

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 17, 2025

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DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Division of Career Technical Education – Educator Apprenticeship Program

REFERENCE

June 2022	Board approved legislative ideas, including one related to the development of an educator registered apprenticeship program.
December 2024	Board approved the K-12 Educator Registered Apprenticeship Program Standards
June 2024	Board approved the Special Education Educator Registered Apprenticeship Program Standards
December 2024	Board approved the Principal Educator Registered Apprenticeship Program Standards.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §33-1201, § 33-1203 and § 67-9412

BACKGROUND/DISCUSSION

Senate Bill 1069 (2023) made statutory changes to minimum certification requirements in Idaho Code § 33-1201 and § 33-1203, allowing individuals who complete a Board-approved registered apprenticeship program for teachers to meet the teacher training requirements in Idaho Code § 33-1203 and be eligible for certification. The Board approved the K-12 registered teacher apprenticeship standards in December 18, 2024, and the special education registered teacher apprenticeship standards on June 11, 2024. Efforts were made to create applied associate degrees with an emphasis in educator apprenticeship and technical experience that would articulate to applied baccalaureate degrees.

The goal of a registered apprenticeship program is to create a pathway for two types of candidates: those unable to stop working full-time while pursuing certification through a traditional pathway, and 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 unable to pursue certification through other pathways.

Registered apprenticeship programs (RAPs) are driven by employers. In the current model, the local education agency (LEA) is the employer, the related technical instruction (RTI) provider is any Board-approved educator preparation program provider, and the State Board is the sponsor. The added advantage of a RAP is the sponsor, employer, and apprentice participating in a RAP may be eligible to apply for various federal funding opportunities that they would not be eligible for without RAP status. RAP federal funding opportunities are applicable on an apprentice-by-apprentice basis, and awards may be used to offset the cost to employers for expenses like mentorship stipends or training as well as some cost to apprentices for expenses like assessment fees.

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New entry into the educator registered apprenticeship programs was put on pause when the State Apprenticeship Expansion Formula (SAEF) grant was not renewed and the Board office lost the grant funded position that was coordinating the program. The Division has the capacity to assume administration of the K-12 and Special Education Teacher registered apprenticeship programs and the administration of adult apprenticeship programs fit within the Divisions Adult Education programs current responsibilities.

The educator registered apprenticeship programs directly supports the goals of the Big Beautiful Bill, which makes a historic investment in expanding high-quality apprenticeship pathways across the nation. By aligning with the bill's emphasis on workforce development and access to education careers, this program strengthens the teacher pipeline through paid, hands-on training that leads to certification and long-term classroom success.

IMPACT

With Board approval, the Division would implement a plan to relaunch and assume administration over these programs, including activities related to the current 14 teacher apprentices. Additionally, efforts working with the technical colleges would be continued to create applied associate degrees with an emphasis on apprenticeship and technical experience that would articulate to applied baccalaureate degrees.

ATTACHMENTS

Attachment 1 – Educator Apprenticeship Program White Paper

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The decision to propose movement of the teacher registered apprenticeship program was made collaboratively by leadership of both the Division and the Office of the State Board of Education and aligns well with the re-structuring that has happened across both agencies. The management responsibilities associated with the teacher registered apprenticeship program are logically connected to other work under the Division's purview.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by the Division of Career Technical Education to assume administration of the K-12 and Special Education Teacher registered apprenticeship programs approved by the Board.

Moved by _____ Seconded by _____ Carried Yes ___ No ___

We prepare Idaho's youth and adults for high-skill, in-demand careers.



White Paper: Advancing Idaho's Teacher Apprenticeship Program Through Career Technical Education

Executive Summary

To address Idaho's educator workforce needs with sustainable, innovative, and workforce-aligned solutions, we propose transferring the administration of the Teacher Apprenticeship Program from the Office of the Idaho State Board of Education to the Division of Career Technical Education (IDCTE). This move will align the program with existing career pathway infrastructure, expand opportunities for adult learners, and streamline access to federal and state funding.

By housing the program within the IDCTE's Adult Education Department, we aim to unpause the current program, support the 14 active apprentices, and scale up the initiative statewide through registered apprenticeships, an applied associate degree pathway, and linkage to an applied bachelor's degree.

Rationale for Transfer to the Division of Career Technical Education

The Division of Career Technical Education is strategically positioned to support the Teacher Apprenticeship Program for the following reasons:

- **Workforce Alignment:** CTE is Idaho's designated state agency for adult education, career pathways, and registered apprenticeships.
- **Pathway Infrastructure:** CTE already supports articulated pathways from secondary to postsecondary education, making it the ideal home for linking the teacher apprenticeship program to applied associate and bachelor degrees.
- **Support Systems in Place:** Implementation documentation, a manual, and a dedicated technology platform have already been developed by Board Office staff. CTE can immediately assume oversight without delay.

Program Expansion Goals

To meet long-term teacher pipeline needs, we propose expanding the Teacher Apprenticeship Program through:

- **An Applied Associate Degree in Education** that embeds apprenticeship requirements and adult learning strategies.
- **Articulation to an Applied Bachelor's Degree in Education**, targeting paraprofessionals and career-changers.
- **Reengagement of Idaho LEAs (Local Education Agencies)** by unpauseing the current program, reassuming RAPIDS reporting responsibilities, and supporting the existing cohort of 14 apprentices.

Legal Authority and Statutory Alignment

This proposal aligns directly with Idaho law. Two key statutes provide the legal foundation for teacher apprenticeship:

- **Idaho Code § 33-1203 – Accredited Teacher Training Requirements**
 - "...the state board shall not authorize the issuance of any standard certificate premised upon less than four (4) years of accredited college training... or the successful completion of a state board of education-approved registered apprenticeship program for teachers."
 - This statute explicitly names **state board-approved registered apprenticeships** as a valid pathway toward certification, placing apprenticeship on equal footing with traditional training models.
- **Idaho Code § 33-1201 – Certificate Required**
 - "...No certificate shall be required of a student who is attending any teacher-training institution and serving as a practice teacher or teacher apprentice in a state board of education-approved registered apprenticeship program..."
 - This allows teacher apprentices to serve in classrooms under supervision without holding full certificates, creating a seamless "earn-and-learn" model while preserving classroom quality and safety.

Partnership and Funding Opportunities

To ensure financial sustainability and growth, we intend to collaborate with the following partners:

- Idaho Department of Labor
 - RAPIDS Management: CTE will take over reporting for all apprentices through the U.S. Department of Labor's RAPIDS system.
 - Workforce Alignment: Ensure seamless integration of the teacher apprenticeship with statewide workforce strategies.
- U.S. Department of Labor
 - SAEF Grant Reapplication: We intend to reapply for the State Apprenticeship Expansion Formula (SAEF) grant, tapping into federal resources to fund staff, tuition support, and employer engagement.
- Veterans Affairs
 - GI Bill Eligibility: The Teacher Apprenticeship Program is already eligible for GI Bill funding, providing veteran support and expanding the candidate pool.

Why the Adult Education Department at CTE is the Best Fit

CTE's Adult Education Department is best equipped to manage the apprenticeship program because:

- It specializes in nontraditional adult learners and career transitioners—the target demographic for teacher apprenticeships.

- It manages programs specific for adult learners and has experience with compliance, data, and employer partnerships.
- It already supports education and training tied to industry credentials and degree pathways, ensuring this program fits within its existing mission and operations.

Next Steps

1. Formal Transfer of Program Oversight from the Office of the Idaho State Board of Education to the Division of Career Technical Education. This will require action from the Board and a program change request with the U.S. Department of Labor.
2. Reengagement with LEAs and Apprentices to relaunch and scale the program.
3. Reapplication for the SAEF Grant and activation of GI Bill reimbursement.
4. Reengagement with Launch Funding and Workforce Development Council.
5. Development of the Applied Associate and Bachelor's Degree Pathways in collaboration with Idaho's community colleges and universities.
6. Ongoing RAPIDS Reporting and Compliance Management by the Division of Career Technical Education.
7. Select and train select staff to support this work.

Conclusion

Transferring the Teacher Apprenticeship Program to the Division of Career Technical Education offers Idaho an opportunity to relaunch and scale an innovative, statutory-aligned teacher pipeline strategy. With implementation tools already developed, existing funding streams accessible, and legal authority in place, now is the time to invest in Idaho's future educators through a modern apprenticeship model.

Contact Information

To learn more or express support for this transition and program expansion, please contact:

Peter Risse

Division of Career Technical Education

Email: peter.risse@cte.idaho.gov

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SUBJECT

Board Policy I.Q. Accountability Oversight Committee – First Reading

REFERENCE

April 2010	Board approved second reading of Board Policy III.AA, creating the Accountability Oversight Committee (later renamed I.Q.).
June 2015	The Board approved the second reading of proposed amendments to Board Policy I.Q. allowing the Superintendent to designate an alternate in his/her place on the committee.
February 2016	The Board approved the second reading of proposed amendments to Board Policy I.Q. adding an additional at-large member with experience in Special Education.
June 2016	The Board approved the second reading of proposed amendments to Board Policy I.Q. removing the requirement that the chair be an at large member.
October 2018	The Board approved the second reading of proposed changes to Board Policy I.Q., adding experience expectations for some committee positions.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.Q.
Accountability Oversight Committee
IDAPA 08.02.03.111 Assessment and 08.02.03.112 Accountability

BACKGROUND/DISCUSSION

The Board's Accountability Oversight Committee (Committee) was established in April 2010 as an ad-hoc committee of the Idaho State Board of Education. The Committee is charged with providing "recommendations to the Board on the effectiveness of the statewide student achievement system and may make recommendations on improvements and/or changes as needed." Board Policy I.Q., Accountability Oversight Committee, outlines the membership and responsibilities of the committee.

This Committee has been staffed by the Board's K-12 Accountability and Projects Program Manager. With the staffing changes in the Board Office, the responsibilities will be moved to the Idaho State Department of Education. The changes in the policy include updates to the duties and responsibilities of the Committee; the focus of the report to the Board; and changes to the membership to balance the overall Committee makeup.

IMPACT

The proposed changes would reduce the membership from ten (10) to eight (8) members, and helps ensure the report to the Board provides actional recommendations for the accountability system and the associated programs.

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ATTACHMENTS

- Attachment 1 – Board Policy I.Q. - redline
- Attachment 2 – Board Policy I.Q. - clean

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed changes were developed by the Office of the State Board of Education and the State Department of Education. The changes ensure ongoing collaboration between the Board and Department regarding key K-12 issues, improvement alignment of Committee scope to current practices, and ensure the Committee has balanced representation.

Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of amendments to Board Policy I.Q. Accountability Oversight Committee, as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: Q. Accountability Oversight Committee October 2018 April 2026

1. Overview

The Accountability Oversight Committee will function as an ad hoc committee of the Idaho State Board of Education and be staffed by the Board's Accountability Program Manager, Idaho Department of Education.

2. Duties and Responsibilities

a. Provide recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed based on the strategic plans of the Idaho State Board of Education and the Idaho Department of Education.

b. Develop and review an annual report of student achievement. Create a report reviewing school and student improvement efforts and projects related to improving student achievement and Local Education Agency (LEA) accountability. This report shall be compiled collaboratively by Board committee and State Department of Education staff ~~and submitted to the committee for review.~~ The committee will forward the report to the Board and the Department with actionable recommendations for improvement annually.

b.c. Review accountability related amendments for the Idaho Consolidated State Plan and provide the Board with recommendations regarding those amendments.

3. Meetings and Operating Procedures

The committee shall meet twice annually, ~~;~~ additional meetings may be called by the chair as needed.

4. Membership

The committee membership shall consist of:

- OneTwo members of the Idaho State Board of Education and one member from the staff of the Office of the State Board of Education, both appointed by the Board president;
- The Superintendent of Public Instruction or designee; and
- One member with experience serving in a school district or charter school in a special education populations capacity;
- One member with experience serving in a school district with a focus on assessment and accountability;
- One member with experience as a school district superintendent or charter school

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GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: Q. Accountability Oversight Committee October 2018 April 2026director:

- One member with experience as a school principal or charter school administrator.
- ~~One person with experience working with student achievement assessments and data~~
- ~~Two members at large. One person representing a district board of trustees or charter school board of directors.~~

5. Terms of Membership

Board members appointed to the committee serve at the pleasure of the president of the Board. All other committee members are appointed by the Board and shall serve two-year terms. An incumbent member may be recommended for re-appointment. All terms shall begin on July 1st and end on June 30th of the year(s) beginning or ending said term.

Appointments shall be staggered to ensure that no more than ~~two (2)~~five (5) appointments will become vacant in any given year.

An appointee who has reached the end of his or her term shall remain in service as a committee member until re-appointment, or until the appointment of a new member by the Board. Committee officers will be nominated and elected by a vote of the committee.

The Superintendent of Public Instruction or designee will serve as an ex-officio member of the committee.

6. Reporting

This committee shall report directly to the Board through the Planning, Policy and Governmental Affairs Committee.

Idaho State Board of Education**GOVERNING POLICIES AND PROCEDURES****SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES****SUBSECTION: Q. Accountability Oversight Committee****April 2026****1. Overview**

The Accountability Oversight Committee will function as an *ad hoc* committee of the Idaho State Board of Education and be staffed by the Idaho Department of Education.

2. Duties and Responsibilities

- a. Provide recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed based on the strategic plans of the Idaho State Board of Education and the Idaho Department of Education.
- b. Create a report reviewing school and student improvement efforts and projects related to improving student achievement and Local Education Agency (LEA) accountability. This report shall be compiled collaboratively by committee and Department of Education staff. The committee will forward the report to the Board and the Department with actionable recommendations for improvement annually.
- c. Review accountability related amendments for the Idaho Consolidated State Plan and provide the Board with recommendations regarding those amendments.

3. Meetings and Operating Procedures

The committee shall meet twice annually; additional meetings may be called by the chair as needed.

4. Membership

The committee membership shall consist of:

- One member of the Idaho State Board of Education and one member from the staff of the Office of the State Board of Education, both appointed by the Board president;
- The Superintendent of Public Instruction or designee;
- One member with experience serving in a school district or charter school in a special populations capacity;
- One member with experience serving in a school district with a focus on assessment and accountability;
- One member with experience as a school district superintendent or charter school director;
- One member with experience as a school principal or charter school administrator; and

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GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: Q. Accountability Oversight Committee

April 2026

- One person representing a district board of trustees or charter school board of directors.

5. Terms of Membership

Board members appointed to the committee serve at the pleasure of the president of the Board. All other committee members are appointed by the Board and shall serve two-year terms. An incumbent member may be recommended for re-appointment. All terms shall begin on July 1 and end on June 30 of the year(s) beginning or ending said term.

Appointments shall be staggered to ensure that no more than four (4) appointments will become vacant in any given year.

An appointee who has reached the end of his or her term shall remain in service as a committee member until reappointment, or until the appointment of a new member by the Board. Committee officers will be nominated and elected by a vote of the committee.

The Superintendent of Public Instruction or designee will serve as an ex-officio member of the committee.

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IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Idaho State Department of Education - Federal Flexibility Recommendations

REFERENCE

November 2016	Board approved pending rule creating the new statewide accountability system.
August 2017	Board approved Idaho's Consolidated State Plan for submission to the U.S. Department of Education.
February 2019	Board approved amendments to the Idaho Consolidated State Plan.
March 2020	Board waived the requirement for the spring 2020 ISAT administration and approved a waiver for flexibility related to accountability for submission to the U.S. Department of Education.
April 2020	Board approved waiver for accountability requirements and ISAT/alternate assessment (IDAA) administration.
June 2021	Board approved proposed rule Docket 08-0203-2101 and federal accountability waiver.
February 2024	Board approved technical corrections to the ESEA Consolidated State Plan.
June 2024	Board approved proposed amendments to the Idaho Consolidated State Plan, including adjustments to long-term goals for ISAT, graduation rates, and English Learner progress; and the ISAT growth model.
June 2025	Board received an update on federal flexibility options the Department was exploring.

APPLICABLE STATUTE, RULE OR POLICY

Elementary and Secondary Education Act of 1965
Every Student Succeeds Act Section 1111(a)(3), (b)(1), (2)
Idaho State Board of Education Governing Policies & Procedures, Section V.B.8.
Idaho Code §33-110
Idaho Administrative code, IDAPA 08.02.03.111, 112, 114

BACKGROUND/DISCUSSION

As discussed during the June 2025 meeting, the U.S. Department of Education has asked states to explore waivers of sections of the Elementary and Secondary Education Act (ESEA) and to consider pursuing Educational Flexibility (Ed-Flex) state status. These options are designed to "free [schools] from bureaucratic red tape" at the federal level and allow states to better meet local student achievement goals.

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In addition to discussions over the summer and fall with other states and the U.S. Department of Education about options for Idaho, the Department has convened a Federal Flexibility Work Group. This group includes administrators, federal program directors, assessment coordinators, and business managers. The work group is helping the Department explore which options make sense for Idaho, and has developed three initial recommendations which are open for public comment through the end of 2025. They are:

- Spending and Reporting Flexibility in State Administration for Title and IDEA Programming;
- Assessment Waiver for 3rd Grade ISAT ELA and 11th Grade ELA and Math ISAT; and
- Apply for Ed-Flex State Status.

As an additional overview, below is an overview of ESEA waiver, provided to the Department from outside resources, and additional information related to Ed-Flex.

Waiver Information:

ESEA Provisions That <u>Can</u> Be Waived	ESEA Provisions That <u>Cannot</u> Be Waived
<ul style="list-style-type: none">• Assessments: Requirements to administer statewide annual math and reading assessments• Accountability: Requirements to develop and use an accountability system to identify schools for improvement• Interventions: Requirements to intervene in low-performing schools• Transparency and reporting: Requirements to annually publish report cards with various data points• Any individual requirements referenced in this document (requirements under Direct Student Services, Equitable Per-Pupil Funding, IADA, etc.)	<ul style="list-style-type: none">• Fiscal requirements, including: Allocations of federal funds to states and school districts (e.g., Titles I, II, III, and IV formulas); Maintenance of effort (MOE); Comparability of services; Supplement, not supplant• Civil rights requirements under: Title VI of the Civil Rights Act of 1964; Title IX; Title II of the Americans with Disabilities Act; Individuals with Disabilities Education Act (IDEA)• Other one-off requirements:<ul style="list-style-type: none">▫ Equitable participation of private school students▫ Parental participation and involvement requirements;▫ Requirements for the CSP▫ Prohibitions on federal control of curriculum and instruction;▫ Prohibitions on using federal funds for religious worship or instruction

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Per ESEA, a state seeking a waiver must submit an application to the Secretary for approval (after public comment) that includes the following:

- Identify the statutory or regulatory requirements to be waived.
- Describe how the waiver will improve student academic achievement.
- Describe the methods to be used to regularly monitor and evaluate the effectiveness of the plan.
- Describe how schools will continue to serve subgroups of students.
- If requirements for assessments or report cards are waived, describe how the state or district will maintain or improve reporting to the public and parents on student achievement and school performance.

Ed-Flex Information:

In September, the U.S. Department of Education issued guidance on the process of applying for Ed-Flex status and the benefits of this status for states.

The Ed-Flex program, authorized under the Education Flexibility Partnership Act of 1999 and reauthorized by the Every Student Succeeds Act (ESSA), allows the Secretary of the U.S. Department of Education to delegate to state educational agencies (SEAs) the authority to waive statutory or regulatory education requirements at the local level that may, in some instances, impede local efforts to reform and improve education.

As an Ed-Flex state, the State has the authority to waive provisions of the following federal programs to assist local educational agencies (LEAs) in designing and implementing programs to best meet the needs of their students and communities. Ed-Flex waivers are tied to the measurable education goals for LEAs and requires the LEAs to explain how the waiver will assist them in achieving those goals for all students or the specific student groups impacted by the waiver request.

Attachment 1 provides an overview of the draft recommendations in greater detail.

If the Board accepts these recommendations, the Department will continue to work on implementing them, with the goal of reporting back to the Board no later than April 16, 2026.

IMPACT

The result of implementing these recommendations will be an increase in federal spending flexibility, the removal of requirements that go beyond what is mandated by federal law, and a state-required assessment framework that is aligned with our

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State goals of increasing achievement in early literacy and middle grades mathematics, and supporting graduation pathways and post-secondary outcomes.

ATTACHMENTS

Attachment 1 – Flexibility Recommendations Overview

BOARD STAFF COMMENTS AND RECOMMENDATIONS

It is important for the Board to note that the recommendations provided by the IDE relate to two separate federal processes: An ESEA waiver, and an Ed-Flex application.

Board staff supports the Department's efforts to identify opportunities for flexibility under ESEA. Prior to Board approval of either the waiver application or Ed-Flex application, it will be critical to ensure the stakeholder engagement process is robust and includes consideration of potential challenges or unintended consequences of these proposals. In addition to posting ideas or application language for public comment, webinars and meetings with key stakeholder groups and committees (Accountability Oversight Committee and Indian Education Committee) is essential.

BOARD ACTION

Information item: No action required at this time.



Federal Flexibility Draft Recommendations for Public Comment

Introduction: Since May 2025, the Idaho Department of Education (the Department) has been exploring ways to improve how the Every Student Succeeds Act (ESSA) is administered. ESSA is the reauthorized version of the Elementary and Secondary Education Act (ESEA) of 1965. The State Board of Education received an update about these efforts during its June 2025 board meeting in Pocatello.

Over the past eight months, the U.S. Department of Education (ED) has asked states to explore ESSA waivers and to consider pursuing Ed-Flex state status. These options are designed to “free [schools] from bureaucratic red tape” at the federal level and allow states to better meet local student achievement goals.

The Idaho Department of Education is reviewing all federal program reporting and spending requirements to identify and remove any that are not explicitly required by law.

In addition to discussions with other states and the U.S. Department of Education about what these options could look like for Idaho, the Department has convened a Federal Flexibility Workgroup. This group includes administrators, federal program directors, assessment coordinators, and business managers who are exploring which options make the most sense for Idaho.

Draft Recommendation 1: Flexibility in State Administration for Title and IDEA Programming

Overview: As part of efforts to implement changes to federal program support, the Department has been identifying all opportunities to reduce burden on local educational agencies (LEAs), specifically in enhancing spending flexibility and identifying and removing Department requirements that go beyond what is mandated by federal law.

The recommendation is in four parts:

- **Rewrite key guidance documents for LEAs and update reference materials.**
 - Some parts of the Department’s guidance documents for LEAs are outdated, more restrictive than federal law requires, or inaccurate. The rewrites will provide the opportunity to highlight federal program flexibilities and spending options.
- **Consider burden reduction opportunities in subgrant application processes.**
 - Both the Department’s Consolidated Federal and State Grant Application (CFSGA) for ESEA programs and IDEA Part B and Preschool Application have duplications that can be eliminated and restrictions beyond what federal law requires.
- **Revise the state-developed schoolwide and school improvement planning process.**
 - The Department requires LEAs and schools to use a single state-developed tool to satisfy several different Title I planning requirements.

Debbie Critchfield, Superintendent of Public Instruction

- The tool omits some elements required by federal law for one program while adding elements not required by federal law for the same program. The Department will revise its process to better differentiate which requirements apply to each program and/or circumstance, allowing LEAs and schools to satisfy federal requirements while also maximizing their planning options.
- **Streamline and coordinate subrecipient monitoring.**
 - The Department will streamline its monitoring by linking each item monitored to a specific federal requirement. The Department's ESEA and IDEA monitoring processes are robust, sometimes go beyond federal requirements, and may duplicate other oversight processes. Additionally, the Department does monitoring throughout the application, implementation, and reimbursement process, and conducts monitoring throughout the entire process..

Additional Details: These actions do not require any action at the federal level (e.g., a waiver, Ed-Flex status) and are currently being reviewed and implemented.

Draft Recommendation 2: Assessment Waiver for 3rd Grade ISAT ELA and 11th Grade ELA and Math ISAT

Overview: ESSA waivers are granted by the U.S. Secretary of Education to state education agencies (SEAs) seeking flexibility from specific ESSA statutory and regulatory requirements. Waivers are intended to “advance student academic achievement” and the provisions that can be waived include assessment, accountability, interventions, transparency, and reporting. ESSA provisions that cannot be waived include fiscal requirements (e.g., Maintenance of Effort) and civil rights requirements (e.g., IDEA, Title IX).

Additionally, based on conversations with ED and other states that have pursued more expansive assessment waivers, eliminating all federally required assessments is not a feasible option for a waiver request.

Changes to the Idaho's ESSA-required comprehensive assessment framework will require a waiver. The primary goal for requesting this assessment waiver is to ensure that state-required assessments are aligned with our State goals of increasing achievement in early literacy and middle grades mathematics and supporting graduation pathways and post-secondary outcomes.

Two requests related to Idaho's assessment framework are under consideration

- 1.) Replace the 3rd Grade ELA ISAT with the existing 3rd Grade Idaho Reading Indicator (IRI)
- 2.) Replace the 11th Grade ISAT with a student-selected assessment/LEA-selected assessment, aligned with graduation pathways and/or post-secondary goals.

Recently, the State updated its graduation requirements to include the development of college and career localized pathways for students. The proposed change would have assessments for

11th graders be student-and/or LEA-selected and would be aligned with localized pathways and would include, but would not be limited to, the following:

- ISAT for 11th graders (as a college entrance exam)
- SAT
- ACT
- Classical Learning Test (CLT)
- ASVAB
- Idaho CTE Technical Skills Assessment
- Idaho CTE Workforce Readiness Assessment
- WorkKeys

Additional Background and Details: In July, the U.S. Department of Education (ED) issued guidance asking states to “seek waivers from burdensome statutory and regulatory provisions by using the authority outlined in the *Elementary and Secondary Education Act* (ESEA).”

Federal law requires a state seeking flexibility from one or more of ESSA to submit a written request to the U.S. Secretary of Education. The request must describe:

- The specific sections to be waived;
- how the waiver will advance student achievement;
- a plan to monitor and regularly evaluate the effectiveness of the implementation of plan; and
- how schools will continue to provide assistance to the same student populations prioritized in ESEA.

The Idaho Department of Education is aiming to submit a waiver in early 2026, after public comment, and contingent on State Board of Education approval.

Draft Recommendation 3: Apply for Ed-Flex State Status

Overview: The Educational Flexibility (Ed-Flex) program, authorized under the Education Flexibility Partnership Act of 1999 and reauthorized by the Every Student Succeeds Act (ESSA), allows the Secretary of the U.S. Department of Education (ED) to delegate to state educational agencies (SEAs) the authority to waive statutory or regulatory education requirements at the local level that may, in some instances, impede local efforts to reform and improve education.

As an Ed-Flex state, the State has the authority to waive provisions of the following federal programs to assist LEAs in designing and implementing the programs to best meet the needs of their students and communities. These specifically include:

- **Every Student Succeeds Act (ESSA):** The federal law governing K-12 education that gives states flexibility while ensuring accountability for student achievement and equitable access to quality education.
 - **Title I, Part A (other than section 1111):** Provides financial assistance to schools and districts with high numbers of low-income students to help all children meet academic standards.

- **Title I, Part C:** Supports the education of migratory children to help them overcome challenges caused by frequent moves and educational disruption.
- **Title I, Part D:** Funds programs that improve educational services for children and youth in correctional facilities or at risk of delinquency.
- **Title II, Part A:** Supports the improvement of teacher and principal quality through professional development and other strategies to strengthen educator effectiveness.
- **Title IV Part A:** Supports well-rounded education, safe and healthy schools, and effective use of technology to improve student learning.
- **Carl D. Perkins Career and Technical Education Act of 2006**, as amended.

The Ed-Flex waivers are tied to the measurable education goals for LEAs and requires LEAs to explain how the waiver will assist them in achieving those goals for all students or the specific student groups impacted by the waiver request.

Proposal: The Department will apply for Ed-Flex state status for Idaho. Requested flexibilities may include schoolwide eligibility, allowing additional carryover, program streamlining, and blending funding sources. Additional suggestions related to flexibilities may be included if there is interest on the part of LEAs.

Additional Details: In September, the U.S. Department of Education (ED) issued guidance on the process of applying for an Ed-Flex and the benefits of this status for states.

If the ED approves the request for Ed-Flex status, the Department would develop a statewide waiver framework to implement Ed-Flex in Idaho. The framework will include the application, reporting, and review requirements specific to the requested flexibilities. The Department may determine a waiver to be appropriate for LEAs across the State and expedite approval of applications for interested LEAs.

SUBJECT

State Board of Education Re-brand

BACKGROUND/DISCUSSION

The Office of the State Board of Education (OSBE), the Idaho Division of Career Technical Education (IDCTE), and the Idaho Public Charter School Commission (IPCSC) have spent the past six months aligning around a shared vision for Idaho's education system. Each agency is operating under new leadership, creating the right moment to update the State Board's visual identity so it better reflects today's priorities: collaboration across agencies, stewardship of public resources, and a unified approach to serving learners from kindergarten through career in their unique educational journeys.

All aspects of the proposed rebrand are the result of a multi-agency rebranding process led and completed entirely in-house using IDCTE's Communications Team. Because the rebrand was completed using existing staff expertise, there has been no incurred cost to the Board. There may be limited costs in rolling out the re-brand, primarily related to replacement of existing branding in physical locations. The agencies involved are exploring creative strategies to minimize these costs, including partnering with students and/or educational institutions.

Workshops with OSBE, IDCTE, and IPCSC identified shared audiences, common values, and the core message we want Idahoans to understand about a coordinated education system. The new mark incorporates colors drawn from each agency's established palette to maintain continuity, while the three bars represent the Board's core values: Accountability, Collaboration, and Service. The core values represent how we achieve our mission to "Innovate. Educate. Lead.", which serves as our new tagline.

This updated logo provides a modern, cohesive foundation that all agencies can build on as they update their identities in the coming months. It positions the Board to communicate with clarity and consistency, both internally and to the public.

IMPACT

Approving the proposed logo will standardize the visual identity of the State Board of Education, improve brand recognition, and strengthen trust by presenting a clear, cohesive image across Idaho's education system. It also sets the stage for upcoming redesigns of the IDCTE and IPCSC logos, reducing confusion among stakeholders and reinforcing that these agencies operate as a coordinated network.

Adoption of the new logo ensures consistent branding across websites, publications, presentations, legislative communications, and public-facing materials, improving the Board's ability to clearly communicate its mission, vision, and values to students, families, educators, policymakers, and the public.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 17, 2025

ATTACHMENTS

- Attachment 1 – State Board of Education Re-brand Summary
- Attachment 2 – State Board of Education Re-brand Presentation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

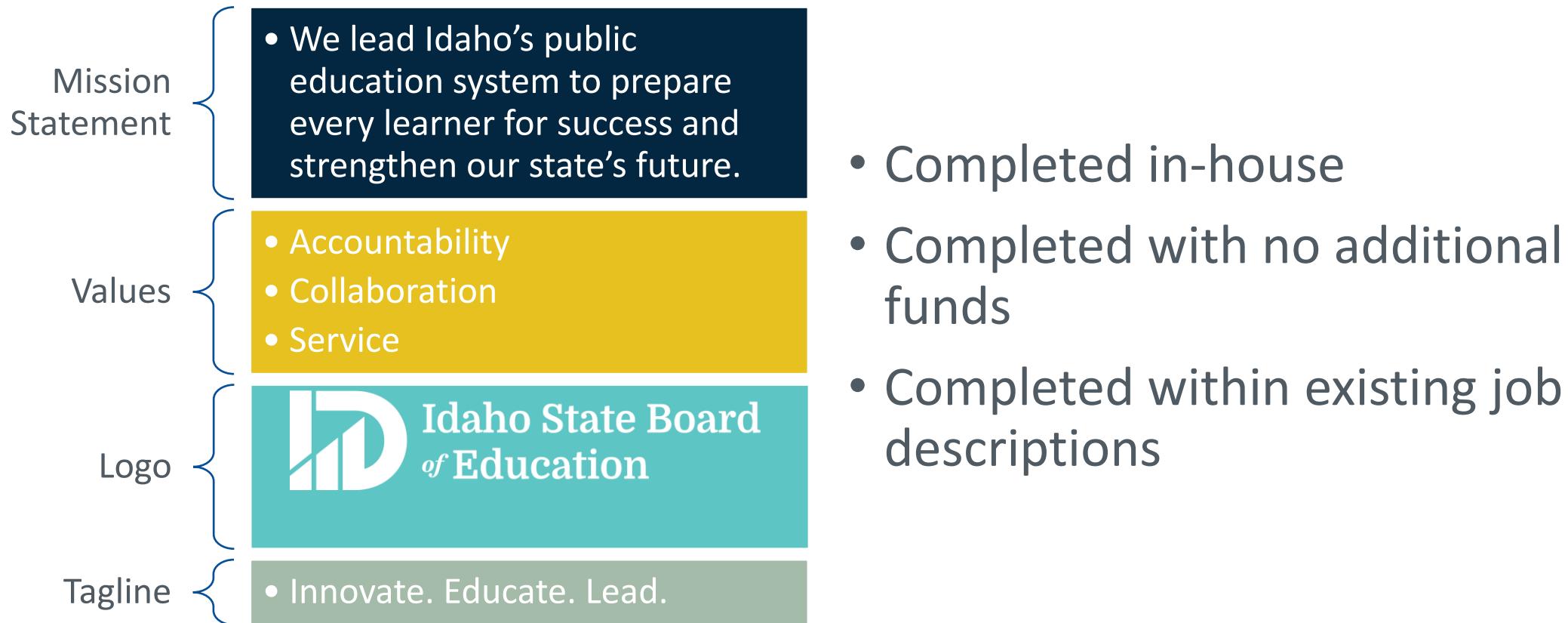
Board staff recommends approval.

BOARD ACTION

I move to approve the State Board of Education re-brand, including the logo, mission statement, values, and tagline as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Our Branding



Aligning Vision, Values, and Voice Across Idaho's Education System

Tanya Harris, Digital Communications Specialist

Megan O'Rourke, M.A., CPM®, Director of Communications

Workshops

Idaho Division of Career
Technical Education

30 attendees

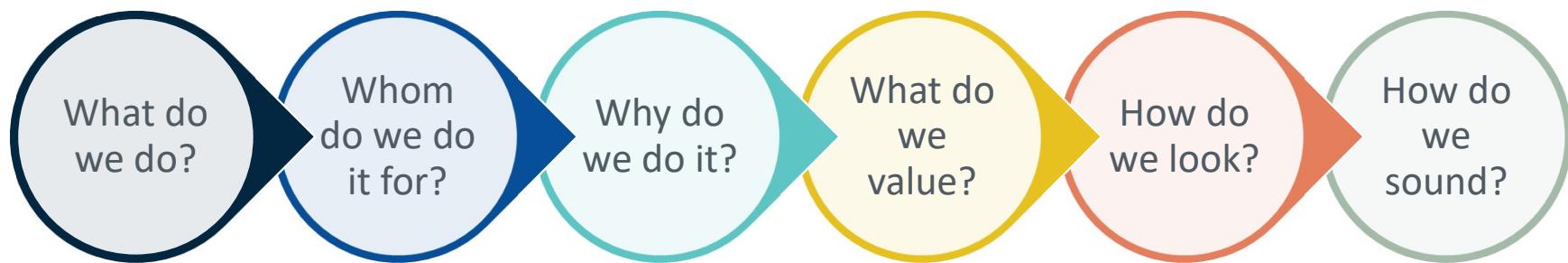
Idaho Public Charter School
Commission

3 attendees

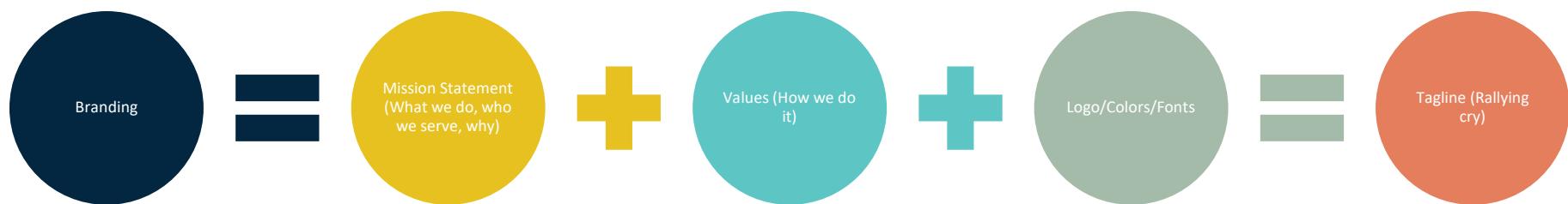
Office of the State Board of
Education

12 attendees

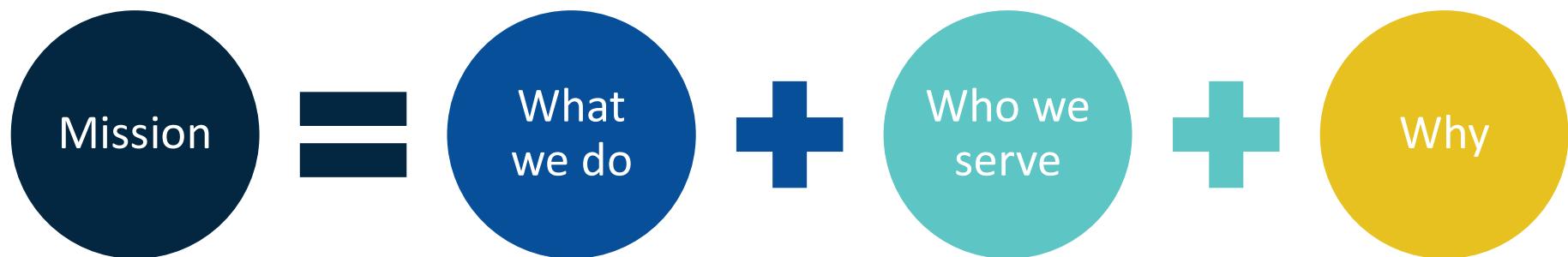
Workshops



Branding



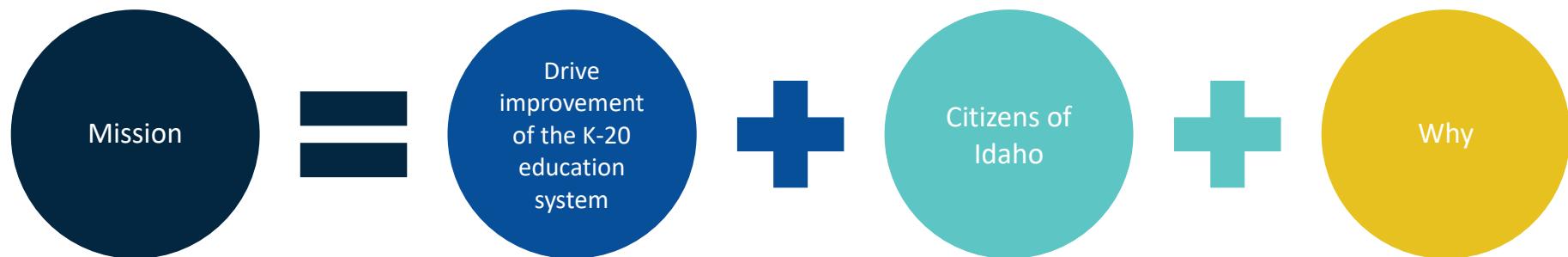
Mission Statements



Current Mission: ISBE

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

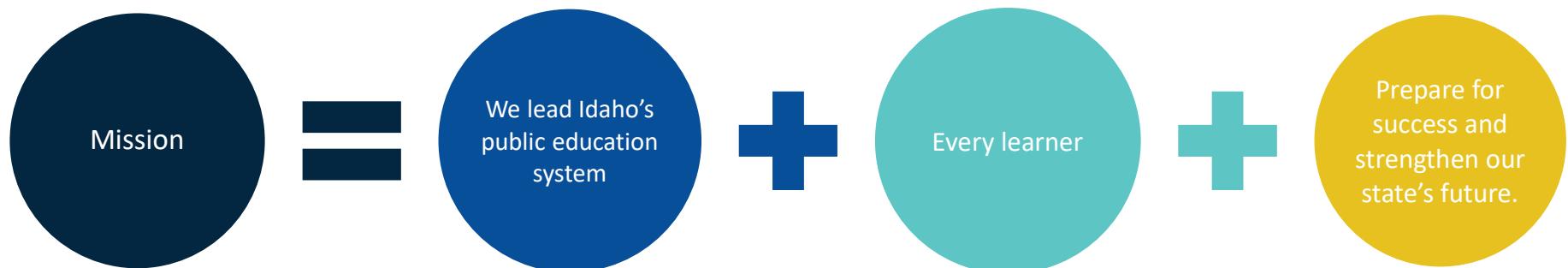
ISBE'S Mission



Proposed Mission: ISBE

We lead Idaho's public education system to prepare every learner for success and strengthen our state's future.

ISBE'S Mission



Values



Values

Outcome-focused

Accountability

Culture-focused

Collaboration

Future-focused

Service

Values

Accountability

We take responsibility for our actions and outcomes, demonstrating integrity, professionalism, efficiency, and consistency in serving Idaho's learners, partners, and communities.

Collaboration

We build strong connections through partnership, trust, and shared purpose, engaging multiple perspectives to solve problems and advance education and training across Idaho.

Service

We meet the needs of every learner with care, responsiveness, and commitment, ensuring access, support, and opportunity that strengthen Idaho's education and workforce systems.

Our Brand

Accountable. Collaborative. Service-oriented.

“Your logo doesn’t need to explain everything your business does. It just has to be a vessel for the meaning you build around it.”

—Kristy Campbell

Our Logo



**Idaho State Board
of Education**

Our Logo



INNOVATE. EDUCATE. LEAD.

Our Logo



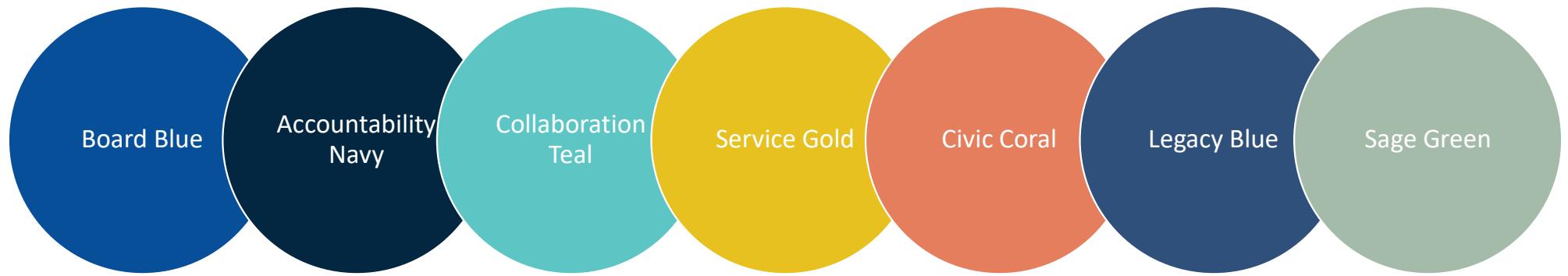
Idaho State Board
of Education



Mockups



Our Colors



Our Fonts

Heading 1: Domine (28 pt., bold)

HEADING 2: PUBLIC SANS (20 PT., ALL CAPS)

Heading 3: Public Sans ExtraBold (15 pt.)

Heading 4: Public Sans SemiBold (12 pt.)

Body text: Public Sans (12 pt.)

• Bullets: Public Sans (12 pt.)

Footer text: Public Sans Regular (8 pt.)

Our Branding





**Idaho State Board
of Education**

Questions?

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