that illustrates academic achievement and skill development.

Quality Indicators:
1. ~~Instructional activities throughout the year are balanced between classroom & laboratory instruction, experiential learning (SAE), and leadership & personal development (FFA).~~

1. Course instructional outlines are documented and based upon an approved ~~P~~program of ~~S~~study ~~(POS)~~.

2. Instruction reinforces written objectives and appropriate assessments aligned to relevant and rigorous academic content and the Idaho ~~Core~~ content standards.

~~2.~~3. The instructor uses multiple instructional strategies for varied student learning styles and incorporates real-life experiences to facilitate learning.

~~3.~~4. The instructional program uses a variety of current instructional materials, ~~equipment,~~ techniques, ~~technology~~ and community-based ~~resources.~~support.

Standard 3: ~~Facilities & Equipment~~
Standard Statement:
The facilities and equipment support implementation of the ~~agricultural education~~AFNR program and curriculum by providing all students opportunities for the development and application of knowledge and skills. (Facilities are defined as classroom, agricultural education science laboratory, computer laboratory, wood and metal shop, greenhouse, head house, land laboratory, livestock facilities, storage areas and office).

Quality Indicators:
1. Facility size, layout, storage and labs provide for effective delivery of the courses offered and student enrollment.

2. Facility is clean, organized, and maintained to provide an environment conducive to learning.

3. Facility meets existing local, state, and~~/or~~ federal health standards including air, temperature, water, acoustics, ventilation, light and particulate control.
~~1. Idaho Building Safety Inspection (IBSI) has been conducted on the facility, equipment and tools with all defective items removed, repaired, or replaced.~~

4. Current equipment is ~~available and maintained~~industry relevant and adequate for student instruction.

~~4.~~5. Adequate consumable supplies are provided annually to deliver instruction.

~~5.~~6. Current technology is available, maintained, and updated to offer high quality instruction and support experiential learning and student leadership development.

Standard 4: ~~Experiential Learning~~
Standard Statement:
Education is enhanced through active participation by all students in a year-round experiential learning program that is planned, developed and managed by the student with instruction and support by the ~~agriculture~~AFNR instructor.

Quality Indicators:
1. All students have experiential learning programs based on career pathways/, clusters/, interests, and ~~agricultural~~ AFNR education curriculum standards.

2. Continuous instruction and supervision of student experiential learning programs are provided by the ~~agriculture~~ AFNR education instructor throughout the calendar year.

3. Students have a comprehensive experiential learning program that shows evidence of improvement.

~~3.~~4. Students have comprehensive experiential learning programs ~~that show evidence of~~ and keep accurate record of continuous improvement.

~~1. The agricultural education program consults with an advisory board, recognized by the local board of education, with current constitution and bylaws on experiential learning.~~

Standard 5: ~~Leadership Development~~
~~**Standard Statement**:~~
All students participate in year-round intra-curricular ~~agricultural~~ AFNR education student organization programs and activities.

Quality Indicators:
1. The FFA chapter annually plans and implements a program of activities and reviews and approves Chapter ~~constitution and/or bylaws.~~Constitution and Bylaws.

2. The ~~agricultural~~ AFNR education program students participate in FFA programs and activities ~~and have a progressive plan for leadership and personal development.~~listed in the program of activities.

3. The FFA chapter conducts and/or participates in local activities and events.

4. The FFA chapter conducts or participates in district, state and national activities.

5. Students who are FFA members show evidence of continuous improvement by achieving advanced degrees based on ~~the~~their SAE program and FFA participation.
~~1. The agricultural education program consults with an agricultural ducation advisory board, recognized by the local board of education, with current constitution and bylaws on leadership development.~~

Standard 6: ~~Partnerships & Marketing~~

~~**Standard Statement**:~~
Key stakeholders are continually engaged, consulted and invested in the ~~agricultural~~ AFNR education program.

Quality Indicators:

1. The ~~School~~AFNR education program consults with an educational advisory board, recognized by the local board of education, to plan and ~~community partners (~~direct the program's curriculum, supervised agriculture experiences (SAE), and leadership development.

2. Technical Advisory Committee is comprised of School Board, Administration, ~~agriculture advisory board,~~ Alumni, parents, ~~media,~~local decision makers, and ~~agricultural~~ AFNR industry leaders ~~and community) are familiar with the agricultural education model (classroom, SAE and FFA), are involved in shaping~~ from the community and ~~strengthening the program~~ its impact area.

~~1.~~3. Stakeholder groups (Technical Advisory Committee or Alumni and ~~promoting program accomplishments~~Supporters Group) collaborate often in order to maintain consistent support of the AFNR education program and promote its success.

~~2.~~4. ~~Agricultural education p~~Program stakeholders and supporters (e.g. Technical Advisory Committee or Alumni and Supporters group) are recognized for their support of the agricultural education program.

~~3.~~5. Community volunteers (FFA Alumni and Supporters group or others) are organized and involved in supporting the agricultural education program.

~~4.~~6. The ~~agricultural~~ AFNR education program provides relevant data/information to key stakeholders and other entities.

~~5.~~7. A recruitment and retention plan is annually ~~developed and~~ implemented for prospective and current students.

~~6.~~8. Follow-up data is collected and maintained on all ~~agriculture~~ program graduates.

Standard 7: ~~Certified Agricultural Education Instructor and Professional Growth~~

Standard Statement:
Competent and certified ~~agricultural~~ applicable AFNR education instructor provides the core of the program.

Quality Indicators:

1. The ~~agricultural education~~ instructor has current applicable Idaho certification ~~to teach agriculture~~ and has advanced training to enhance instruction in the ~~agricultural education~~ program.

ATTACHMENT 1

2. The ~~agricultural education~~ instructor provides student instruction and supervision throughout the year in classroom ~~&~~and laboratory, experiential learning and leadership ~~&~~and personal development (FFA).

3. The ~~agricultural education~~ instructor demonstrates effectiveness in quality teaching that promotes student growth.

4. The ~~agricultural education~~ instructor practices classroom management that maximizes time-on-task and minimizes disruptive behaviors.

5. The ~~agricultural education~~ instructor demonstrates effectiveness involving experiential learning activities that promotes student growth.

6. The ~~agricultural education~~ instructor demonstrates effectiveness involving leadership and personal development (FFA) activities that promotes student growth.

7. The ~~agricultural education~~ instructor demonstrates professional growth through activities to promote knowledge of content, instructional strategies, industry practices~~,~~ and instructor leadership roles.

8. The ~~agricultural education~~ instructor is an active member in local, state and national professional education associations.

ATTACHMENT 2

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: VII. DIVISION OF CAREER TECHNCIAL EDUCATION
Subsection: D. Miscellaneous Grant Program Standards and Requirements
                                                    ~~August 2023~~October 2024

1. Section 33-1629, Idaho Code, establishes the Idaho Agricultural Education Quality Program Standards Incentive Grants and Agricultural Education Program Start-Up Grants. These grants shall be administered based on the provisions of Section 33-1629, Idaho Code, and IDAPA 55.01.04.

   The Idaho Agricultural Education Quality Program Standards shall be used to evaluate the quality of Agricultural, Food and Natural Resource education programs. The Idaho Agricultural Education Quality Program Standards as approved ~~August 14, 2014~~ October 17, 2024, are adopted and incorporated by reference into this policy. The standards may be found on the Division of Career Technical Education website at http://cte.idaho.gov.

2. Industry Partner Fund

   Section 33-2213, Idaho Code, establishes the Industry Partner Fund. In an effort to increase the capacity of each of Idaho's six public technical colleges to work with regional industry partners to provide a "rapid response to gaps in skills and abilities," Idaho has established the Industry Partner Fund. The purpose of the fund is to provide funds that give the technical colleges the flexibility to work with Idaho employers to provide "timely access to relevant college credit and non-credit training and support projects."

   a. Industry Partner Fund Definitions:

      i. Technical College Leadership Council (TCLC) means the career technical education deans of Idaho's six public technical colleges

      ii. Wage threshold means evidence that training will lead to jobs that provide living wages appropriate to the local labor market or local standard of living.

      iii. Regional means the six defined career technical service regions pursuant to Board Policy III.Z.

      iv. Support project means supplemental items, activities, or components that may enhance program outcomes (such as job analysis, placement services, data collection and follow up, workplace readiness skills training, etc.)

      v. Regional industry partners means employers that operate in Idaho and/or serve as a talent pipeline for Idaho students and employees.

      vi. Impact potential means the extent to which the training or project will increase regional capacity to meet talent pipeline needs. May include number of students or employees affected, associated wages, and long-term regional improvement or sustainability. May also include the timeframe for implementation.

vii. Demonstrated commitment means the promissory financial commitment made by the partner employer that includes cash or in-kind contribution to the project.

b. Roles and Responsibilities

The Administrator and TCLC are jointly responsible for reviewing and administering the application process for accessing Industry Partner Fund monies.

The TCLC, in accordance with the deadlines outlined in the following section, shall conduct the preliminary review of all proposals to ensure they meet the eligibility requirements and align with legislative intent. Each institution shall have one vote on the TCLC throughout the recommendation process. Deans shall not vote on proposals from their institution. The TCLC shall make recommendations to the division administrator to approve, deny, or modify submitted proposals.

The Administrator shall review all eligible proposals and make the final determination on the award of those proposals.

The Division shall be responsible for management and distribution of all moneys associated with the fund.

c. Submission and Review Process

Proposals will be accepted quarterly, on a schedule set by the Division. The TCLC shall provide the Administrator with recommendations on which proposals to award within 14 calendar days of the closing date of the application period. Pursuant to language outlined in Section 33-2213, Idaho Code, the TCLC and the Administrator will notify the technical college within 30 days of submission of their proposal as to whether their proposal was approved.

Submitted proposals must contain all required supporting documentation, as outlined by the Administrator, the TCLC, and as specified in the application.

Proposals must be signed by the College Dean, Financial Vice President/Chief Fiscal Officer, Provost/Vice President for Instruction, and institution President.

Proposals must outline how the institution and industry partner(s) are unable to meet industry need with existing resources.

d. Eligibility Criteria

Each proposal will be reviewed and evaluated according to the following criteria:
i. The extent to which the proposal meets regional demand
ii. Relevant labor market information, which must include, but is not limited to, Idaho Short Term Projections (Idaho Department of Labor)

iii. Wage thresholds – low wage program starts should be accompanied with appropriate justification including regional economic demand.
iv. Impact potential
v. Degree of employer commitment
vi. The extent to which the proposal aligns with and/or supports career technical education programs and relevant workforce training
vii. the anticipated administrative costs
viii. any special populations that may benefit from the proposed education or training
ix. sustainability of the program

Preference will be given to proposals that include:
i. Multiple employers
ii. Higher number of impacted workers
iii. Demonstrated commitment (highest consideration will be given to proposals with a matching component)

Each college may submit more than one proposal per quarter. In the event a qualified proposal isn't selected in the quarter in which it was submitted, the proposal may be resubmitted the following quarter. Resubmission of an eligible proposal is not a guarantee of future awards.

e. Distribution and Use of Funds

The Administrator, in awarding funds, shall ensure that funds are available each quarter. As such, the Administrator may adjust or reduce the award amount to an accepted proposal. These adjustments or reductions shall be made in consultation with the TCLC and the technical college impacted and will ensure the original intent of the proposal can still be met.

Funds will be distributed on a one-time basis; renewal proposals may be submitted, based on the nature of the project or training.

Industry Partner Fund moneys may be used for:
i. Facility improvement/expansion
ii. Facility leasing
iii. Curriculum development
iv. Salaries and benefits (if the training program needs are anticipated to go beyond the initial award, the college must provide additional details on long-term sustainability of the position filled through the fund)
v. Staff development
vi. Operating expenses
vii. Equipment and supplies
viii. Travel related to the project
ix. Approved administrative costs, as outlined in the application

Funds may not be used for:
  i.   Real property
  ii. indirect costs
  iii. the cost of transcribing credits
  iv. tuition and fees
  v.   materials and equipment normally owned by a student or employee for use in the program or training

f. Performance Measures and Reporting Requirements

In accordance with the approved proposal, colleges shall provide a quarterly update and closeout report on elements such as:
  i.   Number of affected workers
  ii.   Number of enrolled or participating students
  iii. Placement rate of training completers
  iv.   Average wages and any wage differential
  v.   Industry match
  vi.   If practicable, Idaho public college credits, certificates, certifications, qualifications or micro certifications of value toward postsecondary certificates or degrees.
  vii. Funds obligated and expended. Any funds not obligated within 18 months of the initial award shall revert back to the fund.

Idaho Quality Program Standards (IQPS)

Standards and Quality Indicators

This document was prepared and reviewed by representatives of: Idaho Team Ag Ed; Idaho Division of Career Technical Education; Idaho Agriculture Teachers Association; Department of Agricultural Education and 4-H Youth Development, University of Idaho.

Introduction
The Idaho Quality Program Standards Incentive Grants program and the Agricultural Education Program Start-Up Grants program were established in 2014 with the enactment of Section 33-1629, Idaho Code, Agricultural and Natural Resource Education programs. Agricultural and natural resource education programs are part of the career technical education agriculture, food and natural resources (AFNR) pathway.

The Idaho Agriculture and Natural Resource Education Quality Program Standards comprise seven main areas dealing with the school based agricultural education program and the agricultural education instructor in the AFNR pathway. Standards 1 – 6, address the AFNR program and standard 7 addresses the AFNR instructor. Each standard and standard statement is followed by a series of quality indicators which further define the standard or standard statement.

Local Program Success materials found in the National Council for Agricultural Education's National Program Quality Standards rubric may provide additional tools, resources and information to help AFNR education programs meet the standards and standard statements in this document.

<div align="right">**ATTACHMENT 1**</div>

Standard 1:
A standards-based curriculum in Agriculture, Food and Natural Resources Systems is delivered through an integrated model that incorporates classroom and laboratory instruction, experiential learning and student leadership and personal development.

Quality Indicators:
1. The applicable curriculum includes course names and descriptions, course objectives and competencies, course sequences, course prerequisites, and staffing assignments for all courses.

2. The Program(s) of Study (POS) establishes the course sequence offered by the AFNR program and is cross-walked and aligned to the content standards established in IDAPA 08.02.03.004.

3. The AFNR education program provides students with "value added" components to enhance their ability to be either college or career ready.

4. Instructional activities throughout the year are balanced between classroom and laboratory instruction, experiential learning , and leadership and personal development.

Standard 2:
Programs promote achievement and skill development of all students through year-round instruction using multiple methods to assess student learning that illustrates academic achievement and skill development.

Quality Indicators:
1. Course instructional outlines are documented and based upon an approved program of study.

2. Instruction reinforces written objectives and appropriate assessments aligned to relevant and rigorous academic content and the Idaho content standards.

3. The instructor uses multiple instructional strategies for varied student learning styles and incorporates real-life experiences to facilitate learning.

4. The instructional program uses a variety of current instructional materials, techniques, and community-based support.

Standard 3:
The facilities and equipment support implementation of the AFNR program and curriculum by providing all students opportunities for the development and application of knowledge and skills. (Facilities are defined as classroom, agricultural education science laboratory, computer laboratory, wood and metal shop, greenhouse, head house, land laboratory, livestock facilities, storage areas and office).

Quality Indicators:

1. Facility size, layout, storage and labs provide for effective delivery of the courses offered and student enrollment.

2. Facility is clean, organized, and maintained to provide an environment conducive to learning.

3. Facility meets existing local, state, and federal health standards including air, temperature, water, acoustics, ventilation, light and particulate control.

4. Current equipment is industry relevant and adequate for student instruction.

5. Adequate consumable supplies are provided annually to deliver instruction.

6. Current technology is available, maintained, and updated to offer high quality instruction and support experiential learning and student leadership development.

Standard 4:

Education is enhanced through active participation by all students in a year-round experiential learning program that is planned, developed and managed by the student with instruction and support by the AFNR instructor.

Quality Indicators:

1. All students have experiential learning programs based on career pathways, clusters, interests, and AFNR education curriculum standards.

2. Continuous instruction and supervision of student experiential learning programs are provided by the AFNR education instructor throughout the calendar year.

3. Students have a comprehensive experiential learning program that shows evidence of improvement.

4. Students have comprehensive experiential learning programs and keep accurate record of continuous improvement.

Standard 5:

All students participate in year-round intra-curricular AFNR education student organization programs and activities.

Quality Indicators:

1. The FFA chapter annually plans and implements a program of activities and reviews and approves Chapter Constitution and Bylaws.

2. The AFNR education program students participate in FFA programs and activities listed in the program of activities.

3. The FFA chapter conducts and/or participates in local activities and events.

4. The FFA chapter conducts or participates in district, state and national activities.

5. Students who are FFA members show evidence of continuous improvement by achieving advanced degrees based on their SAE program and FFA participation.

Standard 6:
Key stakeholders are continually engaged, consulted and invested in the AFNR education program.

Quality Indicators:
1. The AFNR education program consults with an educational advisory board, recognized by the local board of education, to plan and direct the program's curriculum, supervised agriculture experiences (SAE), and leadership development.

2. Technical Advisory Committee is comprised of School Board, Administration, Alumni, parents, local decision makers, and AFNR industry leaders from the community and its impact area.

3. Stakeholder groups (Technical Advisory Committee or Alumni and Supporters Group) collaborate often in order to maintain consistent support of the AFNR education program and promote its success.

4. Program stakeholders and supporters (e.g. Technical Advisory Committee or Alumni and Supporters group) are recognized for their support of the agricultural education program.

5. Community volunteers (FFA Alumni and Supporters group or others) are organized and involved in supporting the agricultural education program.

6. The AFNR education program provides relevant data/information to key stakeholders and other entities.

7. A recruitment and retention plan is annually implemented for prospective and current students.

8. Follow-up data is collected and maintained on all program graduates.

Standard 7:
Competent and certified applicable AFNR education instructor provides the core of the program.

Quality Indicators:

<div align="right">**ATTACHMENT 1**</div>

1. The instructor has current applicable Idaho certification and has advanced training to enhance instruction in the program.

2. The instructor provides student instruction and supervision throughout the year in classroom and laboratory, experiential learning and leadership and personal development (FFA).

3. The instructor demonstrates effectiveness in quality teaching that promotes student growth.

4. The instructor practices classroom management that maximizes time-on-task and minimizes disruptive behaviors.

5. The instructor demonstrates effectiveness involving experiential learning activities that promotes student growth.

6. The instructor demonstrates effectiveness involving leadership and personal development (FFA) activities that promotes student growth.

7. The instructor demonstrates professional growth through activities to promote knowledge of content, instructional strategies, industry practices and instructor leadership roles.

8. The instructor is an active member in local, state and national professional education associations.

ATTACHMENT 2

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: VII. DIVISION OF CAREER TECHNCIAL EDUCATION
Subsection: D. Miscellaneous Grant Program Standards and Requirements
October 2024

1. Section 33-1629, Idaho Code, establishes the Idaho Agricultural Education Quality Program Standards Incentive Grants and Agricultural Education Program Start-Up Grants. These grants shall be administered based on the provisions of Section 33-1629, Idaho Code, and IDAPA 55.01.04.

   The Idaho Agricultural Education Quality Program Standards shall be used to evaluate the quality of Agricultural, Food and Natural Resource education programs. The Idaho Agricultural Education Quality Program Standards as approved October 17, 2024, are adopted and incorporated by reference into this policy. The standards may be found on the Division of Career Technical Education website at http://cte.idaho.gov.

2. Industry Partner Fund

   Section 33-2213, Idaho Code, establishes the Industry Partner Fund. In an effort to increase the capacity of each of Idaho's six public technical colleges to work with regional industry partners to provide a "rapid response to gaps in skills and abilities," Idaho has established the Industry Partner Fund. The purpose of the fund is to provide funds that give the technical colleges the flexibility to work with Idaho employers to provide "timely access to relevant college credit and non-credit training and support projects."

   a. Industry Partner Fund Definitions:

      i. Technical College Leadership Council (TCLC) means the career technical education deans of Idaho's six public technical colleges
      ii. Wage threshold means evidence that training will lead to jobs that provide living wages appropriate to the local labor market or local standard of living.
      iii. Regional means the six defined career technical service regions pursuant to Board Policy III.Z.
      iv. Support project means supplemental items, activities, or components that may enhance program outcomes (such as job analysis, placement services, data collection and follow up, workplace readiness skills training, etc.)
      v. Regional industry partners means employers that operate in Idaho and/or serve as a talent pipeline for Idaho students and employees.
      vi. Impact potential means the extent to which the training or project will increase regional capacity to meet talent pipeline needs. May include number of students or employees affected, associated wages, and long-term regional improvement or sustainability. May also include the timeframe for implementation.

vii. Demonstrated commitment means the promissory financial commitment made by the partner employer that includes cash or in-kind contribution to the project.

b. Roles and Responsibilities

The Administrator and TCLC are jointly responsible for reviewing and administering the application process for accessing Industry Partner Fund monies.

The TCLC, in accordance with the deadlines outlined in the following section, shall conduct the preliminary review of all proposals to ensure they meet the eligibility requirements and align with legislative intent. Each institution shall have one vote on the TCLC throughout the recommendation process. Deans shall not vote on proposals from their institution. The TCLC shall make recommendations to the division administrator to approve, deny, or modify submitted proposals.

The Administrator shall review all eligible proposals and make the final determination on the award of those proposals.

The Division shall be responsible for management and distribution of all moneys associated with the fund.

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Proposals will be accepted quarterly, on a schedule set by the Division. The TCLC shall provide the Administrator with recommendations on which proposals to award within 14 calendar days of the closing date of the application period. Pursuant to language outlined in Section 33-2213, Idaho Code, the TCLC and the Administrator will notify the technical college within 30 days of submission of their proposal as to whether their proposal was approved.

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Proposals must be signed by the College Dean, Financial Vice President/Chief Fiscal Officer, Provost/Vice President for Instruction, and institution President.

Proposals must outline how the institution and industry partner(s) are unable to meet industry need with existing resources.

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Each proposal will be reviewed and evaluated according to the following criteria:
  i. The extent to which the proposal meets regional demand
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 iii. Wage thresholds – low wage program starts should be accompanied with appropriate justification including regional economic demand.
 iv. Impact potential
 v. Degree of employer commitment
 vi. The extent to which the proposal aligns with and/or supports career technical education programs and relevant workforce training
 vii. the anticipated administrative costs
 viii. any special populations that may benefit from the proposed education or training
 ix. sustainability of the program

Preference will be given to proposals that include:
 i. Multiple employers
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Each college may submit more than one proposal per quarter. In the event a qualified proposal isn't selected in the quarter in which it was submitted, the proposal may be resubmitted the following quarter. Resubmission of an eligible proposal is not a guarantee of future awards.

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Funds may not be used for:

i. Real property
ii. indirect costs
iii. the cost of transcribing credits
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v. materials and equipment normally owned by a student or employee for use in the program or training

c. Performance Measures and Reporting Requirements

In accordance with the approved proposal, colleges shall provide a quarterly update and closeout report on elements such as:

i. Number of affected workers
ii. Number of enrolled or participating students
iii. Placement rate of training completers
iv. Average wages and any wage differential
v. Industry match
vi. If practicable, Idaho public college credits, certificates, certifications, qualifications or micro certifications of value toward postsecondary certificates or degrees.
vii. Funds obligated and expended. Any funds not obligated within 18 months of the initial award shall revert back to the fund.

IDAHO DIVISION OF CAREER TECHNICAL EDUCATION (DIVISION)

SUBJECT
Boise State University – Educator Preparation Program – Cybersecurity CTE

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies and Procedures, Section VII.C.
Section 33-2203, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02.015 Idaho Educator Credential

BACKGROUND/DISCUSSION
Pursuant to Section 33-2203, Idaho Code, the State Board for Career Technical Education is responsible for providing "for the preparation of teachers. . ." of career technical subjects and to . . ."prescribe qualification for teachers, directors and supervisors for such subjects, and to have full authority to provide for the certification. . ." and ". . . to establish and determine by general rule the qualifications to be possessed by persons engaged in the training of career technical teachers". Currently, there are two approved degree-based career technical educator preparation programs provided through Idaho State University and the University of Idaho. Boise State University is requesting approval to extend their Board approved educator preparation program to career technical cybersecurity teachers for the purpose of Idaho instructional staff certification.

A CTE-focused team facilitated by the Division reviewed Boise State University's educator preparation program proposal. After review of all elements of the program submission, the Division is recommending approval of the Cybersecurity CTE educator preparation program at Boise State University.

IMPACT
Approval of this program will provide an additional option for educators who wish to go through a degree-based program for CTE teacher certification in cybersecurity. Approval of the CTE foundational coursework embedded in this educator preparation program request may lead to Boise State University seeking to offer additional CTE-focused educator preparation programs in the future.

ATTACHMENTS
Attachment 1 – Boise State University - CTE Educator Preparation Program Application
Attachment 2 – Boise State University – Evidence Items to Support Application – CTE Educator Preparation Program

BOARD STAFF COMMENTS AND RECOMMENDATIONS
The PPGA Committee discussed the need for this endorsement program and the likelihood of future requests from BSU for CTE programs. The committee also discussed the current approval process for educator preparation programs.

Board staff recommends approval of the request as presented.

BOARD ACTION

I move to adopt the recommendation by the Division of Career Technical Education to approve Boise State University's proposed Cybersecurity CTE educator preparation program for the purpose of career technical instructional staff certification as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

<div align="right">**ATTACHMENT 1**</div>

NEW CAREER TECHNICAL EDUCATION
EDUCATOR PREPARATION PROGRAM
PROGRAM GUIDE and APPLICATION

INTRODUCTION

This document describes the process by which Idaho State Board for Career Technical Education Approved Career Technical Education (CTE) Educator Preparation Programs (CTE EPP) seek approval for a new endorsement program leading to certification. The Idaho Division of Career Technical Education (IDCTE) 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. Educator Preparation Programs seeking a new degree or certificate program will complete the Postsecondary Program approval process in addition to the new program approval process for programs leading to educator certification.

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 33-2203: The board shall have full power to formulate plans for the promotion of career technical education in such subjects as are an essential and integral part of the public school system of the state of Idaho, and to provide for the preparation of teachers of such subjects…to prescribe qualifications for teachers, directors and supervisors for such subjects, and to have full authority to provide for the certification of such teachers, directors and supervisors, subject to the laws and rules governing the state board of education; to cooperate in the maintenance of classes supported and controlled by the public for the preparation of teachers, directors and supervisors of such subjects, or to maintain such classes under its own direction and control; and to establish and determine by general rule the qualifications to be possessed by persons engaged in the training of career technical teachers.

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

IDAPA 08.02.02.015.04: Approved Educator Preparation Programs shall prepare career technical education candidates for Degree Based Career Technical Certificate requirements.

State Board Policy VII.C: Identifies the endorsement and endorsement requirements that attach to Degree Based Career Technical Certificates.

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 CTE Educator Preparation Provider will use the New CTE Program Application to request approval of the new program.

New Secondary CTE Program

Use New Program Application
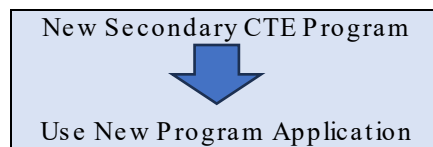
The new program application includes the following:
- New Program Design
- Explanation how the New Program will meet the provider standards and components
- Clinical Experience Design

Upon completion, the new program application and all applicable supporting documentation is submitted to IDCTE – Educator Certification Director, 650 W State St Ste 324, Boise, Idaho 83702 | certification@cte.idaho.gov.

Step 2: Review and Feedback

After receiving a completed new program application, IDCTE will assemble and facilitate a team to include one member of the Professional Standards Commission and members from at least two of the following groups:
- Approved Idaho Educator Preparation Program staff
- Idaho Department of Education certification staff
- Idaho Division of Career Technical Education staff
- Idaho experts from the field who have experience with Educator Preparation Program reviews
- Idaho local practicing K-12 educators
- Idaho local practicing K-12 administrators

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 IDCTE for review as described in Step 1.

Incomplete new program applications received by IDCTE will be returned to the Educator Preparation Program 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 for Career Technical Education (State Board) at their next regularly scheduled meeting. The State Board will either recommend the new program application to be approved or not approved. Upon State Board approval or non-approval of the new program application, IDCTE 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 Program 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. Approved new programs will be reviewed at the same time as the Educator Preparation Programs state review that typically occurs on a seven-year cycle.

ATTACHMENT 1
New Program Application – Secondary CTE Program

<table>
<tr>
<td colspan="5"><u>New Program Application for Idaho State Board-Approved Educator Preparation Programs</u></td>
</tr>
<tr>
<td>Name of Educator Preparation Provider</td>
<td>Boise State University</td>
<td>Date of Submission</td>
<td colspan="2">April 15, 2024</td>
</tr>
<tr>
<td>New Program Name (as applicable)</td>
<td>Cybersecurity CTE</td>
<td>Certification/Endorsement</td>
<td colspan="2">Degree-based certification</td>
</tr>
<tr>
<td colspan="5">STANDARD ONE: PROFESSIONAL, CONTENT, AND PEDAGOGICAL KNOWLEDGE
Educator Preparation Programs 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.</td>
</tr>
</table>

1.1 CONTENT KNOWLEDGE AND PEDAGOGY
Educator Preparation Programs 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. (i.e. - 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	For all standards and evidence items, see: Cybersecurity CTE, evidence items for IDCTE new teacher prep program approval	
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		

Component	Evidence	Narrative
● Standard 7: Planning for Instruction		
Idaho Teaching Standards Instructional Practice ● Standard 8: Instructional Strategies		

1.2 PROFESSIONAL KNOWLEDGE

Educator Preparation Programs 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. (i.e. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)	
	Evidence Item (Link Syllabus only as a PDF)	Narrative/Rationale for Meeting Standard
Idaho Teaching Standards Professional Responsibility: ● Standard 9: Professional Learning and Ethical Practice		
Idaho Teaching Standards Professional Responsibility ● Standard 10: Leadership and Collaboration		

1.3 IDAHO EDUCATIONAL EXPECTATIONS

Educator Preparation Programs 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. (i.e. - 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: ● Standard 11: American Indian Tribes in Idaho		
Idaho Teaching Standards State Specific Standards: ● Standard 12: Code of Ethics for Idaho Professional Educators		
Idaho Teaching Standards State Specific Standards: ● Standard 13: Digital Technology and Online Learning		
Idaho Comprehensive Literacy Standards ● 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 VII.C *Show how your sequence of courses/modules/evidence of student learning meet the requirements in policy and rule.		

STANDARD TWO: CLINICAL EXPERIENCE
Educator Preparation Programs ensure diverse high-quality clinical experiences to develop knowledge, skills, and professional dispositions in candidates and educators.

ATTACHMENT 1

2.1 CLINICAL PRACTICE		
Educator Preparation Programs 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. (i.e. - 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	*Shery Dism* Dr. Sherry Dismuke Assistant Dean for Teacher Education	Date 5/7/2024	
Signature of the College of Education Dean or Educator Preparation Provider Head Official	*James W Satterfield, Jr* Dr. James Satterfield, Jr. College of Education Dean	Date 5/7/2024	

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 IDCTE – Educator Certification Director, 650 W State St Ste 324, Boise, Idaho 83702 | certification@cte.idaho.gov.

B

BOISE STATE UNIVERSITY

Important note about course prefixes and course assignments (April 2024):

During the 2023-2024 academic year, the College of Education completed the final year of restructuring planning. The College restructured from five departments to two. This planned restructuring will affect all course prefixes as the departments they are currently connected to will no longer exist. For example, "ED-LLC" and "ED-ESP" courses will eventually reflect the new department and program areas they are housed in (which are still being finalized).

Note about evidence items: This is a brand new program. All courses and assignments are in development. **The CTE courses listed in this document will be developed from Summer 2024-Spring 2025**. CTE syllabi and specific assignments will eventually be linked as evidence items during future state accreditation reviews.
The Cybersecurity courses and evidence items linked in content Standards 4 and 5 have already been developed as part of the existing Cyberoperations BA and BAS programs.

Idaho Core Teaching Standards	Evidence Item Cybersecurity CTE teacher preparation program courses	Narrative/Rationale for Meeting Standard
Standard 1: Learner Development. The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	EDU 301/501 Foundations of CTE This course familiarizes the student with various aspects of career and technical education (CTE): history, legislation, state & federal funding, philosophy, and organization of career and technical education. It examines career guidance concepts, job-seeking skills, and information sources, and develops strategies to implement individual student planning, goal-setting, decision-making, social skills, and transition to career or post-secondary planning in CTE. EDU 401/511 Career and Technical Student Organizations Leadership and Advising This course emphasizes the development, operation, and evaluation of Career and Technical	EDU 301/501 course content includes emphases on the individual student and planning for those student's specific career and post-secondary planning goals. EDU 401/511 emphasis on CTSO operations and supervision feature learner development across programs, chapters, conferences, etc. ED-LLC 442, ED-LLC 544 and ED-ESP 550 prepare teacher candidates to work with individual students learning differences especially in the areas of dyslexia and exceptionalities.

Idaho Core Teaching Standards	Evidence Item **Cybersecurity CTE teacher preparation program courses**	Narrative/Rationale for Meeting Standard
	Student Organizations (CTSO). Students participate in post-secondary CTSO competitive events programs, supervision of a secondary regional chapter and/or a state secondary CTSO conference. Focus on CTSO recruitment and retention, management practices for Supervised Occupational Experiences including record keeping and student reports, presentation skills, content specific technical skills, key programming issues, and implications of state and federal CTSO standards. ED-LLC 442 Integrated Disciplinary Literacy in the Social Sciences (undergraduate) Knowledge, strategies, and tools for integrating comprehension, vocabulary and written text through elementary social studies curricula, philosophies, and methodologies. Prepares pre-service teachers for Standard 2 of the Idaho Comprehensive Literacy Assessment. Focus is on cross disciplinary literacy skills within the ten strands of social studies to develop an integrated unit emphasizing critical thinking, values in a democratic and pluralistic society, and global issues. ED-LLC 544 Content and Literacy for Secondary Students (graduate) Emphasis on using instructional materials in the various content subjects and developing instructional skills to meet the reading, writing, and studying needs of all learners in today's diverse society. Students will examine professional literature on best teaching practices.	

Idaho Core Teaching Standards	Evidence Item Cybersecurity CTE teacher preparation program courses	Narrative/Rationale for Meeting Standard
	ED-ESP 550 Teaching Students with Exceptional Needs at the Secondary Level Education of students with exceptional needs at the secondary level. Characteristics of students with disabilities, relevant legislation, assessment techniques, curricular adaptations and accommodations, and collaboration.	
Standard 2: Learning Differences. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	ED-LLC 442 Integrated Disciplinary Literacy in the Social Sciences (undergraduate) Knowledge, strategies, and tools for integrating comprehension, vocabulary and written text through elementary social studies curricula, philosophies, and methodologies. Prepares pre-service teachers for Standard 2 of the Idaho Comprehensive Literacy Assessment. Focus is on cross disciplinary literacy skills within the ten strands of social studies to develop an integrated unit emphasizing critical thinking, values in a democratic and pluralistic society, and global issues. ED-LLC 544 Content and Literacy for Secondary Students (graduate) Emphasis on using instructional materials in the various content subjects and developing instructional skills to meet the reading, writing, and studying needs of all learners in today's diverse society. Students will examine professional literature on best teaching practices. ED-ESP 550 Teaching Students with Exceptional Needs at the Secondary Level	ED-LLC 442, ED-LLC 544 and ED-ESP 550 prepare teacher candidates to work across individual student learning to ensure inclusive learning environments. EDU 404/514 provides integrated coverage of differentiated instruction to reach all students including diverse learners (like English learners, gifted and talented, and students in special education). EDU 460/560 and EDU 461/561 provides teacher candidates with opportunities to prepare and deliver instruction for all students which requires an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments (FFT domains 1 and 3).

Idaho Core Teaching Standards	Evidence Item **Cybersecurity CTE teacher preparation program courses**	Narrative/Rationale for Meeting Standard
	Education of students with exceptional needs at the secondary level. Characteristics of students with disabilities, relevant legislation, assessment techniques, curricular adaptations and accommodations, and collaboration. EDU 404/514 Career Technical Education Course Construction and Analysis This course includes development of CTE instructional materials based on state standards and performance objectives, and the design and use of formative and summative assessments. The course will provide integrated coverage of differentiated instruction to reach all students including diverse learners (like English learners, gifted and talented, and students in special education) along with classroom management. State and national CTE learning standards will be used for lesson design and assessment. EDU 460/560 CTE Professional Year I Classroom placement focusing on activities related to planning and preparation of curriculum and instruction, and professional responsibilities. Students complete a minimum of 250 hours in the CTE classroom, lab, work/career experience, CTSO, and apply knowledge and skills from all professional education coursework. EDU 461/561 CTE Professional Year II Supervised teaching experience in a partnership school, including activities related to planning and preparation, classroom environments, curriculum	

Idaho Core Teaching Standards	Evidence Item Cybersecurity CTE teacher preparation program courses	Narrative/Rationale for Meeting Standard
	and instruction, and professional responsibilities. Students will complete a full-time CTE teaching experience consistent with the calendar of the assigned partnership school and including specific experiences in their middle level endorsement area under the supervision of university faculty.	
Standard 3: Learning Environments. The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	EDU 302/502 Career Technical Education Facility and Resource Management This course emphasizes organization, safety, and management of career and technical education teaching facilities. An in-depth study of laboratory requirements and total facility planning along with state reporting, financial management and budgets to equip facilities. EDU 512 Policies and Procedures for the CTE classroom This course emphasizes the diverse aspects of CTE, and policies and procedures associated with CTE classroom administration. Topics include CTE ethics, licensing of projects developed and created in the CTE classroom, how to manage a 501C3, how to plan travel with CTSOs, grant writing, and other unique policies affecting CTE educators. EDU 404/514 Career Technical Education Course Construction and Analysis This course includes development of CTE instructional materials based on state standards and performance objectives, and the design and use of formative and summative assessments. The course will provide integrated coverage of differentiated	EDU 302/502 is specifically focused on the organization, safety, and management of career and technical education teaching facilities which will support individual and collaborative learning, encourage positive social interaction, and active engagement in learning. EDU 512 establishes policies and procedures associated with CTE classroom administration that will support learning environments. EDU 404/514 provides teacher candidates with integrated coverage of differentiated instruction to reach all students including diverse learners (like English learners, gifted and talented, and students in special education) along with classroom management. EDU 460/560 and EDU 461/561 provides teacher candidates with opportunities to create learning environments for all types of

Idaho Core Teaching Standards	Evidence Item **Cybersecurity CTE teacher preparation program courses**	Narrative/Rationale for Meeting Standard
	instruction to reach all students including diverse learners (like English learners, gifted and talented, and students in special education) along with classroom management. State and national CTE learning standards will be used for lesson design and assessment. EDU 460/560 CTE Professional Year I Classroom placement focusing on activities related to planning and preparation of curriculum and instruction, and professional responsibilities. Students complete a minimum of 250 hours in the CTE classroom, lab, work/career experience, CTSO, and apply knowledge and skills from all professional education coursework. EDU 461/561 CTE Professional Year II Supervised teaching experience in a partnership school, including activities related to planning and preparation, classroom environments, curriculum and instruction, and professional responsibilities. Students will complete a full-time CTE teaching experience consistent with the calendar of the assigned partnership school and including specific experiences in their middle level endorsement area under the supervision of university faculty.	students (FFT domains 1 and 2).
Standard 4: Content Knowledge. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and	20 credits brought in from the content specific bachelor's degree (examples in the next column like CPS 301, 411 and 412) per the degree-based endorsement language AND	Selected example courses from the content specific bachelor's degree are listed below as evidence, and the overall curriculum emphasizes the content knowledge in various courses. More information about course content and

Idaho Core Teaching Standards	Evidence Item Cybersecurity CTE teacher preparation program courses	Narrative/Rationale for Meeting Standard
creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	EDU 401/511 Career and Technical Student Organizations Leadership and Advising This course emphasizes the development, operation, and evaluation of Career and Technical Student Organizations (CTSO). Students participate in post-secondary CTSO competitive events programs, supervision of a secondary regional chapter and/or a state secondary CTSO conference. Focus on CTSO recruitment and retention, management practices for Supervised Occupational Experiences including record keeping and student reports, presentation skills, content specific technical skills, key programming issues, and implications of state and federal CTSO standards.	assignments can be found here. -CPS 301 Info Assurance & Critical Thinking introduces the area of study and -CPS 411 Essentials IT Network Practit and CPS 412 Essentials for IT Cybersecurity are learning content with labs that can lead to industry certifications. EDU 401/511 emphasizes the development, operation, and evaluation of CTSOs which provides students with opportunities to practically apply content knowledge.
Standard 5: Application of Content. The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	20 credits brought in from the content specific bachelor's degree (examples in the next column like CPS 301, 411 and 412) per the degree-based endorsement language AND EDU 401/511 Career and Technical Student Organizations Leadership and Advising This course emphasizes the development, operation, and evaluation of Career and Technical Student Organizations (CTSO). Students participate in post-secondary CTSO competitive events programs, supervision of a secondary regional chapter and/or a state secondary CTSO conference. Focus on CTSO recruitment and retention, management practices for Supervised Occupational Experiences including	Selected example courses from the content specific bachelor's degree are listed below as evidence, and the overall curriculum emphasizes the content knowledge in various courses. More information about course content and assignments can be found here. -CPS 301 Info Assurance & Critical Thinking introduces the area of study and -CPS 411 Essentials IT Network Practit and CPS 412 Essentials for IT Cybersecurity are learning content with labs that can lead to industry certifications.

Idaho Core Teaching Standards	Evidence Item Cybersecurity CTE teacher preparation program courses	Narrative/Rationale for Meeting Standard
	record keeping and student reports, presentation skills, content specific technical skills, key programming issues, and implications of state and federal CTSO standards. EDU 403/513 Career Technical Education Methods of Instruction This course develops instructional skills relevant to CTE classrooms and laboratory management; understanding and application of learning theories, classroom instruction, engaging laboratory activities, human relations, classroom management, program building, student recruitment and retention, and leadership skills.	EDU 403/513 emphasizes the development, operation, and evaluation of CTSOs which provides students with opportunities to practically apply content knowledge for authentic and real world settings.
Standard 6: Assessment. The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	EDU 403/513 Career Technical Education Methods of Instruction This course develops instructional skills relevant to CTE classrooms and laboratory management; understanding and application of learning theories, classroom instruction, engaging laboratory activities, human relations, classroom management, program building, student recruitment and retention, and leadership skills. EDU 404/514 Career Technical Education Course Construction and Analysis This course includes development of CTE instructional materials based on state standards and performance objectives, and the design and use of formative and summative assessments. The course will provide integrated coverage of differentiated instruction to reach all students including diverse learners (like English	EDU 403/513 provides teacher candidates with CTE specific methods of instruction to engage learners. EDU 404/514 provides teacher candidates with opportunities to design and use formative and summative assessments specific to their CTE content areas and classrooms. ED-ESP 550 provides teacher candidates with assessment techniques for students with exceptionalities.

Idaho Core Teaching Standards	Evidence Item Cybersecurity CTE teacher preparation program courses	Narrative/Rationale for Meeting Standard
	learners, gifted and talented, and students in special education) along with classroom management. State and national CTE learning standards will be used for lesson design and assessment. ED-ESP 550 - Teaching Students with Exceptional Needs at the Secondary Level Education of students with exceptional needs at the secondary level. Characteristics of students with disabilities, relevant legislation, assessment techniques, curricular adaptations and accommodations, and collaboration.	
Standard 7: Planning for Instruction. The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	EDU 403/513 Career Technical Education Methods of Instruction This course develops instructional skills relevant to CTE classrooms and laboratory management; understanding and application of learning theories, classroom instruction, engaging laboratory activities, human relations, classroom management, program building, student recruitment and retention, and leadership skills. EDU 512 Policies and Procedures for the CTE classroom This course emphasizes the diverse aspects of CTE, and policies and procedures associated with CTE classroom administration. Topics include CTE ethics, licensing of projects developed and created in the CTE classroom, how to manage a 501C3, how to plan travel with CTSOs, grant writing, and other unique policies affecting CTE educators.	EDU 403/513 prepares teacher candidates with specific instructional methods for CTE classrooms. EDU 512 provides teacher candidates with policies and procedures associated with CTE classroom administration.

Idaho Core Teaching Standards	Evidence Item Cybersecurity CTE teacher preparation program courses	Narrative/Rationale for Meeting Standard
Standard 8: Instructional Strategies. The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	EDU 403/513 Career Technical Education Methods of Instruction This course develops instructional skills relevant to CTE classrooms and laboratory management; understanding and application of learning theories, classroom instruction, engaging laboratory activities, human relations, classroom management, program building, student recruitment and retention, and leadership skills. EDU 404/514 Career Technical Education Course Construction and Analysis This course includes development of CTE instructional materials based on state standards and performance objectives, and the design and use of formative and summative assessments. The course will provide integrated coverage of differentiated instruction to reach all students including diverse learners (like English learners, gifted and talented, and students in special education) along with classroom management. State and national CTE learning standards will be used for lesson design and assessment.	EDU 403/513 develops instructional skills relevant to CTE classrooms and laboratory management to help students develop deep understanding of content areas and their connections. EDU 404/514 prepares teacher candidates with integrated coverage of differentiated instruction to support all learners.
Standard 9: Professional Learning and Ethical Practice. The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate	EDU 401/511 Career and Technical Student Organizations Leadership and Advising This course emphasizes the development, operation, and evaluation of Career and Technical Student Organizations (CTSO). Students participate in post-secondary CTSO competitive events programs, supervision of a secondary regional	EDU 401/511 provides teacher candidates with the training and support needed to engage in ongoing professional learning outside of the classroom, especially in the activities related to CTSO and content specific activities.

ATTACHMENT 2

Idaho Core Teaching Standards	Evidence Item Cybersecurity CTE teacher preparation program courses	Narrative/Rationale for Meeting Standard
his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	chapter and/or a state secondary CTSO conference. Focus on CTSO recruitment and retention, management practices for Supervised Occupational Experiences including record keeping and student reports, presentation skills, content specific technical skills, key programming issues, and implications of state and federal CTSO standards. EDU 460/560 CTE Professional Year I Classroom placement focusing on activities related to planning and preparation of curriculum and instruction, and professional responsibilities. Students complete a minimum of 250 hours in the CTE classroom, lab, work/career experience, CTSO, and apply knowledge and skills from all professional education coursework. EDU 461/561 CTE Professional Year II Supervised teaching experience in a partnership school, including activities related to planning and preparation, classroom environments, curriculum and instruction, and professional responsibilities. Students will complete a full-time CTE teaching experience consistent with the calendar of the assigned partnership school and including specific experiences in their middle level endorsement area under the supervision of university faculty.	EDU 460/560 and EDU 461/561 provides teacher candidates with clinical field experience in the CTE classroom while being supported with Danielson-trained and certified faculty (university "liaisons") and a K-12 mentor teacher. These supported clinical experiences allow candidates to have ongoing professional learning and to continually evaluate their practice, particularly the effects of their choices and actions on others (Danielson Framework for Teaching, domains 1 and 4).
Standard 10: Leadership and Collaboration. The teacher candidate seeks appropriate leadership roles and opportunities to take	EDU 401/511 Career and Technical Student Organizations Leadership and Advising This course emphasizes the development, operation, and evaluation of Career and Technical Student Organizations (CTSO).	EDU 401/511 focuses on management practices for CTSOs and Supervised Occupational Experiences including record keeping and student reports, presentation skills, content specific

Idaho Core Teaching Standards	Evidence Item Cybersecurity CTE teacher preparation program courses	Narrative/Rationale for Meeting Standard
responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	Students participate in post-secondary CTSO competitive events programs, supervision of a secondary regional chapter and/or a state secondary CTSO conference. Focus on CTSO recruitment and retention, management practices for Supervised Occupational Experiences including record keeping and student reports, presentation skills, content specific technical skills, key programming issues, and implications of state and federal CTSO standards. EDU 460/560 CTE Professional Year I Classroom placement focusing on activities related to planning and preparation of curriculum and instruction, and professional responsibilities. Students complete a minimum of 250 hours in the CTE classroom, lab, work/career experience, CTSO, and apply knowledge and skills from all professional education coursework. EDU 461/561 CTE Professional Year II Supervised teaching experience in a partnership school, including activities related to planning and preparation, classroom environments, curriculum and instruction, and professional responsibilities. Students will complete a full-time CTE teaching experience consistent with the calendar of the assigned partnership school and including specific experiences in their middle level endorsement area under the supervision of university faculty.	technical skills, key programming issues, and implications of state and federal CTSO standards.This focus provides teachers candidates to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. EDU 460/560 and EDU 461/561 provides teacher candidates with clinical field experience in the CTE classroom while being supported with Danielson-trained and certified faculty (university "liaisons") and a K-12 mentor teacher. These supported clinical experiences allow candidates to have ongoing professional learning and to continually evaluate their practice, particularly the effects of their choices and actions on others (Danielson Framework for Teaching, domains 1 and 4).
Standard 11: American Indian Tribes in Idaho*. The teacher	EDU 403/513 Career Technical Education Methods of Instruction This course develops instructional skills relevant to CTE classrooms and	In alignment with the other educator preparation programs in the college, the instructional methods courses

Idaho Core Teaching Standards	Evidence Item Cybersecurity CTE teacher preparation program courses	Narrative/Rationale for Meeting Standard
candidate should be able to distinguish between each of the federally recognized tribes with respect to the retention of their ancestral lands in Idaho: Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Nez Perce Tribe, Shoshone-Bannock Tribes, and the Shoshone-Paiute Tribes. Teacher candidates build capacity in learners to utilize the assets that each learner brings to the learning community based on their backgrounds and experiences. *The federal, state, local, and tribal governments of Idaho recognize the unique inherent self-determination of each tribe. The self-determination of each tribe recognizes Indigenous peoples as peoples, rather than populations or national minorities. The tribes are separate and distinct from each other.	laboratory management; understanding and application of learning theories, classroom instruction, engaging laboratory activities, human relations, classroom management, program building, student recruitment and retention, and leadership skills. EDU 460/560 CTE Professional Year I Classroom placement focusing on activities related to planning and preparation of curriculum and instruction, and professional responsibilities. Students complete a minimum of 250 hours in the CTE classroom, lab, work/career experience, CTSO, and apply knowledge and skills from all professional education coursework. EDU 461/561 CTE Professional Year II Supervised teaching experience in a partnership school, including activities related to planning and preparation, classroom environments, curriculum and instruction, and professional responsibilities. Students will complete a full-time CTE teaching experience consistent with the calendar of the assigned partnership school and including specific experiences in their middle level endorsement area under the supervision of university faculty.	is one of the areas candidates receive information about Idaho's tribes. EDU 403/513 will include information about Idaho's tribes as part of the instructional methods curriculum. Additionally, during the professional year (intern and student teaching semesters), teacher candidates are required to attend a series of full-day, monthly seminars. Standard 11 is covered as part of the seminar curriculum, and specifically addresses Idaho's tribal designations. EDU 460/560 and EDU 461/561 will support this learning during the teacher candidate's clinical experience.

Idaho Core Teaching Standards	Evidence Item Cybersecurity CTE teacher preparation program courses	Narrative/Rationale for Meeting Standard
Standard 12: Code of Ethics for Idaho Professional Educators. The teacher candidate understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.	EDU 302/502 Career Technical Education Facility and Resource Management This course emphasizes organization, safety, and management of career and technical education teaching facilities. An in-depth study of laboratory requirements and total facility planning along with state reporting, financial management and budgets to equip facilities.	EDU 302/502 includes the Code of Ethics for Idaho Professional Educators as part of the in-depth study of requirements and planning for CTE classrooms. Additionally, the Idaho Department of Education is developing a module on ethics that will also be included in the course.
Standard 13: Digital Technology and Online Learning. The teacher candidate knows how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning.	EDU 403/513 Career Technical Education Methods of Instruction This course develops instructional skills relevant to CTE classrooms and laboratory management; understanding and application of learning theories, classroom instruction, engaging laboratory activities, human relations, classroom management, program building, student recruitment and retention, and leadership skills. EDU 404/514 Career Technical Education Course Construction and Analysis This course includes development of CTE instructional materials based on state standards and performance objectives, and the design and use of formative and summative assessments. The course will provide integrated coverage of differentiated instruction to reach all students including diverse learners (like English learners, gifted and talented, and students in special education) along with classroom management. State and national CTE learning standards will be used for lesson design and assessment.	As part of its curriculum on instructional methods, EDU 403/513 will also include information on how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning. EDU 404/514 provides teacher candidates with integrated coverage of differentiated instruction to reach all students including diverse learners.

Idaho Core Teaching Standards	Evidence Item Cybersecurity CTE teacher preparation program courses	Narrative/Rationale for Meeting Standard
Idaho Comprehensive Literacy Standards 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	ED-LLC 442 Integrated Disciplinary Literacy in the Social Sciences (undergraduate) Knowledge, strategies, and tools for integrating comprehension, vocabulary and written text through elementary social studies curricula, philosophies, and methodologies. Prepares pre-service teachers for Standard 2 of the Idaho Comprehensive Literacy Assessment. Focus is on cross disciplinary literacy skills within the ten strands of social studies to develop an integrated unit emphasizing critical thinking, values in a democratic and pluralistic society, and global issues. ED-LLC 544 Content and Literacy for Secondary Students (graduate) Emphasis on using instructional materials in the various content subjects and developing instructional skills to meet the reading, writing, and studying needs of all learners in today's diverse society. Students will examine professional literature on best teaching practices.	ED-LLC 442 and ED-LLC 544 are the undergraduate and graduate versions of the secondary content literacy course. This curriculum prepares pre-service teachers for Standard 2 of the Idaho Comprehensive Literacy Assessment.
Certificate and Endorsement Requirements* (IDAPA 08.02.02 & State Board Policy VII.C *Show how your sequence of courses/modules/evidence of student learning meet the requirements in policy and rule.	See: Evidence provided for standards 1 - 13, Idaho Comprehensive Literacy Standards and clinical experience.	

ATTACHMENT 2

Idaho Core Teaching Standards	Evidence Item Cybersecurity CTE teacher preparation program courses	Narrative/Rationale for Meeting Standard
Clinical preparation depth, breadth, coherence, and duration Comprehensive clinical experience	EDU 460/560 CTE Professional Year I Classroom placement focusing on activities related to planning and preparation of curriculum and instruction, and professional responsibilities. Students complete a minimum of 250 hours in the CTE classroom, lab, work/career experience, CTSO, and apply knowledge and skills from all professional education coursework. EDU 461/561 CTE Professional Year II Supervised teaching experience in a partnership school, including activities related to planning and preparation, classroom environments, curriculum and instruction, and professional responsibilities. Students will complete a full-time CTE teaching experience consistent with the calendar of the assigned partnership school and including specific experiences in their middle level endorsement area under the supervision of university faculty.	Both EDU 460/560 and EDU 461/561 provide teacher candidates with clinical experience supported by a university liaison and mentor teacher.

IDAHO STEM ACTION CENTER

SUBJECT
Request for Approval of Application Requirements for STEM School Designation

REFERENCE

April 2018	Board approved an initial set of 11 STEM School Designation standards
December 2018	Board received an update from the STEM Action Center on the process for identifying schools for STEM School Designation and a general update on the activities of the STEM Action Center.
January 2019	Board designated the first four Idaho STEM Schools: Barbara Morgan STEM Academy, Galileo STEM Academy, Temple View Elementary, and Bingham Academy.
February 2020	Board approved North Idaho STEM Charter Academy and Southside Elementary as Designated STEM Schools.
August 2020	Board approved updated list of 16 STEM School Designation standards.
February 2022	Board approved Basin Elementary as a Designated STEM School
February 2023	Board approved 5 additional Designated STEM Schools: Project Impact STEM Academy, Columbia HS, Ernest Hemmingway STEAM School, JR Simplot Elementary, and Fernan STEM Academy
December 2023	Board approves a revised, Idaho-developed set of Idaho Standards for STEM School Designation.

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-4701, Idaho Code

BACKGROUND/DISCUSSION
Section 33-4701, Idaho Code, was enacted by the Legislature in 2017, establishing a STEM school designation that may be earned by schools and programs that meet specific standards approved by the State Board of Education (Board).

Pursuant to Section 33-4701, Idaho Code, the Board is charged with awarding STEM school and STEM program designations annually to those public schools and public school programs that meet the standards established by the Board in collaboration with the STEM Action Center (STEM AC).

At the December 2023 Regular Board meeting, the Board approved a revised set of 9 Idaho Standards for STEM School Designation which had been developed in cooperation with a STEM AC working group comprised of Idaho STEM School

administrators and select STEM education experts. These Idaho-centric standards ensure for greater alignment with the expectations called out in statute than had existed under prior frameworks.

Since the passage of those revised standards, STEM AC staff have continued to collaborate with the working group and various stakeholders to develop an aligned, Idaho-specific application and review process. An overview of the associated application requirements and the required membership for the designation review team—which includes appropriate personnel from the Idaho Department of Education and the Idaho Division of Career Technical Education—can be found in Attachment 1.

Pursuant to Section 33-4701, Idaho Code, it is not only the standards for STEM School Designation which must be approved by the Board, but also the application requirements themselves. Prior to this request, no specific application requirements for this process had been approved by the Board. Thus, the STEM AC requests that the Board approve the proposed application requirements so that it may resume carrying out its statutory obligation to review Idaho schools for STEM designation.

IMPACT
If the Board approves the Application Requirements for STEM School Designation, the STEM Action Center will begin implementing a new review process that aligns with those requirements and includes the appropriate membership from agencies under Board governance.

If the Board does not approve the proposed application requirements, there will be no Board approved process by which Idaho schools may seek STEM designation under the recently approved standards.

ATTACHMENTS
Attachment 1 - Proposed Application Requirements

BOARD STAFF COMMENTS AND RECOMMENDATIONS
The STEM Action Center's advisory board approved the application requirements as presented in Attachment 1 on 9/24/2025. As the PPGA Committee met on 9/25, there was not sufficient time for the committee to thoroughly review the materials before its committee meeting. However, the committee did discuss the statutory requirement for a Board approved application process, and the generally anticipated contents of the proposed application process.

Board staff has reviewed the application requirements and finds them non-controversial; therefore, Board staff recommends approval as presented in Attachment 1.

BOARD ACTION

I move to approve the application requirements for Idaho STEM School Designation as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho STEM School Designation
Application Requirements

This document outlines the high-level application requirements for an eligible public school or public school program (STEM program) seeking to be awarded an Idaho STEM School Designation by the Idaho State Board of Education pursuant to Section 33-4701, Idaho Code. In compliance with this framework, Idaho STEM Action Center will develop internal policies, procedures, and processes for reviewing such applications and recommending STEM programs annually to the Idaho State Board of Education for formal designation.

I. Annual Application Cycle

1. **INTENT NOTIFICATION**

   Deadline: On or Before May 31st of School Year PRIOR to the Review School Year

   - STEM programs hoping to become designated or renew their designation will notify Idaho STEM Action Center by May 31 of the school/fiscal year <u>prior</u> to the year they hope to be reviewed/approved in (their review school year).

2. **PORTFOLIO BUILDING & STEM PROGRAM SELF-ASSESSMENT**

   Targeted Timeframe: Summer/Fall of Review School Year

   - Idaho STEM Action Center will provide the STEM program seeking designation access to an online platform to upload their application materials (as outlined in Section III of this document).
   - These application materials will constitute a "review portfolio" by which Idaho STEM Action Center will assess the STEM program's success in implementing the State Board-approved Idaho Standards for STEM School Designation.
   - As the STEM Program builds its review portfolio, it will perform a self-assessment of the portfolio utilizing the review criteria developed and published by the Idaho STEM Action Center. This self-assessment will be submitted to the Idaho STEM Action Center as part of the application process.

3. **PORTFOLIO READINESS CHECK**

   Targeted Timeframe: End of Fall/Early Winter of Review School Year

   - Idaho STEM Action Center will do perform a high-level check of the STEM program's review portfolio and self-assessment to ensure it is complete and appears sufficiently developed to warrant formal review.
   - If ready, a review team will be assembled (as outlined in Section II of this document) and an on-site visit will be scheduled with the STEM Program.
   - If the portfolio is deemed incomplete or obviously not-ready, formative feedback will be issued by the Idaho STEM Action Center. The STEM program will need to delay review until feedback can be implemented and/or necessary adjustments can be made.

4. **DESK REVIEW & ON-SITE VISIT**

    Targeted Timeframe: Late Winter/Early Spring of Review School Year

    *   The review team will perform a desk review of the review portfolio to identify areas of interest, gaps in evidence, or questions that may still need clarified during the on-site visit.

    *   Basic feedback from the desk review will be given to the STEM program to provide a preparation focus for the review team's on-site visit.

    *   The on-site visit will occur, and the review team will determine an overall recommendation for/against designation in accordance with the State Board-approved Idaho Standards of STEM School Designation and the related review criteria developed and published by the Idaho STEM Action Center.

5. **IDAHO STEM ACTION CENTER RECOMMENDATION**

    Targeted Timeframe: Mid-to-Late March of Review School Year

    *   Idaho STEM Action Center will prepare a final report summarizing the review team's findings and official recommendation regarding the STEM program's application.

6. **IDAHO STATE BOARD OF EDUCATION DESIGNATION**

    Deadline: April of Review School Year, Regular Meeting of Idaho State Board of Education

    *   Idaho STEM Action Center will bring the approved recommendations to the Idaho State Board of Education for official designation.

    *   Awarded designations will be good for 5 full school years (pursuant Idaho Code § 33-4701), beginning when school starts in the coming Fall. However, a STEM program may publicly announce themselves as having achieved Idaho STEM Designation as soon as the Idaho State Board of Education votes to officially approve their designation.

7. **IDAHO STEM ACTION CENTER AGREEMENT & AWARD EXECUTION**

    Deadline: By May 31 of Review School Year

    *   Idaho STEM Action Center will work with the STEM program's administrative/financial team to execute an agreement for the following school year, which will be renewable for up to the 5 years of designation.

    *   The agreement will entitle the STEM program to ongoing public recognition, financial support, and professional development resources from Idaho STEM Action Center (as allowed by available and appropriated funds).

    *   Under the agreement, the STEM program will be required to execute their submitted *Plan for STEM implementation* to the best of their ability and provide the Idaho STEM Action Center with any reasonable and appropriate data related to the implementation of Idaho Code § 33-4701, the State Board-approved Idaho Standards for STEM School Designation, or Idaho STEM Action Center fiscal reporting requirements.

    *   Failure to comply with the above requirements may, at the discretion of the Idaho STEM Action Center, result in a revocation of the benefits associated Idaho STEM Designation.

II. Required Review Team Composition

The review team will be composed of 5 individuals as described below:

- **1 staff representative from the Idaho STEM Action Center** (who shall be familiar with the STEM Designation process and capable of leading and training the review team)

- **1 staff representative from the Idaho State Department of Education** (who shall have relevant expertise in STEM-related K-12 instruction, assessment, and/or educational program evaluation)

- **1 staff representative from the Idaho Division of Career Technical Education** (who shall have relevant expertise in STEM-related K-12 CTE instruction, college & career readiness education, and/or educational program evaluation)

  - For reviews of STEM programs that exclusively serve elementary students, the applying STEM program may request that an alternative representative take this slot in place of a representative from the Idaho Division of Career Technical Education. In such cases, the Idaho STEM Action Center will fill this slot with an appropriate individual from one of the other groups identified in this section.

- **1 certified staff member representing the leadership team of a current STEM-designated program or school** (strong preference given to individuals who hold a current Teacher Leader and/or Administrator endorsements).

- **1 representative from a STEM-related industry, professional community, or higher-education partner** (who shall have relevant background, training, and/or substantial experience engaging with youth STEM programs and/or K-12 education) will also serve.

  - If an appropriate industry, professional community, or higher-education partner is not reasonably available to participate on the review team, the 5th member may be an additional individual from any of the groups listed above.

Exceptional Circumstances: Should exceptional circumstances necessitate it, a STEM Designation review may be conducted with fewer than 5 individuals serving on the review team, or without membership from one of the required groups listed above.

However, this exception must be approved by both the Executive Director of the Idaho STEM Action Center and the leadership team of the program being evaluated prior to the start of the desk review.

- The reason for the exception must be explicitly documented in the review team's final report and cited in the recommendations provided by the Idaho STEM Action Center to the Idaho State Board of Education.

Conflicts of Interest: All members of the review team must be free of any interests, commitments, or personal relationships that could reasonably affect their ability to evaluate the STEM program and it's provided portfolio in an impartial and objective manner.

III. Required Review Submissions

As part of their application, all STEM programs will be required to submit a review portfolio that includes the items described in this section. The review team will assess the review portfolio utilizing the criteria and processes established and published by the Idaho STEM Action Center in alignment with the State Board-adopted Idaho Standards for STEM School Designation. Definitions and descriptions for each required item in the portfolio submission are also provided below.

<u>**Review Submission Definitions**</u>

Artifact: A document, file, record, picture, video, or other piece of media (or a related and intentionally curated collection of such) submitted as a single, cohesive unit to serve as evidence of meeting some aspect of a standard.

- If multiple files or documents are meant to work together in support of a single claim or to demonstrate the same aspect of a given standard, they should be submitted together as a collection, serving as a single artifact.

Narrative: A persuasively written statement intended to make a compelling case for how a program is meeting a given standard and to provide specific context for how each submitted artifact supports that case.

- An effective narrative will intentionally address each submitted artifact. It will also draw specific connections between the artifacts and the related standard's rubric descriptors.

- The goal of the narrative is to make it indisputably clear to the review team that the standard is being met and that sufficient evidence has been provided to support that claim. It is recommended to be extremely explicit and leave as little up to interpretation by the review team as possible. In the absence of solid evidence for an aspect of a standard (either from artifacts or the on-site review), the review team will be forced to assume that there is no supporting evidence that aspect and score accordingly.

Portfolio: The organized collection of narratives, artifacts, and additional information assembled by a program to demonstrate that they are meeting the requirements laid out in Idaho Code § 33-4701 and each of the nine (9) State Board-approved Idaho Standards for STEM School Designation. This portfolio will be collected via an online, digital portal and assessed by the review team as part of an official STEM Designation Review led by the Idaho STEM Action Center.

- Contributions to the portfolio can (and, ideally, should) come from all staff within a program, but it is the responsibility of the program's STEM leadership team to assemble the portfolio.

- The portfolio will be considered by the review team, alongside evidence gathered during the on-site visit, to determine the final recommendation regarding STEM Designation.

<u>**Review Portfolio Submission Requirements**</u>

Plan for STEM Implementation / Program Strategic Plan – Pursuant Idaho Code § 33-4701(3)(c), all programs applying for Idaho STEM Designation must "adopt a plan of STEM implementation that includes, but is not limited to, how the school and district integrate proven best practices into non-

STEM courses and practices and how lessons learned are shared with other schools within the district and throughout the state."

- The exact structure and length of this document is left to the discretion of program leadership. However, it should at a minimum include:

    1. A statement of the program's mission and values/philosophy

    2. Specific goals for the next 5 years, related to the implementation of STEM program-wide and the integration of STEM best practices into traditionally non-STEM areas.

    3. A plan of action articulating how the program will work towards accomplishing those goals and share their successes/lessons learned with other programs over the next 5 years.

    4. Information on how and when this plan was formally adopted by program, school, and/or district leadership.

- So long as the above items are fully addressed, this requirement may be met through the submission of an existing school or district planning document. There is no expectation that a unique document be created specifically for achieving STEM designation if all the information already exists within another official document prepared by/for the program.

In addition, for <u>each</u> of the nine Idaho Standards for STEM School Designation, a program must submit the following to the Idaho STEM Action Center for formal consideration by the review team:

One (1) Narrative – 100 words minimum, 500 words maximum

- The narrative should address any aspect of the standard not explicitly demonstrated by the submitted artifacts for that standard and articulate how relevant evidence may be gathered during the on-site visit.

Three (3) to Six (6) Artifacts – The total collection of artifacts for a given standard should ideally attempt to address all aspects of that standard.

- At least one (1) artifact must come from the review school year, with the intention of demonstrating current performance.

- At least one (1) artifact must come from the two (2) years preceding the review school year, with the intention of demonstrating consistency and/or growth over time.

- Although it is a separate submission requirement (detailed above), the program's *Plan for STEM Implementation*—or a subsection of said plan—may serve as an artifact for any/all of the standards (if noted appropriately in the STEM program's review portfolio).