

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 18, 2024**

| TAB | DESCRIPTION | ACTION |
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| 3 | REQUEST TO APPROVE NEW EARLY LITERACY ENDORSEMENT PROGRAM APPLICATION FOR IDAHO STATE UNIVERSITY | Action Item |
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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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SUBJECT

Board Policy I.M. - Annual Planning and Reporting – First Reading

REFERENCE

| | |
|---------------|---|
| March 2008 | The Board approved first reading of Board Policy I.M. clarifying the Board’s role in accreditation visits and Board self-evaluation |
| April 2008 | The Board approved second reading of Board Policy I.M. |
| August 2008 | The Board approved first reading of Board Policy I.M. clarifying reporting requirements for strategic plans and performance measures |
| October 2008 | The Board approved second reading of Board Policy I.M. |
| April 2011 | The Board approved first reading of Board Policy I.M. |
| June 2011 | The Board approved second reading of Board Policy I.M. |
| December 2016 | The Board approved first reading of Board Policy I.M. adding definitions of strategic plan components. |
| February 2017 | The Board approved second reading of Board Policy I.M. |
| April 2024 | The Board approved a first reading of proposed amendments to Board policy I.M. |
| June 2024 | The Board approved second reading of proposed amendments to Board policy I.M. to for the purpose of aligning with statute and DFM procedures. |

APPLICABLE STATUTE, RULE, OR POLICY

Board Policy I.M. Annual Planning and Reporting
Sections 67-1901 through 67-1905, Idaho Code

BACKGROUND/DISCUSSION

Sections 67-1901 through 67-1905, Idaho Code, establish the State’s annual strategic plan and performance reporting requirements. These requirements include the annual review and submission of strategic plans and performance measures. Institutions and agencies under the oversight of the Board submit their strategic plans to the Board for approval. The approved plans are then submitted by the Board office to the Division of Financial Management (DFM). This is part of a year-long cycle of continuous improvement.

Title 67, Chapter 19, Idaho Code also establishes that guidance for the statewide strategic planning process is to be governed by DFM. The DFM maintains a Strategic Planning and Performance Reporting guidance document and provides training to state agencies.

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Board Policy I.M. is revised to separate the systemwide measures from the larger strategic planning process. This will allow for the systemwide measures to be addressed more nimbly by separate vote of the Board. It will also ensure that the Board's K-20 strategic plan, which is reviewed for potential revisions each February, is the only document governing the specific measures two and four-year institutions are required to include in their annual Performance Reports to DFM.

The proposed revisions have been workshopped with representatives from the two and four year institutions.

IMPACT

Proposed revisions to Board Policy I.M. will reduce the number of systemwide measures each two and four-year institution is required to include in their individual Performance Reports from 9 to 3. This provides a more intentional focus on meaningful outcomes-based systemwide measures while also allowing institutions to celebrate their individuality through the inclusion of up to 7 additional measures drawn from separately Board approved strategic plan, specific to each institution.

ATTACHMENTS

Attachment 1 – Board Policy I.M. Annual Planning and Reporting – Proposed Amendments, redline

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommend approval of the proposed revisions to Board Policy I.M.

BOARD ACTION

I move to approve the first reading of the proposed amendment to Board Policy I.M. as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

This subsection shall apply to Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, North Idaho College, and the agencies, under the Board's governance and oversight.

1. Board Approval
 - a. The Board will approve annually a K-20 strategic plan.
 - ~~a.b.~~ The Board will and approve strategic plans for each agency and institution.
 - ~~b.~~ The Board will approve annually a K-20 performance report and performance reports for each agency and institution.
2. Strategic Plan Requirements
 - a. All strategic plans shall be compliant with Idaho Code § 67-1903 and the Strategic Planning and Performance Report Guide maintained by the Division of Financial Management (DFM).
 - b. All strategic plans shall be aligned to the Board approved K-20 strategic plan.
 - ~~b.c.~~ Two and Four-year institutions must include one measure for each post-secondary objective in the Board's K-20 strategic plan in their annual strategic plans.
 - ~~c.d.~~ Mission statements used in strategic planning must be approved by the Board, pursuant to Board Policy III.I or by the community college's board of trustees.
 - i. Mission statements may be approved in conjunction with the strategic planning process or brought to the Board as a separate agenda item.
 - ~~d.e.~~ Institutional strategic plans shall be compliant with applicable accreditation requirements.
 - ~~e.~~ All strategic plans shall include at least one programmatic goal and one operational goal.
3. Performance Report Requirements
 - a. All performance reports shall be compliant with Idaho Code § 67-1904 and the Strategic Planning and Performance Report Guide maintained by DFM.
 - ~~a.b.~~ All performance reports shall be aligned to the Board approved strategic plan for the submitting agency or institution.
 - ~~b.c.~~ Board staff will make available a performance report template for consistent reporting across all agencies and institutions.
4. Training
 - a. Key personnel from Board staff and each agency and institution shall be required to participate in training offered by the DFM pursuant to Idaho Code § 67-1905.

5. Timeline

- a. All agencies and institutions shall submit complete drafts of their strategic plans to designated Board staff no later than the meeting materials due date for the Board's regularly scheduled April meeting each year.
- b. All agencies and institutions shall submit complete final drafts of their strategic plans to designated board staff no later than the meeting materials due date for the Board's regularly scheduled June meeting each year.
- c. All agencies and institutions shall submit final drafts of performance reports to the designated board staff no later than ~~the meeting materials due date for the Board's regularly scheduled October meeting each year~~ August 15th each year.
- ~~d. Community colleges must seek approval from their boards of trustees prior to submitting final drafts of strategic plans and performance reports to the Board.~~
- d. Board approved strategic plans and performance reports shall be submitted by Board staff to DFM, on behalf of the agencies and institutions.
- e. Performance reports shall be submitted to the Board for informational purposes no later than the Board's regularly scheduled October meeting each year.

6. Annual Reports

- a. Agencies and institutions shall provide annual progress reports to the Board in accordance with a reporting schedule established by the Board's executive director.
- b. Annual reports shall include, but need not be limited to, an update on the agency or institution's progress toward meeting objectives established in the strategic plan.

7. Performance Measures

- a. The Board may develop a set of uniform system-wide performance measures for agencies or institutions.
 - ~~i. The Board may require agencies and institutions to include such measures in the agency or institution's strategic plan and performance report.~~
 - i. Two and Four-year institutions must include one measure for each post-secondary objective in the Board's K-20 strategic plan in their annual performance reports.
 - ii. Board staff will determine the business rules applicable to such measures.
 - iii. Board staff will provide a reporting schedule for such measures.
- b. Agencies and institutions may include additional performance measures in their strategic plan. However, Idaho Code § 67-1904 establishes that no

more than ten (10) performance measures may be included in the performance report.

8. Additional Reports

Agencies and institutions will provide any data or report requested by the Board, in accordance with a schedule and format established by the Executive Director.

The census dates for reporting postsecondary data shall be October 15th and March 15th of each year.

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SUBJECT

Request to Approve Principal Registered Apprenticeship Program Standards

REFERENCE

| | |
|---------------|--|
| June 14, 2022 | The Board approved legislative ideas, including one related to the development of an educator registered apprenticeship program. |
| December 2023 | The State Board of Education approved the K-12 Registered Apprenticeship Program Standards |
| June 2024 | The State Board of Education approved the SPED Registered Apprenticeship Program Standards |

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1201, Idaho Code

BACKGROUND

Senate Bill 1069 (2023) made administrative changes in the current certification requirements to allow individuals who complete a registered apprenticeship program that is registered with the U.S. Department of Labor and approved by the State Board of Education to be eligible for certification. The amendments to Idaho Code § 33-1201 allow for a student serving in a practicum, internship, or student-teaching position under the supervision of a certificated staff person to be paid. The amendments also allow individuals who successfully complete an approved registered apprenticeship program to be eligible for standard certification and shall be accorded the same liability insurance coverage by the school district being served as that accorded such certificated person in the same district, and such student shall comply with all rules and regulations of the school district or public institution while serving in such a capacity.

In July 2024, Board staff began collecting input and recommendations for Idaho's Principal Educator Registered Apprenticeship Program. Board staff facilitated a virtual work session on 10/28/2024 to collect input and recommendations. The work session included a variety of faculty from Idaho's educator preparation providers and administrator preparation programs. Input was also requested from the Idaho Department of Education and the Idaho Association of School Administrators. The discussions of the workgroup and the additional input informed the proposed Principal Educator Apprenticeship Program Standards presented to the Board for consideration.

DISCUSSION

Registered Apprenticeship Programs (RAPs) are driven by employers. In the proposed structure, a Local Education Agency (LEA) is the employer. The related technical instruction provider (RTI Provider) is the administrator preparation

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program provider. An employer may apply to offer the Principal Educator Registered Apprenticeship Program through the RAP sponsor (the Board Office). The employer and the sponsor collaborate on the development of a training plan, which is individualized for each apprentice within the boundaries of an established RAP structure. Once the employer receives approval from the sponsor to offer the Principal Educator Registered Apprenticeship Program, the employer may post the Principal Apprentice position. Then, the employer will screen and hire their selected Principal Apprentice.

The structure of the RAP requires the completion of a minimum of 1,500 hours of on-the-job learning supplemented by 144 hours of related technical instruction. The RAP Standards specifies on-the-job and related technical instruction competencies an apprentice is expected to master. The Principal Educator Registered Apprenticeship Program is a two-year program. A Principal Apprentice may take less time or more time to complete the requirements of the RAP based on prior experience and needed time.

If a local education agency hires a Principal Apprentice and the apprentice application is approved by the Board Office and U.S. Department of Labor/Idaho Department of Labor, then the employee is an apprentice. The Principal Apprentice will work under the supervision of a certified school administrator mentor. The Principal Apprentice may not serve as Principal of record. The Principal Apprentice is in a role as a certified instructional staff or pupil service staff member and works to complete the Principal Apprentice during on-the-job learning hours. The Principal Apprenticeship Program must also culminate in a Master's Degree.

The sponsor, employer, and apprentice participating in a RAP are eligible to apply for various federal funding opportunities that they would not be eligible for without RAP status. However, RAP federal funding opportunities are applicable on an apprentice-by-apprentice basis. Which funding and how much funding is available to a sponsor, employer, or apprentice cannot be determined until the employer and apprentice are enrolled. Competitive federal funding opportunities exist, and awards may be used to offset the cost to employers for things like mentorship stipends or training. Other federal funding opportunities may be used to offset the cost to apprentices for things like assessment fees and childcare during training.

The goal of a registered apprenticeship program is to create a pathway for candidates who do not have the opportunity to stop working full-time while they pursue certification through a more traditional pathway along with those who are place-bound. It provides a pathway for employers to select candidates they want to hire and whose development they are invested in, but who are not able to pursue certification through other pathways.

IMPACT

If the Board approves the Principal Educator Registered Apprenticeship Program Standards as presented, then the Office of the State Board of Education staff can submit the standards to the Idaho Department of Labor/U.S. Department of Labor for approval. Upon approval from the Idaho Department of Labor/U.S. Department of Labor, the program will be available for Idaho LEAs.

ATTACHMENTS

Attachment 1 – Principal Educator Registered Apprenticeship Program Standards

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the proposed Principal Educator Registered Apprenticeship Program Standards.

BOARD ACTION

I move to approve the Principal Educator Registered Apprenticeship Program Standards as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Appendix A.3

WORK PROCESS SCHEDULE

AND

RELATED INSTRUCTION OUTLINE

Appendix A.3

WORK PROCESS SCHEDULE

K-12 Principal

O*NET-SOC CODE: 11-9032.00 RAPIDS CODE: 3055CB

This schedule is attached to and a part of these Standards for the above identified occupation.

1. APPRENTICESHIP APPROACH

- Time-based Competency-based Hybrid

2. TERM OF APPRENTICESHIP

As per [USDOL Circular 2016-1](#), a “Hybrid approach” [Section 29.5(b)(2)(iii)] provides for the measurement of the apprentice’s skill acquisition through a combination of specified minimum hours of on-the-job learning and the successful demonstration of identified and measured competencies. A hybrid approach requires a minimum and maximum range of time/hours assigned. Sponsors that choose to utilize a hybrid approach must comply with these guidelines for the competency-based portion of the apprentice’s term of apprenticeship. The hybrid approach specifies a minimum and maximum range of hours of on-the-job learning for each task or job requirement, plus the successful demonstration of acquired skills as described by the task statements listed in the work process schedule. Under the hybrid approach, the term of the occupation cannot be less than 2,000 hours of on-the-job learning, per Section 29.4 Criteria for apprenticeable occupations. However, once a term of a hybrid occupation has been Approved the range of hours may be adjusted upward or downward by twenty-five (25) percent, but not both ways. For example: a hybrid occupation with a range of 3,000 to 4,000 hours can be increased with a range of 4,000 to 5,000 hours. A minimum/maximum range of hours would also give the apprentice an opportunity to accelerate the completion of the apprenticeship program with the appropriate test and evaluations provided to the apprentice, by the sponsor. Maximum allowable credit for prior work experience is 50 percent of training.

The term of a **K-12 PRINCIPAL** apprenticeship is outlined as 2000-2500 hours of OJL attainment, supplemented by the 144 hours of related instruction per 2000 hours of OJL. Under the definition of the hybrid approach, the sponsor may choose reduce the hours of this apprenticeship program to 1500 hours or increase the term to 3125 hours.

3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journeyworker ratio is: 1 Apprentice to 1 Journeyworker.

4. APPRENTICE WAGE SCHEDULE

Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate, which is: \$46,250.00.

| Period | Hours/Competencies | Minimum Wage |
|--------|------------------------------|--------------|
| 1 | Starting Wage | \$43,500.00 |
| 2 | 50% of Competencies Complete | \$44,500.00 |

5. PROBATIONARY PERIOD

Every applicant selected for apprenticeship will serve a probationary period of 90 days.

6. SELECTION PROCEDURES

Please see page A-10.

Appendix A.3

ON-THE-JOB LEARNING OUTLINE K-12 PRINCIPAL

O*NET-SOC CODE: 11-9032.00 RAPIDS CODE: 3055CB

REQUIREMENTS:

Apprentice Orientation Checklist and Apprenticeship Agreement Form 671

Per 29 CFR 29.5, prior to signing the apprenticeship agreement, each selected applicant must be given an opportunity to read and review the sponsor's Apprenticeship Standards approved by the Office of Apprenticeship, the sponsor's written rules and policies, the apprenticeship agreement, and the sections of any collective bargaining agreement (CBA) that pertain to apprenticeship. After selection of an applicant for apprenticeship, but before employment as an apprentice or enrollment in related instruction, the apprentice must be covered by a written apprenticeship agreement, which must be submitted to the Office of Apprenticeship.

It is the responsibility of the sponsor to submit the following proof of apprentice consent by uploading the following documents signed by the apprentice to the apprentice's RAPIDS profile:

- 1. Signed Form 671 (apprentice agreement)*
- 2. Signed Apprentice Orientation Checklist*

Visit the Idaho Sponsor Success Guide – Onboarding Apprentices to download required document templates.

To enter the Apprenticeship Program:

An apprentice must be at least 18 years of age, except where a higher age is required by law, and must be employed to learn an apprenticeable occupation.

There is an educational requirement of:

- Obtained a high school diploma/GED
- Obtained a Baccalaureate Degree

Other:

- Obtain certified employment with an Idaho Public K-12 school district or charter school.
- If the principal apprentice does not hold a Master's degree with a concentration in school leadership, then the principal apprentice must enroll and be granted acceptance to an educator preparation program for school principals from an approved related technical instruction (RTI) provider that culminates in a Master's degree.

ON-THE-JOB LEARNING – WORK PROCESS SCHEDULE

Every registered apprenticeship Principal program includes structured on-the-job learning. On-the-job training is developed through mapping the skills and knowledge that the apprentice must learn over the course of the registered apprenticeship Principal program in order to be fully proficient in the job.

- Assigned certified school administrator mentor.
- Individualized Professional Learning Plan.
- Principal Evaluation
 - The principal apprentice must achieve basic or higher in all components in final year of principal ERAP.
- The principal apprentice may not serve as a school principal of record until fully certified as a school principal.
- The principal apprentice is responsible for on-the-job learning hour tracking.
- Have four (4) years of full-time certificated experience working with students, while under contract in an accredited school setting.

ON-THE-JOB LEARNING:

Per IDAPA 08.02.02.121, each district principal and school level administrator evaluation model shall be aligned to state minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards. Principal evaluation standards shall additionally address the following domains and components:

| DOMAIN 1: School Climate | | |
|--|-----------------------|----------------|
| Competencies | Date Completed | Initial |
| <ul style="list-style-type: none"> ○ An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs. <ul style="list-style-type: none"> • i. School Culture - Principal establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow’s careers and life endeavors. • ii. Communication - Principal is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders. • iii. Advocacy - Principal advocates for education, the district and school, teachers, parents, and students that engender school support and involvement. | | |

| DOMAIN 2: Collaborative Leadership | | |
|--|----------------|---------|
| Competencies | Date Completed | Initial |
| <ul style="list-style-type: none"> ○ An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. The educational leader uses research and/or best practices in improving the education program. <ul style="list-style-type: none"> ● i. Shared Leadership - Principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth. ● ii. Priority Management - Principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities. ● iii. Transparency - Principal seeks input from stakeholders and takes all perspectives into consideration when making decisions. ● iv. Leadership Renewal - Principal strives to continuously improve leadership skills through professional development, self-reflection, and utilization of input from others. ● v. Accountability - Principal establishes high standards for professional, legal, ethical, and fiscal accountability for self and others. | | |

| DOMAIN 3: Instructional Leadership | | |
|---|----------------|---------|
| Competencies | Date Completed | Initial |
| <ul style="list-style-type: none"> ○ An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The educational leader provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program. <ul style="list-style-type: none"> ● i. Innovation - Principal seeks and implements innovative and effective solutions that comply with general and special education law. ● ii. Instructional Vision - Principal ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn. ● iii. High Expectations - Principal sets high expectations for all students academically, behaviorally, and in all aspects of student well-being. ● iv. Continuous Improvement of Instruction - Principal has proof of proficiency in assessing teacher performance based upon the state evaluation framework. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by instructional vision. ● v. Evaluation - Principal uses teacher/principal evaluation and other formative feedback mechanisms to continuously improve teacher/principal effectiveness. ● vi. Recruitment and Retention -Principal recruits and maintains a high-quality staff | | |

Appendix A.3

RELATED INSTRUCTION OUTLINE K-12 PRINCIPAL

O*NET-SOC CODE: 11-9032.00 RAPIDS CODE: 3055CB

RELATED INSTRUCTION PROVIDER

Idaho Office State Board of Education
650 W State St 3rd floor
Boise, Idaho 83720

REQUIRED ORIENTATION TO APPRENTICESHIP TRAINING PROGRAM

Idaho Department of Labor to Apprentice Orientation Training Program:

The Apprentice Orientation Program provides the apprentice with information and training relevant to every apprenticeship program. It is recommended that this training is completed within the apprentices first 30 days of the apprenticeship. It is 3 hours in length and can be accessed through the link below:

<https://labor-idaho.hubspotpagebuilder.com/apprentice-mentee-training-program>

USDOL ANTI-HARRASMENT VIDEO

Informational video from the USDOL regarding Anti-Harassment created specifically for apprenticeship programs. Can be accessed through the link below:

<https://www.dol.gov/agencies/eta/apprenticeship/eo/harassment/video>

RELATED INSTRUCTION DESCRIPTIONS:

Apprentices receive related training and instruction that complements on-the-job learning. This instruction delivers the technical, workforce, and academic competencies that apply to the job. It can be provided by a college, a technical school, an apprenticeship training school, or by the employer itself. Credit for prior learning may be provided by public Educator Preparation Providers as stated in Idaho State Board of Education Policy III.L Prior Learning III.L. - Prior Learning | Idaho State Board of Education.

Related Instruction for a K12 Principal is determined by the Related Technical Instruction Provider and based on the Idaho Standards for school principals. The related technical instruction must culminate in a Master's degree or higher from an approved related technical instruction (RTI) provider. The Master's degree must include the completion of at least thirty (30) semester credit hours of graduate study in school administration for the preparation of school principals at an accredited college or university. Related technical instruction must also include an approved Administrator Evaluation Training Course or embedded training to include the demonstration of proficiency in conducting instructional and pupil service staff evaluations based on the Idaho framework for teaching evaluation. The Principal apprentice will receive an institutional recommendation for a School Principal from the approved related technical instruction provider.

Idaho Standards for School Principals**Standard 1: Mission, Vision, and Beliefs.**

The school principal candidate demonstrates knowledge of how to develop, advocate, and enact a shared mission, vision, and beliefs of high-quality education and academic success, college and career readiness, and well-being of all students.

Standard 2: Ethics and Professional Norms.

The school principal candidate acts ethically, legally, and with fiscal responsibility in accordance with professional norms and the Code of Ethics for Idaho Professional Educators to promote the academic success and well-being of all students.

Standard 3: Equity and Cultural Responsiveness.

The school principal candidate strives for equity of educational opportunity and models culturally responsive practices to promote the academic success and well-being of all students.

Standard 4: Curriculum, Instruction, and Assessment.

The school principal candidate demonstrates how to develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote the academic success and well-being of all students.

Standard 5: Community of Care and Support for Students.

The school principal candidate demonstrates knowledge of how to cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of all students.

Standard 6: Professional Capacity of School Personnel.

The school principal candidate develops the individual professional capacity and practice of school personnel to promote the academic success and well-being of all students.

Standard 7: Professional Community for Teachers.

The school principal candidate demonstrates knowledge of how to foster a professional community of teachers and other professional staff to promote the academic success and well-being of all students.

Standard 8: Meaningful Engagement of Families and Community.

The school principal candidate engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote the academic success and well-being of all students.

Standard 9: Operations and Management.

The school principal candidate demonstrates knowledge of how to manage school operations and resources to promote the academic success and well-being of all students.

Standard 10: Continuous School Improvement.

The school principal candidate demonstrates knowledge of the use of data to create a continuous school improvement plan to promote the academic success and well-being of all students.

TOTAL MINIMUM HOURS 144 PER YEAR

SELECTION PROCEDURES:

The process for finding and selecting the best talent possible for an apprenticeship opening position includes the following:

The sponsor may post open positions on career sites or the company's internal career board to solicit applications.

Applications will be pre-screened to eliminate candidates who do not meet the basic qualifications requirements of the position.

Those applicants that meet basic qualifications will be processed through an assessment to screen out those who lack the desire and interest for the apprenticeship. Screening applicants will be performed through interviews and job simulations to select candidates with the highest potential for apprenticeship success.

The Apprentice(s) will be selected based on the most qualified candidate.

Applicants that have accepted the position will be registered within 45 days.

The apprenticeship selection process and procedures will be uniformly and consistently applied to all applicants.

Any applicant who feels that they were wrongfully denied entry into the apprenticeship program may appeal the decision using the applicant appeals procedure described in Section J of the Standards.

Maintenance of Applications and Selection Records

The sponsor and participating employer will keep adequate records according to their own internal systems, policies, and procedures. There will be no undue burden placed on the company in regarding to hiring the applicant as their apprentice. The items and records maintained, including qualifications of each applicant; the basis for evaluation for selection or rejection of each applicant; the records pertaining to interviews of applicants; the original application for each applicant; information relative to the operation of the apprenticeship program, including, but not limited to, job assignment, promotion, demotion, layoff, or termination; rates of pay or other forms of compensation or conditions of work; hours including hours of work and, separately, hours of training provided; and any other records pertinent to a determination of compliance with 29 CFR § 30, as may be required by the U.S. Department of Labor.

The records pertaining to individual applicants selected will be maintained in such manner as to permit the identification of race, gender, or ethnicity.

Records will be maintained for 5 years from the date of last action and made available upon request to the U.S. Department of Labor or other authorized representative.

SPONSOR OBLIGATION TO PREVENT HARASSMENT AND INTIMIDATION OF APPRENTICES:

Under the National Apprenticeship Act of 1937, OA is conferred the responsibility to protect the safety and welfare of apprentices. Pursuant to this authority, OA has issued regulations designed to ensure that apprentices participating in the National Apprenticeship System are free from unlawful discrimination, harassment, intimidation, and workplace violence. In all states under 29 CFR 30.3(b)(4), sponsors are obligated to develop and implement procedures to ensure that its apprentices are not harassed because of their race, color, religion, national origin, sex, sexual orientation, age (40 or older), genetic information, or disability and to ensure that its apprenticeship program is free from intimidation and retaliation as prohibited by §30.17.

Harassment and intimidation of any apprentices is intolerable and unacceptable. Program sponsors are obligated under 29 CFR Part 30 to design and implement internal procedures and adopt practical measures for effectively addressing and mitigating harassment risks to apprentices, as well as for promptly handling and resolving apprentice complaints about harassment and intimidation. Additionally, sponsors are responsible for ensuring affiliated and contracted employers do not ignore, tolerate, or encourage any conduct that suggests acceptance of such behaviors.

Incidents of harassment and intimidation of apprentices warrant swift and decisive action from sponsors to prevent reoccurrences and promote environments of tolerance and equity in the workplace so that all apprentices feel safe, welcomed, and treated fairly.

Examples of practical measures sponsors may employ to combat incidents of harassment, discrimination, and intimidation include, but are not limited to:

- designating an individual or office within the employing organization to handle harassment complaints and effectively address harassment risks;
- establishing disciplinary guidelines and procedures for holding offending persons accountable for their actions;
- adopting a process for immediately referring incidents of workplace harassment that involve assault or other crimes to law enforcement agencies; and
- providing supportive services (such as counseling) to apprentices who have experienced harassment and intimidation in the workplace.

OA prohibits, and sponsors must be vigilant in preventing, retaliation against any apprentice for making a good-faith report of harassing conduct, opposing any harassing behavior or other form of discrimination, cooperating with or participating in any investigation of alleged harassing conduct, or otherwise engaging in protected activity.

Harmful and malicious conduct must never be ignored, tolerated, or abetted by program sponsors or participating employers. Apprentices of all racial, ethnic, sexual, religious, and disability backgrounds are entitled to a workplace that is safe, welcoming, and free of both physical and emotional abuse. When made aware of such conduct, the failure of RAP sponsors or an SAA to take immediate action to address and eradicate said conduct could result in the initiation of enforcement proceedings by the Office of Apprenticeship, as well as other governmental agencies, against those parties. Regulatory compliance dictates all reasonable measures be put forth to avoid such an outcome. Sponsors can work towards eliminating harassment by promoting awareness, steadfastly committing to the principles of diversity, equity, inclusion and accessibility (DEIA), and taking swift action to report and hold accountable those who engage in harassing behavior.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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SUBJECT

Request to Approve New Early Literacy Endorsement Program Application for Idaho State University

REFERENCE

| | |
|---------------|--|
| August 2023 | State Board of Education approved the Idaho Standards for Educator Preparation Providers. |
| October 2023 | State Board of Education approved the Educator Preparation New Program Approval Guide. |
| February 2024 | State Board of Education approved Brigham Young University–Idaho’s K-12 Literacy Endorsement Program |
| April 2024 | State Board of Education approved Northwest Nazarene University’s Early Literacy Endorsement Program |

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-114
IDAPA 08.02.02.015.01, Rules Governing Uniformity
IDAPA 08.02.02.021, Rules Governing Uniformity
Idaho State Board of Education Governing Policies & Procedures, Section IV.D.

BACKGROUND/DISCUSSION

In academic year 2022-23, a work group was formed to create the Idaho Standards for Educator Preparation Providers and the New Endorsement Program Approval Guide. These two documents were approved by the Idaho State Board of Education (State Board) in 2023. Newly approved endorsement programs are added to the Educator Preparation Provider’s State Review, which occurs on a seven-year cycle. Brigham Young University – Idaho, was the first Educator Preparation Provider to undergo the newly approved process. Prior to this new endorsement program review, two Educator Preparation Providers have undergone the new review process. Idaho State University is now the third Educator Preparation Provider to undergo the new endorsement program review process. A review team of experts reviewed the New Early Literacy Endorsement Program Application and the review team recommends the new program application. The review team asked for minor changes to be made to the course matrix and syllabi. These minor changes were provided to Idaho State University’s Educator Preparation Provider. These minor changes were agreed to and will be made internally.

IMPACT

The approval of the new endorsement program application would allow Idaho State University to offer an Early Literacy endorsement program as a 20-credit endorsement option leading to certification for teacher candidates. The disapproval of the new endorsement program application would not allow Idaho

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 18, 2024**

State University to offer an Early Literacy endorsement program as a 20-credit endorsement option leading to certification for teacher candidates.

ATTACHMENTS

- Attachment 1 – Idaho State University Early Literacy Endorsement Program Approval Evaluation Report and Recommendation
- Attachment 2 - Idaho State University Early Literacy Program Application

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff facilitated the New Early Literacy Endorsement Program Application review and recommends approval of Idaho State University's requested New Early Literacy Endorsement Program.

BOARD ACTION

I move to approve the request by the Office of the State Board of Education's review team to approve Idaho State University's new twenty (20) credit Early Literacy Endorsement Program Application leading to teacher certification as presented in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



**Idaho State
Board of Education**

**New Certificate Endorsement Program Evaluation Report
Idaho State University
October 24, 2024**

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EDUCATOR PREPARATION PROVIDER

Idaho State University

NEW CERTIFICATE ENDORSEMENT PROGRAM

Early Literacy (K-3)

Add-On Certificate Endorsement Program

NEW CERTIFICATE ENDORSEMENT PROGRAM APPLICATION REVIEW DATE

October 24, 2024

REVIEW TEAM

Facilitator:

| Name | Employer | Role |
|-------------|--|--|
| Katie Shoup | Office of the Idaho State Board of Education | Educator Effectiveness Program Manager |

Review Team:

| Name | Employer | Role |
|-----------------|--|-----------------------------------|
| Dr. Sally Brown | College of Idaho | Education Associate Professor |
| Dr. Amy Clark | Brigham Young University - Idaho | Professor |
| Carolyn Cort | Boise State University | Clinical Assistant Professor |
| Kristi Enger | Idaho Division of Career Technical Education | Director of Certification |
| | | Professional Standards Commission |

REVIEW OF NEW CERTIFICATE ENDORSEMENT PROGRAM APPLICATION A

| Review of New Certificate Endorsement Program Application for Idaho State Board Approved Educator Preparation Providers | | | |
|--|---|--|----------------------|
| Name of Educator Preparation Provider | Idaho State University | Date of Submission | October 16, 2024 |
| New Certificate Endorsement Program Name | Early Literacy (K-3) – Add-On Certificate Endorsement Program | Certification/Endorsement | Early Literacy (K-3) |
| 1.3 IDAHO EDUCATIONAL EXPECTATIONS | | | |
| Educator Preparation Providers integrate State Board of Education policies and procedures and Idaho Rules Governing Uniformity into the preparation of candidates. | | | |
| Endorsement | | Aligned | |
| Early Literacy (K-3) Twenty (20) semester credit hours <i>Certificate and Endorsement Requirements (IDAPA 08.02.02 & State Board Policy IV.D.)</i> | | Overall Aligned (X) Pending Requested Changes Below | |
| Component | | Requested Changes | |
| General changes across certificate endorsement program components | | <ul style="list-style-type: none"> Group pre-requisites together List 3322 – Dual listed course as a requirement Clarify alignment of course objectives to endorsement language and matrix Clarify “developing theoretical framework” to show alignment to the Science of Reading | |
| The body of knowledge regarding Science of Reading | | <ul style="list-style-type: none"> Call out Science of Reading in Syllabi “Text Choie Varies with Instructor” – Clarify how alignment will be ensured Identify Science of Reading strategies - such as Scarborough’s Rope Identify frameworks Clarify structures of written/oral Language | |
| Early elementary reading and writing resources including children’s literacy advocacy strategies for meeting the needs of struggling readers and writers | | <ul style="list-style-type: none"> Clarify and call out advocacy strategies | |
| Idaho Comprehensive Literacy Plan | | <ul style="list-style-type: none"> Break this down into objectives for the syllabi This could be listed as a course text in one or two of the foundational courses | |

REVIEW TEAM RECOMMENDATION

Recommend

The review team **does recommend** the approval of the new Early Literacy (K-3) (20) credit hour add on certificate endorsement program application by Idaho State University pending the requested changes are made.



NEW ENDORSEMENT APPLICATION

| | | | |
|--|---|--|----------------------------------|
| Name of Educator Preparation Provider | Idaho State University | Date of Submission | 10-16-2024 |
| New Program Name (as applicable) | | Certification/Endorsement | Early Literacy (K-3) Endorsement |
| Component | How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning) | | |
| | Evidence Item (Only link to PDFs) | Evidence Item (Only link to PDFs) | |
| <p>Endorsement Requirements (IDAPA 08.02.02) Early Literacy (K-3). Twenty (20) semester credit hours to include coursework in methods of teaching reading and writing; the body of knowledge regarding the science of reading; the cognitive process of learning to read and write; phonological and phonemic awareness; oral language development; phonics, vocabulary, fluency, and comprehension; diagnostic literacy assessments and analysis leading to the development and implementation of individual reading improvement plans; data analysis related to early recognition of literacy difficulties including characteristics of dyslexia; data-driven instruction and intervention; language acquisition and development; stages of reading and writing development; early elementary reading and writing resources including children literacy advocacy strategies for meeting the needs of struggling readers and writers; and the Idaho Comprehensive Literacy Plan.</p> | <p>Degree MAP for BA in Elementary Education with Early Literacy Endorsement</p> | <p>This degree MAP provides the standard course schedule for candidates pursuing a Bachelor of Arts in Elementary Education with the Early Literacy Endorsement.</p> | |
| | <p>Course Matrix for Early Literacy Endorsement</p> | <p>This course matrix provides a snapshot of each course, its description, textbook(s), outcomes, and key assessments.</p> | |
| | <p>Information only: [EDUC 3322* – Literature for Children Across the Curriculum] (3 credits) <i>[*Core Elementary Education course that is NOT part of the endorsement but contributes to meeting the standard, aligned to Idaho Comprehensive Literacy Standard 2 and parts of ICLS 4.]</i></p> | <p><i>*The specific endorsement requirements this course introduces candidates to are:</i></p> <ul style="list-style-type: none"> • methods of teaching reading and writing • vocabulary, fluency, and comprehension • language acquisition and development • stages of reading and writing development • early elementary reading and writing resources including children literacy advocacy strategies for meeting the needs of struggling readers and writers • Idaho Comprehensive Literacy Plan | |
| | <p>EDUC 3321 – Language Arts Methods (3 credits) [Dual-listed core Elementary Education course aligned to Idaho Comprehensive Literacy Standard 1 and parts of ICLSs 4 and 5]</p> | <p>The specific endorsement requirements this course introduces candidates to are:</p> <ul style="list-style-type: none"> • methods of teaching reading and writing • the science of reading • cognitive process of learning to read and write • phonological and phonemic awareness • oral language development • phonics • fluency • literacy difficulties including characteristics of dyslexia • language acquisition and development • stages of reading and writing development • early elementary reading and writing resources • Idaho Comprehensive Literacy Plan | |

| | | |
|--|--|--|
| | <p>EDUC 4419 – Developmental Literacy and Assessment (3 credits) <i>Prereq:</i> 3321 [Dual-listed core Elementary Education course aligned to Idaho Comprehensive Literacy Standard 3 and parts of ICLs 4 and 5]</p> | <p>The specific endorsement requirements this course introduces candidates to are:</p> <ul style="list-style-type: none"> ● the science of reading ● cognitive process of learning to read and write ● phonological and phonemic awareness ● oral language development ● phonics, vocabulary, fluency, and comprehension ● diagnostic literacy assessments and analysis leading to the development and implementation of individual reading improvement plans ● data analysis related to early recognition of literacy difficulties including characteristics of dyslexia ● data-driven instruction and intervention ● Idaho Comprehensive Literacy Plan |
| | <p>EDUC 4460 – Foundations of ESL (3 credits)</p> | <p>The specific endorsement requirements this course extends candidate knowledge in are:</p> <ul style="list-style-type: none"> ● cognitive process of learning to read and write ● language acquisition and development ● stages of reading and writing development ● Idaho Comprehensive Literacy Plan |
| | <p>EDUC 4414 – Pedagogy and Content Knowledge (3 credits) <i>Prereq:</i> 3321</p> | <p>The specific endorsement requirements this course extends candidate knowledge in are:</p> <ul style="list-style-type: none"> ● methods of teaching reading and writing ● data-driven instruction and intervention ● Idaho Comprehensive Literacy Plan |
| | <p>EDUC 4433 – Language, Literacy, and Neurology (3 credits) <i>Prereq:</i> 3321</p> | <p>The specific endorsement requirements this course extends candidate knowledge in are:</p> <ul style="list-style-type: none"> ● body of knowledge regarding the science of reading ● cognitive process of learning to read and write ● early recognition of literacy difficulties including characteristics of dyslexia ● language acquisition and development ● stages of reading and writing development ● Idaho Comprehensive Literacy Plan |
| | <p>EDUC 4426 – Remediation of Literacy Problems (3 credits) <i>Prereq:</i> 4419</p> | <p>The specific endorsement requirements this course extends candidate knowledge in are:</p> <ul style="list-style-type: none"> ● methods of teaching reading and writing ● data analysis related to early recognition of literacy difficulties including characteristics of dyslexia ● data-driven instruction and intervention ● early elementary reading and writing resources including children literacy advocacy strategies for meeting the needs of struggling readers and writers ● Idaho Comprehensive Literacy Plan. |

| | <p>EDUC 4420 – Advanced and Compensatory Reading and Writing (3 credits) Prereq: 4426</p> | <p>The specific endorsement requirements this course extends candidate knowledge in are:</p> <ul style="list-style-type: none"> ● methods of teaching reading and writing ● body of knowledge regarding the science of reading ● literacy difficulties including characteristics of dyslexia ● data-driven instruction and intervention ● language acquisition and development ● stages of reading and writing development ● early elementary reading and writing resources including children literacy advocacy strategies for meeting the needs of struggling readers and writers ● Idaho Comprehensive Literacy Plan | |
|---|---|---|-------------------|
| Signatures | | | |
| <p>Signature of the College/Program Chair, Director, or Other Designee</p> | <p>DocuSigned by: <i>Amanda Eller</i> 56FC8CC2BB7743E...</p> | <p>Date</p> | <p>10/16/2024</p> |
| <p>Signature of the College of Education Dean or Educator Preparation Provider Head Official</p> | <p>Signed by: <i>Emma Wood</i> 9C6CA6950487416...</p> | <p>Date</p> | <p>10/16/2024</p> |

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

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

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

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