SUBJECT

Legislative Update

REFERENCE

August 2025	Board approved proposed administrative rules for the 2026 legislative session.
November 2025	Board approved pending administrative rules for the 2026 legislative session.

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code § 33-107(5)(b)

BACKGROUND/DISCUSSION

This agenda item will provide the Board with an update on education-related budgets and legislation approved by the 2026 Idaho Legislature.

IMPACT

The impacts of the associated changes to rule, statute, and budgets will be provided to the Board at the time of the update.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Any changes that require Board action to support implementation will be brought to the Board at future meetings.

BOARD ACTION

This item is for informational purposes only.

SUBJECT

FY 26 Accountability Oversight Committee Recommendations Report

REFERENCE

April 2021	The Board adopted AOC recommendations to shift the accountability school quality measure to chronic absenteeism, initiating the negotiated rulemaking process which led to changes to IDAPA 08.02.03.112.
June 2021	The Board received the AOC's fiscal year 2021 report with recommendations to restructure future reports.
April 2022	The Board received the AOC's fiscal year 2022 report, which provided data and analysis related to impacts of the pandemic on K-12 outcomes.
April 2023	The Board received the AOC's fiscal year 2023 report and supported use of the executive summary.
April 2024	The Board received the AOC's fiscal year 2024 report and supported use of the executive summary.
April 2025	The Board received the AOC's fiscal year 2025 report and supported use of the executive summary.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.Q. Accountability Oversight Committee
Idaho Code § 33-110
Idaho Administrative Code, IDAPA 08.02.03.111, 112, and 114

BACKGROUND/DISCUSSION

The Board's Accountability Oversight Committee (AOC) was established in April 2010 as an ad-hoc committee. Board policy I.Q. assigns two responsibilities to the committee:

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.
b. Develop and review an annual report on student achievement. This report is compiled collaboratively by Board and State Department of Education (Department) staff and submitted to the committee for review. The committee forwards the report to the Board with recommendations annually.

The FY 26 AOC Report provides recommendations to the Board and Department resulting from the committee's review and analysis of substantial data, as presented in the Idaho State Report Card and data presentations from the Board office, Department, and Division of Career Technical Education. The data included at the request of the AOC includes annual measures and more detailed data related to the subject-area focus for that year. For the FY 26 AOC Report, the focus area was English language arts. As a result, the committee put particular emphasis

on analyzing more detailed Idaho Reading Indicator (IRI) and Idaho Standards Achievement Test (ISAT) English Language Arts data.

The AOC's highest priority recommendations are provided in an Executive Summary that, with support from the Board, will be published as a separate document for distribution. The full report focuses on recommendations based on the committee's data analysis. For the FY 26 AOC Report, the committee was encouraged to focus on a more limited number of recommendations to encourage the Board and Department to focus on tasks the committee believes are most likely to support improved student achievement. The recommendations are divided between policy recommendations for the Board and implementation recommendations for SDE and are further separated between short-term and long-term actions. The FY 26 AOC Report includes three appendices representing the data presentations reviewed by the committee.

The committee identified the following priority recommendations for inclusion in the FY 26 AOC Recommendations Report Executive Summary:

Literacy
Priority Recommendation for the Board and Department (short-term):

- In partnership with the Department, identify a sound approach to develop a criterion-referenced score for the Idaho Reading Indicator and ensure educators understand appropriate uses for the norm and criterion-referenced scores.

Middle Grades Math
Priority Recommendation for the Board and Department (short-term):

- In partnership with the Department, ensure a robust roll-out of the Comprehensive Mathematics Plan and the Mathematics Instructional Guide.

Career Technical Education
Priority Recommendation for the Board and Department (short-term):

- In partnership with the Department and the Division of Career Technical Education, develop a plan to integrate CTE data into the Idaho Report Card.

Chronic Absenteeism
Priority Recommendation for the Board and Department (short-term):

- Continue to support the Department in promoting key resources for improving attendance, including providing related data and professional development.

IMPACT

The recommendations outlined in the FY 26 AOC Recommendations Report are intended to guide the Board and Department to adjust policies and practices to support improved student achievement in areas aligned to the Board's strategic plan. As written, none of the priority recommendations impact statute or

administrative code currently. However, agency staff could determine that steps towards implementation necessitate change. If this occurs, staff will bring the suggested changes to the Board for approval through the appropriate process.

All other recommendations in the full report will be reviewed individually by the appropriate agency to determine timelines and appropriate actions. Any recommendations that impact statute or Administrative Code may be brought back to the Board for consideration as legislative ideas.

ATTACHMENTS

Attachment 1 – FY 26 Accountability Oversight Committee Recommendations Report

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Priority recommendations from this report are aligned to the Board's strategic plan and ongoing priorities related to literacy, middle-grades math, career technical education, and absenteeism. Staff recommend support for the priority recommendations presented in the Executive Summary of the FY 26 Accountability Oversight Committee Recommendations Report.

BOARD ACTION

This agenda item is for informational purposes only.

ACCOUNTABILITY OVERSIGHT COMMITTEE

FY 26 Recommendations Report

March 2026

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

Table of Contents

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

DISCLAIMER

This report is an internal working document of the Accountability Oversight Committee (AOC), an ad hoc committee of the Idaho State Board of Education. The recommendations presented here are the opinions of the AOC and not necessarily that of the Board unless explicitly accepted by them.

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

SECTION 1: EXECUTIVE SUMMARY

The purpose of this section is to provide the AOC's priority recommendations for the Board. Please see the full FY 26 AOC Recommendations Report for additional details.

Positive Findings

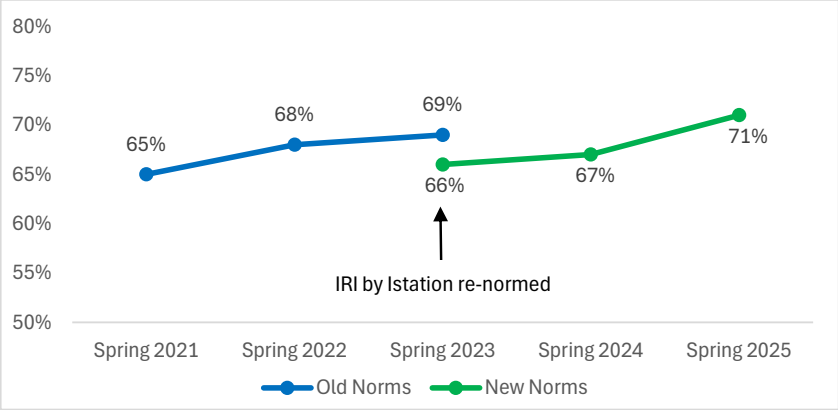
- 90% of high school students with CTE concentrations graduated in 4 years.
- High school CTE concentrators outperformed ISAT ELA and Math state averages.
- 71% of the All Students group scored At Grade Level on the IRI during spring 2025, the highest during the time the state used the IRI by Istation.
- Four year cohort graduation rates for Hispanics, the largest ethnic subgroup in Idaho, have steadily increased from a low of 71.8% in 2021 to 76.8% in 2025.

Literacy

Priority Recommendation

In partnership with the Department, identify a sound approach to develop a criterion-referenced score for the Idaho Reading Indicator and ensure educators understand appropriate uses for the norm and criterion-referenced scores.

Figure 1: Spring IRI % At Grade Level & the Impact of Re-norming



Findings

- The IRI was re-normed prior to SY 2022-23.
- The % of students At Grade Level was lower for All Students and all grades in Spring 2023 under the new norms.

Middle Grades Math

Priority Recommendation

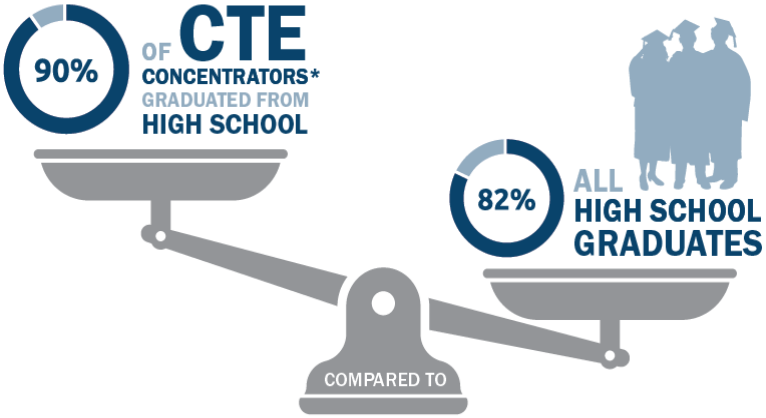
In partnership with the Department, ensure a robust roll-out of the Comprehensive Mathematics Plan and the Mathematics Instructional Guide and ensure math professional development partners integrate the documents into their work.

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

Career Technical Education

Priority Recommendation

In partnership with the Department and the Division of Career Technical Education, develop a plan to integrate CTE data into the Idaho Report Card.



Findings

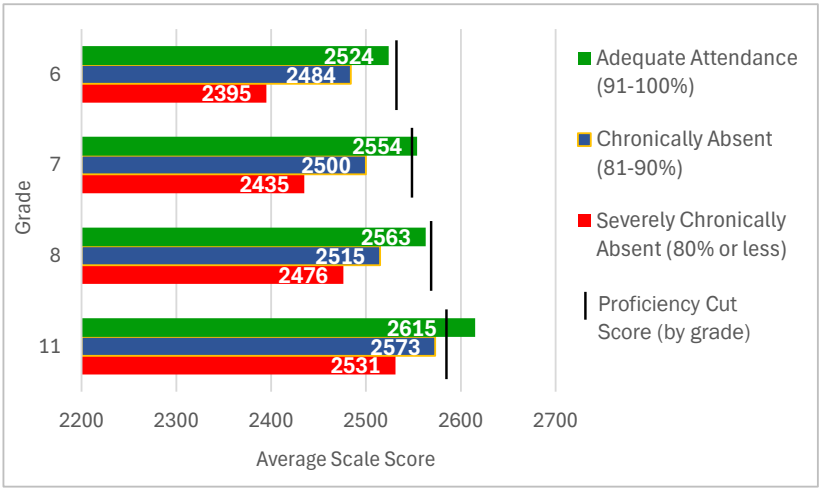
- The 2025 CTE concentrators had a 90% 4 year cohort graduation rate.
- The percentages of CTE concentrators who scored proficient or advanced on ISAT Math, ISAT ELA, and ISAT Science were higher than state averages.

Chronic Absenteeism

Priority Recommendation

Continue to support the Department in promoting key resources for improving attendance, including providing related data and professional development.

Figure 3: Impact of Absenteeism on ISAT ELA Scores, 2023-24 by Grade



Findings

- Chronic absenteeism has improved from the pandemic high (21%), but is still concerning at 15% for 2024-25.
- Data from prior reports shows the impact of absenteeism on student performance holds across other metrics (IRI, ISAT Math, HS graduation).

SECTION 2: RECOMMENDATIONS

Suggestions for Reading Section 2

The first subsection of Section 2 contains General Recommendations that cut across more than one accountability area.

Definitions

Based on the AOC's experience with the time and resources it takes to implement recommendations, the following definitions are used when referring to Short-term Actions and Long-term Actions in the Recommendations tables in Section 2.

- ✓ Short-term Actions: Work on this recommendation should begin as soon as possible, with the goal that the recommendation be completed within approximately two (2) years after Board approval.
- ✓ Long-term Actions: While planning can begin sooner, these are recommendations that generally are expected to take more than two (2) years to come to fruition. Sometimes, these recommendations first require the completion of a Short-term Action.

General / Across Content Areas

Policy Recommendations – State Board of Education

Short-term Actions

1. Continue systematic collection and analyses of data regarding the impact of expanded full-time kindergarten in the state (FY 23 - FY 25 Rec).
2. Re-evaluate how hard-to-fill positions are identified and the support needed for effective educator recruitment and retention.
3. Research the impact of programs designed to address specific needs of districts and schools (regional math centers, IDLA, rural and underserved, SMART coaches, etc.).

Long-term Actions

1. Work with the Department to develop and promote an enrollment-based funding formula that includes identification of students who need additional support and provides proportional funding or weighting for those students.
2. Establish a work group to explore paths to reduce summer learning loss.

Implementation Recommendations – State Department of Education

Short-term Actions

1. Identify and promote additional support resources to address the increase in student behavioral challenges.
2. Provide district training to address subgroup gap closure across student outcomes (IRI, ISAT, graduation rates, etc.)

Long-term Actions

1. Explore trends in the special education population and develop a plan to support districts and schools in addressing shifting student needs.

English Language Arts/Literacy and English Learning

Policy Recommendations – State Board of Education

Short-term Actions

1. Maintain commitment to K-3 literacy and the science of reading (FY 22 - FY 25 Rec).
2. Maintain support for full-time kindergarten.

Implementation Recommendations – State Department of Education

Short-term Actions

1. Work with the Board and stakeholders to identify a sound approach to establishing criterion-referenced scoring for the IRI. Provide assessment literacy professional development about the use of norm- and criterion-referenced scores.
2. Provide guidance to LEAs about how to identify secondary students who need reading support and implement best practices for secondary reading interventions (Dyslexia Handbook could be a resource).
3. Work with the English Learner Advisory Committee to identify additional, standardized exit criteria to qualify students to exit EL programs. Assure validity and reliability of identified criteria through TAC and AOC reviews.

Mathematics

Policy Recommendations – State Board of Education

Short-term Actions

1. Establish policy that requires all middle school (6-8) teachers who teach algebra to have a mathematics endorsement or demonstrate proficiency in appropriate pedagogy and content knowledge.

Long-term Actions

1. Conduct research on the connections between educator preparation content, certification requirements, teaching placements, and student outcomes and task the Educator Preparation Program Work Group with identifying how to improve math preparation for K-8 generalists and secondary math teachers.

Implementation Recommendations – State Department of Education

Short-term Actions

1. Implement a strategic, intentional roll-out of the Comprehensive Mathematics Plan and Mathematics Instructional Guide to all LEAs.

Career Technical Education (CTE)

Policy Recommendations – State Board of Education

Short-term Actions

1. Expand relationships with the Workforce Development Council and Department of Labor to explore post-program success (career outcomes related to secondary and postsecondary programs).
2. Explore ways to streamline CTE educator credentialling to address teacher shortages.
3. Enhance current and establish new connections between CTE and industry sponsored apprenticeships.

Implementation Recommendations – Division of Career Technical Education & State Department of Education

Short-term Actions

1. Integrate CTE data into the state report card.
2. In partnership with SDE, CTE should conduct a data review (quantitative and qualitative) of middle school programs (i.e., 8th Grade Career Exploration and Middle School: First Steps) to ensure they are effective and meeting student needs.
3. Explore CTE student subgroup performance (i.e. SPED, income, ethnicity, etc.) across outcome variables, including ISAT, attendance, graduation rates, postsecondary transition rates, etc.
4. Revisit standards to assure strong connections between traditional academic and CTE standards. Where possible, use common language.

High School - Graduation and Postsecondary Transition Rates

Policy Recommendations – State Board of Education

Short-term Actions

1. Continue researching impact of scholarship and financial aid programs (Opportunity, Launch, etc.) and share research results.
   a. In addition to separating data by institution type, look at program type (i.e. academic vs. CTE).
2. Begin tracking and reporting secondary GED numbers and rates.

Long-term Actions

1. In partnership with the Department, identify strategies to improve counselor-to-student ratios.

Implementation Recommendations – State Department of Education

Short-term Actions

1. Direct LEAs to establish early warning systems to identify students at risk for dropping out, coupled with robust interventions and supports for students (FY 23 - FY 25 Rec).
   a. Gather evidence regarding LEAs' early warning systems and dropout prevention efforts. Identify best practices. Present research and recommendations to the Board (FY 22 - FY 25 Rec).
   b. Guide LEAs to leverage absenteeism data and supports as key early warning signs and interventions for dropout prevention (FY 23 - FY 25 Rec).

Enrollment and Attendance

Policy Recommendations – State Board of Education

Short-term Actions

1. In partnership with the Department, continue to promote attendance-related resources including (but not limited to) Attendance Works, Safe and Civil Schools, and the National Ad Council (expanded based on FY 23 - FY 25 Rec).

Long-term Actions

1. Develop a policy that shifts the legal ramifications of non-attendance to parents/guardians rather than students.

Implementation Recommendations – State Department of Education

Short-term Actions

1. Continue to provide data, professional development, and resources to districts and schools around strategies to address chronic absenteeism.
   a. Inform districts and schools on the impact attendance has on student outcomes.
   b. Provide recommended strategies (such as early warning systems) and other resources such as Attendance Works, Safe and Civil Schools, and the National Ad Council.

SECTION 3: DATA CONCLUSIONS

English Language Arts/Literacy

Idaho Reading Indicator (IRI)

Associated Data:

- Idaho Report Card, State of Idaho, Performance, Achievement Measures: Idaho Reading Indicator Fall and Idaho Reading Indicator Spring
- 2024-2025 Student Achievement Report (App. A), Figures 1-4, pgs. 9-12

Conclusions:

- The percentage of the All Students group that scored At Grade Level for 2024-25 was 71%, the highest during the time the state used the IRI by Istation.
- The percentage of students facing socioeconomic disadvantage who scored At Grade Level increased more from fall 2024 to spring 2025 than their non-socioeconomically disadvantaged peers.
- The percentage of kindergarten students who scored At Grade Level increased the most.
    - We do not have adequate data to assert that specific policy or program changes resulted in these improved scores. Thus, we recommend the state implement evaluations of the effectiveness of the following, which may or may not have contributed:
        - Full-time kindergarten, since 2024-25 was the third year that most students in Idaho participated in full-time kindergarten.
        - Integration of the science of reading into educator preparation at all Idaho institutions as a result of the implementation of the updated Idaho Literacy Standards for educator preparation (developed by the Idaho Higher Education Literacy Partnership (IHELP)).
        - The expansion of educator professional development through the Idaho Striving to Meet Achievement in Reading Together (SMART) Project.
        - Use of and alignment to Idaho's literacy resources, including the 2020 Idaho Comprehensive Literacy Plan and 2022 Dyslexia Handbook.

Idaho Standards Achievement Test (ISAT) – English Language Arts (ELA) / Literacy

Associated Data:

- Idaho Report Card, State of Idaho, Performance, Achievement Measures: English Language Arts / Literacy
- 2024-2025 Student Achievement Report (App. A), Figures 5-10, Table 1, pgs. 13-20

Conclusions:

- The percentage of students who scored proficient or advanced was stable between 2024 and 2025 at 53.2%.
  - For most grades, within the past five years, performance was lowest in 2023 when the longer ISAT test blueprint was used.
  - High School ISAT ELA performance was the exception. Proficiency was higher in 2023 (longer blueprint) and lower in 2024 and 2025 (shorter blueprint), raising questions regarding the potential impact the shorter form may have on student's ability to demonstrate their ELA proficiency.
- The Subcategory Trajectory Growth Model that went into effect in 2024-25 showed that 56.6% of students hit their growth targets on the ISAT ELA:
  - For students in categories 1A to 2C in 2024, roughly 49-54% moved to a higher category in 2025 (e.g., 1A to 1B).
  - For students in 1C in 2024, 54% moved to 2A or higher in 2025. And for students in 2C in 2024, 49.5% moved to 3A or higher.
  - For students in category 3 in 2024, 55-62% held their position or advanced in 2025.
  - For students who scored advanced (4) in 2024, 65% scored advanced in 2025.

English Language Proficiency Assessment (ELPA)

Associated Data:

- Idaho Report Card, State of Idaho, Performance, Achievement Measures: English Learners Achieving English Language Proficiency
- 2024-2025 Student Achievement Report (App. A), Figures 11-12, Table 2 , pgs. 21-24

Conclusions:

- After a 9 percentage point decrease in 2021 (pandemic) in the percentage of English Learner (EL) students demonstrating English proficiency (19.3% to 10.1%), the percentage has continued to slowly decrease to 8.0% in 2025. Underlying factors that may be impacting this performance include:

- Demographic shifts in the EL student population, including increases in EL1 and EL2 (lowest performance categories) students (particularly in older grades rather than early elementary);
- The number of languages spoken;
- Socioeconomic diversity; and
- Idaho's ELPA vendor, WIDA, in 2023-24 added higher language expectations linked to ELD Standard 3, Language for Mathematics, which may have increased the difficulty of the test.

Idaho Standards Achievement Test (ISAT) – Mathematics

Associated Data:

- Idaho Report Card, State of Idaho, Performance, Achievement Measures: Mathematics

Conclusions:

- The percentage of the All Students group scoring proficient or advanced was stable from 2024 (42.2%) to 2025 (42.3%).
- Most elementary and middle school grades have been trending slightly upward since 2023. On the other hand, the percentage of high schoolers who scored proficient or advanced decreased 3.1 percentage points from 34.5% in 2024 to 31.4% in 2025.

Career Technical Education

Associated Data:

- 2024-25 Secondary CTE Data Report (App. C)

Conclusions:

- CTE concentrators have a 90% 4 year cohort graduation rate, as compared to 82% for the broader population.
- 11th grade CTE concentrators also have strong performance on the ISAT, with 72.9% scoring proficient or advanced on the ISAT ELA and 53% scoring proficient or advanced on the ISAT Math.

Graduation Rates

Associated Data:

- Idaho Report Card, State of Idaho, Performance, Success Indicators: Four-Year Graduation Rate and Five-Year Graduation Rate

Conclusions:

- The All Students four year cohort graduation rate remained steady at 82.3% during 2024 and 2025. This is a post-pandemic high after the rate dropped to 79.9% in 2022.
- After hitting a low of 82.3% in 2021, the All Students five year cohort graduation rate rose to a post-pandemic high of 84.3%.
  - Additionally, the 5 year rate continues year-over-year to be 2-3 percentage points higher than the 4 year rate.
- Four year cohort graduation rates for Hispanics, the largest ethic subgroup in Idaho, have steadily increased from a low of 71.8% in 2021 to 76.8% in 2025.

Postsecondary Transition Rates

Associated Data:

- 2024-25 Postsecondary Transitions Report (App. B)

Conclusions:

- Idaho's nationwide postsecondary transition rates, including fall immediate, 1 year, and 3 year, have remained relatively steady from 2021 to 2025.
- Idaho's public postsecondary fall immediate and 1 year transition rates increased in 2024. Based on a Launch evaluation by OSBE, this is the result of more students enrolling at Idaho institutions (rather than out of state) to access Launch funds.
- More students transition to Idaho public universities (22% within 1 year) than Idaho community colleges (12%). Both Idaho public universities and community colleges have 3 year transition rates that are 3 to 3.5 percentage points higher than their 1 year rates.

Attendance and Absenteeism

Associated Data:

- Idaho Report Card, State of Idaho, Success Indicators: Chronic Absenteeism
- 2024-2025 Student Achievement Report (App. A), Figure 13, pg. 26

Conclusions:

- The percentage of students chronically absent (attending less than 90% of school days) reached a high of 21% during the pandemic (SY 2020-21).
- The SY 2024-25 chronic absenteeism rate was 14.6%. While this was not as low as the pre-pandemic estimate of 8%, Idaho was one of only 4 states with an absenteeism rate below 20%.

SECTION 4: ACCOUNTABILITY OVERSIGHT COMMITTEE MEMBERS

Chair

Roger Stewart, Ph.D.	Retired Professor, College of Education, Boise State University Designated Seat: Student Achievement Assessment and Data

Ex-Officio Members

Cindy Siddoway, B.A.	Member, Idaho State Board of Education Owner, Siddoway Sheep Co. and Juniper Mountain Ranch Former School Board Trustee, West Jefferson School District #253
Peter Koehler, M.A.	Member, Idaho State Board of Education Retired Superintendent, Nampa School District #131
Michelle Clement-Taylor, B.A.	Chief Operating Officer, Idaho State Department of Education

Designated Members

Sherry Ann Adams, Ph.D.	Superintendent, Melba School District #136 Designated Seat: School District Superintendent
Julian Duffey, M.Ed.	Owner, Balance Point, LLC. Designated Seat: Special Education
Adam Johnson, Ed.S.	Assistant Superintendent and Assessment Director, Blaine County School District #61 Designated Seat: School District Assessment and Accountability
Geoff Penrose, Ed.S.	Principal, Sandpoint Middle School, Lake Pend Oreille School District #84 Designated Seat: School Level Administrator

At-Large Members

Gabriela Clark, B.S.	English Learner Program Coordinator, Fremont County Joint School District #215
Anne Ritter, MS.Ed., J.D.	Board President, Meridian Medical Arts Charter School Former School Board Trustee, West Ada School District #2

Staff

Alison Henken, M.P.P.	Policy Director, Idaho Office of the State Board of Education

SCHOOL YEAR 2024-25

Student Achievement Report

IDAHO DEPARTMENT OF EDUCATION
ASSESSMENT & ACCOUNTABILITY

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
208 332 6800 OFFICE / 711 TRS
WWW.SDE.IDAHO.GOV

CREATED 03/10/2026

TABLE OF CONTENTS

TABLE OF FIGURES

TABLE OF TABLES

DATA NOTES

The data presentations in this report conform to the rules and standard practices adopted by the Idaho Department of Education (the Department) to protect potentially personally identifiable information (PII), and to guard against overinterpretation of small differences.

Redaction

In compliance with Idaho law, the Department redacts data to protect personal identity. This means that the Department does not report data in any cells of fewer than 5 students or where the difference between the total of one or more cells of categorical data is fewer than 5 of the total student population. In addition, Data Management Council (DMC) Policies and Procedures call for at least two cells to be redacted in most cases where any total is available, to prevent any cell required for redaction from being derived. Under DMC policy, additional cells may be required to be redacted until the total of the exempt and therefore redacted aggregate data in a line or column equals 5 or more. Zero is considered a number.

The Department uses two levels of redaction communication to protect privacy: (1) reporting no data at all or (2) by "blurring" the actual data, which provides some numeric information, without exposing underlying private data. Specifically, cells that meet the standard fewer-than-five redaction rule are reported using the "NSIZE" notation. Cells that meet the n size requirement but cannot be disclosed because of their relationship to another cell that is redacted, are blurred with the use of ">" or "<" notations. Please be aware that the blurred results are always true (e.g. a cell listed with < 25% will have a real value of under 25%), but do not include an indication of how much above or below the listed value the actual percentage falls.

Level of Precision and Rounding Error

In this report, most composites, rates, percentages, and averages are calculated to 10 places beyond the decimal. For reporting, they are rounded to full numbers, with no places beyond the decimal. The resulting level of precision better matches the level of accuracy of the underlying data and helps avoid the overinterpretation of small, inconsequential differences that likely result from the types of random error that affect all data. Slight, apparent differences from 100% of up to one percentage point in the sum of rates per category (usually a stacked bar) result from rounding errors and not real discrepancies.

School Year (SY) Naming Convention

By convention, school years (SYs) are labeled according to the calendar year of the spring semester. For example, the 2024-25 school year is labeled 2025. In this report, when a school year is identified with one date, for example 2025 refers to the school year starting in the previous calendar year's fall (i.e., 2024) and ending in named school year's spring (i.e., 2025)

Sample Size

Throughout this report, the sample size or student count is expressed within parenthesis with or without a notation of "n=".

2019 Pre-Pandemic Baseline

This report includes results from the 2018-19 school year as the pre-pandemic baseline as applicable. Idaho continues to make a recovery from the COVID-19 pandemic, and it is important to keep track of the effect and progress. Because of COVID-19, many programs, including statewide assessments, ceased in Spring 2020. For this reason, results from the school year 2020 may not be available.

INTRODUCTION

The Assessment and Accountability Department, on behalf of the Idaho Department of Education, presents Idaho's 2024-25 annual Student Achievement Report. The information presented is a compilation of the results of the summative assessments for all students, unless otherwise noted. The data presented may not match reports published to fulfill accountability requirements.[1] Student demographic designations represent information that districts and charters provided through the Idaho System for Educational Excellence (ISEE).

The observations provided represent the reflections, understanding, and experience of the Assessment and Accountability staff, as well as reflections from other department staff.

Questions about the data or observations can be directed to the Assessment and Accountability Department.

[1] Inclusion and weighting rules vary depending on the accountability metric and requirement.

ENROLLMENT

This report reviews the achievements of the 306,937 students in Idaho's public schools in 2024-25. These official numbers come from the Spring Enrollment Count, which includes all students in grades kindergarten through 12 enrolled on the first Friday of May. The districts and charter schools statewide report enrollment via ISEE to the Idaho Statewide Longitudinal Data System (SLDS). The count does not show whether a student is enrolled on a half-time or full-time basis. The enrollment count for the following entities are not part of the report card: (1) Juvenile Detention Centers; (2) Idaho Digital Learning Academy (IDLA); and (3) Schools governed by: (a) Idaho Department of Correction; (b) Idaho Department of Juvenile Corrections; (c) Idaho Educational Services for the Deaf and Blind; (d) Tribal organizations; (e) Special purpose schools, as accredited; and (f) Summer schools/programs.

The historical enrollment data are available on the Idaho Report Card. There has been a slight decrease in overall and kindergarten enrollment since 2023.

IDAHO READING INDICATOR (IRI)

School year 2018-19 was the first year of the statewide implementation of the new IRI. Legacy IRI scores could not be compared directly with scores from the new IRI, for two reasons. First, the legacy IRI testing procedure was a one-on-one assessment between the proctor and student. Second, it was approximately 2-4 minutes long and it measured one aspect of literacy – oral reading fluency.

The new Idaho Reading Indicator (IRI) is a computer-adaptive screening assessment administered on a tablet or computer. It consists of **multiple short tests designed to measure foundational literacy skills, including:**

- Listening Comprehension
- Letter Knowledge
- Phonemic Awareness
- Vocabulary
- Spelling
- Alphabetic Decoding
- Reading Comprehension
- Text Fluency

Each grade level completes a specific set of subtests tailored to their **developmental stage. For instance:**

- Kindergarteners are not assessed in text fluency.
- Third graders are generally not assessed in phonemic awareness.

However, because the assessment is computer-adaptive, students can "gate" up or down into subtests that may not be **normed for their grade level based on their performance.**

The IRI provides detailed reports for each subtest as well as an overall literacy ability score, giving educators a comprehensive snapshot of a student's foundational reading skills.

Reporting Framework

The Idaho Reading Indicator (IRI) reports student performance using a three-tiered system to classify proficiency levels based on percentile ranges:

- **Tier 1:** On Grade Level

  - Students scoring at or above the 40th percentile demonstrate proficiency and are considered on grade level.
- **Tier 2:** Near Grade Level
  - Students scoring between the 21st and 40th percentile are approaching grade-level proficiency and may require additional support or interventions to reach on grade level.
- **Tier 3:** Below Grade Level
  - Students scoring at or below the 20th percentile are significantly below grade level and require intensive interventions to support literacy development.

Data Considerations

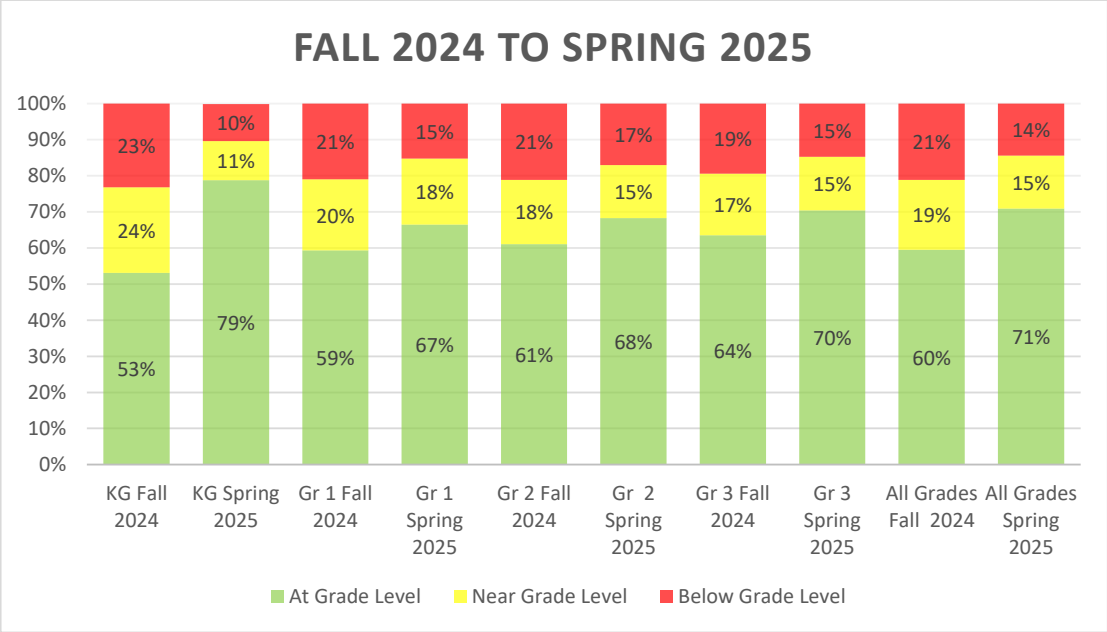
IRI scores were put on a vertical scale and were subsequently renormed in 2022 using data from the 2018-19 school year. This was to align the IRI vendor's PreK-grade 3 early-reading assessment and Grades 4-5 advanced-reading assessment and make the scores continuous and comparable. For any norm-referenced assessments, the norm needs to be updated every four to five years to represent the performance of the current population. The change in norms affected the proficiency-level (Tier) assignment. To see scores in old norms, see Appendix J.

IRI Results

In Spring 2025, 71% of students achieved at-grade level standards (40th percentile or above) on the IRI. For the overall fall and spring IRI performance and IRI performance by grade and subgroups, visit the Idaho Report Card.

Below are the IRI fall-to-spring tier level changes in the 2024-25 school year.

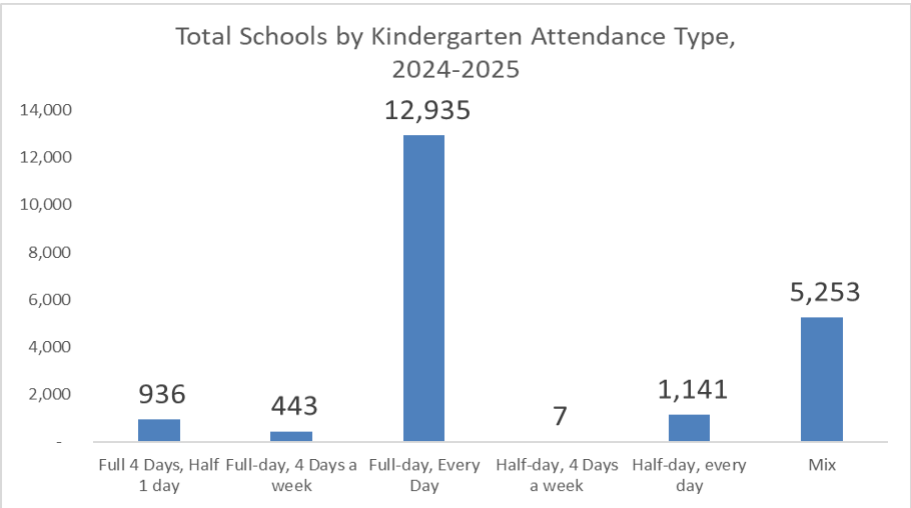
Figure 1:Fall to Spring Improvement by Grade



Full-time vs. Part-time Kindergarten

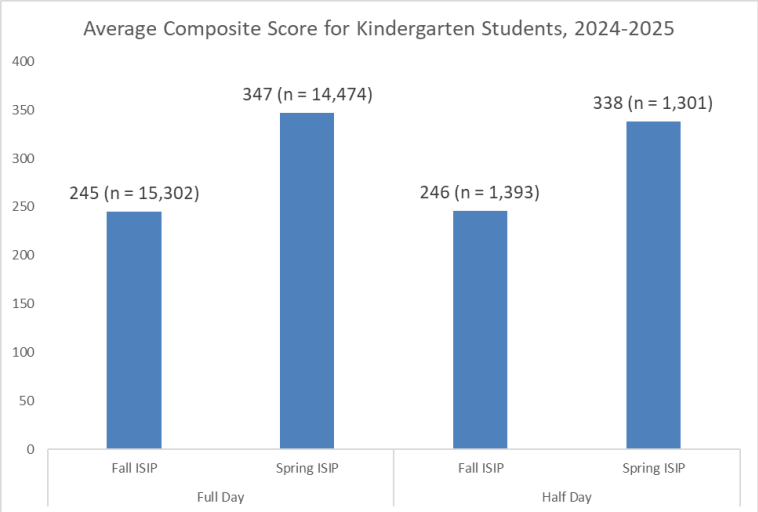
Data was provided by the student finance team. A number of LEAs reported unique situations, such as half day every other Friday, half-day 2-3 times a week; these LEAs were grouped as "Mix" as there were too many unique cases to classify as their own category. Overall, 64% of LEAs reported as being exclusively full-day kindergarten, 5% reported as exclusively half-day kindergarten, with the remainder reporting a combination.

Figure 2: Full-Time vs. Part-Time Kindergarten Enrollment



The average score for the spring was almost equal, but scores in the Spring were slightly higher for those attending full-day kindergarten.

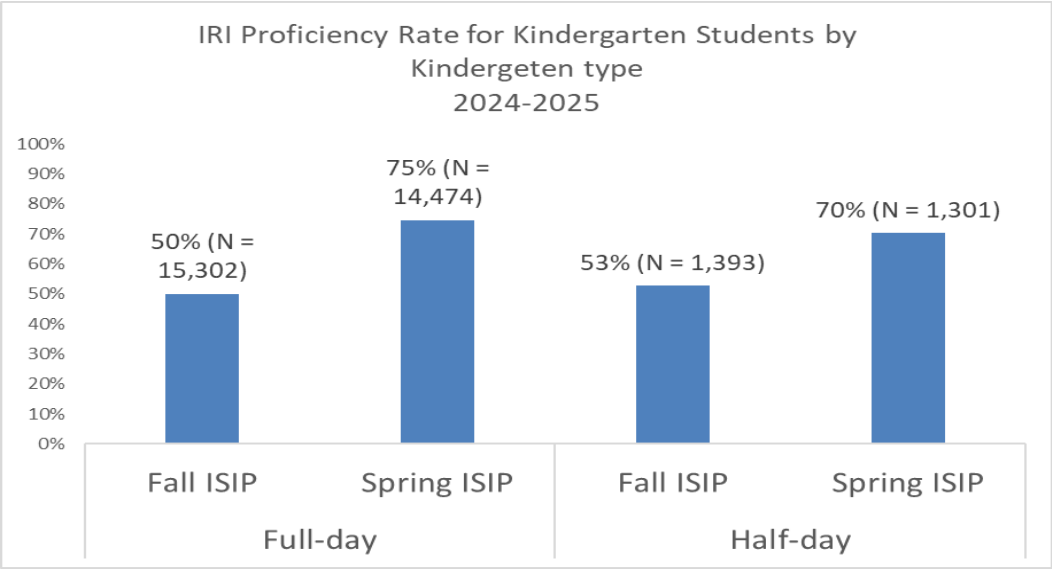
Figure 3: Full-Time vs. Part-Time Kindergarten Mean Scale Score Change



While kindergarten students in half-day classes started with a higher rate of proficiency, those in full day classes on average were more likely to be proficient by the spring. However, as shown in the figure, by spring the kindergarten students in full-day classes had higher rates of proficiency.

Students in half-day kindergarten were slightly more likely to be proficient in the fall, but as shown in the prior figure the averages were nearly identical. This is due to a higher range of scores for students in half-day (i.e. More students with notably higher/lower scores).

Figure 4: Full-Time vs. Part-Time Kindergarten Proficiency Rate Change



IDAHO STANDARDS ACHIEVEMENT TEST (ISAT)

The Idaho Standards Achievement Test (ISAT) comprises key elements of Idaho's school accountability system. Students in grades 3-8 and 11 take the ISAT to determine whether they have met the standards for their grade level in English Language Arts/Literacy (ELA), Science, and Mathematics (Math).[2] These tests are administered from March to May of each year to provide annual monitoring of individual, school, district, and state progress. Inferences from the data received also help stakeholders at all levels make decisions for the educational system.

The ISAT is a criterion-referenced assessment designed to measure students' proficiency in the Idaho Content Standards. In Math and ELA, student performance is reported across multiple levels—individual, class, school, district, and state—and covers various categories, including reading, writing, computational thinking, and mathematical concepts and procedures.

The assessment items for the Math and ELA ISAT come from the Smarter Balanced Assessment Consortium (SBAC), which Idaho became a member over a decade ago. The consortium provides the opportunity for item sharing, creating a large bank of items to be used for state assessments, such as the ISAT. States also can develop state-specific items, something Idaho has done.

The ISAT in Math and ELA comprises two components: a computer-adaptive test and performance tasks. The primary objectives of the assessment are:

1. **Evaluation and Accountability**: To measure student achievement and learning growth as part of program evaluation and accountability for schools, districts, and the state.
2. **College and Career Readiness**: To provide valid, reliable, and fair assessments of students' progress toward mastering the knowledge and skills necessary for college and career readiness.

These summative assessments are a critical part of the statewide comprehensive assessment system, as outlined in IDAPA 08.02.03.111.06.

[2] School Year 2021-22 is the last year in which students will take their Summative ELA and Math ISAT assessment in 10th grade. Starting in School Year 2022-23, high school students will instead take only the 11th-grade ELA, Math, and Science ISAT assessments, but they may take the Math or ELA assessments in 10th grade, or rarely 9th grade, after completing instruction on all high school standards.

Students with disabilities can participate in the statewide comprehensive ISAT assessment system in one of three ways as determined by their Individualized Education Program (IEP) team. They can take the:

- general assessment without accommodations,
- general assessment with accommodations, or
- Idaho Alternate Assessment, or IDAA, for students who qualify.

The Idaho Alternate Assessment (IDAA) is the alternate assessment option under the ISAT assessment system. It is intended for students with the most significant cognitive disabilities who meet specific participation criteria. They represent about 1% of the total student population, and their Individual-Education-Program (IEP) team determines if they qualify for the IDAA based on the participation criteria.

This document adopts the shorthand of referring to findings from the Idaho Standards Achievement Test as ISAT findings, even though they are formally ISAT/IDAA findings, because they include IDAA test results, unless otherwise indicated.

Data Considerations

ISAT results are reported as scale scores, which are divided into four achievement levels: Level 1 (Below Basic), Level 2 (Basic), Level 3 (Proficient), and Level 4 (Advanced). Scores in the Proficient (Level 3) and Advanced (Level 4) categories indicate that a student is meeting grade-level expectations for proficiency*. The graphs below illustrate the performance of students in grades 3–8 and high school (grade 10 through 2022, and grade 11 starting in 2023) across the four achievement levels.

The Idaho State Board of Education developed adjusted (shortened) blueprints in 2020. The shortened blueprint has 50% fewer computer adaptive items in each claim area compared to the original full (long) blueprint. The shortened blueprint still covers all content standards, and results are comparable. Although combined claim scores were in development, the shortened blueprint did not offer claim-level scores in 2020-21 or 2021-22. Idaho used the shortened blueprint in 2020-21 and 2021-22 school years. Idaho returned to full-length blueprint in the 2022-23 school year.

Based on input from LEAs and the Idaho State Board of Education, the Department decided to return to the shortened form of the ISAT blueprint for school year 2023-24 and beyond. Combined claim level scores became available for the shortened blueprint in 2023-24.

As of 2023, the high school ISAT was taken in Grade 11 and evaluated against all high school standards. Two other features were added: (1) students could use a "banked" ISAT score from a prior high school year's test, usually a Grade-10 test, rather than re-take the test in Grade 11; and (2) Grade 9 or 10 students could take the Grade-11 ISAT for banking, if they had received instruction on all relevant Idaho Content Standards in that subject. In the sections to follow, the report will focus on the ELA/L data from the 2025 test administration. Math assessment for the 2025 test administration can be accessed on the Idaho Report Card. Historical data, as well as performance by grade and subgroups, can all be found there.

*Standard setting, which determined cut scores and proficiency levels, for the Smarter Balanced mathematics and English/Language Arts assessments occurred in October, 2018. These determinations were based on field test data and the methodologies were approved by the consortium's Technical Advisory Committee before they were finalized.

ISAT ELA Results

In 2025, 53.2% of students met the ELA proficiency or advanced achievement standards. For the historical ISAT performance and ISAT performance by grade and subgroups, visit the Idaho Report Card.

Longitudinal Review of ISAT ELA Performance

The cohort analyses and graphs for 2024-25 were generated following the same process as the cohort analysis in 2023-24. Data were taken from all attempted summative tests with claim scores in Idaho going back to the first year of Smarter Balanced summative testing, 2014-2015. Any students who took two ELA summative tests in one school year or who repeated a grade across school years were then removed from the dataset. Test scores for individual students were linked across years using the student RTS key variable.

The different cohorts for ELA were then formed separately by selecting all students who had summative tests for the corresponding grade in each year according to the cohort plan in Table 1.

Table 1: Cohort Test Grades and Years for 2024-2025 Analysis

Test Grade	School Year	Test Grade	School Year
11	2025	7	2025
10*	2024*	6	2024
9*	2023*	5	2023
8	2022	4	2022
7	2021	3	2021
6+	2020+		
5	2019		
4	2018		
3	2017		

Notes: ***The graphs below display student data from before and after 2020, while also acknowledging the years the assessment was disrupted. This only applies to the grade 11 cohort as the grade 7 cohort was not in a grade level assessed in 2020.***

**Grade 9 results from 2022 and grade 10 results from 2023 were excluded because testing was optional, and not all grade 9 students participated.*

+ There was no testing in 2020 due to the COVID-19 pandemic.

For each of the two cohorts, the same analysis was performed:

1. Calculate the average overall and average claim scores for each year.
2. Calculate the merge rate for each cohort for each year as the number of students in the cohort divided by that year's total sample size for the grade.

The plot formatting remained consistent with the previous year, following the instructions provided by SDE. A total of four plots were generated:

1. ELA/L: The graph with overall scale score and proficient cut for Grade 7 cohorts (no claim scores). This graph includes three lines: an overall score line for the cohort, and overall score line for the state, and one proficient cut line. This graph shows this cohort starting below the proficiency cut in grade 3 at both the cohort and state level and have made growth over the years to end above the proficiency cut in grade 7, both the cohort and state level. The cohort is scoring above the state.

2. ELA/L: The graph with overall scale score and proficient cut for Grade 11 cohorts (no claim scores). This graph includes three lines: an overall score line for the cohort, and overall score line for the state, and one proficient cut line. This graph shows this cohort starting below the proficiency cut in grade 3 at both the cohort and state level and has made

growth over the years to end above the proficiency cut in grade 11, both the cohort and state level. The cohort is scoring above the state.

3. ELA/L: The graph with overall scale score, claim scores, and proficient cut for Grade 7 cohort. The graph shows that this cohort had a wider spread in claim scores in grade 3 and closed the gap between the claims to see scores that are more closely aligned to the overall average scale score. Each claim shows growth over the years, with Claim 2 appearing to make the most growth.

4. ELA/L: The graph with overall scale score, claim scores, and proficient cut for Grade 11 cohort. The graph shows that this cohort had a wider spread in claim scores in grade 3 and closed the gap between the claims to see scores that are more closely aligned to the overall average scale score. Each claim shows growth over the years, with Claim 4 appearing to make the most growth.

5. *There was an additional compilation of graphs created to look at the past 5 grade 7 cohorts and their average overall scale scores. These graphs show how cohorts typically start at or below the proficiency cut in grade 3 and are above the proficiency cut by grade 7. The differences between the proficiency cut in grade 7 all vary and do not follow a consistent pattern.

Figure 5: ISAT ELA/L Longitudinal Analysis – 2025 Grade 7

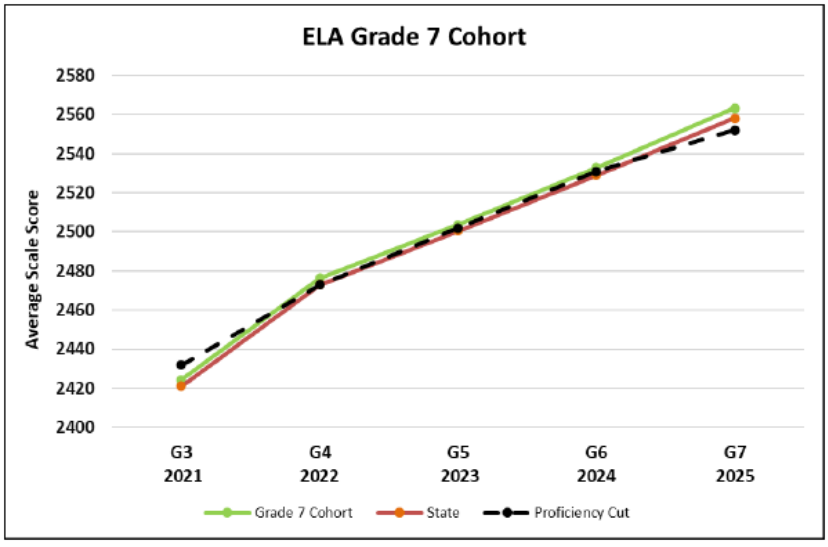


Figure 6: ISAT ELA/L Longitudinal Analysis – 2025 Grade 11

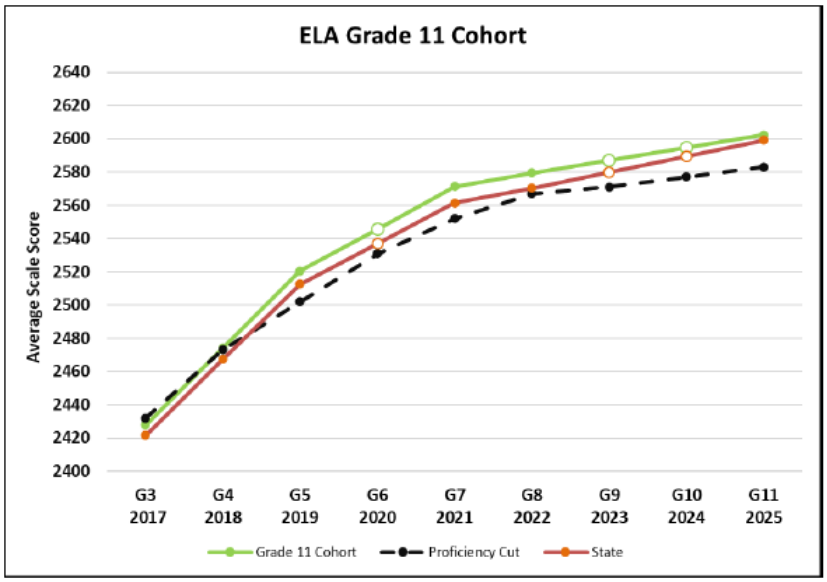


Figure 7: ISAT ELA/L Mean Scale Score by Claim, Grade 7 Cohort

***Note**: ISAT Claims in ELA/L for all grades are categorized as:*

Claim 1: Reading

Claim 2: Writing

Claim 3: Speaking & Listening

Claim 4: Research/Inquiry

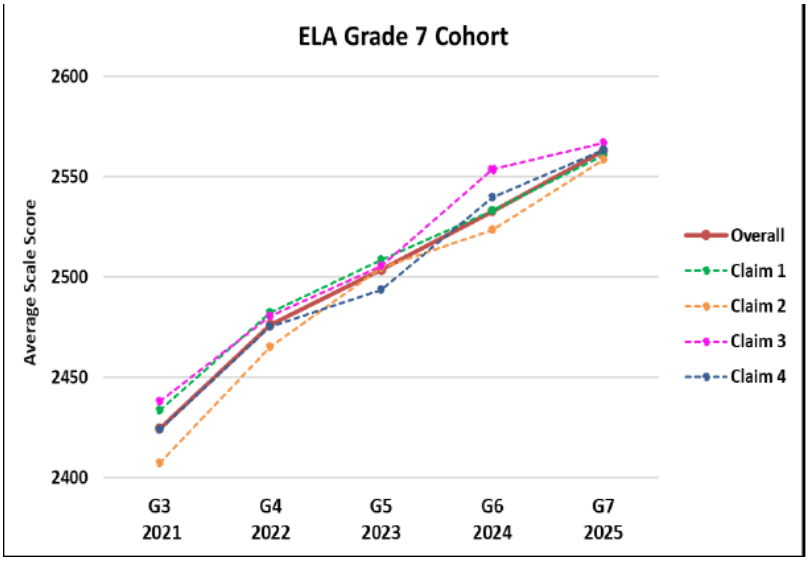


Figure 8: ISAT ELA/L Mean Scale Score by Claim, Grade 11 Cohort

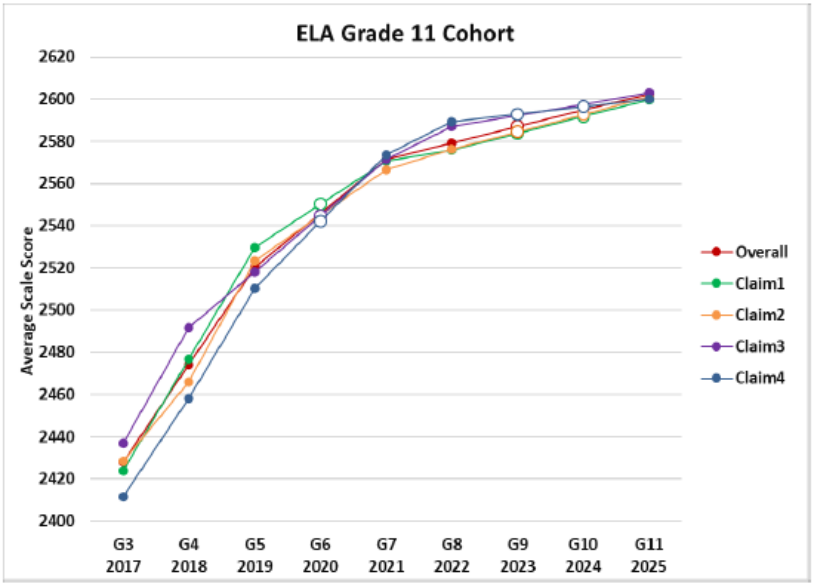
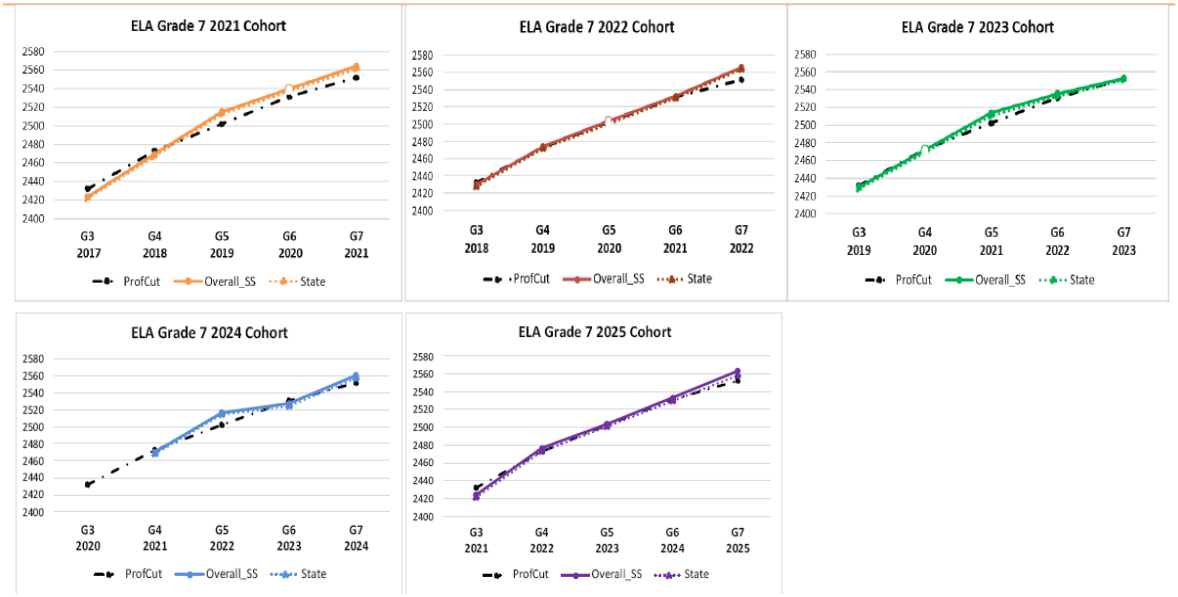


Figure 9: ELA Grade 7 Cohorts: Average Overall Scale Score Across Cohorts

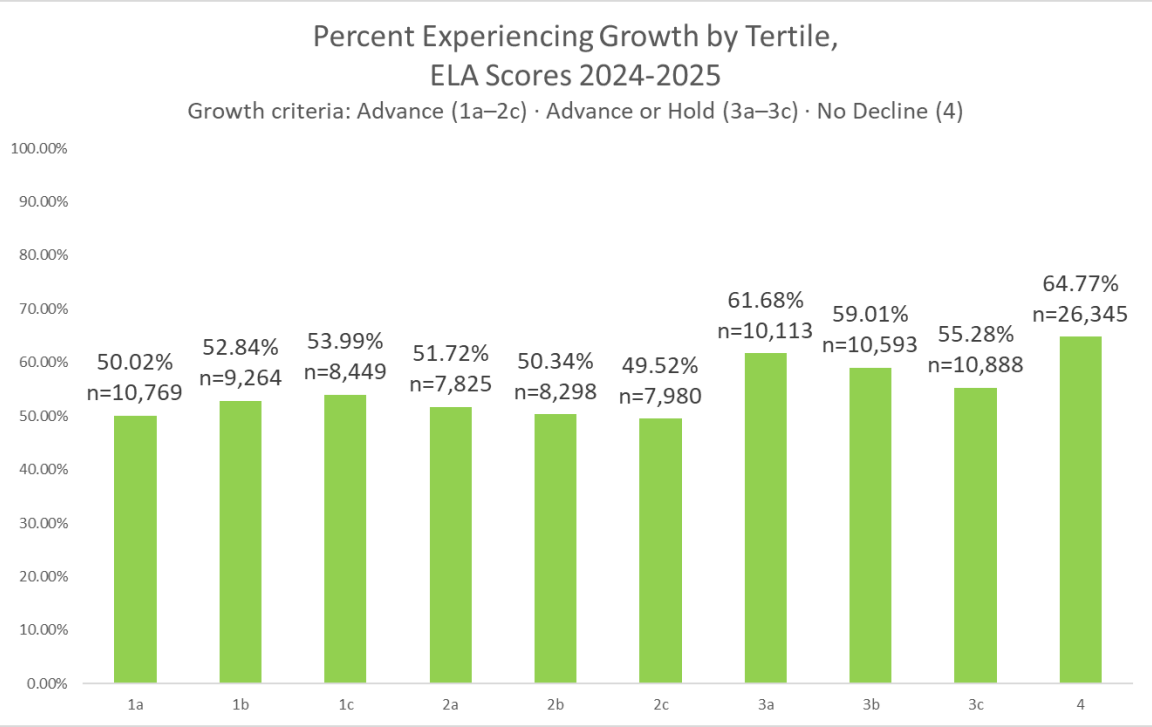


ISAT ELA Growth by Subcategory

IDAPA specifies the Student Growth toward Proficiency measure to be calculated using a trajectory model (IDAPA 08.02.03.112.02). Idaho's trajectory model identifies whether each student is on track to be proficient or maintain proficiency. In the 2024-2025 school year and beyond, student growth will be calculated according to this model. For more information on the actual business rules, visit: Idaho ESEA Consolidated State Plan - Idaho Department of Education. For the historical ISAT growth and ISAT growth by grade and subgroups, visit the Idaho Report Card.

For the 2025 ISAT ELA, in all quartiles, over 56% of students experienced growth in ELA scores from 2024 to 2025.

Figure 10: ISAT ELA Growth by Subcategory



ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (ELPA)

The English Language Proficiency Assessment (ELPA), which includes both screener and summative test types, measures English language proficiency in listening, speaking, reading, and writing as defined by Idaho's English Language Development Standards[3]. The Elementary and Secondary Education Act, as amended by Section 3113[4] of the *Every Student Succeeds Act* (2015), requires state educational agencies to establish and implement standardized, statewide entrance and exit procedures for students identified as English learners (ELs). Idaho Code § 33-1617[5] and § 33-1624[6] support these federal mandates by outlining the legislative intent to develop statewide, research-based English language proficiency goals and by providing a standardized mechanism for evaluating annual English language proficiency growth. The Idaho Administrative Code[7][8] requires that provisional ELs be screened to determine program eligibility and that identified ELs complete the annual summative assessment. ELPA student performance results are used to monitor individual English language proficiency growth, English language proficiency, and to evaluate district program efficacy.

Idaho joined the WIDA Consortium in 2015 and began administering ACCESS for ELLs—WIDA's summative English language proficiency (ELP) assessment—in 2016. In addition to the summative ELPA, Idaho administers both the WIDA Screener and the WIDA Screener for Kindergarten as the state's ELP screeners to determine a student's EL program eligibility. The EL identification process is completed within the first 30 days of enrollment in an Idaho public school, and the results of the WIDA Screener establish a student's initial English language proficiency level, informing district programmatic and instructional decisions.

ACCESS for ELLs performance results are reported as both scale scores and proficiency levels (PLs). A scale score and proficiency level are produced for each language domain assessed (reading, writing, listening, and speaking). Composite scores are also generated (overall, literacy, oral, and comprehension). Proficiency levels are interpretive scores that describe what a student knows and can do in English. The six proficiency levels are:

- Proficiency Level 1: Entering
- Proficiency Level 2: Emerging
- Proficiency Level 3: Developing
- Proficiency Level 4: Expanding

[3] IDAPA Rule: 08.02.03.004.02
[4] Every Student Succeeds Act, 20 U.S.C. § 3113(b)(2). https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf
[5] Idaho Code § 33-1617:https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH16/SECT33-1617/
[6] Idaho Code § 33-1624:https://legislature.idaho.gov/statutesrules/idstat/title33/t33ch16/sect33-1624/
[7] IDAPA Rule: 08.02.03.111.03
[8] IDAPA Rule: 08.02.03.111.06.(a)-(m)

- Proficiency Level 5: Bridging
- Proficiency Level 6: Reaching

In 2017, the Department slightly modified the individual language domain (Reading, Writing, Listening, and Speaking) proficiency level targets for reclassification from an LEA's Language Instruction Educational Program from 5.0 on each of the four domains to 4.0, leaving overall composite cut-off unchanged. Three years later, based on its statewide analyses comparing ACCESS performance levels and ISAT ELA performance, the Department implemented another exit criterion update in 2019-20. These modifications modified the overall composite proficiency level reclassification cut score from 5.0 to 4.2; the Reading, Writing, and Listening domain cut scores from 4.0 to 3.5; and the Speaking cut from 5.0 to 1.0[9].

ELs with the most significant cognitive impairments, who meet the Idaho Alternate Assessment participation criteria, complete WIDA Alternate ACCESS. The proficiency levels for WIDA Alternate ACCESS are reported under the five proficiency levels outlined below:

- Proficiency Level 1: Entering
- Proficiency Level 2: Emerging
- Proficiency Level 3: Developing
- Proficiency Level 4: Expanding
- Proficiency Level 5: Bridging

Table 2: Top 10 Languages Spoken by English Learners - 2025

Language	Count	Percentage
Spanish	30205	80%
Arabic	764	2%
Russian	719	2%
Chinese	430	1%
Persian	424	1%
Ukrainian	402	1%
Kinyarwanda	368	1%
Somali	237	1%
Vietnamese	234	1%

[9] This low score of 1.0 took into account that the Speaking measure relied on a recording technology that artificially reduced the Speaking score to 1.0 if a student stopped and re-started the recorder.

ELPA Results

For the overall ELPA performance and growth, and ELPA performance and growth by grade and subgroups, visit the Idaho Report Card.

During the 2025 test window, 19,931 students completed all sections (reading, writing, listening, and speaking) of ACCESS for ELLs. Among the ELs assessed, 3,153 were in their first year of EL identification (L1), and 52% of L1 students were identified for EL services in kindergarten. The distribution graphs below illustrate the percentage of students scoring at each proficiency level on ACCESS for ELLs and Alternate ACCESS for ELLs from 2019 to 2025.

Figure 11: General ACCESS Performance Levels

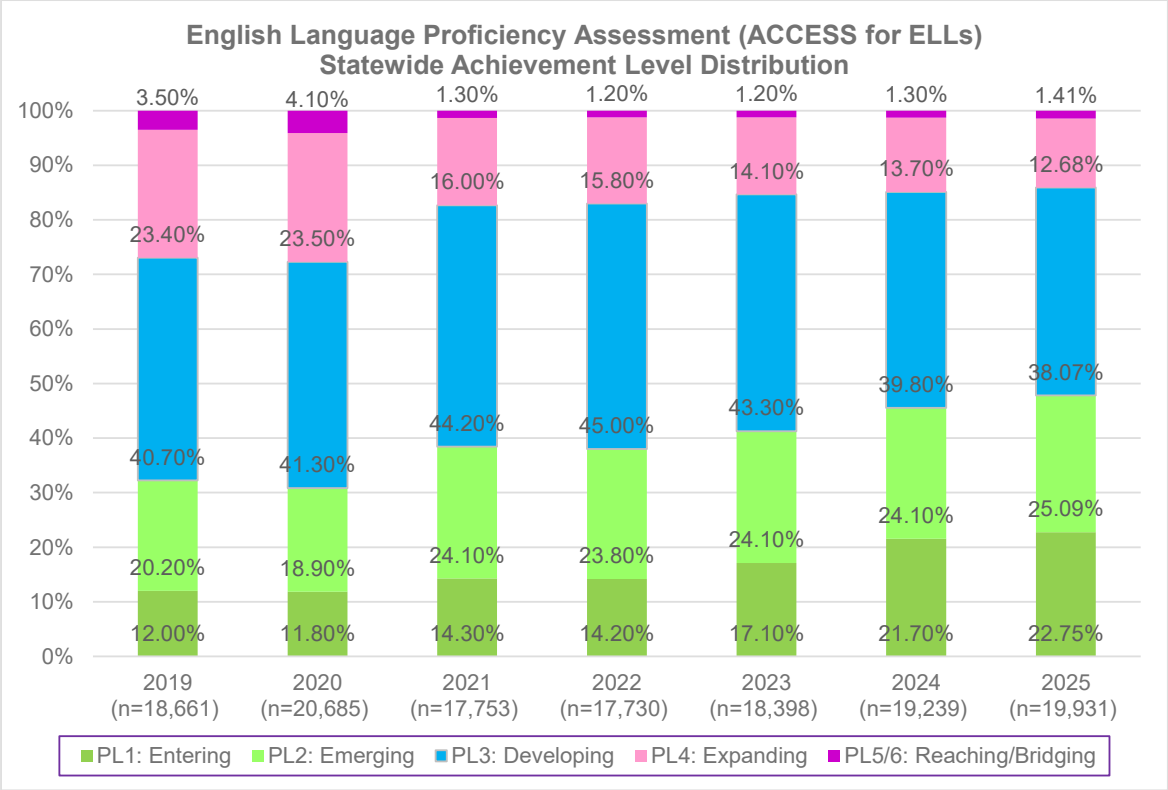
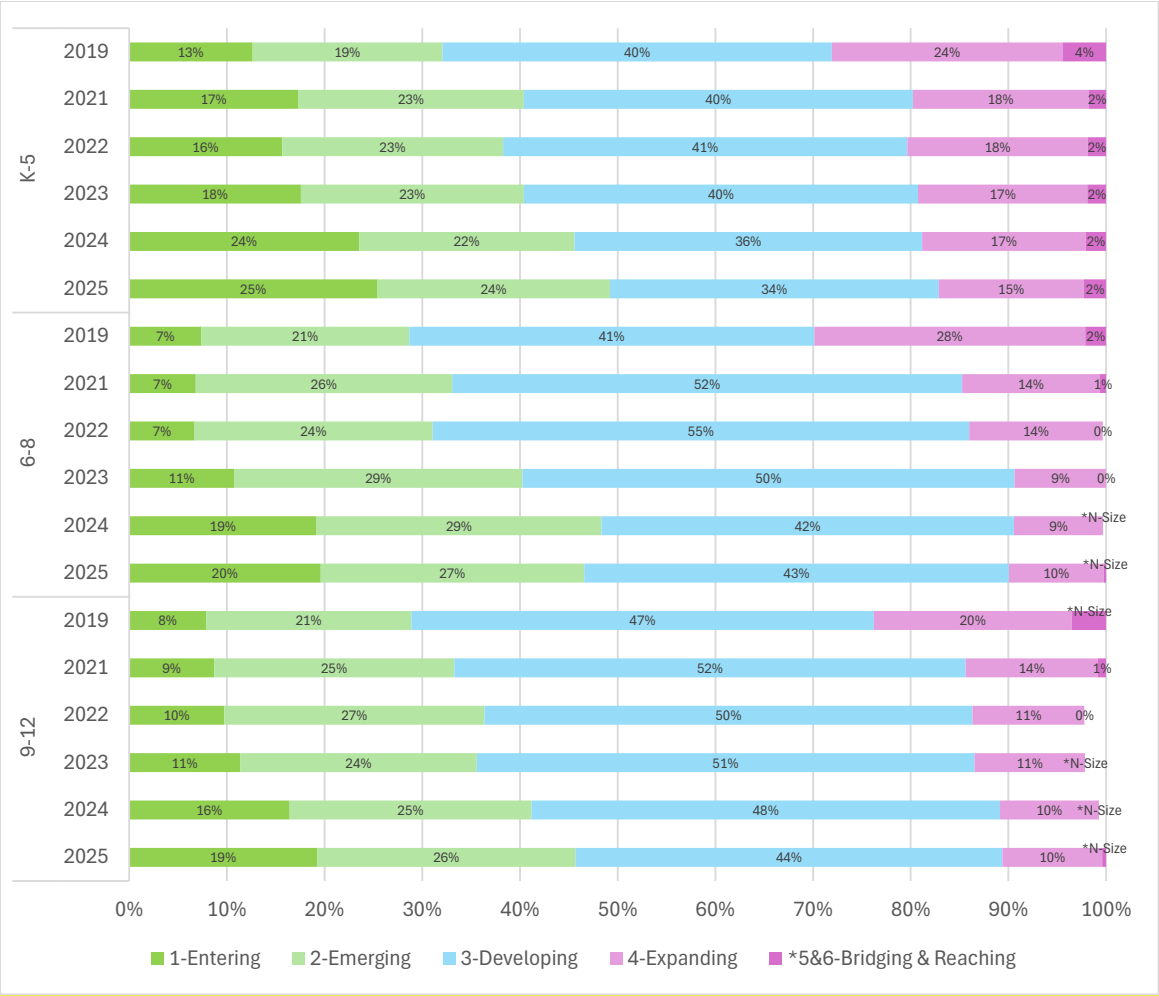


Figure 12: English Learner Performance Level by Grade Band



COHORT GRADUATION RATE

We report graduation rate in two measures: the proportion graduating within four years of entering 9th grade (4-year Graduation Rate) and the proportion graduating within five years of entering 9th grade (5-year Graduation Rate). The 5-year rate is typically higher, because it includes all students who graduated in four years, plus those requiring an additional year to complete their high school requirements. Both include students who were enrolled in an Idaho school from their 9th grade onward, and any who moved into Idaho at some time during their high school years. The two counts appearing below each point on the graph are the 4- and 5-year cohort counts. The two may differ if students moved into or out of Idaho's public-school system in their fifth year.

Cohort Graduation Rate Results

In 2025, 82.5% of Idaho's high school students graduated in four years. For the overall cohort graduation rate and graduation rate by grade and subgroups, visit the Idaho Report Card.

Note: The criteria for identifying English Learners changed in 2020, making prior years' rates incomparable to those following the change. The graduation requirements for the Cohort Class of 2020 were modified due to pandemic closures.

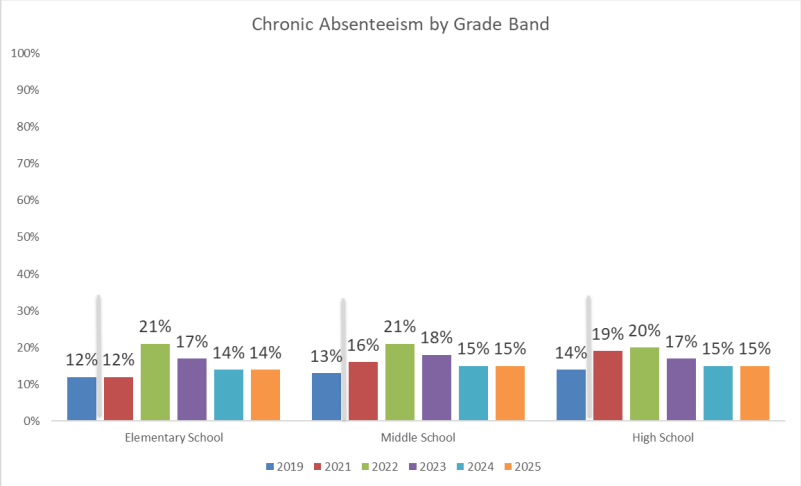
CHRONIC ABSENTEEISM

Idaho districts and charter schools report if a student is "Chronically Absent" via ISEE, creating a Chronic Absenteeism flag on the student's record. The presence of the flag indicates that the student was enrolled in the base school for at least 10 school days at any time during the school year, and missed at least 10% of the total school days in which she or he was enrolled at that school. This is reported for grades K-12 upon students' exit from the school. Students are considered absent when they miss more than 50% of a school day for any reason. The State Department of Education stores the attribute as reported by the districts and charter schools and does not validate it against the Proportion of Days in Attendance measure reported here and explained below.

Chronic Absenteeism Results

In the 2024-25 school year, 14.6% of Idaho students were reported to be chronically absent. For the overall chronic absenteeism rates and chronic absenteeism rates by subgroups, visit the Idaho Report Card. Figure 13 shows the chronic absenteeism rates by grade band.

Figure 13: Chronic Absenteeism Rate by Grade Band



While all grades have seen a drop in Chronic Absenteeism from the peak in 2021, they have not dropped below pre-pandemic levels. It should be noted that Idaho is notably lower than national averages in chronic absenteeism. The U.S. Department of Education reported the national average for the 2022-2023 year was 28%, where Idaho was 17%. Idaho was one of four states reporting a rate of less than 20%.

Idaho State Board of Education

FY 2026

POSTSECONDARY TRANSITIONS REPORT

March 2026

Postsecondary Transition Rates

The Idaho Office of the State Board of Education (OSBE) tracks and reports the Postsecondary Transition Rates. The Postsecondary Transition rates reflect the percentage of high school graduates who pursue postsecondary education.

The Postsecondary Transition Rates are reported for the graduates who completed their graduation requirements during a specified academic year, indicating the percentage that pursued higher education within different periods of time. A student's transition status is counted based on the student's graduation year, not on the cohort for adjusted cohort graduation rates (as defined by federal law). The denominators used to calculate transition rates include the following students:

- Students who graduate in the spring of the specified academic year;
- Early graduates who complete in the fall or winter of the specified academic year;
- Students who graduate in the trailing summer after the academic year; and
- Students who take extra time to graduate (i.e. 5 years rather than 4 years) who complete in the fall, winter, spring, or trailing summer of the academic year.

This report includes four Postsecondary Transition Rates:

- Summer Immediate Only: Students who enroll the summer immediately after graduation, but do not continue enrollment into the fall, 1 year, or 3 year periods.
- Fall Immediate: Students who enroll the summer or fall immediately after graduation.
- 1 Year: Students who enroll any time during the full academic year following, including the trailing summer.
- 3 Year: Students who enroll within three academic years after graduation, including trailing summers.

Counted in the data for these rates are Idaho high-school graduates taking courses at any 4-year or 2-year institution of learning beyond high school, whether the student is pursuing a certificate, a degree, or is just taking courses. Also counted are training or job-preparation programs, such as cosmetology and barber training, massage, and other trades training that appear in the available data sources.

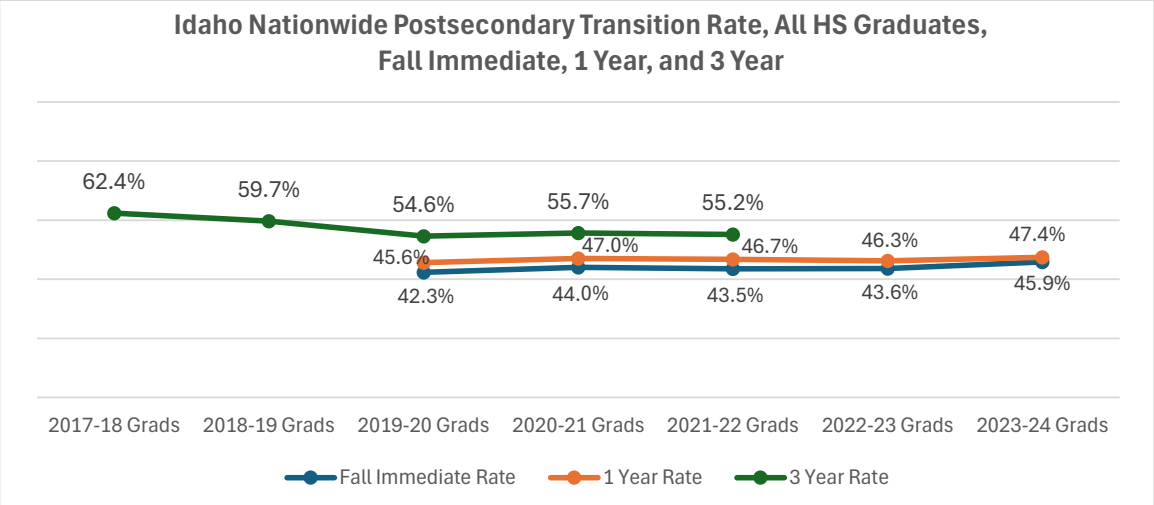
The Idaho Nationwide rates utilize two data sources to identify whether students have matriculated to higher education (1) the eight Idaho public, postsecondary institutions; and (2) the National Student Clearinghouse (NSC)[1], which receives data from institutions nationwide that accept federal financial aid. Some known postsecondary programs and program types are not included in these reported rates because they do not appear in either source, e.g., Career Technical Education badges, Northwest Lineman, U.S. military, apprenticeship programs except those linked to the reported institutions, and some small training programs, e.g., for cosmetology, massage, barber.[2]

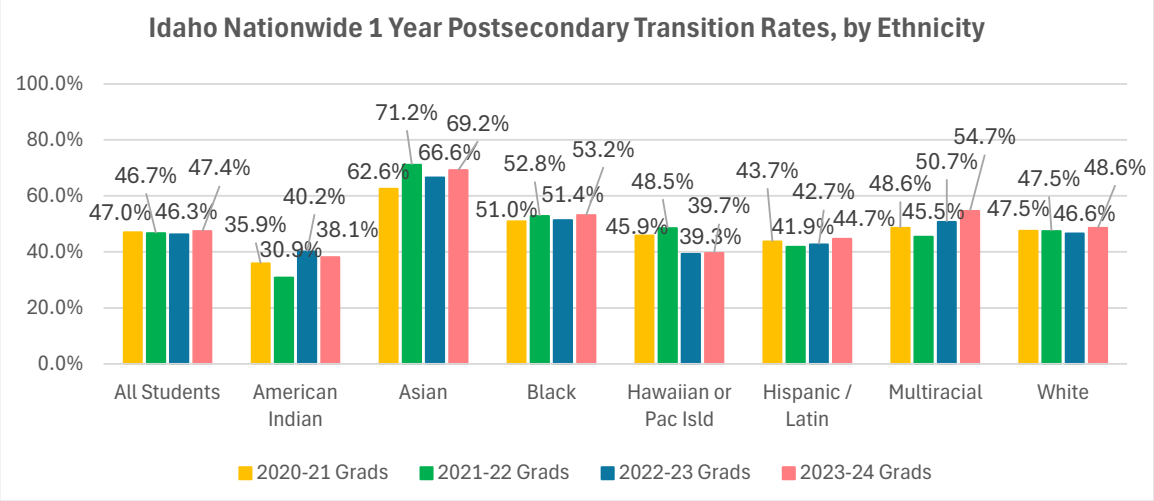
[1] National Student Clearinghouse: https://www.studentclearinghouse.org/
[2] Included in the rate calculation are students attending all Idaho pubic, postsecondary institutions, and all students attending any institutions listed in the National Student Clearinghouse (NSC). In a typical year, Idaho graduates attend post-secondary institutions in about every state in the USA. The full list is available from OSBE on request.

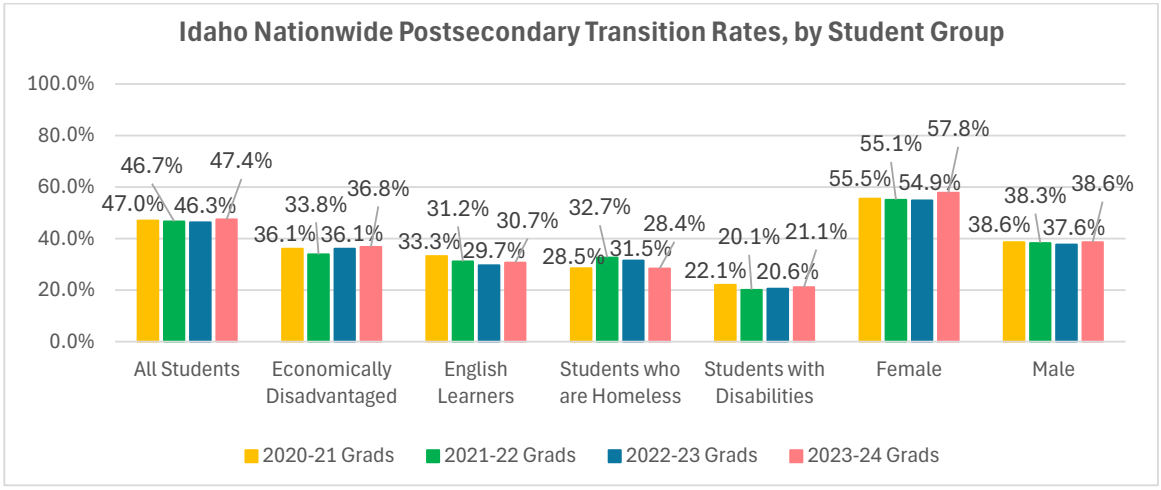
The Idaho Public, Public University, and Public Community College rates rely on the data from Idaho's eight public, postsecondary institutions: Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College.

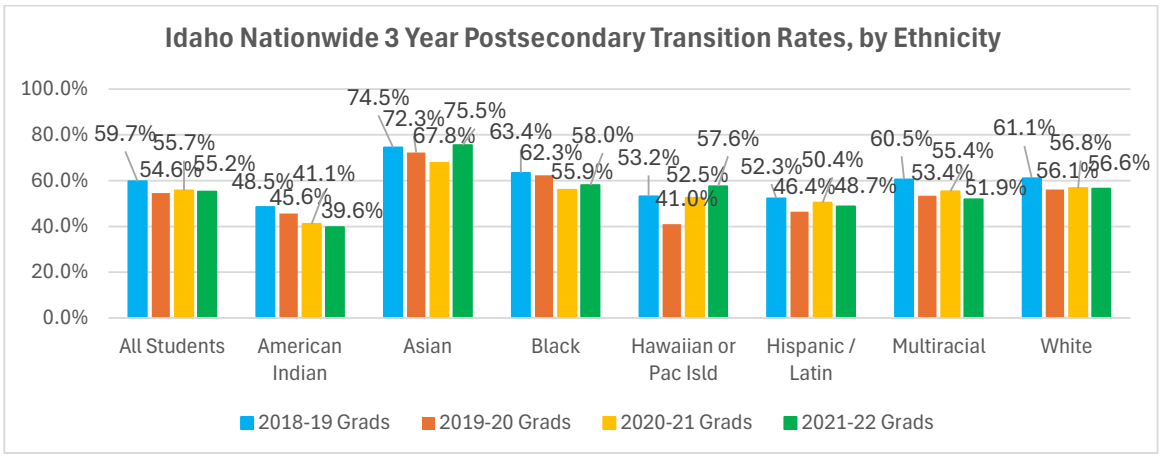
Idaho Nationwide Postsecondary Transition Rates

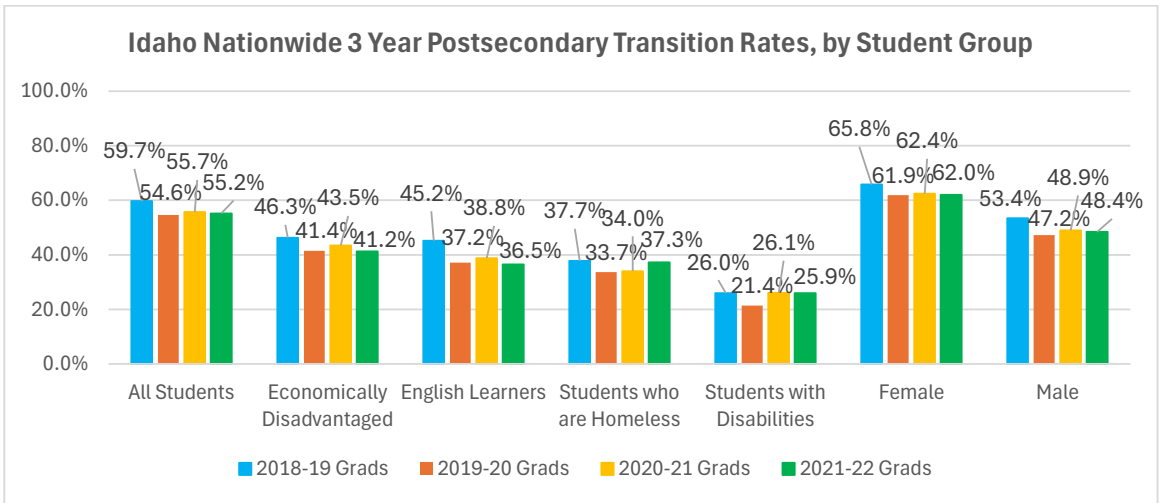
The following Postsecondary Transition rates represent the percentage of students who pursued postsecondary education anywhere within the United States, using both Idaho public institution data and National Clearinghouse data.





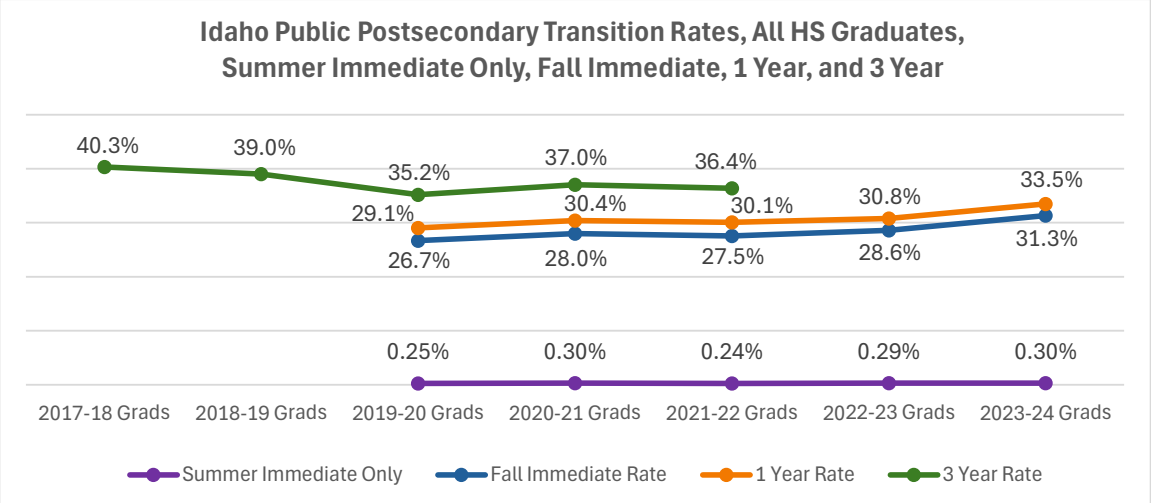

Idaho Nationwide Postsecondary Transition Rates, by Student Group
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
All Students
Economically Disadvantaged
English Learners
Students who are Homeless
Students with Disabilities
Female
Male
2020-21 Grads
2021-22 Grads
2022-23 Grads
2023-24 Grads

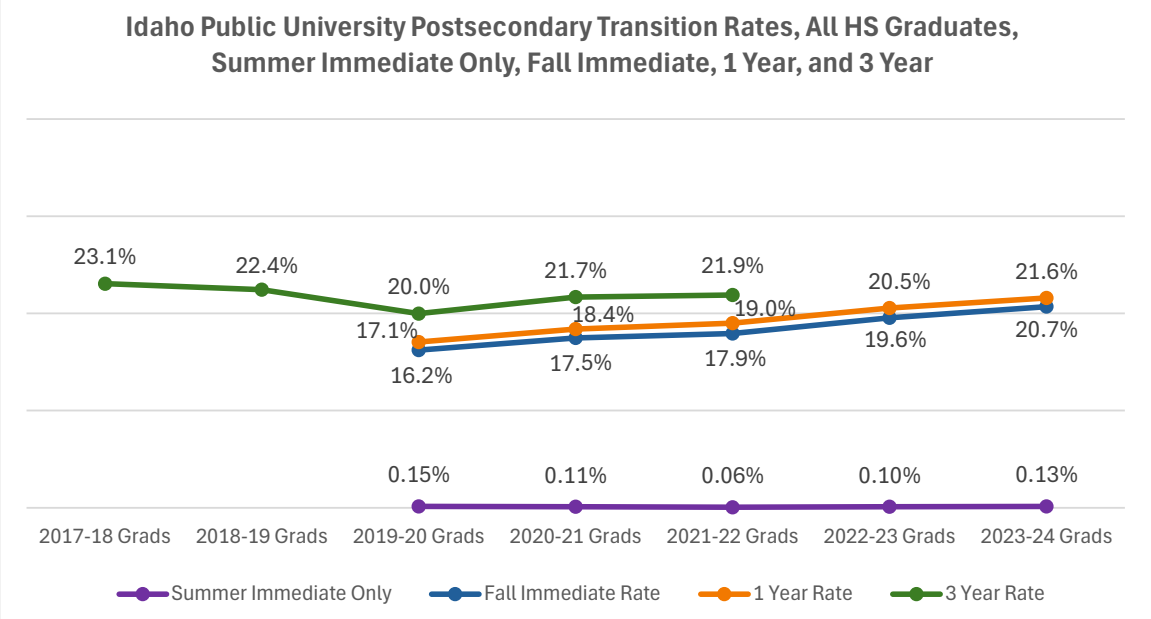

Idaho Nationwide 3 Year Postsecondary Transition Rates, by Ethnicity
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
All Students
American Indian
Asian
Black
Hawaiian or Pac Isld
Hispanic / Latin
Multiracial
White
2018-19 Grads
2019-20 Grads
2020-21 Grads
2021-22 Grads

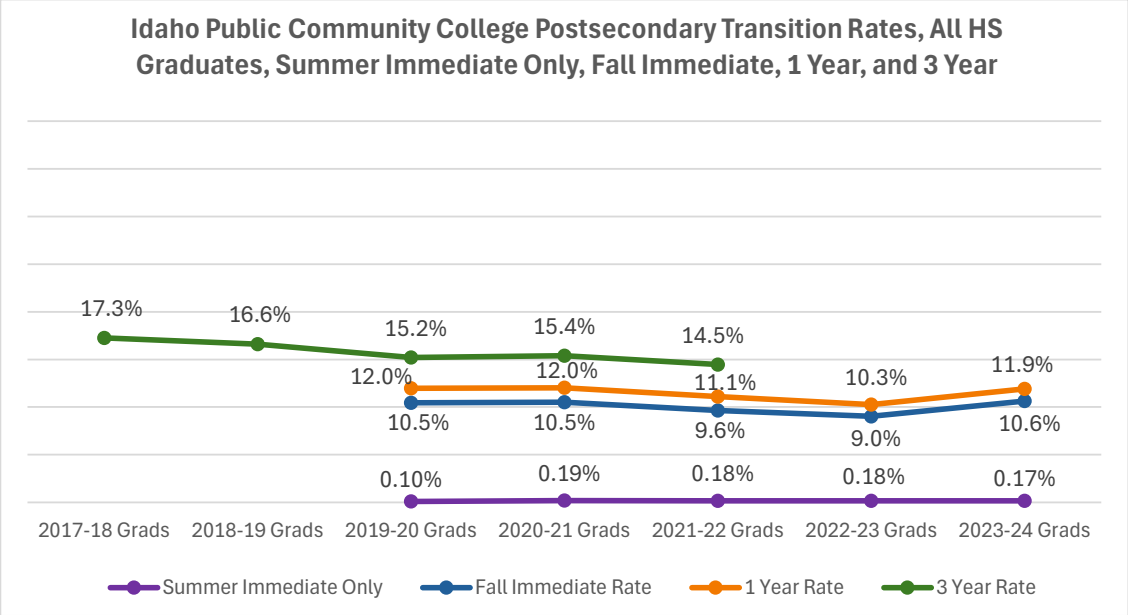

Idaho Nationwide 3 Year Postsecondary Transition Rates, by Student Group
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
All Students
Economically Disadvantaged
English Learners
Students who are Homeless
Students with Disabilities
Female
Male
2018-19 Grads
2019-20 Grads
2020-21 Grads
2021-22 Grads

Idaho Public Postsecondary Transition Rates

The following Postsecondary Transition rates represent the percentage of students who pursued postsecondary education at Idaho's public institutions of higher education.



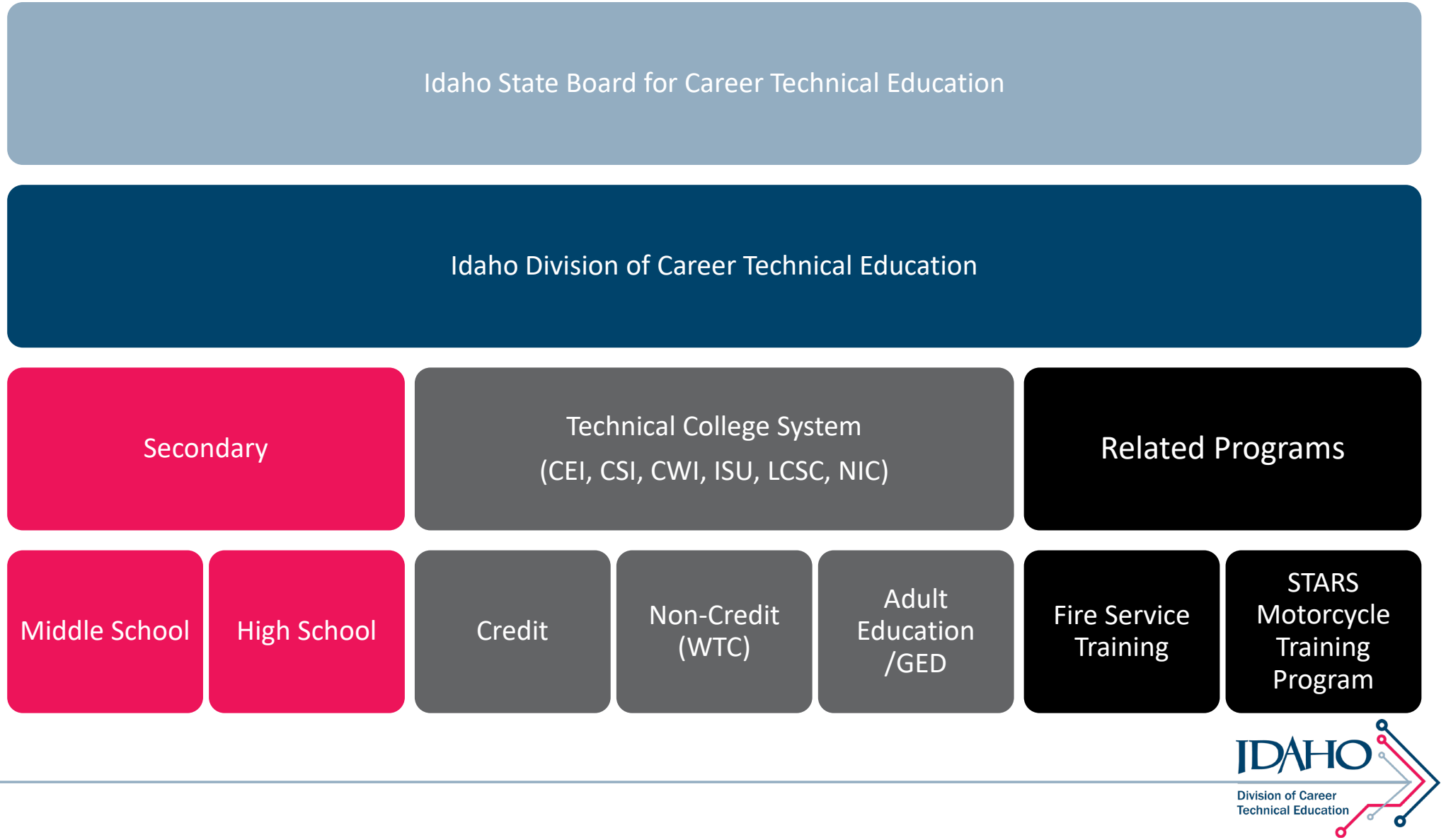



Idaho Public Community College Postsecondary Transition Rates, All HS Graduates, Summer Immediate Only, Fall Immediate, 1 Year, and 3 Year
17.3%
16.6%
15.2%
15.4%
14.5%
12.0%
12.0%
11.1%
10.3%
11.9%
10.5%
10.5%
9.6%
9.0%
10.6%
0.10%
0.19%
0.18%
0.18%
0.17%
2017-18 Grads
2018-19 Grads
2019-20 Grads
2020-21 Grads
2021-22 Grads
2022-23 Grads
2023-24 Grads
Summer Immediate Only
Fall Immediate Rate
1 Year Rate
3 Year Rate

Secondary CTE Data

Adrian San Miguel, Assistant Administrator, Programs
Chet Andes, Director of Program Quality
Kyle Luchte, Principal Research Analyst
Jennifer Pope, Program Director of Perkins & Methods of Administration

IDAHO Division of Career Technical Education


Idaho State Board for Career Technical Education
Idaho Division of Career Technical Education
Secondary
Technical College System
(CEI, CSI, CWI, ISU, LCSC, NIC)
Related Programs
Middle School
High School
Credit
Non-Credit
(WTC)
Adult
Education
/GED
Fire Service
Training
STARS
Motorcycle
Training
Program
IDAHO
Division of Career
Technical Education

Our mission:

We lead and support Idaho's career technical education system by connecting learners with hands-on education and training that leads to in-demand careers.

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Division of Career Technical Education

Secondary Snapshot

NEARLY 71K

STUDENTS ENROLLED IN CTE PROGRAMS

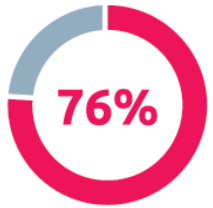
OF **ALL HIGH SCHOOL STUDENTS** TOOK A **CTE COURSE**

3,567 CTE DIPLOMAS AWARDED AS REPORTED BY LEAs

OF **CTE CONCENTRATORS*** GRADUATED FROM **HIGH SCHOOL**

ALL **HIGH SCHOOL GRADUATES**

COMPARED TO



OF **CTE CONCENTRATORS**

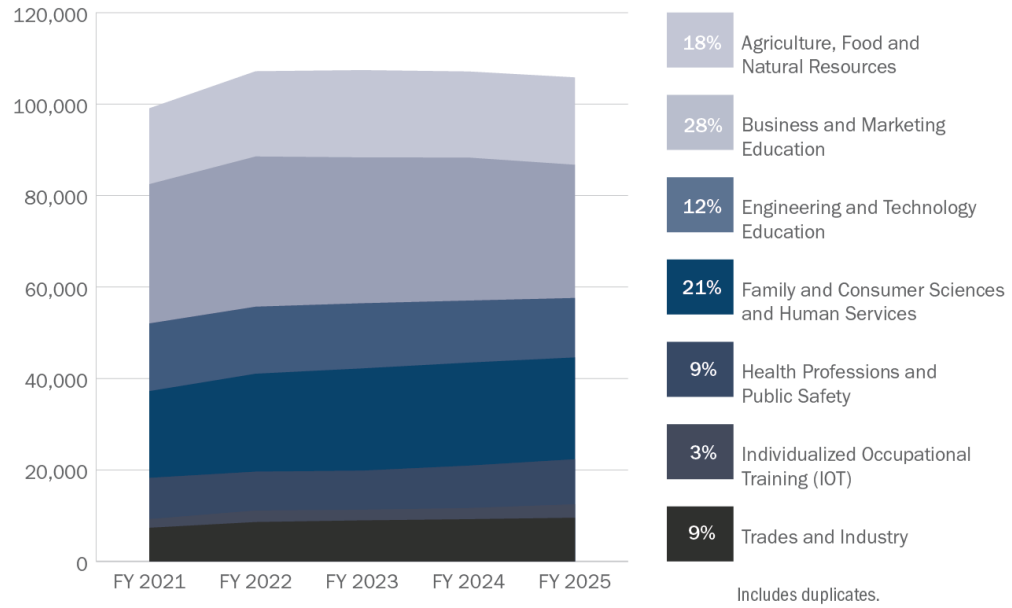
FOUND A JOB, MOVED INTO POSTSECONDARY EDUCATION, WENT INTO THE MILITARY OR A SERVICE PROGRAM

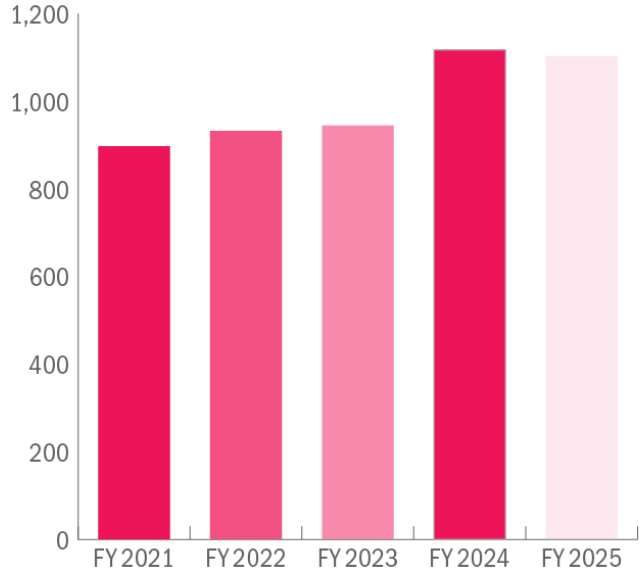
IDAHO Division of Career Technical Education

Source: IDCTE 2025 Annual Report

Secondary Snapshot

1,103 TOTAL PROGRAMS





IDAHO Division of Career Technical Education

Source: IDCTE 2025 Annual Report

Integrated and Applied Learning

FFA

IDAHO DECA

bpa IDAHO BUSINESS PROFESSIONALS of AMERICA

IDAHO TSA TECHNOLOGY STUDENT ASSOCIATION

FCCLA Family, Career and Community Leaders of America IDAHO STATE ASSOCIATION

hosa future health professio IDAHO

SkillsUSA IDAHO

Agriculture, Food & Natural Resources

Business & Marketing

Engineering & Technology Education

Family & Consumer Sciences and Human Services

Health Professions and Public Safety

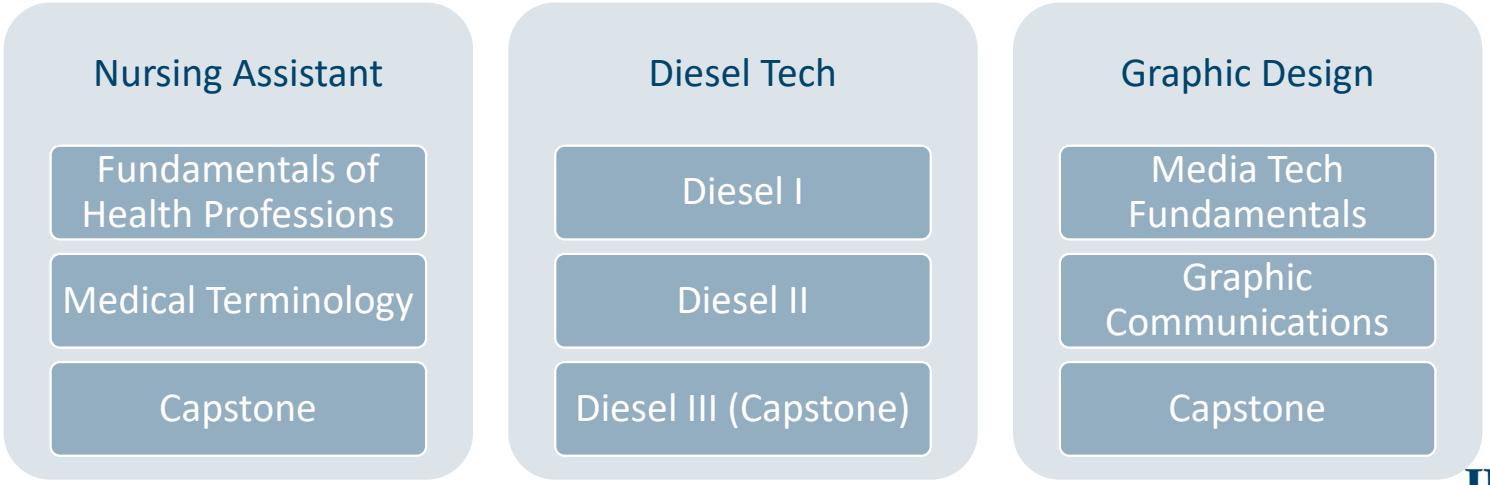
Trades & Industry

Individualized Occupational Training (IOT)

IDAHO Division of Career Technical Education

Program Types

- **Cluster** – a collection of courses that introduce students to a career technical area; non-sequential; significant variety of courses
- **Pathway Program** – an occupational preparation designed as a sequential series of courses ending in the capstone course. Industry focused, program standards, Technical Skills Assessment (TSA)



IDAHO Division of Career Technical Education

State Education Alignment

- Middle School: First Steps Career Exploration, Understanding the World of Work Through CTE
  - Professional Development Course
- Digital Literacy
  - 5 CTE Courses Meet Graduation Requirement
  - Guidance Document
  - Microcredential
- Personal Financial Literacy
  - Guidance Document
  - Microcredential

IDAHO Division of Career Technical Education

Career Technical Centers (CTC)

Region 1

Kootenai Technical Education Campus (KTEC)

Region 3

ADA Career-Technical Center

COSSA Regional Technology and Education Center

Dehryl A. Dennis Education Center (DTEC)

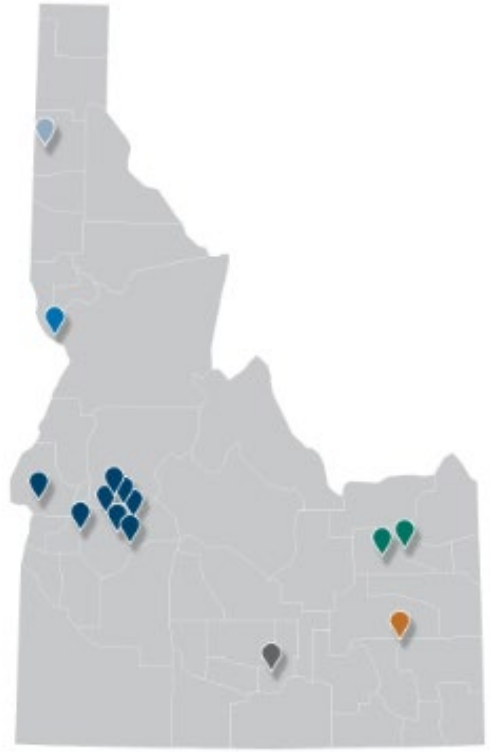
Idaho Center of Advanced Technology (ICAT)

Kuna School District CTC

Meridian Medical Arts Charter High School

Meridian Technical Charter High School

Payette River Regional Technical Academy



Region 2

A. Neil DeAtley Career Education Center

Region 4

Cassia Regional Technical Center

Region 5

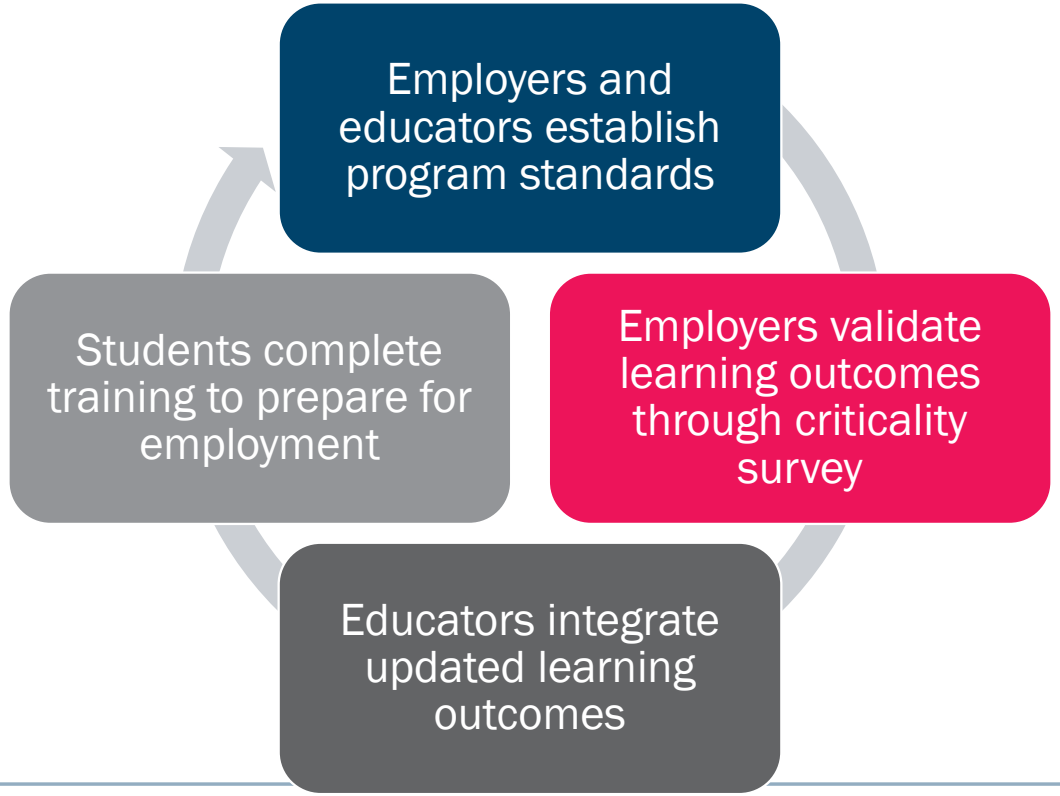
Portneuf Valley Technical Education Center (PVTEC)

Region 6

Career and Technical Education Center (CTEC)

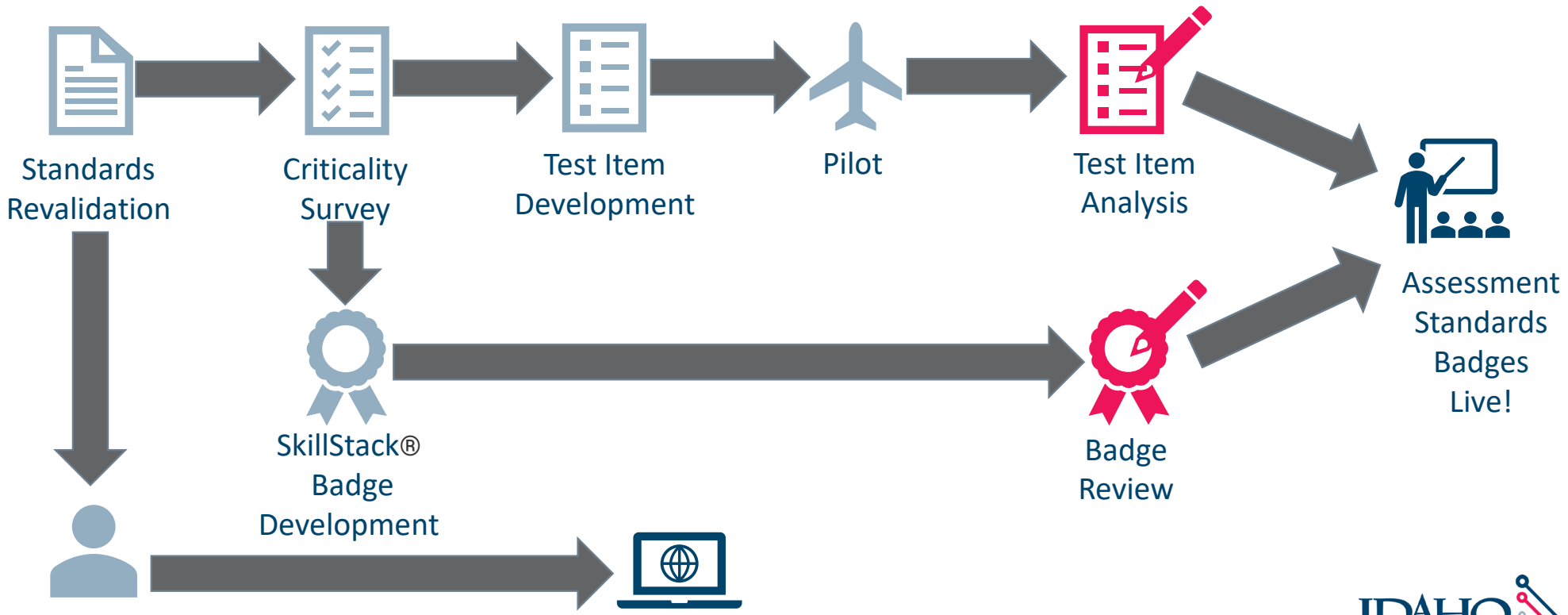
Technical Careers High School

Program Alignment



IDAHO Division of Career Technical Education

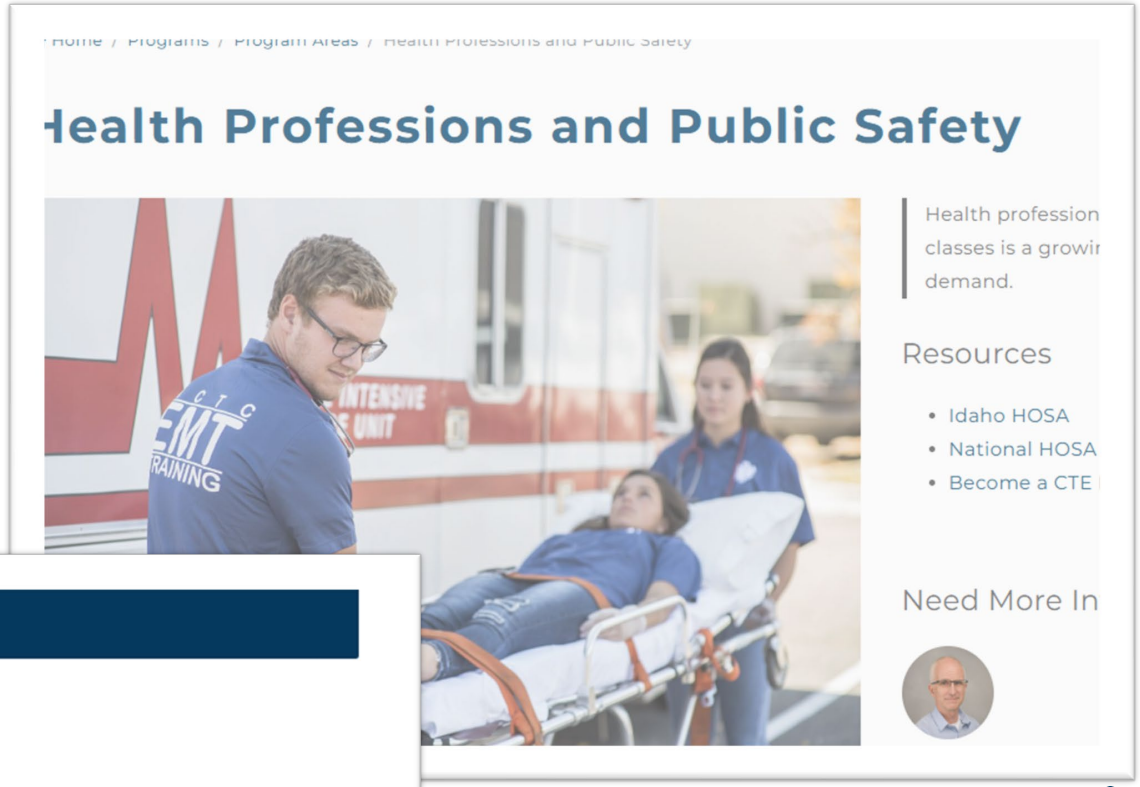
Standards Revalidation Process

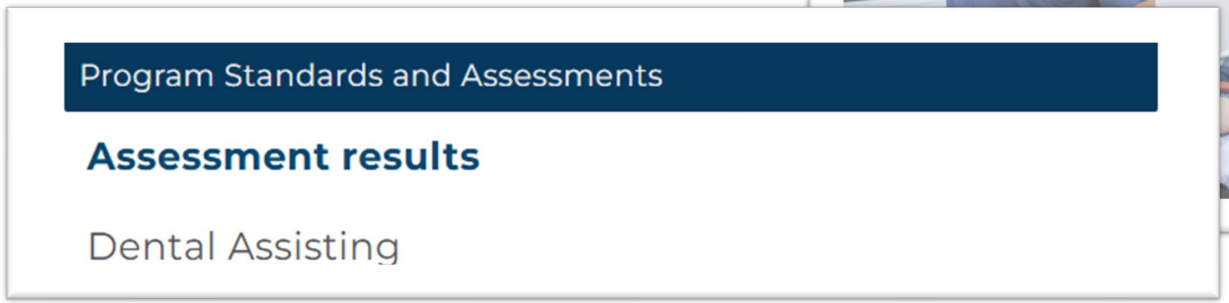


IDAHO Division of Career Technical Education

TSA & WRA Results

- Updated Dashboard
- Advanced Filters
  - Year
  - Program Area
  - Pathway



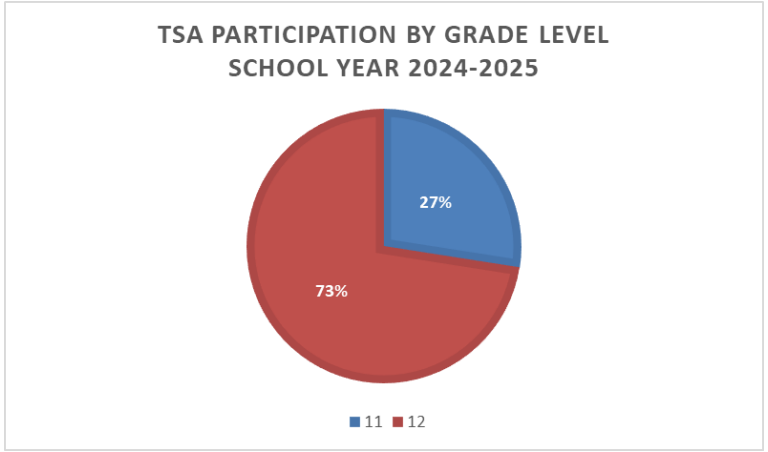


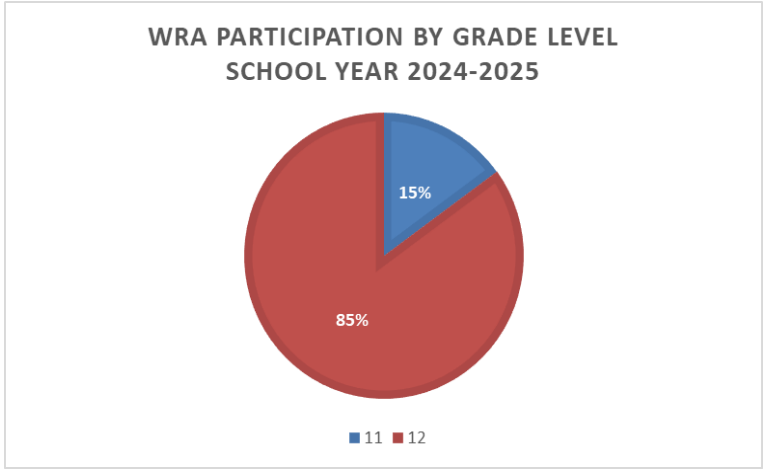
IDAHO Division of Career Technical Education

Assessment Results Page

TSA & WRA, who takes it?

- TSA = Technical Skills Assessment
  - Capstone students, grades 9 - 12
- WRA = Workplace Readiness Assessment
  - Capstone students, grades 9 – 12 OR
  - 12th graders enrolled in their 2nd CTE course
    - Can be courses from different areas (ex. Teen Living and Accounting).





Note: Historically, assessment criteria limited student populations to 11th and 12th graders.

IDAHO Division of Career Technical Education

ATTACHMENT 1

View District Pass Rates

District Results

*Please note: Beginning in 2021-2022, updated WRA standards were approved by the Idaho State Board of Education.

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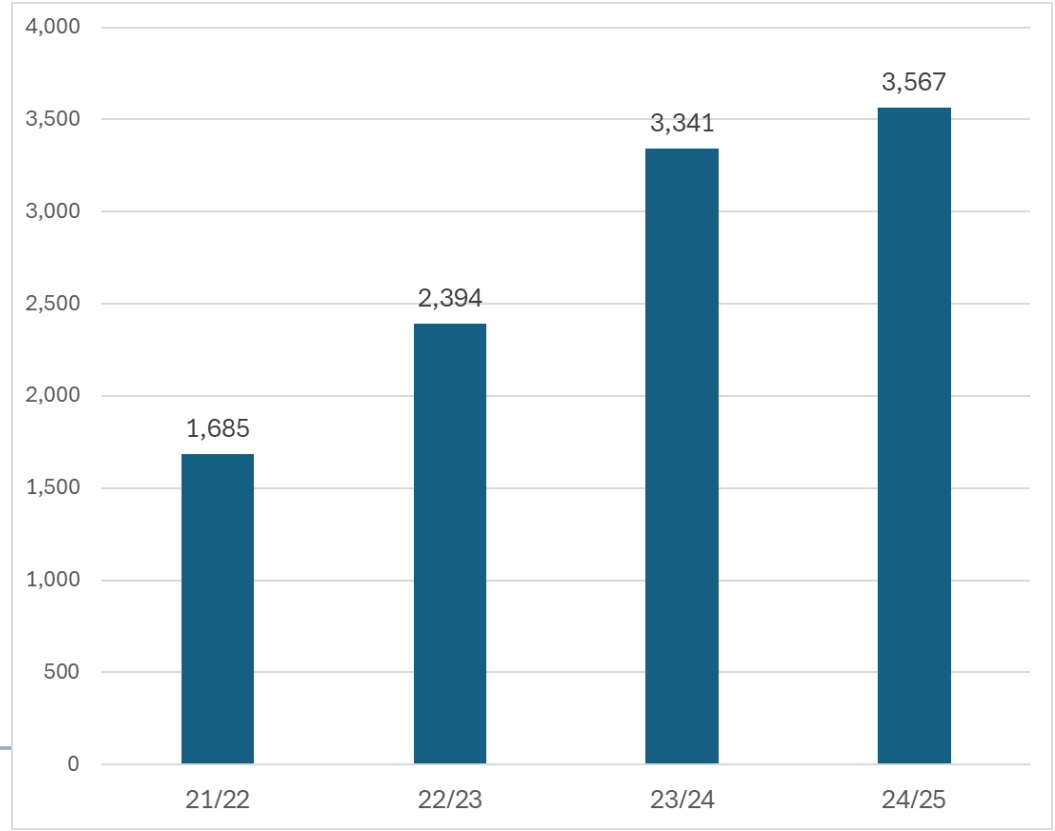
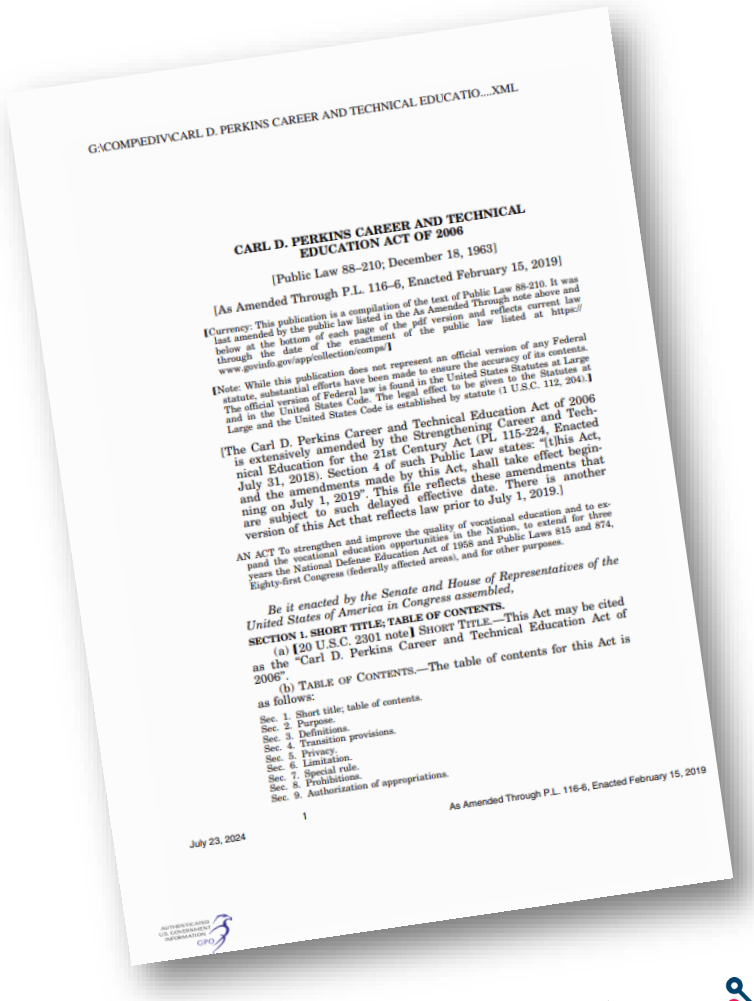
Workforce Readiness and CTE Diploma



Nearly 11,000 students have earned this new diploma.

Perkins V

The **Strengthening Career and Technical Education for the 21st Century Act** (Perkins V) was signed into law by President Trump on July 31, 2018. This bipartisan measure **reauthorized** the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and continued Congress' commitment in providing nearly **$1.4 billion annually** for career and technical education (CTE) programs for our nation's youth and adults.



G:\COMP\EDIV\CARL D. PERKINS CAREER AND TECHNICAL EDUCATIO....XML

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006

[Public Law 88–210; December 18, 1963]

[As Amended Through P.L. 116–6, Enacted February 15, 2019]

[Currency: This publication is a compilation of the text of Public Law 88-210. It was last amended by the public law listed in the As Amended Through note above and below at the bottom of each page of the pdf version and reflects current law through the date of the enactment of the public law listed at https://www.govinfo.gov/app/collection/comps/]

[Note: While this publication does not represent an official version of any Federal statute, substantial efforts have been made to ensure the accuracy of its contents. The official version of Federal law is found in the United States Statutes at Large and in the United States Code. The legal effect to be given to the Statutes at Large and the United States Code is established by statute (1 U.S.C. 112, 204).]

[The Carl D. Perkins Career and Technical Education Act of 2006 is extensively amended by the Strengthening Career and Technical Education for the 21st Century Act (PL 115-224, Enacted July 31, 2018). Section 4 of such Public Law states: "[t]his Act, and the amendments made by this Act, shall take effect beginning on July 1, 2019". This file reflects these amendments that are subject to such delayed effective date. There is another version of this Act that reflects law prior to July 1, 2019.]

AN ACT To strengthen and improve the quality of vocational education and to expand the vocational education opportunities in the Nation, to extend for three years the National Defense Education Act of 1958 and Public Laws 815 and 874, Eighty-first Congress (federally affected areas), and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE; TABLE OF CONTENTS.

(a) [20 U.S.C. 2301 note] SHORT TITLE.—This Act may be cited as the "Carl D. Perkins Career and Technical Education Act of 2006".

(b) TABLE OF CONTENTS.—The table of contents for this Act is as follows:

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Perkins V

- Perkins funds are intended to improve and enhance CTE programs through projects.
  - Projects focus on activities that help meet CTE needs identified in the Comprehensive Local Needs Assessment (CLNA).
  - Student outcomes measure overall success of funding.

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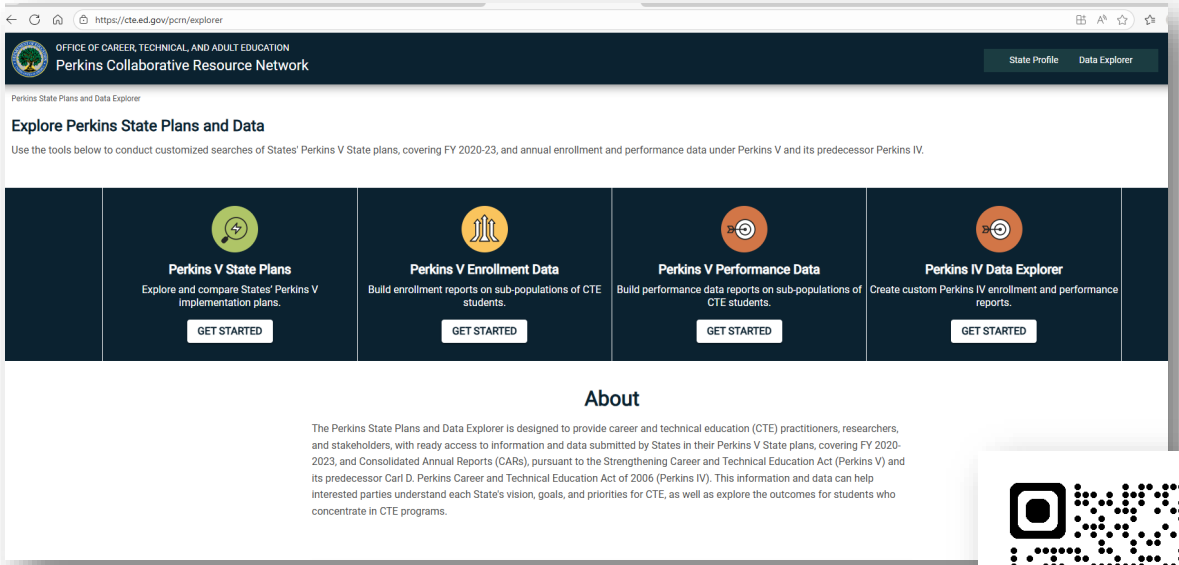
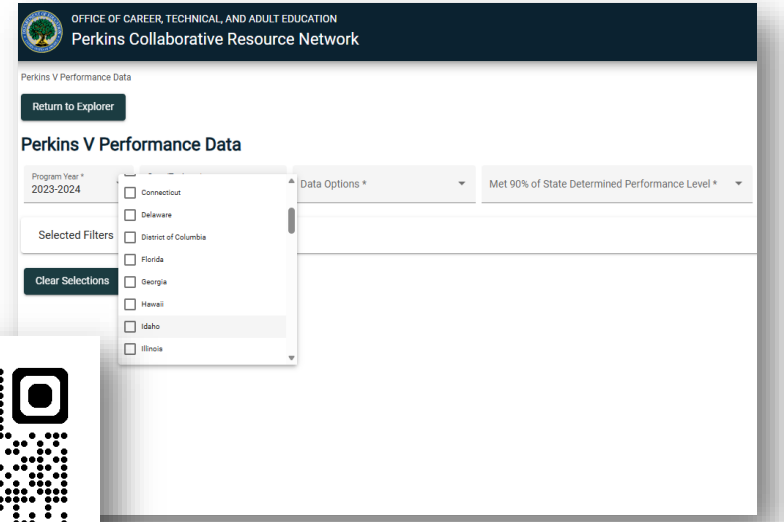
Perkins State Plans and Data Explorer





https://cte.ed.gov/pcrn/explorer

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Perkins Special Populations

All eligible recipients must verify that special populations have access to all program areas offered in their school.

Perkins V SEC.2 (48)

A. Individual with disabilities;
B. Individuals from economically disadvantaged families, including low-income youth and adults;
C. Individuals preparing for nontraditional fields;
D. Single parents, including single pregnant women;
E. Out-of-workforce individuals;
F. English learners;
G. Homeless individuals described in section 725 of the Mckinney-Vento homeless assistance act (42 U.S.C. 11434a);
H. Youth who are in, or have aged out of, the foster care system;
I. Youth with a parent who is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

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Perkins Secondary Definitions

CTE PARTICIPANT (Perkins Sec. 3.13)
An individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient.

CTE CONCENTRATOR (Perkins Sec. 3.12)
(A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study;

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Perkins Secondary Measures

1S1: Four-Year Graduation Rate
The percentage of CTE concentrators who graduated high school, as measured by the four-year adjusted cohort graduation rate defined in section 8101 of ESEA.

2S1: Academic Proficiency - Reading/Language Arts
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1)(2) of the ESEA of 1965, as measured by the academic assessments in reading/language arts.

2S2: Academic Proficiency – Mathematics
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1)(2) of the ESEA of 1965, as measured by the academic assessments in mathematics.

2S3: Academic Proficiency – Science
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1)(2) of the ESEA of 1965, as measured by the academic assessments in science.

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Division of Career Technical Education

3S1: Post-Program Placement

The percentage of CTE concentrators who, in the second quarter after exiting secondary education, are in one or more of the categories below (positively placed):

a. Postsecondary education
b. Advanced training (includes missions)
c. Military service
d. National community service or Peace Corps
e. Employed

4S1: Non-Traditional Program Concentration

The percentage of CTE concentrators in CTE pathways that lead to non-traditional fields. Nontraditional careers are those occupations in which one gender comprises less than 25% of the current workforce, including such careers as computer science, technology, or other current and emerging high skill occupations.

5S2: Attained Postsecondary Credits

The percentage of CTE concentrators who graduated from high school having attained postsecondary credits in the relevant CTE pathway earned through a dual or concurrent enrollment or another credit transfer agreement.

5S4: Technical Skills Assessment

The percentage of CTE capstones achieving any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. IDCTE selected Technical Skills Assessment (TSA) as the measure of student success as a statewide, valid, and reliable assessment that is comparable across the State.

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FY25 Perkins Secondary Performance Measures

Key:	
✓	Met Statewide Target
!	Met 90% of Statewide Target
✗	Below 90% of Statewide Target

Notes:

"-" indicates no applicable students.

** Totals for programs include duplicated students if they are in more than one qualifying program for each measure. Totals for demographics are unique counts.

Measure Summary

Measure Code	Measure Name	Numerator	Denominator	Percentage	Statewide Performance	Statewide Target	90% of Statewide Target
C	Concentrators	32219					
P	Participants	61382					
1S1	Four-Year Graduation Rate	12606	13933	! 90.5	90.2	94.8	85.3
2S1	Academic Proficiency in Reading Language Arts	9684	13286	✓ 72.9	71.4	64.9	58.4
2S2	Academic Proficiency in Mathematics	7077	13362	✓ 53.0	50.5	38.0	34.2
2S3	Academic Proficiency in Science	4184	10329	✓ 40.5	55.6	39.0	35.1
3S1	Post Program Placement	11242	14811	✓ 75.9	35.6	74.7	67.2
4S1	Non-Traditional Program Concentration	14843	28039	✓ 52.9	53.3	25.3	22.8
5S2	Program Quality – Attained Postsecondary Credits	4524	12606	✗ 35.9	26.2	43.0	38.7
5S4	Program Quality - Technical Skills Assessment	3866	4852	✓ 79.7	71.3	73.0	65.7

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State and Federal Accountability

- State
  - Program Reviews
  - Program Visits
  - CTC Reviews
  - Grants
  - Final Accounting Report
  - Local Annual Application
- Federal
  - Perkins V State Plan
  - Consolidated Annual Report (CAR)
  - Subrecipient monitoring
  - Methods of Administration
  - Comprehensive Local Needs Assessment (CLNA)

IDAHO Division of Career Technical Education

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Division of Career
Technical Education

Thank you!

SUBJECT

Board Policy I.Q. Accountability Oversight Committee – Second 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.
December 2025	Board approved the first reading of proposed changes to Board Policy I.Q.

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. Additional amendments in the policy include updates to the duties and responsibilities of the Committee; the focus of the report to the Board; and Committee membership. Based on feedback from the Board and the Committee, the following changes were made to the proposed policy after the first reading:

- Addition of a statement that the Committee may request review of their recommendations by the Idaho Technical Advisory Committee for assessment.

- Adjustment to the proposed make-up of the committee to have separate member spots for educators with backgrounds working in special education and with other special populations.
- Addition of a member representing career technical education.

IMPACT

The proposed changes would maintain the Committee's current size (10 members) and ensure the report to the Board provides actional recommendations for the accountability system and the associated programs. Integration of a representative of the Division of Career Technical Education will support improved collaboration and alignment between the Office of the State Board of Education, the Idaho State Department of Education, and the Division of Career Technical Education.

ATTACHMENTS

Attachment 1 – Board Policy I.Q. - redline

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. Adjustments made after the first reading ensure the connections across agencies and between the Committee and the Technical Advisory Committee.

Board staff recommends approval.

BOARD ACTION

I move to approve the second 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. Purpose

This policy establishes the Accountability Oversight Committee and clarifies the committee's responsibilities, membership, and how the committee will be managed and report to the Board.

~~1.~~2. 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.~~3. 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.

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

~~b.~~ In fulfilling its duties as outlined above, the committee may request review of any recommendations under consideration by the Idaho Technical Advisory Committee.

~~3.~~4. Meetings and Operating Procedures

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

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

~~4.~~5. Membership

The committee membership shall consist of:

- One~~Two~~ member~~s~~ 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~~
- The Administrator of the Division of Career Technical Education or designee;
- One member with experience serving in a school district or charter school in a special education capacity;
- One member with experience serving in a school district or charter school in a special populations support 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 of a traditional public school 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.~~6. 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.~~7. Reporting

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

SUBJECT

Board Policy IV.D. Certification and the Career Ladder – First Reading

REFERENCE

August 2022	Board approved the second reading of proposed changes to Board Policy IV.B. adding instructional staff certificate endorsements that had been removed from Idaho Administrative Code 08.02.02 effective March 15, 2022.
December 2022	Board approved second reading of proposed amendments to Board Policy IV.B. incorporating amendments to the certification endorsements requested by the PSC and Department staff.
June 2023	Board approved second reading of proposed amendments to Board Policy, moving certification and content standards policy from section IV.B. to IV.D.

APPLICABLE STATUTE, RULE OR POLICY

State Board of Education Governing Policies and Procedures Section IV.B.
Idaho Administrative Code, IDAPA 08.02.02 Rules Governing Uniformity
Idaho Code § 33-527, 33-1001, 33-1004B, and 33-1201 through 33-1204
38 U.S. Code § 4316(a)

BACKGROUND/DISCUSSION

In 2020, the Board and Idaho Legislature approved the movement of the requirements associated with certification endorsements from Idaho Administrative Code to Board Policy IV.B. The certification language was later moved to Board Policy IV.D.

The proposed amendments include addition of a new subsection to address career ladder movement for educators who take military leave and minor language changes for accuracy and clarity.

IMPACT

The proposed addition of sub-section five (5) will ensure the procedures of the Office of the State Board of Education and the State Department of Education (Department) follow federal and state law regarding the rights of educators who take and return from military service. The section requires the Department to establish a process for districts and charter schools to provide documentation confirming qualified military leave and clarifies the evaluation that should be used for the Department to determine movement on the career ladder. The remaining changes are corrections that align the policy to current practice.

ATTACHMENTS

Attachment 1 – Board Policy IV.D. - redline

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff has confirmed that the process outlined in proposed subsection five (5) to address educators' return from military leave meets the needs of both the Department and the Board's Education Data and Information Technology team.

Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of amendments to Board Policy IV.D. Educator Certification and Career Ladder, as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND ROCEDURES
SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES
Subsection: D. Educator ~~Preparation~~ Certification~~,~~ and the Career Ladder~~Standards~~

~~June 2024~~June 2026

1. Purpose

This policy establishes processes and requirements related to educator certification and the career ladder.

2. Definitions

a. School district: Pursuant to Idaho Code § 33-205 any school district, joint school district, elementary school district, joint elementary school district or charter school network or individual charter school that acts as an independent local education agency with an assigned school district number.
b. Public charter school: All charter schools authorized by Idaho Public Charter School Commission, school district, or institution of higher education that receives public school funding, including both charter schools acting as independent local education agencies and those operating under their school district authorizer's local education agency status.

~~1.~~3. Standards Approval

While maintaining a balance between the local governance of school districts and the Idaho constitutional requirement for a uniform and thorough system of public education, the State Board of Education sets minimum standards to provide the framework through which our public schools then provide educational opportunities to Idaho students. Applicable stakeholders and the public shall be provided with an opportunity to provide feedback prior to consideration of the Board of proposed standards. All standards brought to the Board for consideration shall include the standards themselves, a description of how feedback was solicited, and a summary of the feedback that was received. Amendments to existing standards shall also include a redlined version of the standards showing all amendments.

a. Content Standards

The Idaho Content Standards articulate the minimum knowledge a student is expected to know and be able to use within a content (subject) area at specific grade levels. Content standards are reviewed and updated on a rotating basis in relation to the curricular materials adoption schedule, but may be updated more frequently if an area is identified as needing to be updated in advance of that schedule. Content standards review will be scheduled such that the content standard is reviewed in the year prior to the scheduled curricular materials review. At a minimum all content areas, including those without corresponding curricular materials, will be reviewed every six (6) years and notification will be made to the

Office of the State Board of Education of the review and if the review will result in amendments to the standard or if it was determined that no amendments are necessary for the review cycle. Career Technical Education (CTE) content standard, program standards, and pathway standards reviews will be facilitated by the Division of Career Technical Education pursuant to the provisions established in Board Policy VII.B. All other content standards review will be facilitated by the State Department of Education.

i. The content standards review process will include at a minimum:
A review committee will consist of not less than ten (10) total members from the following stakeholder groups: certified Idaho classroom teachers, Idaho public school administrators, Idaho higher education officials, parents, local school board trustees, and State Department of Education personnel. A review committee must include Idaho educators with subject expertise in the applicable content area. A review committee established for the purpose of reviewing content standards of career technical courses must also include a member from the Division of Career Technical Education. Additional members may be included at the discretion of the Department. To the extent possible, representatives shall be chosen from a combination of large and small schools or districts and provide for regional representation.

i. The review committee will make an initial determination regarding the need to update the standards.

ii. Based on the review, the committee shall meet to develop initial recommendations for the creation of new content standards or amendments to the existing content standards. The Department will provide multiple opportunities for public input on the draft recommendations including but not limited to the Department website and processes that allow for individuals in each region of the state to participate.

iii. Drafts of the recommended amendments will be made available to the public for comment for a period of not less than 20 days. At the close of the comment period the committee will finalize recommendations for Board consideration.

b. Standards for Certificated School Personnel
The Standards for Certificated School Personnel set the minimum standards certificated school personnel must meet in each certification and endorsement area to be eligible for certification or to receive subject area endorsements. Teacher preparation programs must be in alignment with these certifications standards to be considered for approval or re-approval.

The standards are reviewed and updated based on a five (5) year cycle, where 20% of the standards are reviewed each year. Standards may be identified for review in advance of the five (5) year cycle, however, all standards must be reviewed every five (5) years. Subject area certification standards must be in alignment with their corresponding subject area content standards incorporated by

reference into IDAPA 08.02.03, where applicable. Reviews of career technical education (CTE) educator standards will be facilitated by the Division of Career Technical Education. The Professional Standards Commission (PSC) is responsible for reviewing and making recommendations to the Board on amendments or additions to non-CTE educator standards. The PSC will report annually to the Office of the State Board of Education the standards reviewed during the previous year and if that review resulted in recommendations for amendments or if no amendments were recommended during the review cycle.

~~2.~~4. Instructional Staff Certificate Endorsements

Individuals holding an instructional certificate or occupational specialist certificate must have one or more endorsements attached to their certificate. Instructional staff are eligible to teach in the grades and content areas of their endorsements. Occupational specialist certificate endorsements are listed in Board Policy VII.C ~~IV.E~~. Division of Career Technical Education. To be eligible for each type of endorsement, either the following credit requirement must be met or the individual must have qualified to add the endorsement through one of the routes for Alternative Authorization for new endorsements established in IDAPA 08.02.02.021. Credits used for determining eligibility in one endorsement area may also be used to meet the requirements for a corresponding endorsement area where the requirements overlap.

a. All Subjects (K-8). Thirty (30) semester credit hours to include coursework in discipline-specific methods of teaching elementary subject areas, cognitive processes, learner development, learning differences, literacy and language development, K-8 subject content, classroom management and behavioral supports, instructional strategies and interventions, and formative and summative assessments.

b. American Government /Political Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, six (6) semester credit hours in American government, six (6) semester credit hours in U.S. history survey, and three (3) semester credit hours in comparative government. Course work may include three (3) semester credit hours in world history survey. Remaining coursework must be in political science.

c. Anthropology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of anthropology. Coursework may include six (6) semester credit hours in sociology.

d. Bilingual Education (K-12). Twenty (20) semester credit hours to include coursework in bilingual education methods; upper division coursework in one (1) modern language other than English, including writing and literature; cultural diversity; linguistics; second language acquisition theory and practice; foundations of ESL/bilingual education; legal foundations of ESL/bilingual education; identification and assessment of English learners; and biliteracy. To obtain this endorsement, the candidate must score an advanced low or higher (as defined by

the American Council on the Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party.

e. Biological Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, molecular and organismal biology, heredity, ecology, and biological adaptation.

f. Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3). Thirty (30) semester credit hours to include coursework in methods of teaching early childhood and special education, child development and learning, curriculum development and implementation, family and community relationships, assessment and evaluation, central concepts of birth - grade 3 subjects, professionalism, and clinical experience including a combination of general and special education in the following settings: birth to age three (3), ages three to five (3-5), and grades K-3 general education.

g. Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6). Twenty (20) semester credit hours to include coursework in methods of teaching elementary and special education, central concepts of grade 4 - grade 6 subjects, assessment, and clinical experiences in grades four (4) through six (6). This endorsement may only be used in conjunction with the Blended Early Childhood/Early Childhood Special Education (Birth – Grade 3) endorsement and cannot be used in a middle school setting.

h. Blind and Low Vision (Pre-K-12) Thirty (30) semester credit hours to include coursework in methods of teaching the blind and visually impaired, assessment and evaluation, designing and monitoring individualized education programs, central concepts of academic subjects, special education law, family and community relationships, and accommodations and modifications for the blind and visually impaired.

i. Chemistry (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and inorganic and organic chemistry.

j. Communication (5-9 or 6-12). Complete one (1) of the following options:

    i. Twenty (20) semester credit hours to include coursework in methods of teaching communication arts, interpersonal communication, argumentation/personal persuasion, group communication, nonverbal communication, public speaking, journalism/mass communication, and social media; or
    ii. Complete an endorsement in English and complete (12) semester credit hours to include coursework in methods of teaching communication arts, interpersonal communication, argumentation/personal persuasion, and public speaking.

k. Computer Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching computer science; data representation and abstraction; design, development, and testing algorithms; software development processes; digital devices, systems, and networks; and the role of computer science and its global impact.

l. Deaf/Hard of Hearing (Pre-K-12). Thirty (30) semester credit hours to include coursework in methods of teaching the deaf/hard of hearing, bimodal communication, sign language acquisition and learning, literacy development, hearing technology, spoken language development, students with disabilities, assessments, designing and monitoring individualized education programs, and special education law.

m. Early Childhood Special Education (Pre-K-3). Twenty (20) semester credit hours

to include coursework in methods of teaching early childhood; child development and behavior with emphasis in cognitive-language, physical, social, and emotional areas, birth through age eight (8); curriculum and program development for young children ages three to eight (3-8); transitional services; planning, implementing, and evaluating environments and materials for young children ages three to eight (3-8); identifying and working with atypical young children ages three to eight (3-8); designing and monitoring individualized education programs; special education law; and parent-teacher relations. This endorsement may only be added to the Exceptional Child Education (K-8 or K-12) endorsement.

n. Early Literacy (K-3). Twenty (20) semester credit hours to include coursework in methods of teaching reading and writing; the body of knowledge regarding the science of reading; the cognitive process of learning to read and write; phonological and phonemic awareness; oral language development; phonics, vocabulary, fluency, and comprehension; diagnostic literacy assessments and analysis leading to the development and implementation of individual reading improvement plans; data analysis related to early recognition of literacy difficulties including characteristics of dyslexia; data driven instruction and intervention; language acquisition and development; stages of reading and writing development; early elementary reading and writing resources including children's literacy advocacy strategies for meeting the needs of struggling readers and writers; and the Idaho Comprehensive Literacy Plan.

o. Earth and Space Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, earth science, astronomy, and geology.

p. Economics (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, three (3) semester credit hours in microeconomics, three (3) semester credit hours in macroeconomics, and six (6) semester credit hours in personal finance/consumer economics. Remaining

course work must be in business, economics, or finance.

q. Engineering (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching engineering and in areas of engineering.

r. English (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in secondary English language arts methods, grammar, American literature, British literature, multicultural/world literature, young adult literature, literary theory, and advanced composition.

s. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching language acquisition, a modern language other than English, cultural diversity, linguistics, second language

acquisition theory and practice, foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, and identification and assessment of English learners.

t. Exceptional Child Education (K-8, 6-12, or K-12). Thirty (30) semester credit hours to include coursework in methods of teaching the exceptional child, learner development and individual learning differences, assessment and evaluation, designing and monitoring individualized education programs, central concepts of academic subjects, individual behavioral supports, instructional strategies and interventions, special education law, family and community relationships, and accommodations and modifications.

u. Geography (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, cultural geography, and physical geography, and a maximum of six (6) semester credit hours in world history survey. Coursework may include three (3) semester credit hours in economics. Remaining coursework must be in geography.

v. Geology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of geology.

w. Gifted and Talented Education (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching gifted and talented learners, assessment and identification of gifted and talented learners, differentiated instruction, creative and critical thinking, social and emotional needs of gifted and talented learners, program design, curriculum, and instruction.

x. Health (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching health; planning, organization, and administration of a school health program; health, wellness, and behavior change; mental/emotional health; nutrition; human sexuality; and health risk behaviors. Remaining semester credits must be in health-related coursework. To obtain a

Health (K-12) endorsement, applicants must complete coursework in elementary health methods.

y. History (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, six (6) semester credit hours in U.S. history survey, and six (6) semester credit hours in world history survey. Coursework may include three (3) semester credit hours in American government. Remaining coursework must be in history.

z. Humanities (5-9 or 6-12). Complete an endorsement in English, history, music, theatre arts, visual arts, or world language; and complete twenty (20) semester credit hours as follows:

i. English endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, music, philosophy, theatre arts, visual arts, and world language.
ii. History endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, humanities survey, literature, music, philosophy, theatre arts, visual arts, and world language.
iii. Music endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, philosophy, theatre arts, visual arts, and world language.
iv. Theatre arts endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, visual arts, and world language.
v. Visual arts endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, theatre arts, and world language.
vi. World language endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, theatre arts, and visual arts.

aa. Journalism (5-9 or 6-12). Complete one (1) of the following options:
i. Twenty (20) semester credit hours in the area of journalism to include coursework in methods of teaching communication arts and six (6) semester credit hours in communication arts.
ii. Complete an English endorsement and twelve (12) semester credit hours to include coursework in methods of teaching communication arts and in the area of journalism.

bb. Literacy (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching reading and writing; foundations of literacy including reading, writing, listening, speaking, viewing, and language; language acquisition and development; diversity of literacy learners; literacy in the content area; literature for youth; diagnostic reading and writing; literacy assessments; data analysis and identification of characteristics of literacy difficulties including dyslexia; data driven instruction; instructional interventions; and the Idaho Comprehensive Literacy Plan.

cc. Mathematics (6-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching mathematics, Euclidean and transformational geometry, linear algebra, discrete mathematics, statistical modeling and probabilistic reasoning, and the first two (2) courses in a standard calculus sequence.

dd. Mathematics - Middle Level (5-9). Twenty (20) semester credit hours to include coursework in secondary methods of teaching mathematics, algebraic thinking, functional reasoning, Euclidean and transformational geometry, and statistical modeling and probabilistic reasoning. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credit hours of mathematics content.

ee. Music (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching music, theory and harmony, aural skills, music history, conducting, applied music, and piano proficiency (class piano or applied piano). To obtain a Music (K-12) endorsement, applicants must complete elementary music methods coursework.

ff. Natural Science (6-12). Complete one (1) of the following options:

i. Complete an endorsement in one of the following: biological science, chemistry, Earth science, geology, or physics; and complete a total of twenty-four (24) semester credit hours as follows:
   1) Biological science endorsement. Eight (8) semester credit hours in each of the following: chemistry, physics, and Earth science or geology.
   2) Chemistry endorsement. Eight (8) semester credit hours in each of the following: biology, physics, and Earth science or geology.
   3) Earth science or geology endorsement. Eight (8) semester credit hours in each of the following: biology, chemistry, and physics.
   4) Physics endorsement. Eight (8) semester credit hours in each of the following areas: biology, chemistry, and Earth science or geology.

ii. Complete an endorsement in Agriculture Science and Technology, and complete twenty-four (24) semester credit hours to include coursework in methods of teaching science, lab safety, and six (6) semester credit hours in each of the following: biology, chemistry, physics, and Earth science or

geology.

gg. Online Teacher (K-12). Twenty (20) semester credit hours to include coursework in methods of online teaching; assistive technology; learning management systems and content management systems; synchronous, asynchronous, and blended learning environments; and instructional strategies for the online environment. Candidates must complete an eight (8)-week online clinical practice

in a K-12 setting or complete one (1) year of verifiable, successful experience as a teacher delivering online instruction in a K-12 setting within the past three (3) years.

hh. Physical Education (PE) (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching PE; sports, skillful movement, physical activity, and outdoor skills; student evaluation in PE; safety and prevention of injuries; fitness and wellness; PE for special populations; exercise physiology; kinesiology/biomechanics; motor behavior; and current certification in cardiopulmonary resuscitation, automated external defibrillator use, and first aid. To obtain a PE K-12 endorsement, applicants must complete coursework in elementary PE methods.

ii. Physical Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: chemistry and physics.

jj. Physics (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of physics.

kk. Psychology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of psychology.

ll. Science – Middle Level (5-9). Twenty-four (24) semester credit hours to include coursework in methods of teaching science, lab safety, and eight (8) credits in each of the following: biology, earth science, and physical science.

mm. Social Studies (6-12). Complete one of the following options:

i. A course in methods of teaching the social sciences and twelve (12) semester credit hours in each of the following: American government/political science, economics, geography, and history

ii. A course in methods of teaching the social sciences, fifteen (15) semester credit hours in each of the following: American government/political science and history, and nine (9) semester credit hours in each of the following: economics and geography.

iii. Complete an endorsement in American government/political science, economics, geography, or history and complete a total of thirty-six (36)

semester credit hours as follows:

1) American government/political science endorsement - twelve (12) semester credit hours in each of the following: economics, geography, and history.
2) Economics endorsement – twelve (12) semester credit hours in each of the following: American government/political science, geography, and history.
3) Geography endorsement – twelve (12) semester credit hours in each of the following: American government/political science, economics, and history.
4) History endorsement – twelve (12) semester credit hours in each of the following: American government/political science, economics, and geography.

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

oo. Sociology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of sociology. Coursework may include six (6) semester credit hours in anthropology.

pp. Teacher Leader. Teacher leaders hold a standard instructional certificate or a degree-based career technical certificate and provide technical assistance to teachers and other staff with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve educational outcomes for students. Individuals who hold this endorsement facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.

i. Teacher Leader – Instructional Specialist
   1) Complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
   2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include clinical supervision, instructional leadership, and advanced pedagogical knowledge, and demonstrated competencies in the following areas: providing feedback on instructional episodes, engaging in reflective dialogue centered on classroom instructional management and/or experience, focused goal-setting and facilitation of individual and collective personal growth, understanding the observation cycle, and knowledge and expertise in data management platforms.
   3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

ii. Teacher Leader – Instructional Technology
1) Complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include technology integration and assessments, online education infrastructure and execution, instructional technology theory and foundations pedagogy, systems and performance evaluation, and applied project experiences.
3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

iii. Teacher Leader – Literacy
1) Hold a literacy endorsement or meet the requirements of a literacy endorsement, and complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include foundational literacy concepts; fluency, vocabulary development, and comprehension; literacy assessment concepts; and writing process; all of which are centered on the following emphases: specialized knowledge of content and instructional methods; data driven decision making to inform instruction; research-based differentiation strategies; and culturally responsive pedagogy for diverse learners.
3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

iv. Teacher Leader – Mathematics
1) Hold a mathematics (6-12) or (5-9) endorsement and complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include number and operation, geometry, algebraic reasoning, measurement and data analysis, and statistics and probability, all of which are centered on the following emphases: structural components of mathematics; modeling, justification, proof, and generalization; and specialized mathematical knowledge for teaching.
3) Program shall include ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

v. Teacher Leader – Special Education
   1) Hold an Exceptional Child Education endorsement or Blended Early Childhood Education/Early Childhood Special Education endorsement and complete three (3) years of full-time certificated teaching experience, at least two (2) years of which must be in a special education classroom setting, while under contract in an accredited school setting.
   2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include assessment of learning behaviors; individualization of instructional programs based on educational diagnosis; behavioral and/or classroom management techniques; program implementation and supervision; use of current methods, materials, and resources available; management and operation of special education management platforms; identification and utilization of community or agency resources and support services; counseling, guidance, and management of professional staff, and special education law, including case law.
   3) Program shall include ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

qq. Teacher Librarian (K-12). Twenty (20) semester credit hours to include coursework in collection development and materials selection, literature for children and/or young adults, organization of information to include cataloging and classification, school library administration and management, library information technologies, information literacy, and reference and information service.

rr. Theatre Arts (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching theatre arts, acting and directing, and six (6) semester credits in technical theatre/stagecraft.

ss. Visual Arts (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include coursework in methods of teaching secondary arts, 2-dimensional and 3-dimensional studio areas, six (6) semester credit hours in foundation art and design, and three (3) credits in art history. To obtain a Visual Arts (K-12) endorsement, applicants must complete elementary arts methods coursework.

tt. World Language (5-9, 6-12 or K-12). Twenty (20) semester credit hours to include coursework in methods of teaching language acquisition, twelve (12) intermediate or higher credits in a specific world language, and coursework in two (2) or more of the following areas: grammar, conversation, composition, culture, or literature. To obtain an endorsement in a specific world language (K-12), applicants must complete an elementary methods course. To obtain an endorsement in a specific world language, applicants must complete the following:

   i. Score an intermediate high (as defined by the American Council on the

Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party; and

ii. A qualifying score on a state board approved specific world language content assessment, or if a specific world language content assessment is not available, a qualifying score on a state board approved world language pedagogy assessment.

5. Career Ladder – Military Service Members

Pursuant to 38 U.S.C. § 4301-4313 and 4316-4319 and Idaho Code § 33-527, certified instructional staff and pupil service staff who take a leave of absence from and return to an Idaho school district or public charter school shall be placed on the career ladder pursuant to Idaho Code § 33-1004B as if no interruption in employment had occurred.

a. The State Department of Education shall establish a process to determine career ladder placement when a certified instructional staff or pupil service staff has taken and returned from eligible military leave.

i. Idaho school districts and public charter schools shall be responsible for providing documentation regarding the dates of eligible military leave and return.

ii. A school year of eligible military leave shall be counted as a school year of certificated professional experience.

iii. The State Department of Education shall use the certified instructional staff o pupil service staff's evaluations, as provided for in Idaho Code § 33-1004B(7), for the purposes of establishing if the performance criteria needed to progress on the career ladder has been met.

b. The State Department of Education shall calculate the school district's or public charter school's career ladder funding based on the certified instructional staff's or pupil service staff's placement on the career ladder as adjusted based on this policy.

c. Idaho school districts and public charter schools shall develop a policy relating to eligible military leave and certified instructional staff and pupil service staff salary schedule and benefits consistent with 38 U.S.C. § 4301-4313 and 4316-4319 and Idaho Code § 33-527.

SUBJECT

Division of Career Technical Education - ISU Agricultural Science EPP Application

REFERENCE

October 2024	Board approved Boise State University's request to add Career Technical Education Cybersecurity Technology Education (6-12) Teacher Endorsement Program to their approved educator preparation program for certification purposes.

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code §33-2203
Idaho Code §33-2205
IDAPA 08.02.02.015.04.a.
Idaho State Board of Education Policy VII.C.

BACKGROUND/DISCUSSION

Idaho Code §33-2203 authorizes the State Board for Career Technical Education (CTE) to provide for the preparation of teachers for CTE subjects and prescribe the qualification for career technical educators, including certification. Idaho Code §33-2205 sets minimum certification requirements for CTE certification, establishing three main pathways, and Administrative Code 08.02.02.015.04, provides clarification on the various routes. One option is a degree-based route through a Board-approved educator preparation program. Approved CTE educator preparation programs must meet the Board approved core teaching standards and provide instruction in career technical education foundations, including principles and philosophies of career technical education, evaluation and assessment, career technical student organization leadership, career guidance and transition, occupational analysis and curriculum development, and lab safety.

In 2025, the Division of Career Technical Education (Division) developed a new process for reviewing new CTE teacher endorsement program applications. The process was created to ensure programs are designed to meet all requirements in statute, rule, and Board policy, along with reviewing market demand, justification, and budget. Additionally, the process was designed to improve efficiency and operate at no additional cost to the Division beyond the cost of personnel.

The first higher education institution to utilize this new process is Idaho State University (ISU) for a proposed Agricultural Science and Technology (6-12) teacher endorsement program. ISU collaborated with the College of Southern Idaho (CSI) to develop this new CTE teacher endorsement program, which will be delivered with a combination of online and in-person courses. The applied associate degree from CSI will articulate to ISU's Bachelor of Arts program. The teacher education coursework will be offered through ISU online, and the agriculture science and technology coursework will be offered through CSI in-person. This partnership enables ISU to add this endorsement to its secondary education degree program, leading to CTE teacher certification. ISU's educator

preparation program currently offers CTE certification with endorsements in Business Technology Education, Family and Consumer Sciences, and Marketing Technology Education.

The Division established a Review Team which analyzed ISU's application and confirmed that it meets all statutory, rule, and Board policy requirements. Based on the review, the Division's Review Team recommends approval of ISU's Agricultural Science and Technology (6-12) teacher endorsement program for certification purposes. Historically, new programs are approved on a three-year conditional approval, allowing for a follow-up review once there are program completers.

As part of the review process, existing approved educator preparation programs offering certification programs in the same or similar content areas have an opportunity to provide comments on the proposed program. The only other current authorized CTE Agriculture endorsement program is at the University of Idaho (UI). UI provided feedback regarding the proposed program, as provided in Attachment 4. Responses to the UI feedback from ISU and CSI are provided in Attachments 5 and 6, respectively.

IMPACT

If approved by the Board, completers of ISU's CTE Agricultural Science and Technology (6-12) teacher endorsement program would qualify for CTE teacher certification with an endorsement in Agricultural Science and Technology (6-12). Approval would also permit the university to begin marketing and promoting this CTE teacher endorsement program to prospective candidates, supporting efforts to address current regional workforce needs in this instructional area.

ATTACHMENTS

Attachment 1 – ISU Agricultural Science Teacher Endorsement Application
Attachment 2 – ISU Agricultural Science Supplemental Application
Attachment 3 – ISU Response to Application Questions
Attachment 4 – UI Feedback on ISU Proposed Program
Attachment 5 – ISU Response to UI Feedback
Attachment 6 – CSI Letter of Support
Attachment 7 – Current CTE Educator Preparation Programs

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The CTE Agricultural Science and Technology educator preparation program proposed by Idaho State University in partnership with the College of Southern Idaho builds upon the longstanding relationship between the institutions to address a CTE educator shortage area. The significance of agriculture in educational region four and CSI's established work with agricultural partners make it likely this program will be implemented in a manner that will benefit both teacher candidates and their future students. The Division's Review Team has confirmed that the program aligns to all requirements outlined in state statute, rule, and Board Policy. Board staff recommends approval.

BOARD ACTION

I move to conditionally approve Idaho State University's request to offer CTE Agricultural Science and Technology (6-12) teacher endorsement program for certification purposes, with a conditional review in three years.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

NEW ENDORSEMENT PROPOSAL 2025

Name of Institution	Idaho State University	**Date of Submission**	
EPP Program (Degree) Name	BA Secondary Education	**Certification/Endorsement**	Agricultural Science and Technology (45 credits)

Overview

The BA or BS in Secondary Education requires the completion of the Education core (33 credits) and the completion of a subject teaching endorsement of at least 30 semester credit hours, and completion of a subject teaching endorsement of at least 20 semester credit hours, OR completion of a single subject teaching endorsement of at least 45 semester credit hours as recommended by the subject department and approved by the College of Education.

ISU proposed the following Agricultural Science and Technology 6-12 endorsement:

- Agricultural Science and Technology (45 credit) [BA Secondary Education]

Section I: Program Outcomes and Curriculum Map

Program Outcomes

1. Teacher Candidate applies evidence-based professional and pedagogical knowledge that supports students' social, emotional, behavioral and academic development (InTASC 1, 2, 3).

2. Teacher Candidate has a deep and flexible understanding of content that supports students' social, emotional, behavioral and academic development in authentic learning environments (InTASC 4, 5).

3. Teacher Candidate strategically uses assessment for instructional planning and evidence-based instructional practices to make

goal-directed decisions that support students' social, emotional, behavioral and academic development (InTASC 6, 7, 8).

4. Teacher Candidate displays the dispositions of professional action and commitment that support students' social, emotional, behavioral and academic development (InTASC 9,10).

Curriculum Map for InTASC/State Requirement Standards

Link to Syllabi

Map Key: Introduced (I), Reinforced (R), Mastered (M), and Assessed (A)

Course Number	Course Title	Credits	Outcome #1	Outcome #2	Outcome #3	Outcome #4
EDUC 4401	Content Area Literacy	3		I, R	I, R	
EDUC 3302	Motivation and Management	3	I, R	I, R	R	
EDUC 3311	Educational Technology	3	I, R		I, R	I
SPED 3350	Creating Inclusive Classrooms	3	I,R	I,R	I,R	
EDUC 3308	Foun of Edu Knowledge, Planning, and Asmt	3	I (A)	I (A)	I, R (A)	
EDUC 4408	Pre-Internship Field Experience Seminar	3	R (A)	R (A)	R (A)	R (A)
EDUC 4493	**Student Teaching**	**12**	**M (A)**	**M (A)**	**M (A)**	**M (A)**
EDUC XXXX	Methods in Teaching Agricultural Sci & Technology (to be developed)	3	R	R	I, R	
AGRI 100	Agriculture and Natural Resources Seminar	3		I, R		
AGRI 102/L	Plant Science in Agriculture and Lab	3		I, R		
AGRI 104	Agriculture Management	3		I, R		

AGRI 108	Crop Production	3		I, R		
AGRI 109/109L	Principles of Animal Science and Lab	3		I, R		
AGRI 205/205L	General Soils and Lab	3		I, R		
AGRI 250	Agricultural Markets	3		I, R		
WELD 100	Beginning Welding	3		I, R		
HORT 234	Greenhouse Management	3		I, R		
8 credits of supplemental Ag. Coursework AGRI 222 AGRI 271 AGRI 158/158L AGRI 121/121L AGRI 190 AGRI 212 AGRI 203	 Animal Reproduction and Breeding Animal Anatomy and Physiology Applied Animal Nutrition and lab Pest Management and Lab Intro to Precision Agriculture Plant Nutrition Principles of Range Management	8		I, R		
CTE Coursework CTE 4401 CTE 4402 CTE 4403 CTE 4404 CTE 3341 CTE 3342 CTE 3343	 Foundations of Career & Tech Educ Analysis & Course Construction CTE Methods of Teaching CTE Evaluation in CTE Leadership & Advising CTSO I Leadership & Advising CTSO II Leadership & Advising CTSO III	12		I, R	I, R	

Evidence: The following table provides evidence of endorsement program alignment with the Idaho Foundation Standards for Career Technical Education Teachers

STANDARD	Course	Alignment Narrative
Standard 1 Learner Development	**Ed Core Course** - EDUC 2201 - EDUC 2204 - EDUC 3302 - EDUC 4408 - EDUC 4493	See link to the Teacher Preparation Core Courses document for additional information
Standard 2 Learning Difference	**Ed Core Course** - SPED 4450 - EDUC 3302 - EDUC 4408 - EDUC 4493	See link to the Teacher Preparation Core Courses document for additional information
Standard 3 Learning Environments	**Ed Core Course** - EDUC 3302 - EDUC 3311 - EDUC 4493	See link to the Teacher Preparation Core Courses document for additional information
Standard 4 Content Knowledge	**Ed Core Course** - EDUC 4408 - EDUC 4493 **Endorsement Course** -	See link to the Teacher Preparation Core Courses document for additional information **Endorsement Course** -
Standard 5 Application of Content	**Ed Core Course** - EDUC 4408 - EDUC 4493 **Endorsement Course** -	See link to the Teacher Preparation Core Courses document for additional information **Endorsement Course**

STANDARD	Course	Alignment Narrative
		-
Standard 6 Assessment	**Ed Core Course** - EDUC 3308 - EDUC 3302 - EDUC 4408 - EDUC 4493 **Endorsement Course** -	See link to the Teacher Preparation Core Courses document for additional information **Endorsement Course** -
Standard 7 Planning for Instruction	**Ed Core Course** - EDUC 3308 - EDUC 3302 - EDUC 3311 - SPED 4450 - EDUC 4408 - EDUC 4493 **Endorsement Course** -	See link to the Teacher Preparation Core Courses document for additional information **Endorsement Course** -
Standard 8	**Ed Core Course**	

STANDARD	Course	Alignment Narrative
Instructional Strategies	- EDUC 3302 - EDUC 3311 - EDUC 4408 - EDUC 4493 **Endorsement Course** -	See link to the Teacher Preparation Core Courses document for additional information **Endorsement Course**
Standard 9 Professional Learning and Ethical Practice	**Ed Core Course** - EDUC 3311 - EDUC 4408 - EDUC 4493	See link to the Teacher Preparation Core Courses document for additional information
Standard 10 Leadership and Collaboration	**Ed Core Course** - EDUC 4408 - EDUC 4493	See link to the Teacher Preparation Core Courses document for additional information
Standard 11	**Ed Core Course** - EDUC 2204	See link to the Teacher Preparation Core Courses document for additional information
Standard 12	**Ed Core Course** - EDUC 2204 - EDUC 3308 - EDUC 4408 - EDUC 4493	See link to the Teacher Preparation Core Courses document for additional information
Standard 13	**Ed Core Course** - EDUC 3311	See link to the Teacher Preparation Core Courses document for additional information

Career and Technical Education Specific Standards

STANDARD	Course	Alignment Narrative
Lab Safety	AGRI 102/L AGRI 109/109L AGRI 205/205L	Plant Science in Agriculture and Lab Principles of Animal Science and Lab General Soils and Lab
Career Planning	CTE 3341 CTE 3342 CTE 3343	Leadership & Advising CTSO I Leadership & Advising CTSO II Leadership & Advising CTSO III

Literacy Standards

Evidence: The following table provides evidence of endorsement program alignment with the *Idaho Comprehensive Literacy Standards*.

Secondary (45 credit)

STANDARD	Course	Alignment Narrative
Standard 2 Fluency, Vocabulary Development and Comprehension	- EDUC 4401	See link to the Idaho Comprehensive Literacy Standards (Secondary Education)
Standard 4 Writing Process	- EDUC 4401	See link to the Idaho Comprehensive Literacy Standards (Secondary Education)
Standard 5	- EDUC 4401	See link to the Idaho Comprehensive Literacy Standards (Secondary Education)

STANDARD	Course	Alignment Narrative
Diverse Reading & Writing Profiles	- Stand alone	

Section II: Endorsement Program Alignment

Directions: Copy the endorsement language from OSBE GPP IV.D. - Career Technical Educator Certification, into the space below, and list the specific course requirements for the new program, including course numbers, titles, and course descriptions. Explain how the program will meet the requirements listed in the endorsement language.
Supporting documents may be considered if they clearly explain how the documents support the request. Ensure each supporting document is clearly titled, and combine all supporting documents into one file.

Agricultural Science and Technology (6-12). Thirty (30) semester credit hours to include coursework in methods of teaching agricultural science and technology, agriculture education, agriculture mechanics, agriculture business management, soil science, animal science, plant science, and horticulture.

Endorsement include coursework in…	Coursework Alignment	Rationale
methods of teaching agricultural science and technology,	EDUC XXXX Methods of Teaching Agricultural Education CTE 4403 Methods of Teaching CTE	EDUC Course is proposed to be added to the Fall 2026 catalog.
agriculture education,	AGRI 181 Intro to Ag. Ed	The AGRI 181 course will provide a basic overview of the goals, mission, and purpose of agricultural education programs in the

		secondary school system. Topics will include introduction and exploration of the agricultural education profession, key issues facing agricultural education, introduction to agricultural education curriculum areas, and exploration of the total program model including classroom and laboratory instruction, supervised agricultural experience, and FFA.
agriculture mechanics,	WELD 100 Beginning Welding	WELD 100 will serve as an introductory course to the SMAW and GMAW processes in addition to welding theory, safety, and metal preparation. Students will also be introduced to basic shop safety and operation of equipment such as grinders and cutting and drilling machines.
agriculture business management,	AGRI 104 Ag Management AGRI 250 Ag Markets	In AGRI 104, students will be introduced to the basics of farm and ag business management and will explore tools for decision making in the context of agricultural businesses. In AGRI 250, students will learn to apply the study of economics and it's theories to the business of agriculture. The course will include the study of agricultural markets and pricing institutions, analysis of supply, demand, elasticity, future markets, and institutional arrangements in commondity marketing.
soil science,	AGRI 205/205L General Soils	The AGRI 205 course and lab will provide students with an understanding of the physical, biological and chemical properties of soils in addition to management practices to ensure sustainable agricultural production and resource management.
animal science,	AGRI 109/109L Principles of Animal Science	In the AGRI 109 couse and lab, students will gain a basic understanding of the science of livestock animals. Topics will include scientific exploration of animal health, genetics, nutrition, and reproduction.
plant science,	AGRI 102/102L Plant Science in Agriculture AGRI 108 Crop Production	The AGRI 102 course and lab will provide an introduction to plant science as it relates to agricultural production. Students will explore plant anatomy, morphology, and physiology as well as soil science and plant-environment interaction. Students will conduct

		experiements related to photosynthesis, plant nutrition, respiration, growth, and development. The AGRI 108 course will allow students to apply knowledge gained in the AGRI 102 course and lab in an agronomic system. Students will learn all aspects of field crop management including planting and propagation, irrigation, nutrition, pest management, and harvest.
and horticulture	HORT 234 Greenhouse Management	The HORT 234 course and lab will provide an opportunity for students to learn all aspects of greenhouse management including seed and plant selection and propagation, cultivation, pest management, and marketing. Students will also learn about structures, environmental controls, and maintenance of a production and education greenhouse facility.

Section III: Certification Requirements

IDAPA Certification Requirements	See link for core standard instructional certificate requirements
Endorsement Specific Clinical Practice	Candidates seeking the Agricultural Science and Technology 6-12 endorsement will complete clinical practice during EDUC 4408 (Pre-internship) the semester prior to student teaching or during EDUC 4493 (Student Teaching).

Notes: As this will be a partnership with CSI, the AGRI, WELD, and HORT courses will be taught CSI while the EDUC, SPED courses will be taught at ISU.

Section IV: Professional Education Coursework

Requirement: Program includes a minimum of 20 semester credit hours in professional education per IDAPA 08.02.02.015.04.a, covering:

Philosophical, psychological, and methodological foundations;	CTE 4401 Foundations of Career & Tech Educ CTE 4402 Analysis & Course Construction CTE CTE 4403 Methods of Teaching CTE OR EDUC XXXX Methods in Teaching Agricultural Sci & Technology (proposed) CTE 4404 Evaluation in CTE OR EDUC 3308 Foun of Edu Knowledge, Planning, and Assessment
Instructional technology;	CTE 4402 Analysis & Course Construction CTE CTE 4404 Evaluation in CTE OR EDUC 3308 Foun of Edu Knowledge, Planning, and Assessment CTE 3341 Leadership & Advising CTSO I CTE 3342 Leadership & Advising CTSO II CTE 3343 Leadership & Advising CTSO III
Professional education subject matter; and	EDUC 3302 Motivation and Management EDUC 3311 Educational Technology SPED 3350 Creating Inclusive Classrooms EDUC 3308 Foun of Edu Knowledge, Planning, and Asmt EDUC 4408 Pre-Internship Field Experience Seminar
Professional subject matter of education – demonstration of competencies as specified in the Idaho Comprehensive Literacy Plan.	EDUC 4401 Content Area Literacy

Section V. Industry Experience Requirement

Educator Preparation Providers confirm or integrate two thousand (2,000) clock hours of industry experience, or practicum as approved by the higher education institution, in the respective endorsement field of specialization. Industry experience(s) must be of sufficient depth, breadth, coherence, and duration to enable candidates or educators to train students knowledgeably in their area of endorsement.

Industry experience depth, breadth, coherence, and duration	CTE 3341 Leadership and Advising in CTSO I CTE 3342 Leadership and Advising in CTSO II CTE 3342 Leadership and Advising in CTSO III	The 2,000 clock hours of industry experience is demonstrated through volunteer hours, approved internships, portfolio, and other appropriate resume experiences.

IDAHO

Division of Career Technical Education

NEW CTE CERTIFICATE AND ENDORSEMENT PROGRAM APPROVAL PROCESS

(SUPPLEMENTAL APPLICATION)

Contents

NEW CTE CERTIFICATE AND ENDORSEMENT PROGRAM APPROVAL PROCESS

INSTRUCTIONS AND APPLICATION

INSTRUCTIONS

Please review the application located on page 5. You may extract that application from this document and use it to complete your submission in a separate Word document. When you are ready, email the completed application, to Kathleen Shoup at **kathleen.shoup@cte.idaho.gov**. All email correspondence will come from Kathleen Shoup at **kathleen.shoup@cte.idaho.gov.** Please add the email address to your safe sender list to prevent messages from going to spam. IDCTE will review the application. If edits or clarifications are needed, the application may be returned for revision. Please monitor your email for related correspondence or follow-up requests.

Upon completion of the review of the new teacher endorsement program application, the IDCTE review team will issue an approval recommendation. This recommendation will be forwarded to the Idaho State Board of Education as an action item. The State Board will make the final determination during a regularly scheduled Board meeting, and the decision will be communicated to the primary contact on the application. All newly approved CTE teacher endorsement programs will undergo a conditional endorsement program review within three years of approval. Following a successful review, the program will transition into the standard seven-year review cycle.

CONTACTS

For general application questions, please contact Katie Shoup, kathleen.shoup@cte.idaho.gov.
For CTE program area, certification, or professional development specific questions, please contact the IDCTE staff member overseeing the specific topic area:

- Agriculture, Food, and Natural Sciences — janine.hodges@cte.idaho.gov
- Business and Marketing Education — shauna.williams@cte.idaho.gov
- Engineering and Technology Education — elisa.lowenstein@cte.idaho.gov
- Family and Consumer Sciences and Human Services — shanon.holt@cte.idaho.gov
- Health Professions and Public Safety — kevin.brinegar@cte.idaho.gov
- Trades and Industry — marcos.serratos@cte.idaho.gov
- CTE Educator Certification — kristi.enger@cte.idaho.gov
- CTE Educator Professional Development — lisa.costa@cte.idaho.gov

GLOSSARY/LINKS

Explanation of relevant terminology contained in the application, as well as links to related topics:

Advanced Opportunities (AO): A list of industry credentials is currently available on the

State Department of Education's Advanced Opportunity website. https://www.sde.idaho.gov/about-us/departments/student-engagement-safety-coordination/advanced-opportunities/advanced-opportunities-public-school/#details-external-resources

CIP Code: The Classification of Instructional Programs (CIP) titles correspond to academic and occupational instructional programs offered for credit at the postsecondary level. https://siccode.com/sic-code-lookup-directory

CTE: Career Technical Education (program at a comprehensive high school) https://cte.idaho.gov/students/fields/

CTS: Career Technical School (program at an approved industry reflective high school) https://cte.idaho.gov/career-technical-schools/

Growth Rate: the percent change in the number of jobs added or lost in a U.S. occupation or industry over a given projections decade; growth rate adjectives used in the OOH are defined by the following percent changes for the 2020-30 employment projections:

- Much faster than the average: 15 percent or more
- Faster than the average: 10 percent to 15 percent
- As fast as the average: 5 percent to 10 percent
- Slower than the average: 1 percent to 5 percent
- Little or no change: -1 percent to 1 percent
- Decline: -1 percent or more

Source: https://www.bls.gov/ooh/about/glossary.htm#j

Idaho Department of Labor In-Demand Occupations: Idaho's In-Demand Occupations tool allows users to filter hot jobs by region, education requirement and industry. https://public.tableau.com/app/profile/idlabor/viz/OSBE_In-DemandOccupations/In-DemandOccupations

NAICS Code: The North American Industry Classification System (NAICS) is used by the United States, Canada, and Mexico to classify businesses by industry. Each business is classified into a six-digit NAICS code number based on the majority of activity at the business. https://www.naics.com/search/

OOH: Utilize the U.S. Bureau of Labor Statistics (BLS) Occupation Outlook Handbook (OOH) to research related occupations and their associated growth rate. Home : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics

SIC Code: The Standard Industrial Classification (SIC) is a system for classifying industries by a four-digit code. Established in the United States in 1937, it is used by government agencies to classify industry areas. https://www.osha.gov/pls/imis/sicsearch.html

SOC Code: The Standard Occupational Classification (SOC) system is a federal statistical standard used by federal agencies to classify workers into occupational categories for

collecting, calculating, or disseminating data. https://www.bls.gov/soc/. Occupational Titles: https://www.bls.gov/soc/2018/major_groups.htm

Questions?? Please contact us at one of the email addresses above in the "Contacts" section.

NEW CTE TEACHER CERTIFICATE AND ENDORSEMENT PROGRAM APPLICATION

1. Educator Preparation Provider Information

Name of Postsecondary Institution:	**Idaho State University, College of Education**		
Select the Degree Based CTE Endorsement Being Sought: **Reference: State Board Policy VII.C. – CTE Certification**	• **Agricultural Science and Technology (6-12)** • **Business Technology Education (6-12)** • **Computer Science (6-12)** • **Cybersecurity Technology Education (6-12)** • **Engineering (6-12)** • **Family and Consumer Sciences (6-12)** • **Marketing Technology Education (6-12)** • **Technology Education (6-12)**		
Date of Application Submission:	01 / 15 / 2026		
Primary Contact Name:	Emma Wood	**Secondary Contact Name:**	Jaysa Fillmore
Primary Contact Title:	Asst. Dean	**Secondary Contact Title:**	CSI Assistant Professor, Agriculture
Primary Contact Email:	woodemma@isu.edu	**Secondary Contact Email:**	jfillmore@csi.edu
Primary Contact Phone Number:	(208) 282 - 5443	**Secondary Contact Phone Number:**	208-732-6433

2. Agricultural Mechanics

- **Reviewer Comments:** The agricultural mechanics content appears limited. It is recommended to consider adding an additional course up to two courses to include coverage of agricultural power structures and to ensure skill development.

- **Evidence Needed:** Provide additional information as to how ISU and CSI can increase the number of agricultural mechanics courses to include agricultural power structures to create a more robust agricultural mechanics curriculum.

Response:

The CSI Agriculture Education AAS already includes the 3-credit course WELD 100 Beginning Welding with the description: This course serves as an introductory course to the SMAW and GMAW processes. Students will learn the theory and the proper techniques to set up SMAW/GMAW welding equipment safely. This course will cover basic metallurgy as it applies to carbon steel and introduce oxyfuel cutting and welding. Students will also be introduced to basic print reading and drawing. Students will weld the common joints found within the welding industry.

CSI is proposing a new 3-credit course: AGRI 202- Introduction to Agricultural Mechanics (AGRI 199- Experimental course code prior to final approval) with the following course description and outcomes:

- Course Description: This course provides an introduction to the agricultural mechanics field and will include instruction and projects in the areas of:
  - Safety (including OSHA 10 certification)
  - Tool selection, maintenance, and use
  - Project planning (materials, mathematical applications, drafting, and evaluation)
  - Engine systems, fuels, and hydraulics
  - Farm structures (planning, maintenance and repair, framing, concrete, electrical, and plumbing)
  - Farm equipment maintenance and repair
- Outcomes:
  - Demonstrate knowledge of agricultural mechanics safety procedures and apply proper personal protective equipment (PPE) and tool/ equipment handling techniques to ensure a safe working environment.
  - Plan, design, and execute basic agricultural mechanics projects using appropriate materials and tools.
  - Analyze the operational principles of internal combustion engines, hydraulic systems, and various farm equipment components and perform preventative maintenance, troubleshooting techniques, and repair.

With the addition of the AGRI 202 course, this would increase the agriculture mechanics course offerings to six credits.

Students would be encouraged to attend agriculture mechanics professional development (PD) offerings throughout their degree programs. In Idaho, Briggs and Stratton Instructor Field Schools are typically offered each summer, facilitated by an individual agriculture program or the Idaho Agriculture Teachers Association (IATA). The University of Idaho typically offers two PD credits for teachers in attendance. CSI and/or ISU could also offer PD credit or transcribed credit for completion of the course. Agriculture Mechanics- specific PD is also offered annually at the IATA Summer Inservice and from agriculture teachers' associations in surrounding states. Additionally, ISU offers

welding PD for teachers during the summer.

3. Market Analysis and Demonstration of Need
Purpose:
To conduct a market analysis and provide a demonstration of need for the proposed CTE teacher endorsement program. This section verifies projected enrollment, offers an evidence-based rationale, and highlights both workforce demand and the endorsement program's overall feasibility.

Instructions:
1) Contact Chet Andes, Director of Program Quality, at chet.andes@cte.idaho.gov, to obtain current information on the supply and demand for secondary CTE programs related to the CTE teacher endorsement program area being sought. This ensures your application reflects accurate statewide and regional CTE program availability, enrollment trends, and workforce needs.
2) Provide data and narrative responses for each section below, referencing any information obtained from the Director of Program Quality.
3) Attach supporting documents, data tables, and letters of support as appendices.

A. Statewide Supply and Demand for Teachers in This CTE Endorsement Program Area

- **Current Workforce:** Provide the number of currently endorsed CTE teachers in this CTE endorsement program area within the state.
- **Job Openings:** Report historical and projected CTE teacher vacancies in this endorsement program area over the last 3–5 years.
- **Shortages:** Identify districts, charter schools, or regions experiencing shortages or difficulty filling positions in this CTE endorsement program area.
- **Supply and Demand:** Compare the number of CTE endorsement program completers from existing CTE endorsement programs with the number of annual secondary school openings to highlight unmet needs.

Response:

The following is a summary of the current supply and demand projections in Idaho.

- **Current Workforce:** There are 113 secondary Agriculture Science & Technology programs in Idaho employing 202 active teachers. 189 of those are employed on a full-time basis, and 13 are employed part-time.
- **Job Openings:** Two full-time positions are currently unfilled. Three new programs were added in 2025 with one additional district expressing interest in adding a program.
- **Shortages:** Two programs were closed between 2024 and 2025- one due to lack of a licensed teacher being available and one due to lack of funding.
- **Supply and Demand:** 19 total teachers were hired for the 2025-2026 school year, which included three existing teachers moving to a different program, eight newly licensed teachers who were prepared in-state, and one newly licensed teacher

who was prepared out of state, along with five alternative licensure completers and two non-licensed individuals. Of the 19 new hires, 34% did not complete a degree-based teacher preparation program, which demonstrates an opportunity for this program to provide a pathway to licensure[1].

The Idaho Department of Labor reported a 13.6% change in employment from 2022 to 2023 for Secondary Career/ Technical Education Teachers and an 18.2% change for Middle School Career/ Technical Education Teachers, resulting in 19 added positions and 11 projected annual openings in these occupation categories[2].

Sources: [1]2025 Idaho Ag Education Supply and Demand Report- using September 1, 2025 as the baseline for all data
[2]Idaho Department of Labor Occupational Projections

B. Existing CTE Endorsement Programs in the State

- List all CTE educator preparation programs, including both public and private institutions, currently offering this CTE endorsement program area along with mode of program delivery.
- Include geographic distribution of CTE teacher endorsement programs to identify underserved regions.
- Note gaps in access where no CTE endorsement programs exist, or where capacity is insufficient to meet demand.

Response:

A review of existing programs in Idaho:

- The only degree-based CTE Agricultural Education program that currently exists in Idaho is located at University of Idaho (Region 2). This is a residency program requiring the relocation of teacher candidates to complete the coursework and degree[1].
- Geographic distribution of Ag Ed programs
  - Region 1 - somewhat served by UofI
  - Region 2 - served by UofI
  - Region 3 - underserved
  - Region 4 - underserved
  - Region 5 - underserved
  - Region 6 - underserved
- Based on the location of the single Ag Ed program, the majority of Idaho's service regions are currently underserved by the residency requirement of the University of Idaho (U of I) program. Additionally, according to the Idaho Agricultural Teacher Report submitted to the National Reporting Program, most teachers are nearing retirement and some teaching positions are filled by alternative or emergency teaching certificates[2].

Source: [1]University of Idaho BS in Agriculatural Education. Retrieved from https://www.uidaho.edu/academics/degree-finder/ag-ed-bsaged.

[2]National Institute of Food and Agriculture (NIFA) Report. August 2023. Retrieved Dec 10, 2025 from https://portal.nifa.usda.gov/web/crisprojectpages/7004932-idaho-agriculture-teacher-preparation.html.

C. Regional Labor Market Data

- Provide regional labor market information relevant to this CTE endorsement area (e.g., teacher employment projections, regional job openings, and long-term teacher workforce needs).
- Cite data sources such as the Idaho Department of Labor or local workforce studies.

Response:

An analysis of the 2025-2026 Idaho AgEd Directory, with verification through the Idaho Department of Education Certification Lookup Application, thirty-seven out of the 185 (or 20%) Idaho Ag teachers in the directory are alternatively certified. This is to say they were hired without a teaching credential. This suggests a significant and ongoing shortage of traditionally certified Ag. Ed. graduates to meet the supply of ag. educators in Idaho[1].

From the 2023 Idaho Agriculture Teacher Supply and Demand Profile Report, in 2015, there were 133 agriculture teachers in the state, while only eight years later in 2023, there were 190. This is an increase of 57 additional teachers or a 142% increase in the number of Ag teachers in the state. During the same time period, the number of Ag education graduates from the University of Idaho (Idaho's only Bachelor's level Ag Ed. program) averaged 10 graduates per year (range of 8 to 13). While in theory, sixty new graduates over the 6-year time period could fill the additional 57 additional positions created, we know this isn't the case for numerous reasons:

1) Doesn't account for teachers leaving the profession (32 reported during this timeframe).
2) Through anecdotal discussions, approximately 50% of the graduating UI class pursue teaching positions out of state
3) A certain percentage of graduates do not go into teaching, choosing to pursue employment opportunities in ag. production, ag. extension, agribusiness or other related fields[2].

Source: [1]2025-2026 Idaho AgEd Directory (password required). Retrieved from https://theiata.com/ag-teacher-directory.
[2]2023 Idaho Agriculture Teacher Supply and Demand Profile Report. Retrieved from https://www.naae.org/naae/document-server/?cfp=/naae/assets/file/public/advocacy/profiles/2023-nsd-naaeregion-print.pdf

D. National Labor Market Data

- Provide national labor market information relevant to this CTE endorsement program area (e.g., teacher employment projections, job openings, and long-term teacher workforce needs).
- Cite data sources such as the Idaho Department of Labor, U.S. Bureau of Labor Statistics, or local workforce studies.

Response:

- **Current Workforce**: In 2024, there were 15,005 teachers employed in 9,202 programs across the United States. 14,647 were employed full-time and 358 were employed part-time.[1]
- **Job Openings:** In 2024, 394 teaching positions and 236 programs were added nationwide.[1]
- **Shortages:** In 2024, 45 states reported 152 full-time and 4 part-time vacancies. 107 teaching positions were lost and 58 programs closed. The most cited reason for position losses were lack of available teachers (33%), low student enrollment (27%), and insufficient funding (21%). [1]
- **Supply and Demand:** In 2024, 1,965 agriculture teaching positions were filled by 608 degree-based program completers (31%) and 1,249 alternatively licensed or non-licensed individuals (64%). This data demonstrates a clear need for additional licensure pathways in the US. [1]

Source: [1]Agricultural Education National Supply & Demand Project, 2024 Executive Summary. Retrieved from https://nsd.aaaeonline.org/Reports/2024%20NSD%20Executive%20Summary.pdf

E. Projected Enrollment

- Provide projected enrollment numbers for the first three years for the CTE endorsement program.
- Explain the basis for projections, including student interest surveys, district, charter school, or industry partnership commitments, and regional workforce data.

Response:

Projected enrollment and the basis for the projections are addressed as follows:

- Projected Enrollment
  FY2027 = 5
  FY2028 = 6
  FY2029 = 7
- These projections are based on current interest of students in the AAS. With the availability of the program in the Magic Valley, the enrollment is projected to increase modestly as the pipeline with ISU is established and students are aware of the new opportunity. The projections are also based on reviewing a similar program at the UofI where an already established program graduates on average 10 students.[1]

Source: [1]University of Idaho Newsroom. Retrieved from https://www.uidaho.edu/newsroom/growing-agriculture-education-programs

F. Stakeholder Input and Support

- Summarize feedback, commitments, or documented need from school districts, charter schools, employers, postsecondary partners, or advisory committee members supporting this CTE endorsement program.
- Include letters of support from stakeholders.

Response:

Summary of feedback

Industry and school partners have provided their support for the development of an Ag Ed teacher pipeline in Educational Region 4 of Idaho to meet the local needs. Jaysa Fillmore, the Ag Educator mentioned CSI has worked tirelessly to create a "Teach Ag" culture through various events, networking opportunities, and student internships. Currently, six students are eagerly awaiting the opportunity to begin their journey to become a K-12 Ag Ed teacher.

Lori Idsinga shares her perspective from a position with the Idaho FFA Foundation which includes the looming teacher shortage crisis which will see the effects of projected ag teacher retirements at 12% in the next three years and the ability for U of I to replace those teachers as insufficient. While LOS teachers have helped to fill in the holes, these individuals do not have the background in classroom managements, school laws (including SPED law), and "navigating the public school system as a whole" because they have not matriculated through a traditional teacher education program.

Johanna Hyink, a current Ag teacher, briefly shared the challenges she faced trying to become a certified teacher because coursework was not accessible to her in her rural community. She also stresses the proposed structure will help the next generation of teachers navigate the process more smoothly.

Drew Carrell, another Ag teacher and FFA advisor voiced support for an Ag Ed program at CSI and ISU because it would provide more flexibility to future teachers.

Source: Letters of support from stakeholders (Appendix B):

- *Jaysa Fillmore* (Faculty member, Agriculture, CSI)
- *Johanna Hyink* (Current Ag Teacher at Lighthouse Christian School)
- Drew Carrell (CSI Graduate, Current Ag Teacher at Parma High School)
- *Lori Idsinga* (Idaho FFA foundation Career Success Coordinator)
- *Valene Cauhorn* (Community member supporting the start up of Ag program at Valley High School)

G. Evidence of Workforce and CTE Endorsement Program Alignment

- Demonstrate how the CTE endorsement program meets state workforce priorities.
- Include relevant secondary content standards, industry certifications, or partnerships that strengthen the alignment between the CTE endorsement program and CTE secondary program.

Response:

- State Workforce Priorities
  - The Ag Ed endorsement program meets state workforce priorities by creating a regional option to fill teacher shortages in the coming years.

Current Bureau of Labor Statistics data is available at the CTE Teacher level and does not highlight the specific trajectory of Ag Ed teachers.[1]

- Standards/Certification Alignments
  - The Ag Ed curriculum has been aligned to the Idaho Core Teacher Standards, the Career-Technical Education standards, and OSBE GPP IV.D. - Career Technical Educator Certification (see SPRC2025_Agricultural Science and Technology 6-12)

Source: [1]Bureau of Labor Statistics data for Career/ Technical Education Teachers, Secondary: https://www.bls.gov/oes/2023/may/oes252032.htm

H. Enrollment Risk Assessment

- Discuss potential enrollment risks (e.g., interest trends, competing programs, economic influences) and strategies to mitigate them.

Response:

Potential enrollment risks for an Idaho agriculture education teacher preparation program may include limited local interest, however, there are indications from state data that high-school ag enrollments are trending up, competition from established teacher-prep programs and alternative certification/online providers, geographic challenges in recruiting students from widely dispersed rural communities, and economic volatility in the farm sector that can affect both student ability to pay and school districts' hiring/budget decisions.

To mitigate these risks, we plan to build strong K–12 FFA pipelines to industry and Future Educators of Idaho (FEI) high school clubs with dual-credit and practicum opportunities. We plan to expand articulation agreements with Idaho's community colleges and the land-grant university, offer hybrid/low-residency options to attract working adults, secure scholarship and stipend funding (including partnerships with ag businesses and USDA/extension grants) to lower financial barriers, market clear career pathways and certification supports (loan-forgiveness, placement help), and use cohort models plus regional staff-teacher mentors to ensure retention and demonstrated employer demand — all underpinned by regular enrollment-data monitoring so the program can quickly adapt offerings and recruitment to shifting local needs.

Additionally, the ability of CSI and ISU to collaborate on grow-your-own programming will help mitigate potential enrollment risks.

I. Capacity for Readiness

- Describe the CTE endorsement program's capacity to deliver the CTE endorsement area being proposed, including faculty qualifications, instructional resources, industry and community partnerships, facility capabilities, and available equipment.

Response:

- The CSI / ISU partnership is ready to deliver the Agricultural Education teacher program. The Agricultural Education AAS from CSI is led by faculty with exceptional experience and expertise (Appendix C). Additionally, CSI is already an established state-leader in agriculture instruction which has led to comprehensive instructional resources, robust partnerships in both industry and the community, and finally facilities that provide safe spaces to learn effective skills and teaching practices.[1]
- Currently, graduates of the College of Southern Idaho successfully transfer and complete bachelor's degree programs in agriculture education at institutions including University of Idaho and Utah State University. Since 2021, CSI Agriculture Department graduates include:
    - Three who have completed a bachelor's degree and are currently employed as agriculture teachers
    - One who is currently teaching agriculture science at an elementary level and concurrently enrolled in an online bachelor's degree program
    - One who has transferred and is currently enrolled in their junior year
    - Four who are currently entering their last semester and beginning student teaching placements in January of 2026
    - Six who are currently enrolled at CSI with plans to transfer and complete bachelor's degrees in agriculture education
- Furthermore, ISU has developed a quality Online Teacher Education Program (OTEP) that is accredited and designed to meet teacher candidates where they are, in their home communities, to grow the local talent pool. Faculty in the ISU OTEP are highly qualified in teacher development and innovative evidence-based pedagogical practices.[2]

Source: [1]College of Southern Idaho, Agricultural Education AAS. Retrieved from https://www.csi.edu/programs/agriculture-education/default.aspx.
[2]Idaho State University, Online Teacher Education Program. Retrieved from https://www.isu.edu/otep/

J. CTE Endorsement Program Justification

- Provide a narrative that justifies the need for the CTE endorsement program, synthesizing information from sections 3 A-I.
- Highlight the unique value and benefits this new CTE endorsement program will offer.

Response:

The U of I is currently the sole institution serving the state of Idaho. This may cause pipeline capacity issues. As a residency program, the additional costs to complete the degree-based program (transportation, housing, tuition) may signal a barrier to those who are in geographically remote areas in the Magic Valley and Southeast Idaho. Therefore, the proposed AAS to BA partnership between College of Southern Idaho and Idaho State University is an innovative alternative to the current limitations in Ag Ed teacher preparation.

For prospective candidates in Southeast Idaho (Pocatello), access to Ag Ed teacher preparation exists but requires relocating to Moscow, ID which may create barriers to some. This also creates a talent drain in all other regions of Idaho.

The proposed AAS to BA Ag Ed endorsement program is unique in its ability to leverage the expertise in agriculture and natural resources from CSI and then tap into the pedagogical expertise of ISU faculty is

- Reduced cost to completion
- Grow your own, no residency requirement for those in the MV
- Model for additional partnerships with other AAS Agricultural Education degrees, including from ISU.

4. Budget Overview

The CTE endorsement program proposed should be designed with a sustainable and transparent financial model that supports high-quality instruction, student services, and long-term viability. The budget overview reflects projected start-up costs, ongoing operational expenses, and anticipated revenue based on conservative enrollment estimates.

A. Start-Up Costs (Year 0–1)

Provide an estimate of one-time expenses needed to launch the CTE endorsement program and ensure adequate resources for faculty and CTE teacher candidates. Address the following:

- **Curriculum Development:** Funding faculty stipends and instructional design support for developing program materials.
- **Accreditation/Approval Fees:** Costs associated with accreditation, internal, and external reviews necessary for CTE endorsement program approval.
- **Instructional Materials and Equipment:** Initial purchase of specialized software, lab equipment, library resources, and digital tools needed for instruction.
- **Marketing and Recruitment:** Outreach materials and activities to promote the program during its first recruitment cycle.
- **Administrative Setup:** System configuration, scheduling, staffing infrastructure, and student support preparations.

Response:

- **Curriculum Development:** Two new courses will be developed, a Methods of Teaching Agricultural Education course and AGRI 202 Introduction to Agricultural Mechanics, a course to enhance the agricultural mechanics curriculum. The institutions provide instructional design support as a service to faculty.
- **Accreditation/Approval Fees:** Teacher Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP). This review occurs every 7 years with an associated cost of ~ $3,600 per year. This rate is calculated based on the number of program completers. Adding an additional endorsement area will add to the program completer numbers for ISU and will impact the annual fee. The state review process has undergone revisions and is currently conducted at the institution level with no additional cost for endorsement areas.

- **Instructional Materials and Equipment:** ISU does not anticipate any costs associated with instructional materials or equipment. CSI anticipates start-up and ongoing costs associated with the new Introduction to Agricultural Mechanics course, which will be included in departmental and institutional budgeting processes. Partnerships with existing CTE programs in the Trades and Industry Department will be leveraged to share facilities and equipment as available.
- **Marketing and Recruitment:** Current marketing and recruitment staff handle the changes and ensure accurate information is available to potential candidates. Advising, as part of recruitment, will be more targeted as the program stabilizes.
- **Administrative Setup:** A minimal change at the administrative level will occur to ensure the courses are offered in the approved sequence with appropriate staffing. There will be a need for one adjunct instructor from ISU to ensure the methods course is taught with expertise. Any new teacher candidates pursuing Ag Ed will be communicated with in the same way as all other teacher candidates are communicated with to ensure timely progress towards degree completion and certification.

B. Personnel Costs (Annual)
Provide an estimate of the ongoing personnel expenses required to operate the CTE endorsement program. Include all positions necessary to deliver the curriculum and support students. Address the following:

- **Faculty Salaries and Benefits:** Compensation for full-time and adjunct faculty needed to deliver the curriculum based on projected course loads.
- **Program Director/Coordinator:** Leadership for curriculum oversight, faculty support, assessment processes, and student advising.
- **Administrative Support Staff:** Support for admissions, scheduling, student communication, and records management.
- **Assistants:** Lab or shop assistants who provide instructional and technical support.

Response:

Position/Title	FTE	Salary	Benefits
Adjunct ISU (PhD)	1 course - Methods	$4,948	$702.62
Adjunct CSI	1 course - Ag Mech	$3,600	$436.28

**Add additional rows as needed*

C. Operating Expenses (Annual)
Estimate the recurring costs to ensure instructional quality and student success.

Category	Description	Estimated Cost
Instructional Supplies	Consumables and equipment maintenance.	ISU ($0)

and Lab Maintenance	Consumable supplies, tools, and small equipment for ag mechanics course at CSI.	CSI ($500)
Technology Infrastructure	Software licenses, learning management system, IT support, cybersecurity, technology upgrades, and digital platform maintenance	ISU ($0) CSI ($0)
Library and Learning Resources	Annual subscriptions for databases, journals, and other program-specific academic resources.	ISU ($0) CSI ($0)
Assessment and Quality Assurance	Tools for learning-outcome measurement, accreditation compliance, and internal and external reviews.	ISU ($2,000) CSI ($0)
Student Support Services	Tutoring, advising, career services, and necessary accommodations.	ISU ($5,000) CSI ($0)
Facilities and Utilities	Classroom/lab space usage fees, utilities, custodial services, and safety compliance	ISU ($0) CSI ($)
Safety and Compliance Supplies	Safety inspections and compliance-related supplies	ISU ($0) CSI ($0)

D. Revenue Projections
Provide an estimate or anticipated revenue based on conservative enrollment estimates and current tuition rates. Address the following:

- **Tuition and Fees:** Calculate projected revenue generated from enrolled students, using low, medium, and high enrollment scenarios.
- **Internal Funding (if applicable):** Identify and describe any institutional funds or support allocated to sustain the CTE endorsement program.
- **External Funding (if applicable):** Identify and describe any grants, partnerships, or other external funding sources that may help offset start-up or ongoing program costs.

Response:

- **Tuition and Fees:** CSI and ISU will have a shared revenue projection.
  - CSI. Sixty credits of the AAS plus remaining GenEd credits. $147/ credit in-district; $197/ credit out-of-district
    - Low (1 student) = $8,820 (in-district), $11,820 (out-of-district)
    - Medium (3 students) = $26,460 (in-district), $25,460 (out-of-district)
    - High (5 students) = $44,100 (in-district), $59,100 (out-of-district)
  - ISU. Sixty credits of the Online Teacher Education Fee-based Program.
    - Low (1 student) =17,820
    - Medium (3 students) =53,460
    - High (5 students) = 89,100
- **Internal Funding (if applicable):** --
- **External Funding (if applicable):** The general ISU Teacher Education CTE program is supported by the Idaho Division of Career and Technical Education at $165,000 each year. No other external funding sources have been identified for ISU.

E. Financial Sustainability Strategy
Explain how your CTE endorsement program will remain financially sustainable over the long

term. Address the following:

- **Use of Institutional Infrastructure**: How will the CTE endorsement program leverage existing campus resources, facilities, and support systems to operate efficiently?
- **Ongoing Monitoring and Data Use**: How will the CTE endorsement program track enrollment, retention, and expenditure trends, and use this information to guide financial planning and make adjustments as needed to ensure long term sustainability?

Response:

- **Use of Institutional Infrastructure**: The program will use existing resources, facilities, and support systems to operate efficiently.
- **Ongoing Monitoring and Data Use**: CSI and ISU will use current systems to track degree enrollment (AAS from CSI, BA from ISU) to guide financial planning for long term sustainability. ISU teacher education program has the office of assessment and accreditation where assessment data for continuous improvement is housed and disseminated by the Assistant Dean when needed and aligned with State and CAEP requirements. Additionally, support from institution business officers will monitor the expenditures related to adjunct pay and any related course materials. Expenditure trends will be aligned with the contracted IDCTE annual scope of work.

12. Signature and Certification

The undersigned verify that all CTE endorsement program components described in this application are accurate, complete, and in compliance with relevant Idaho Statutes, Administrative Code, Idaho State Board of Education policies, and applicable preparation standards.

Prepared by: Jaysa Fillmore
Title/Role: Asst. Professor, Agriculture, CSI
Signature: Signed by: 76ED37D4791E41C... 1/13/2026
Date: _____

Prepared by: _Emma Wood_____
Title/Role: Assistant Dean, COE, ISU___
Signature: DocuSigned by: 8CA2831C65C2494... 1/13/2026
Date: _____

Approved by (Dean): Dr. Barry Pate_____
Title/Role: Dean of CTE, CSI
Signature: Signed by: C61642602353468... 1/13/2026
Date: _____

Approved by (Dean): __Esther Ntuli____
Title/Role: Interim Dean, College Education_
Signature: DocuSigned by: 3EE953F27A1445A... 1/13/2026
Date: _____

Submission Instructions

Please submit this completed application to: Kathleen Shoup | Chief Educator Officer | IDCTE
Email: kathleen.shoup@cte.idaho.gov
Phone: (208) 429-5522

APPENDIX A: LIST OF STATE BOARD APPROVED INITIAL CTE CERTIFICATE AND ENDORSEMENT PROGRAMS

Initial CTE Certificate and Endorsement Programs

1. **Boise State University, Dr. Sherry Dismuke, (208) 426-1991**
   Accreditation: CAEP
   Programs:
   1. Cybersecurity Technology Education (6-12)

2. **Idaho State University, Dr. Emma Wood, (208) 282-5443**
   Accreditation: CAEP
   Programs:
   1. Business Technology Education (6-12)
      - Mode: Online
   2. Family and Consumer Sciences (6-12)
      - Mode: Online
   3. Marketing Technology Education (6-12)
      - Mode: Online
   4. Career Technical Education Administrator
      - Mode: Online

3. **University of Idaho, Dr. John Cannon, (208) 364-4031**
   Accreditation: CAEP
   Programs:
   1. Agricultural Science and Technology Education (6-12)
      - Mode: In-Person
   2. Business Technology Education (6-12)
      - Mode: Online
   3. Engineering and Technology (6-12)
      - Mode: Online
   4. Family and Consumer Sciences (6-12)
      - Mode: Online
   5. Career Technical Education Administrator
      - Mode: Online

References

National Institute of Food and Agriculture (NIFA) Report. August 2023. Retrieved Dec 10, 2025 from https://portal.nifa.usda.gov/web/crisprojectpages/7004932-idaho-agriculture-teacher-preparation.html.

Foster, D. D., Smith, A. R., Rogers, A., Lawver, R. G., & Spiess, M., (2025). National Agricultural Education Supply and Demand Project [data set]. American Association for Agricultural Education. Retrieved [12/17/2025] from: https://nsd.aaaeonline.org.

Idaho Department of Labor (2025). Occupational and Industry Projections. Retrieved from https://lmi.idaho.gov/data-tools/occupational-industry-projections/

Fillmore, J. (2025). *Curriculum vitae* [Unpublished Manuscript]. Retrieved from https://drive.google.com/file/d/1i33I26JdJYHlPE5Q6fVvNBzE-mXta3WD/view?usp=sharing

APPENDIX B: LETTERS AND FEEDBACK FROM STAKEHOLDERS

Idaho Division of Career Technical Education
Len B. Jordan Building
650 W. State St., Suite 324
Boise, ID 83702-5936

To IDCTE,

My name is Drew Carrell, and I am currently an Ag Teacher and FFA Advisor at Parma High School. This is my third year teaching in a rural school district, where I teach grades 7–12 across seven different course preparations. I grew up in Nampa, Idaho, living on a small family farm, and I was an active member of the Nampa FFA chapter. Those experiences helped shape my decision to pursue a career in agricultural education.

After deciding to become an agriculture teacher and visiting both the University of Idaho and the College of Southern Idaho through various FFA events, I chose to attend the College of Southern Idaho—one of the best decisions I have made. Jaysa Fillmore and the faculty at CSI provided an outstanding educational experience that helped prepare me for the demands of the AgEd profession. The opportunity to take in-person agriculture courses at CSI allowed me to build strong content knowledge and practical skills, while also completing foundational education coursework. This preparation gave me a solid base before transitioning to a four-year institution. I earned my Associate's degree at CSI, and due to the smooth transfer of credits, I was able to continue my education at the University of Idaho, where I completed my Bachelor's degree in Agricultural Education. Immediately following graduation, I accepted a position at Parma High School, where I continue to teach today.

The idea of a 6–12 Agriculture Science and Technology endorsement offered through Idaho State University is extremely exciting to me. With approximately 20% of Idaho agriculture teachers being alternatively certified, it is clear there are individuals interested in this career who face barriers due to limited program accessibility. Many potential teachers are established with families and careers and are unable to relocate for multiple years to complete a degree. This proposed program would allow future agriculture teachers to complete in-person agriculture coursework locally at CSI while completing education coursework through ISU in a more flexible format. This pathway would make entry into the profession more accessible while still maintaining high-quality preparation, hands-on learning, and college-level rigor. I believe this program would help meet the growing demand for agriculture teachers in Idaho and fill vacant positions with well-prepared educators.

Thank you for your consideration of this opportunity. Please feel free to contact me if you need any additional information or perspective.

Sincerely,
Drew Carrell
Agriculture Teacher / FFA Advisor
Parma High School
dcarrell@parmaschools.org

Division of CTE

Lori Idsinga
Idaho FFA Foundation
19675 Top Rd.
Greenleaf, ID 83626
(208) 670-1427

To Whom it May Concern:

Agricultural Education and FFA has provided the foundation for who I am today, and the career path I have for the future. After being involved on our ranch and local ag program throughout high school, I taught agricultural education for the first 11 years of my career, which goes hand in hand with being an FFA advisor. As I transitioned out of the classroom, I chose to stay involved with AFNR programs through my position with the Idaho FFA Foundation. In this position I have the opportunity to work directly with ag teachers coordinating programs and assisting with the FFA awards program at a state level.

As I work with these amazing, dedicated teachers, there are challenges that remain consistent throughout the state of Idaho. Many programs struggle with securing teachers, keeping consistent teachers from year to year, or rely heavily on alternative certified teachers that do not thoroughly understand the 3 circle model, or the CTSO program. These communities support and value the work of CTE opportunities, but the simply can't find and keep the educators needed to provide a quality and stable program.

Overall, the teacher shortage within the agricultural education community is higher than the average teacher shortages when looking at all certification areas. Additionally, the projected agriculture teacher retirement hovers around 12% in the next three years, and 57% of teachers retiring in the next 10 years. Currently, the University of Idaho averages a graduating ag education class of approximately 9 teachers, with two-thirds of these graduates returning home to teach out of state. This leaves the state of Idaho an average of 3-5 new teachers a year that must replace 99 retiring teachers in the next 10 years, a 60% shortfall. This is 10% above national averages. Agriculture education is also one of the leading new program requests for 6-12 education, second only to cyber security which has only been approved for 2 years, leading to higher demand for these positions.

Currently, Idaho relies heavily on Occupational Specialist certifications or other means of alternative certification for their agricultural educators. While I understand that this method of certification brings great teachers to our children, there are also challenges. Many of these teachers do not understand the 3 circle philosophy of ag education, they are unfamiliar with many of the FFA platforms such as AET, Career Development Events, Supervised Agriculture Experiences, or the demands of county fairs. In these situations our teachers are already trying to adapt to classroom instruction and management, leaving the FFA and SAE portion to fall through the cracks. In addition to the agriculture specific challenges these teachers face, they are also struggling with classroom management techniques, pedagogy, implementation of IEPs, servicing special education and gifted and talented learners, and navigating the public school system as a whole. An additional teacher training program in the state, that is easily accessible, will help bridge this gap.

Simply put, Idaho needs an alternative higher education option for certifying agriculture teachers. Idaho State University offers a proven CTE certification model. By partnering with our stat's community colleges to provide agricultural content, ISU can offer the remote, flexible options that place-bound students need. This allows aspiring teachers to remain in their rural communities while earning the credentials necessary to build thriving, stable agriculture programs.

As a vested advocate of agricultural education, and a tax payer I encourage you to approve this program. Please feel free to contact me to answer any questions, or further explain my position.

Respectfully,

Lori Idsinga

Idaho FFA Foundation Career Success Coordinator

Johanna Hyink

FFA Advisor and Agriculture Educator

Lighthouse Christian FFA

December 17, 2025

Idaho Division of Career Technical Education,

I am writing to share my support for the proposed agriculture education pathway and to offer my perspective as an agriculture teacher working in Idaho. I currently teach agriculture at Lighthouse Christian School and have been in the classroom for 4 years. I come from an agricultural background and have always had a strong connection to the ag industry, which is what led me to agriculture education in the first place.

My own path into ag education was not a traditional one. I worked to gain my certification while actively teaching and, at the same time, started an agriculture program at Lighthouse. Like many rural educators, I had to piece together coursework and requirements from multiple institutions, often while balancing full-time teaching and community responsibilities. While the process was doable, it was not always efficient or accessible.

A program like the one being proposed would have made a significant difference for me. Having the opportunity to take in-person agriculture courses locally through the College of Southern Idaho, while completing education coursework through Idaho State University, would have been incredibly helpful. This type of structure better supports working teachers and recognizes the realities of living and teaching in rural areas.

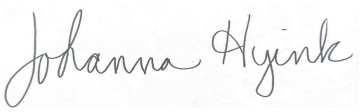
I also see clear benefits this program could bring to our region. Agriculture teaching positions in rural schools are often hard to fill, and this pathway could help grow local candidates who are already rooted in their communities. It would also allow potential teachers to complete required coursework and earn a full Agriculture Science and Technology endorsement, giving them the ability to teach the full range of agriculture courses and strengthen local programs.

I understand there are some concerns that have been raised, including the possibility of under-prepared teachers or competition with existing programs such as the University of Idaho. These are important considerations. However, I believe that with clear expectations, strong collaboration between institutions, and a shared focus on quality, these challenges can be addressed.

Overall, I strongly support this program and believe it would be a positive step for agriculture education in Idaho. As someone who has experienced the challenges of certification firsthand, I see real value in creating more accessible pathways for future ag educators, especially in rural communities.

Thank you for taking the time to consider my input and for your continued support of agriculture and career technical education across the state.

Sincerely,



Johanna Hyink

FFA Advisor and Agriculture Educator

Lighthouse Christian School

COLLEGE OF SOUTHERN IDAHO

December 17, 2025

Dear Members of the Idaho State Board of Education,

It is my privilege to write this letter of support for the proposed addition of the Agriculture Science & Technology endorsement area at Idaho State University through a degree partnership with the College of Southern Idaho. As a faculty member in the Agriculture Department at CSI and active member of the agricultural education community, I see firsthand the talent and potential of our students and understand the obstacles they face in pursuing careers as educators in our state.

As a graduate of the University of Idaho with a degree in Agricultural Education and teaching experience at the secondary and post-secondary levels, I recognize the immense value of a traditional teacher preparation program. The unique Three-Circle Model (encompassing classroom and laboratory instruction, Supervised Agricultural Experiences (SAE), and FFA) requires the specific curriculum that a tailored degree-based program provides. While a traditional residency program is ideal, we must address the reality that an increasing number of teachers in Idaho and across the nation are entering the agricultural education profession through alternative licensure programs, often resulting in lower retention and higher teacher turnover. This CSI/ ISU partnership provides a middle-ground pathway. It maintains the academic and pedagogical rigor of traditional preparation while offering the geographic flexibility of alternative routes. This program does not replace the comprehensive program offered in Moscow; rather, it ensures that students who cannot relocate still have access to a high-quality, degree-based path to the classroom.

My commitment to this profession is rooted in 17 years of teaching agriculture including a decade at the high school level- during which I served as a mentor with the Idaho Agriculture Teachers Association (IATA) and was recognized as the IATA Outstanding Mentor Teacher in 2019. Since joining the faculty at the College of Southern Idaho, I have worked to intentionally cultivate a “Teach Ag” culture through National Association of Agriculture Educators (NAAE) Teach Ag Day celebrations, facilitating networking events for my students with current agriculture teachers, volunteer opportunities at local FFA events and activities, and student internships at the Idaho FFA State Convention and National FFA Convention.

The impact of CSI on Idaho’s AgEd programs is already established. At the 2024 Idaho FFA State Convention, we recognized 14 current agriculture teachers who began their journey at CSI, representing 188 years of combined classroom experience. Since then, three recent graduates have entered the field, four are beginning their student teaching in January 2026, one will student teach in January 2027, and six are currently enrolled at CSI with the intent to become agricultural educators.

315 Falls Avenue • PO Box 1238 • Twin Falls Idaho 83303-1238 • 208.733.9554 • www.csi.edu

In preparation for this partnership, CSI intentionally adjusted curriculum and created the Agriculture Education Associates of Applied Science degree that purposefully repackages existing coursework and adds new courses available to students in other degree programs. This degree program has been approved, added to the catalog, and currently serves enrolled students.

I am prepared to fully support the ISU partnership through active collaboration with Idaho State University faculty, mentoring our students from their first day at CSI through successful placement in their future classrooms. As a lifelong advocate for this profession, my ultimate goal is to grow the total number of qualified agriculture teachers in our state, ensuring that every agriculture program- and their students- has a highly trained leader at the helm. I strongly urge the Board to approve this application. It is a win for Idaho students, our rural communities, and the future of agriculture in Idaho.

Sincerely,

Jaysa Fillmore
Assistant Professor of Agriculture
College of Southern Idaho
jfillmore@csi.edu; 208-732-6433

AGPROfessionals
DEVELOPERS OF AGRICULTURE
ADVOCATING FOR CLIENTS SINCE 1997

January 6, 2026

Idaho Division of Career Technical Education

To Whom It May Concern:

My name is Valene Cauhorn, and I am an Agricultural Engineer and the Idaho Regional Manager for AGPROfessionals, a role I have held for approximately 12 years. In addition to my professional work, my husband and I own and operate a farm and ranch in southern Idaho. I am also an active volunteer with the Valley Agriculture Education Foundation (VAEF), which is currently assisting the Valley School District in Hazelton, Idaho with the establishment and support of a new secondary agricultural education program.

Agriculture and food processing are the primary economic drivers of Magic Valley. As such, it is critical that our school districts have access to strong, high-quality agricultural education programs that prepare students for meaningful, lifelong careers in our region and state. A consistent challenge in expanding these programs is the shortage of qualified agricultural educators, particularly in rural communities.

The proposed partnership between the College of Southern Idaho (CSI) Agriculture Department and Idaho State University (ISU) to offer a Career Technical Education (CTE) endorsement in Agriculture Science and Technology for grades 6–12 would be a valuable step toward addressing this challenge. This pathway would provide increased flexibility and accessibility for future agricultural educators by allowing students to complete hands-on agriculture coursework locally at CSI while completing education and upper-division coursework through ISU in an online format. This model is especially beneficial for individuals who are already rooted in rural communities and may not have the ability to relocate or attend a fully in-person program.

I understand concerns that can arise regarding program duplication or competition with existing institutions. However, I do not view this proposed endorsement as a replacement for or competition to the University of Idaho's in-person Agricultural Education program. Rather, it offers an additional pathway that complements existing options and helps meet the growing demand for agricultural educators across Idaho. Providing multiple, high-quality certification routes strengthens the overall agricultural education system and supports student success statewide.

As someone directly involved in launching a new agricultural program in southern Idaho, I clearly see the value of well-prepared agricultural teachers, especially those who have strong ties to agriculture and a deep understanding of the communities they serve. Expanding certification options through this CSI–ISU partnership would help develop educators who are both technically competent and personally invested in Idaho agriculture.

I fully support the approval of the proposed CTE endorsement in Agriculture Science and Technology and believe it will positively impact agricultural education, workforce development, and rural communities throughout Idaho.

ENGINEERING, PLANNING, CONSULTING & REAL ESTATE
HQ & Mailing: 4505 29th Street, Greeley, CO 80634 | 970.535.9318 office | 970.535.9854 fax
Idaho: 213 Canyon Crest Drive, Suite 100, Twin Falls, ID 83301 | 208.595.5301 www.agpros.com

Please feel free to contact me if you have any questions or would like additional information. I appreciate the opportunity to provide input and support efforts to expand agricultural education opportunities across the state.

Sincerely,

Valene Cauhorn

Valene Cauhorn
Agricultural Engineer
Idaho Regional Manager, AGPROfessionals

APPENDIX C: CURRICULUM VITAES

JAYSA FILLMORE

Assistant Professor of Agriculture, College of Southern Idaho

PROFESSIONAL SUMMARY

Dynamic educator with extensive experience in agricultural education, specializing in facilitating student learning through classroom and laboratory experiences, mentoring, and advising students. Proven track record in curriculum development and classroom management, enhancing student engagement and success. Skilled in leveraging instructional technologies and fostering community partnerships to enrich agricultural education programs. Committed to continuous improvement and professional development.

WORK HISTORY

08/2019 to Present **Assistant Professor**

College of Southern Idaho – Twin Falls, ID

- Courses taught as a primary instructor:
    - AGRI 100- Ag & Natural Resources Seminar (2019- present)
    - AGRI 102- Plant Science in Agriculture and Lab (2019-2024)
    - AGRI 104- Agriculture Management (2019-present)
    - AGRI 109- Principles of Animal Science and Lab (2019-present)
    - AGRI 120- Science of Animal Husbandry (2024-present)
    - AGRI 180- Food System Science (2020)
- Courses assisted with as a co-instructor:
    - AGRI 212- Plant Nutrition (2025)
    - AGRI 201- Wildland Plant Identification (2023)
- Future courses:
    - HORT 234- Greenhouse Management (Spring 2026)
    - AGRI 181- Introduction to Ag Education (Fall 2026)
    - AGRI 202- Introduction to Agricultural Mechanics (Fall 2026)
    - AGRI 244- Entrepreneurship in Agriculture (Spring 2026)
- Developed and implemented curriculum for diverse student populations in the areas of plant science, animal science, agribusiness, and food science.
- Mentored and guided students in academic and professional pursuits including transfer opportunities, internships, and employment placement.
- Built strong rapport with students through class discussions and academic advisement.
- Planned and facilitated outreach initiatives including Summer Ag Academy, elementary farm tours, and educational field days.
- Incorporated instructional technologies in course delivery for both in-class and online instruction.

tterings within the department including courses animal husbandry, greenhouse management, agriculture education, and agriculture mechanics.
- Facilitated student leadership programming through advising the CSI Ag Ambassadors and CSI Agriculture Club organizations.
- Assisted with agricultural production activities at the Breckenridge Endowment Farm.
- Maintained an up-to-date knowledge of subject matter by attending conferences, workshops, and webinars relevant to the field of study.
- Collaborated with colleagues on institutional committees related to advising and student retention

01/2014 to 04/2024 **Service Development Coordinator**
Idaho FFA Association
- Coordinated annual statewide service-learning events in collaboration with community organizations for Idaho FFA members at the Idaho FFA Convention.
- Managed grant applications and funding processes, ensuring financial sustainability for initiatives.
- Evaluated program effectiveness through feedback mechanisms, leading to continuous improvement in offerings.
- Trained and mentored collegiate volunteers to assist with Day of Service activities
- Served as an adult leader at the on-site service project during the National FFA Convention and Expo in Indianapolis, IN.

10/2018 to 01/2020 **Professional Development Facilitator**
National Association of Agricultural Educators
- Facilitated professional development workshops for agricultural educators to enhance teaching practices through the eXcellence in Leadership for Retention (XLR8) and National Agriscience Teacher Ambassador (NATA) programs
- Mentored new facilitators, providing guidance on instructional strategies and participant engagement techniques.

08/2012 to 08/2019 **Agriculture Teacher and FFA Advisor**
Cassia School District – Burley, ID
- Developed curriculum aligned with state standards for agricultural education programs.
- Facilitated hands-on learning experiences in plant science and animal husbandry.
- Mentored students in FFA leadership projects, enhancing skills and engagement.
- Collaborated with local industry professionals to establish community partnerships for student learning opportunities.
- Planned events and field trips to provide hands-on experiences in agricultural areas.
- Specialized in agriscience content areas as part of a three-teacher agriculture program at Burley High School (2012-2014)
- Established new, single-teacher agriculture program at Cassia Alternative High School offering science credit through agriculture courses (2014-2019)

- Secured grants for classroom resources and equipment upgrades, enhancing the overall quality of education offered within the agriculture program.
- Served as an advisor for FFA Agriscience Fair and senior capstone projects related to agriculture, guiding students through research processes and project execution.

01/2018 to 07/2018 **I-STEM Facilitator**
Idaho STEM Action Center

- Developed 20 hours of teacher professional development for an i-STEM Summer Institute strand titled "Feed the Future- Turn STEM into STEAM with Agriculture".
- Facilitated a strand for 12 middle and high school teachers over a week-long institute.
- Utilized Nutrien's Journey 2050 program throughout the strand.
- Created teacher kits based on instructional standards and materials needed to facilitate student education through the strand.

07/2009 to 06/2012 **Agriculture Teacher and FFA Advisor**
Mountain View School District – Grangeville, ID

- Established a comprehensive program plan to offer a diverse selection of agriculture and natural resources courses consistent with a local needs assessment and feedback from program advisory committee.
- Increased program enrollment and established agriculture courses for science credit.
- Advocated for agricultural education initiatives within the school district to secure resources and support.
- Collaborated with local community members to complete a new greenhouse structure
- Renovated aging wood and metal shop laboratories to ensure student safety
- Collaborated with Lewis Clark State College to offer adult Community Education courses in welding at Grangeville High School.

EDUCATION

Expected in 2027 **Master of Arts**: **Secondary Education**
Idaho State University - Pocatello, ID

05/2009 **Bachelor of Science**: **Agricultural Education- Teaching Option**
University of Idaho - Moscow, ID

- Graduated *cum laude*
- University of Idaho Outstanding Senior Award
- Vandal REPS, Collegiate FFA, Collegiate Farm Bureau Member

CCOMPLISHMENTS

- NISOD Excellence Award- 2022
- Career Technical Educators of Idaho Post-Secondary Teacher of the Year- 2021
- College of Southern Idaho Career Technical Education (CTE) Faculty of the Year- 2021
- Beef Quality Assurance Certification- 2019- 2025
- Idaho Agriculture Teachers Association Outstanding Teacher Mentor- 2019
- Minidoka County 4-H Volunteer of the Year- 2019
- East-West Cassia Soil and Water Conservation District Teacher of the Year- 2019
- Idaho Master Gardener, 2019- present
- National Teach Ag Day Keynote Speaker- 2018
- Cassia School District Teacher of the Year- 2017
- Idaho Agriculture Teachers Association Outstanding Young Member
- Curriculum for Agricultural Science Education Master Teacher
- National Agriscience Teacher Ambassador
- Idaho FFA Association Honorary Degree, 2015
- Idaho FFA Distinguished Service Award, 2019
- Google Certified Educator Levels 1-2

AFFILIATIONS

North American College Teachers of Agriculture (NACTA) member

- NACTA Collegiate Judging Conference Host Institution- 2024
- NACTA Collegiate Judging Conference Planning Committee Member- 2024-present

Idaho Agriculture Teachers Association (IATA) member

- Professional Improvement Committee Chair- 2011-2015
- Secretary- 2015-2016
- Professional Development Coordinator- 2016-2017
- Mentor Program Coordinator- 2016-2018
- IATA Teacher Mentor of the Year Award- 2019
- Summer Inservice Presenter- 2011, 2015, 2016, 2017, 2018, 2022, 2023, 2024, 2025

Idaho FFA Association

- East Magic Valley District Advisor- 2014-2015, 2018-2019
- Idaho FFA Service Development Coordinator- 2014-2024

National Association of Agricultural Educators (NAAE) member

- National Agriscience Teacher Ambassador Academy- 2012
- National Conference Workshop Presenter- 2013, 2015, 2017, 2018
- Professional Improvement Committee Member- 2017-2019

Curriculum for Agricultural Science Education (CASE)

- CASE State Leader 2011-2020
- Executive Committee Member 2012-2015
- Lead Teacher: Agricultural Science- Plant 2011, 2012, 2013, 2015, 2016; Agricultural Science- Animal- 2014

- New Teacher Mentor 2015-2019
- District Leadership Team Member 2015-2018
- Cassia High School Chromebook Tech Team 2015-2019
- Cassia High School Webmaster- 2018-2019

Other Leadership

- Idaho County Farm Bureau Board Vice President 2011-2012
- National Science Teachers Association member- 2011-2019
- National Alternative Education Association Member 2014-2019
- Idaho Cattle Association Member- 2022- present
- Idaho Farm Bureau Federation Education Committee Member- 2023-present

Curriculum Vitae — Matthew M. Quesnell

Associate Professor/Agriculture Department Chair; College of Southern Idaho

EDUCATION

Master of Science, Animal Science with emphasis in reproductive physiology. Washington State University, June 1999. Thesis: Immunization with LHRH fusion proteins and testicular ischemia on testis function. Advisor: Dr. Jerry Reeves

Bachelor of Science, Microbiology (Agriculture), Minor in Animal Science. University of Idaho, May 1997. Academic Advisor: Dr. Greg Bohach

High School Diploma, Twin Falls High School, Twin Falls, Idaho, May 1993.

WORK EXPERIENCE

College of Southern Idaho, Twin Falls, ID. Agriculture Department Chair (2018-Current), Associate Professor (2022-current), Assistant Professor (2020-2022), Agribusiness Instructor (2016-2020)

Current program Manager for Agriculture, Agribusiness, and Animal Science Programs. Oversee faculty/staff, budgeting, and departmental programs in Aquaculture, Agribusiness, Agriculture, Animal Science, Veterinary Technology (Licensed Veterinary Technician Program), Natural Resource Management, Geographical Information Systems (GIS), Water Resource Management, and Food Processing Technology. Currently 365 students enrolled across all departmental programs (Increase of 50% since 2020)

Responsible for the operation and management of Large and Small Animal Clinics for the Veterinary Technology Program, Breckenridge Endowment Farm (35-acre teaching farm), CSI greenhouse, and CSI Fish Hatchery facility

Notable accomplishments include:

Creation of first transfer degree in Agribusiness at CSI (2016-Agribusiness AA)

Creation of a robust technical associate degree in Agriculture with pathways in Animal Science, Precision Ag. and Agronomy, Ag. Management, and Natural Resources Mgmt. (2019-Agriculture AAS). Currently the largest degree program in the department with 55 students.

Assisted in the creation of the first Bachelor-level degree program approved in Idaho to be offered by a community college. (2019 – Advanced Food Technology Bachelor of Applied Science). Served as committee co-chair to modify original BAS Degree to create the Operations Management BAS Degree (2022). Served as advisor and program manager of BAS until it could be transferred to the Business Department in 2023. (Currently 50 students enrolled in BAS Program).

Created CSI Ag. Ambassador Program at CSI to provide leadership opportunities for students and to assist in the promotion of the CSI Ag. Department. (2019). Wrote proposal and received $125,000 grant to support the program for 5 years (2020).

Integrally involved in increasing use of the CSI Breckenridge Endowment Farm for student instruction. Awarded Perkins Funds to install a pivot with variable rate application and remote operation functionalities and to purchase technology for teaching of precision agriculture (2020). Wrote successful funding proposal through Northwest Farm Credit Services for the creation of a small ruminant grazing lab and animal handling facility on the Breckenridge Endowment Farm. (2022 – construction currently underway).

Helped oversee transition of CSI Veterinary Technology program from dated and cramped rented offsite facilities to newly constructed facility on campus (2022)

Guided transition of CSI Fish Hatchery from dated facilities with water supply issues to facilities located in the Snake River Canyon (2022-2023).

J.D. Heiskell & Company, Twin Falls, ID. Dairy Commodities Trader and Grain Originator (2014-2016)

Served in an office role purchasing grains from local farmers, selling commodities to local dairies, writing contracts, monitoring company hedging positions, handling trucking and rail logistics and providing pricing to sales staff

Due to terminal illness of the Operations Manager, took over responsibility for managing feed ingredient inventories, purchasing, and logistics for feed four local feed plants.

Double A Dairy, Jerome, ID. Head Herdsman/Herd Manager (2009-2012)

Operations management team member for one of the largest dairies in the U.S. with over 12,500 milking cows and 125 employees

Responsible for the daily care and observation of cows from approximately 10 days post-calving until dry-off (approximately 11,500 cows at any one time)

Responsible for the breeding and reproduction program as well as hiring, scheduling, and supervision of 20 Spanish-speaking employees

Played an integral role in increasing milk production by 10% while improving pregnancy rate, decreasing mortality and injuries, and improving employee morale, retention and productivity

Alta Genetics, Inc, Watertown, WI. Mountain Region Progeny Development Consultant (2008-2009)

Served as one of five regional Alta Advantage consultants for one of the world's largest global dairy genetics companies as an on-farm breeding, genetics, and reproductive consultant in Idaho, Washington, and Oregon, reporting directly to the North American Director of Sales

Additional duties included collection of hair samples for DNA parentage verification of young sire daughters, visual analysis and appraisal of lactating young sire daughters, updating North American sales force on new progeny graduates, and coding customers' cows for computer mating recommendations

Cargill Animal Nutrition, Rupert Idaho. Dairy Nutrition Consultant (2007-2008)

Worked as on-farm consultant in Idaho advising dairy producers in matters of nutrition, feeding and management to increase overall animal performance and health

Worked with a variety of dairy producers and operations from 100-cow to 10,000-cow operations. Routinely performed body condition scoring, urine pH measurements, manure screenings, TMR shakeouts, and rumination scoring.

Harvey Quesnell Ranches, Inc. Co-owner/manager of family dairy farm (1999-2007)

Involved in managing all aspects of the family dairy operation including employee supervision, feeding/nutrition, breeding/reproduction, herd health, feed procurement, milk marketing, etc. Expanded operation from 100 to over 700 cows

Integrally involved in siting, land acquisition, and zoning and permitting for a 4,000 animal unit dairy in Jerome County, ID. Personally designed the dairy facility and layout and served as the general contractor for phase I construction of the new dairy with 800-head capacity and $1.1 million construction budget

Played key role in 2007 divestiture of the family dairy operation resulting in a complete elimination of debt and a 8-year increase in net worth of 300%

TEACHING EXPERIENCE

College of Southern Idaho, Twin Falls ID. Courses taught:

AGRI 100	Agriculture and Natural Resources Seminar
AGRI 104	Agriculture Management (Transfers to UI as AGEC 278)
AGRI 109	Principles of Animal Science and Lab (Transfers to UI as AVS 109)
AGRI 158	Applied Animal Nutrition and Lab
AGRI 160	Introduction to Agriculture Sales
AGRI 222	Animal Reproduction and Breeding (Transfers to UI as AVS 222)
AGRI 227	Agriculture Internship
AGRI 240	Forage Crops
AGRI 250	Agricultural Marketing and Management (Transfers to UI as AGEC 289)
AGRI 255	Entrepreneurship in Agriculture
AGRI 271	Animal Anatomy and Physiology
ASOM 385	Industry Internship Experience (CSI Operations Management BAS Program)
ASOM 370	Operational Planning (CSI Operations Management BAS Program)

Teaching Assistant. Systemic Physiology, Washington State University Dept. of Animal Science. Fall 1997, 1998. Worked with Dr. Phil Senger and two other teaching assistants teaching physiology to upper level animal science and pre-vet students.

Responsibilities included writing quizzes, grading papers, tutoring students, and teaching and assisting students with anesthesia, surgery, and euthanasia of sheep used for teaching experiments. Second year served as lead T.A., overseeing the management of the teaching laboratory.

Teaching Assistant. Reproductive Physiology, Washington State University Dept. of Animal Science. Spring 1998, 1999. Worked with Dr. Phil Senger teaching reproductive

physiology. Responsibilities included teaching lab, acquiring and preparing reproductive tracts, writing quizzes, grading papers, and tutoring students.

RESEARCH EXPERIENCE

Masters Research. Washington State University 1997-1999

Worked with two recombinant LHRH fusion vaccines developed by the labs of Dr. Jerry Reeves and Dr. Kevin Bertrand at WSU for use as sterilization vaccines in feedlot cattle. Specifically tested the efficacy of these vaccines by immunizing male mice to determine the effect on testicular and accessory sex gland function. Worked in lab of Dr. Mike Griswold learning the technique of spermatagonial transplantation in mice and rats and began pilot studies assessing the feasibility of the procedure in cattle. Studied the literature for potential methods to produce bovine recipients for spermatagonial transplantation and performed a pilot study with the WSU Vet School on three bulls performing the first known attempts of cold testicular ischemia in cattle.

Undergraduate Research. University of Idaho 1996-1997

Performed a directed study project in the lab of Dr. Greg Bohach surveying the etiology of mastitis in Idaho dairy herds. Worked with dairy producers and Dairy Herd Improvement Association (DHIA) employees to collect milk samples and cultured these samples to determine the causative agents.

PUBLICATIONS

Quesnell, M., Zhang Y., de Avila D, Bertrand K, Reeves, J. Immunization of male mice with luteinizing hormone-releasing hormone fusion proteins reduces testicular and accessory sex gland function. Biology of Reproduction 63, 347-353 (2000)

Lee S.U., Quesnell M., Fox L.K., Yoon J.W., Park Y.H., Davis W.C., Falk D., Deobald C.F., Bohach, G.A. Characterization of staphylococcal bovine mastitis isolates using the polymerase chain reaction. J Food Prot. 1998 Oct; 61(10):1384-6.

ABSTRACTS AND PRESENTATIONS

Quesnell, M., Zhang Y., de Avila D., Bertrand K., Reeves, J. Vesicular gland and anterior prostate hypoplasia in mice immunized against luteinizing hormone-releasing hormone (LHRH) recombinant fusion proteins. Presented August 2,1999 at the Society for the Study of Reproduction annual meeting Pullman, WA.

CERTIFICATIONS

Idaho Career and Technical Education Post-Secondary Occupational Specialist Certificate (post-secondary teaching credential), (June 2020-Current)

Idaho State Department of Agriculture Private Chemical Applicator’s License (2014-Current)

COMMITTEE WORK

CSI Council of Department Chairs Member (2018-Current)
CSI Institutional Council Member (2018-2022) (Now Defunct)
CSI Curriculum Committee Member (2018-Current)
CSI CTE Leadership Group Member (2022-Current)

HONORS, AWARDS, AND ACTIVITIES

Agricultural and Educational Activities: 1997-Current

Idaho FFA Foundation Annual Fundraising Dinner and Auction Host/Planning Committee Member. (2018-2019).
Dairy Farmers of America Cooperative Mountain Area Representative (2003-2006)
Region 5 Producer Representative for Land O' Lakes Cooperative (2004-2006).
Frequent judge of 4-H and FFA dairy shows at county fairs throughout Idaho
Frequently coach/prep State FFA Officer Candidates
Frequently assist with Idaho State FFA State Leadership Conference (SLC).
State FFA Officer Sifting Committee Member (2014)
Host/Attend monthly South Magic Valley District FFA Advisor Meetings

Masters: 1997-1999
Student's Choice Award – Outstanding Teaching Assistant in Animal Science

Undergraduate: 1993-1997
University of Idaho Honors Program
American FFA Degree Recipient
Idaho FFA Star Farmer Candidate
National FFA Officer Candidate
President University of Idaho Phi Eta Sigma National Honor Society
President University of Idaho Chapter of FarmHouse Fraternity
President University of Idaho Dairy Club
Recipient of Scholarship from the National Holstein Women's Scholarship Organization
High individual Collegiate Dairy Judge Western Spring National Holstein Show
1st Place team member – U of I Animal Science Academic Quadrathlon Competition
2nd Place team member – Western Regional Animal Science Academic Quadrathlon Competition

High School: 1989-1993
Idaho State FFA Star Farmer Award Winner
Idaho State FFA Dairy Proficiency Award Winner
Idaho State FFA Diversified Livestock Proficiency Award Winner
Idaho State FFA Prepared Public Speaking Winner
Idaho State FFA Vice-President
Winner of Largest National FFA Scholarship Offered
Twin Falls County 4-H/FFA Fat Stock Sale Scholarship Recipient
University of Idaho Advancement of Cattlemen for Tomorrow Program
Idaho Holstein Association Dairy Quiz Bowl Team Member

BRIAN SIMPER

EDUCATION

BS Utah State University, Agricultural Systems Technology — May 2017
Minor in Agribusiness
Graduated Summa Cum Laude

AS College of Southern Idaho, Agriculture Science — May 2015
Graduated Magna Cum Laude

TEACHING EXPERIENCE

College of Southern Idaho – Twin Falls, ID

Full Time Agriculture Instructor, Agriculture Department — Aug 2022 to Present

- Responsible for teaching and team teaching the following courses in fall semesters: Pest Management, Fundamentals of GIS, GPS, Plant Science, Precision Agriculture, Agriculture Management, and Agriculture and Natural Resource Seminar courses.
- Responsible for teaching and team teaching the following courses in the spring semesters: Crop Production, Plant Science, Plant Nutrition, GPS, Fundamentals of GIS, and UAS/Drones Operations courses.
- Responsible for managing the Breckenridge Endowment Farm. Duties include hands-on learning experiences for students, crop planning, planting, irrigation, pest management, crop nutrition, harvest, and marketing.

Adjunct Teacher, Agriculture Department — Aug 2019 to Dec 2019

- Taught Pest Management Class, an undergraduate course, that gave students a hands-on opportunity to learn about and practice integrated pest management, as well as become licensed applicators with the Idaho State Department of Agriculture.
- Students were able to experience large scale agricultural spray equipment down to individual use equipment.

Adjunct Teacher, Agriculture Department — Aug 2018 to Dec 2018

- Taught Agriculture Seminar Class, an introduction undergraduate course, that gave students a look at different career agricultural opportunities common to southern Idaho.
- Relied on network of agricultural professionals to give students an opportunity to learn more about commodity trading, animal science, plant science, and entrepreneurship.

Work History

Twin Falls County Pest Abatement District – Twin Falls, Idaho Jan 2019 to Present
Position: Manager

- Primary responsibilities include carrying out an integrated pest management plan for mitigating disease vectoring pests in Twin Falls County.
- Hiring and training a team to assist with integrated pest management plan.
- Incorporating new technology such as drones to more efficiently achieve control.
- Work with other local and state agencies to reduce pest habitats.
- Maintain state and federal licenses and permits.

Simplot Grower Solutions – Twin Falls, Idaho Apr 2017 to Jan 2019
Position: Operations Supervisor

- Started as Shipping & Receiving Coordinator and was promoted to Operations Supervisor after nine months.
- Primary responsibilities included creating strategies to carry out orders placed by growers for delivery and/or application of seed, fertilizer, or chemical.
- Led weekly safety meetings and conducted regular inspections on buildings, equipment, and procedures to ensure team safety. Hired and coached team members.
- Managed large and complex inventories using company software and spreadsheets. Placed orders for seed, fertilizer, and chemicals from suppliers as needed.

Valley Agronomics LLC – Preston, Idaho Mar 2016 to Apr 2017
Position: Operations Technician

- Primary responsibilities included mixing dry and liquid fertilizers with precision, delivering chemicals to applicators and producers, and assisting with grain elevator operation as needed.
- Secondary responsibilities included scouting fields for pests and disease, taking soil samples, and writing nutrient recommendations based on soil sample data.

Simplot Land & Livestock – Grand View, Idaho May 2015 to Aug 2015
Position: Intern

- Primary responsibilities included preparing crop data (stand counts, and petiole samples) for supervisors, chemigation on pivots and handline sprinklers for corn and potato crops, plant nutrient recommendations for composted manure to be applied.
- Secondary responsibilities included installing pivot irrigation sprinkler packages, and operating/remote monitoring tractors.

Skills & Abilities

Agronomy

- Soil sampling (composites, grid, etc.)
- Electromagnetic induction and electrical conductivity field sampling
- Fertilizer recommendations
- Integrated pest management experience
- Field scouting for pests and disease
- Knowledge of basic agricultural herbicides and insecticides

- Knowledge of seed varieties
- Competent with chemigation

GIS

- Map layout experience
- Data integration and manipulation
- Geospatial analysis projects

Management

- Planning/organizing
- Budget and payroll
- Human resources
- Mentoring/training

Animal Husbandry

- Able to work with livestock in a calm manner
- Experience raising cattle and poultry
- Knowledge of common livestock breeds in Idaho

Unmanned Aerial Systems

- Preflight safety
- Pilot-in-command
- Visual observer/loader
- Flown over 300 application acres

PROFESSIONAL TRAINING

FAA: UAS Pilot License
ISDA: Professional Applicator License with Statewide Consultant, Aerial Applicator, Agricultural Crop Control, Aquatic Weed & Pest Control, General Vertebrate Control, Agricultural Livestock Pest Control, Industrial & Structural Pest Control, Non-Soil Fumigation, Ornamental Pest, Laws & Safety, and Public Health endorsements
IDT: Class A Commercial Driver's License with School Bus/Passenger, Tanker, and Doubles/Triples endorsements
Sierra Rescue: Certified in Swiftwater Rescue, Wilderness First Aid/CPR, and Technical Rope Rescue

CONTINUED EDUCATION

U of I Sugar Beet Conference	Burley, ID	Dec 3, 2024
U of I Sugar Beet Conference	Burley, ID	Dec 6, 2024
Idaho Bean School	Twin Falls, ID	Jan 29, 2024
Idaho Bean School	Twin Falls, ID	Jan 26, 2022
Idaho Potato Conference	Pocatello, ID	Jan 19-20, 2022
GIS Class	Twin Falls, ID	Aug – Dec 2021
IMVCA Training	Virtual	May 19, 2021
AMCA Annual Conference	Virtual	Mar 1-5, 2021
NABFA Annual Conference	Mobile, AL	Feb 27-28, 2020

Simplot Grower Meeting	Twin Falls, ID	Feb 13, 2020
AMCA Annual Meeting	Orlando, FL	Feb 25 – Mar 1, 2019
NABFA	Twin Falls, ID	Feb 7-8, 2019

RESEARCH PARTICIPATION (NON-REFEREED)

Apple Orchard Grant (Specialty Crop Block Grant)	Nov '24 – Sept '26
Carrot Seed Grant (Specialty Crop Block Grant)	Nov '23 – Sept '26
Honey Bee Genetic Study (SARE Program)	May – Dec 2023
Honey Card Trials for WNV Detection (SARE Program)	May – Aug 2021
Larvicide Efficacy (INBRE Program)	May – Jul 2021
Mosquito Barrier Sprays (INBRE Program)	May – Jul 2019
Simplot/Legacy Seeds Corn Plot Trials	Apr – Nov 2018
ATSB and Honey Bees	May – Aug 2014

PRESENTATIONS AND INVITED LECTURES

Amalgamated Sugar Co Grower Meeting	February 13, 2024	Twin Falls, Idaho
UAS Safe & Efficient Operations	January 25, 2022	Pasco, Washington
ISDA Pesticide Credit Seminar	June 24, 2021	Twin Falls, Idaho
TFCPAD Presentations to CSI Classes	February 2021	Twin Falls, Idaho

PROFESSIONAL MEMBERSHIPS

Magic Valley Beekeepers Association
Twin Falls Pollinator Council

LANGUAGES

English: Native Language
Spanish: Proficient in speaking, reading, and writing

VOLUNTEER WORK

Church of Jesus Christ of Latter-day Saints

Youth Sunday School Teacher – Twin Falls, ID Jun 2017 to Sep 2019

- Prepared lesson outlines that would engage youth, and allow them to actively participate. Often inviting youth to prepare and teach specific sections of a lesson.

Adult Sunday School Teacher – Logan, UT Nov 2015 to Mar 2017

- Prepared lessons with the goal of facilitating discussion and sharing of thoughts and experiences relevant to the material being taught.

Missionary Service – Santiago, Chile Nov 2010 to Nov 2012

- Became fluent in Spanish to be able to communicate with Chileans in their native language.
- Held leadership roles including district and zone leader.
- Prepared and practiced lesson plans specific to individuals' needs.
- Participated in service projects such as building homes and planting fields.

Idaho State University

CSI-ISU Response to New CTE Program Application Questions

The IDCTE review team has evaluated the program application for a new Agriculture Science Technology teacher endorsement program and requests additional information to clarify several aspects of the application. Specifically, we would appreciate your insights on the following:

1. **Partnership Between CSI and ISU**
    - Could you describe the nature of the partnership between CSI and ISU?
        - CSI and ISU have a long-standing relationship with 2+2 programs in elementary and secondary education. Two full-time College of Education faculty members are based at CSI, one in Twin Falls and one in the Burley Center.
        - The ISU-TF Director has been advising and assisting students with the co-enrollment and transfer process for several years. This degree pathway will be another option to support CSI students on their journeys to becoming professional educators via a bachelor's degree in ISU's Online Teacher Education Program (OTEP).
        - There are monthly correlation meetings between CSI, ISU Twin Falls, and ISU Pocatello Teacher Education stakeholders.
    - Will students have opportunities for on-site support or hands-on technical skills learning?
        - Yes, the CSI Ag Department prides itself on providing innovative, hands-on instruction and strong student mentoring and support. Coursework integrates the utilization of teaching resources such as the Breckenridge Endowment (teaching) Farm, Small Ruminant Grazing Lab and Animal Handling Facility, Greenhouse, and Fish Hatchery as critical components of instruction. In addition to the use of these resources for course and laboratory instruction, students can gain work experience at these facilities in a work-study capacity or through paid internships that are offered through the CSI Ag Department. CSI Ag Department students are also encouraged to use these resources to pursue projects either through class assignments or through directed study that complement their coursework and are closely supported by instructor involvement and mentorship.
        - Instructors in the CSI Ag Department also take full advantage of the robust presence of ag production, research, and processing industries in the Magic Valley, working closely with cooperating industry partners to serve as guest speakers, promote internship and job-shadowing opportunities, and supplement classroom learning with on-site tours. Students are encouraged to be active in the CSI Ag Club, which is designed to serve as the CTSO for the CSI Ag Department. CSI Ag Club is affiliated as a student Idaho Cattle Association, Idaho Collegiate Farm Bureau, and FFA Alumni and Supporters Chapter, leading to a variety of additional opportunities to learn more about agriculture and to become an agricultural leader.
        - Additionally, students are encouraged to participate in college-level judging contests through NACTA (National Agricultural Colleges and Teachers of Agriculture) Judging Conference which is held annually and attended by community colleges and 4-year institutions throughout the country. The CSI Ag Club has attended and even hosted this national event consistently for the past several years. Last year, 40 students competed in

20 different contests including traditional judging contests like livestock, dairy, and crops judging, as well as other events such as parliamentary procedure, ag education, precision ag, agronomy, ag computers, etc.

- The ISU Online Teacher Education coursework is asynchronous, but with faculty available on campus to provide additional support as needed. Additionally, all field experiences as part of the education coursework happen in the K-12 classroom with a cooperating teacher's oversight.

- Since the program is split between CSI and ISU, how will ISU ensure that candidates can integrate all learning to effectively apply their knowledge as agricultural education teachers?
  - This program will mirror other 2+2 programs that are collaborative between CSI and ISU. Candidates will complete most of their agriculture coursework while at CSI, and at ISU will complete their teacher preparation coursework in planning and preparation, assessment, classroom management, pedagogy, content-area literacy, etc., in addition to the upper-division coursework for CTE.
  - All secondary education endorsements have their content courses taught by content specialists outside of the College of Education, ex. maths, biology, English, history. The Praxis II exam is the demonstration of content knowledge regardless of endorsement area.
  - During the student teaching placement, the teacher candidate is placed with a qualified cooperating teacher (minimum 3-years teaching experience).

2. **Technical Skills Assessment**
   - How are technical skills evaluated in virtual courses?
     - The vast majority of courses taught by the CSI Ag Department that are requirements for the Agriculture Education AAS Degree, which serves as the first two years of the 2+2, are courses that are taught in-person. This is intentional, in order to ensure that students receive the hands-on experience required to gain the skills associated with these courses. CSI currently offers AGRI 100 (Agriculture and Natural Resources Seminar), AGRI 104 (Agriculture Management), and AGRI 250 (Agricultural Markets) as online courses, although they continue to be offered through face-to-face instruction as well. These courses are better suited to online instruction, because they are more academic vs. skills based courses, although years of careful consideration has gone into the development of these courses for an online modality in order to ensure student learning outcomes are met and that students are supported adequately for optimal success.
     - Clinical experiences as part of the BS in Secondary Education will happen in the field face-to-face, hands on, with a qualified cooperating teacher and university supervisor (EDUC 4408, EDUC 4493) while the related technical instruction will happen online and assessed as described by CSI.

3. **Agricultural Science Presence**
   - What strategies are in place to create a robust agricultural science presence within the program?
     - CSI has a strong track record of providing robust agricultural science instruction to students in a variety of discipline areas in both transfer and technical degree programs.

AGRI 102/102L (Plant Science in Agriculture and Lab), AGRI 109/109 (Principles of Animal Science and Lab), AGRI 205 (General Soils and Lab), and AGRI 222 (Animal Reproduction and Breeding) provide strong, science-based instruction across several disciplines of agriculture. These courses are taught by dedicated and qualified instructors, and the classes are readily accepted by transfer institutions such as University of Idaho, Utah State University, and other 4-year programs throughout the nation. The aforementioned classes transfer to the University of Idaho as PLSC 1020 (The Science of Plants in Agriculture), AVS 1090 (The Science of Animals that Serve Humanity), SOIL 2050/2060 (The Soil Ecosystem and Lab), and AVS 2200 (Animal Reproduction and Breeding). These are the same foundational agricultural science courses required for Ag Education students at the University of Idaho.

- The Agricultural Education methods course will use the national standards as the starting point for assessing requisite skills and knowledge.
- The partnership between CSI and ISU will be enhanced through community involvement, professional development, participation in professional CTE organizations, and participation in state and national competitions. This will be a similar model to what is already in place for other CTE programs, including Business Education and Family and Consumer Sciences.

4. **CTSO Engagement and Lab Safety**
   - How are CTSOs and lab safety addressed virtually to ensure candidate competency?
     - The Agricultural Education courses are offered face to face. While there are a small number of courses, including most of the general education coursework that can be completed by students virtually, the Agriculture Education AAS Degree at CSI is not available for online completion. Students will complete courses with labs through traditional in-person modalities. In these courses, lab safety will also be addressed
     - CTSO participation and competency will be assessed through in-person interaction with CTSO advisors.
   - The course load appears to be heavily focused on CTSO courses. Would it be possible to reduce CTSO courses to allow for more emphasis on agricultural mechanics?
     - The CTSOs are assigned on a student-by-student basis if they do not have experience in running student organizations and if they are still accumulating their 2000 hours of professional experience. The CTSO courses are divided into three scaffolded 1-credit courses. We meet them where they are. Some have never participated in a CTSO, some have participated throughout high school, and some have participated into their college years. For a total of 3 credits, students are immersed in what the beginning of a school year looks like, membership, engagement, competitions, elements of career guidance, and observing a chapter or several in action. When enrolled in CTE 3342, students take what they learn from CTE 3341 and are now exposed to what it takes to be a high school advisor, including fundraising, student leadership development, competitions, and service which is further developed in CTE 3343. In all three credits, students must be members of their student organizations. It allows former FFA members to continue their involvement and leadership development through a campus-based chapter, and new members to begin their exposure to becoming active advisors. Collegiate chapters offer students opportunities to build skills, make connections, and prepare for future careers in agriculture education. They also connect to Alumni and a support system.
     - At CSI, there are many opportunities to engage with FFA as the CTSO for Ag Education.

The Idaho FFA State Convention is hosted each April on the CSI campus, providing the opportunity for CSI students to volunteer in a variety of ways. The South Magic Valley FFA District advisors hold their monthly meetings at CSI and extend an open invitation to CSI students and faculty to attend. The South Magic Valley District often requests help from CSI students to facilitate Career Development and Leadership Development events. Students serve as judges, time-keepers, and room hosts for various events which could especially help students who have not had the opportunity to be in FFA prior to college learn how the organization functions.

5. **Agricultural Mechanics**
    - Agricultural mechanics content appears limited. How are skills in this area assessed?
        - Currently the only course offered in the Agriculture Education AAS through CSI that provides agricultural mechanics-related content is WELD 100 (Beginning Welding). While this is an introductory course, it is taught by certified instructors in the CSI welding program utilizing the same welding equipment and facilities utilized for the CSI welding program. The course is quite comparable to ASM 1070 (Beginning Welding) which is required for Ag Ed. students at the University of Idaho. Skills are assessed through quizzes and exams (particularly safety) as well as through assessment of student-produced welds and projects.
    - It is recommended to consider adding two additional courses in agricultural mechanics, including coverage of agricultural power structures, to ensure comprehensive skill development. Could you provide insight into how ISU and CSI might enhance the number of courses and overall content to create a more robust agricultural mechanics curriculum?
        - There are additional opportunities to create more course offerings within the proposed 2+2 that provide ag. mechanics related content. However, there are two primary limitations: 1) Some of these potential offerings are not currently available and would need to be developed, and 2) it is unlikely that any currently proposed courses could be “cut” to make “room” for additional coursework in this area, thus necessitating an increase in the total number of credits required. It is possible that more Ag mechanics content could come from reducing or eliminating the 7 credits of program elective coursework currently offered in the CSI Ag. Education Degree.
        - In terms of existing options through CSI, there are some available options:
            - AGRI 190 (Intro to Precision Agriculture). This is a course currently offered as a program elective in the CSI Agriculture AAS Degree. The University of Idaho offers a precision Ag course as an option to fulfill some of the credits toward their ag mechanics requirement.
        - Additional courses currently offered at CSI but outside of the CSI Ag Department include:
            - AETC 120 AC Circuits (3 Credits) The fundamental principles of basic electricity and AC circuit theory and analysis will be covered. This course will cover single and three phase systems. Topics covered will include related technical math, safety procedures, components, and the principles of circuit analysis including voltage, current, resistance, and related laws. The course is hands-on.
            - ISMT 130 Mechanical Drive Systems (3 Credits) This course introduces mechanical systems and develops fundamental knowledge of mechanical systems and practices. It covers basic safety, installation, key fasteners, power transmission systems, v-belt drives, chain drives, spur gear drives, and multiple

shaft drives. Topics covered include learning how to select, install, adjust, troubleshoot, and repair a range of mechanical systems which are commonly found in both automated and manual machines used in every industry around the world.

- ISMT 140 Fluid Power (3 Credits) Students will learn the basic principles of hydraulics as a mechanical property of liquids. Hydraulics topics cover concepts such as hydraulic pumps, actuators, accumulators, cylinders, control valves, check valves, flow control valves, directional control valves, pressure control valves, motors, filters, coolers and reservoirs.
- AETC 150 Machine Maintenance (3 Credits) The course is designed to apply physical concepts to machine maintenance and repair for any and all equipment found in industry. The concepts covered include fluids, power, hydraulics, pneumatics, mechanical systems, electronics, and various industrial systems. This will be a hands-on approach to understanding equipment repair and maintenance.
- WELD 156 GMAW and FCAW (4 Credits). This course serves as an introductory and intermediate course to GMAW and FCAW processes. Students will learn the theory of and the techniques needed to properly set up and use GMAW and FCAW welding equipment safely. Students will weld the common joints found in the welding industry, in all positions using solid and flux cored wires using various material types. Students will develop the skills needed to take the American Welding Society SENSE certification tests for GMAW and FCAW welders. Principles of metallurgy associated with GMAW and FCAW welding processes will be taught. ***Note, this course is currently only available to students who are accepted into the Welding Program Cohort. However, there are conversations that have begun to allow for Instructor Approval as needed for Agriculture Education Students.***

- Small Engines and Repair is not a course that is currently offered at CSI. There are two potential ways CSI could help facilitate instruction in this area: 1) there is normally a Briggs and Stratton Small Engines course offered in Idaho annually that is taken by current ag educators that need to “brush up” or haven’t had strong instruction in this area. If students successfully completed this course, CSI could “capture” the credits as “professional development” or award credit as “directed study” or some other mechanism.
- It is also possible that through the CSI Workforce Development Program, a small engines course could be developed and implemented, and students could receive academic credit for the course through the CSI Ag Department, especially if it meets the guidelines within AET and SAE.
- The CSI Ag Department and CSI Trades and Industry Department have been working closely to develop a proposal for an Ag. Mechanics or Ag. Systems Management AAS Degree at CSI. There is strong administrative support for this proposal, and it is possible that it could come to fruition in the next 1-3 years. If this happens, there will definitely be more ag mechanics related content available to CSI Ag Ed students.

6. **Student Teaching Experience**
   - How are cooperating teachers identified and selected for the student teaching requirement?
     - The ISU COE’s Office of Field Experience will identify and select cooperating teachers

(CTs) for student teaching utilizing the same processes and procedures it uses for selecting all other CTs for CTE programs. At a minimum, the CT must be fully certified and endorsed in the content area, have at least 3 years of teaching experience, and be recommended by the district.

- The CSI Ag Department is committed to aiding ISU in identifying qualified and willing CTs by leveraging the strong personal and professional relationships built and maintained with secondary agriculture educators throughout the state.

7. **Career Guidance and Transition**
   - Could you provide additional information regarding the career guidance and transition component? The review team noted that the currently listed course may not fully meet the minimum requirements, as it is unclear how the necessary content is addressed. Could you clarify how this component is covered or indicate if another course fulfills this requirement?
     - CTE 4444 Career Guidance is offered on a rotation and can be taken at any time. Additionally, components of career guidance are woven into the CTE 3341, 3342, and 3343 series.
     - As part of the CSI AGRI 100 Ag & Natural Resources course, students engage in structured career exploration and goal setting. Career guidance and transition planning would also occur more in-depth for Ag Education students in AGRI 181 Intro to Ag Education. CSI Ag Department students are advised individually by faculty advisors on course selection and registration each semester and conversations regarding transfer are included in those advising sessions from the very first semester.

8. **Professional Experience Requirement**
   - How will professional experience in a field closely related to the content area (2000 hours) be assessed?
     - Candidates in OTEP have the following fieldwork experiences built into their programs:
       - EDUC 3308 Foundations of Planning, Preparation and Assessment: 30 hours
       - EDUC 4408 Pre-Internship: 100 hours
       - Additional course work within AET and SAE guidelines
       - Paid experience hours
       - Unpaid experience hours (e.g. research, volunteer time, project plans)
   - Does the portfolio referenced collect these 2000 hours of professional experience in a field closely related? Will you use AET, the American Degree, or another method?
     - A data collection portfolio will be developed in AGRI 100 Ag & Natural Resources Seminary, revisited in AGRI 181 Intro to Ag Education, and shared between CSI and ISU to ensure the 2000 hours of professional experience are completed during the CTSO coursework.
     - Most CSI students who were in FFA in high school have access to their AET accounts from high school. Nearly all FFA chapters utilize AET since it is the main system used for awards and degrees in FFA.
     - The Supervised Agricultural Experience (SAE) will also be explored. https://saeforall.org/
     - Many Ag Education students at CSI earned their State FFA Degree during high school and several of those end up completing their American FFA Degree as well.

- The State FFA Degree requires SAE earnings of $10,000 or at least 300 hours of work outside class time (or a combination thereof). The American FFA Degree requires SAE earnings of $10,000 or a combination of $7,500 earnings plus 2,250 hours of work outside class time.

- How will consistency be ensured in assessing these professional hours?
  - A scoring rubric will be developed with program faculty at both CSI and ISU to share data between programs and ensure consistency.

9. **Additional Note**
   - It was suggested that ISU review Idaho's Team Agriculture Education Organization as a potential resource.
     - Thank you for this resource. The opportunities for Ag teachers in Idaho will be shared throughout coursework and at program completion. Membership information for this organization will also be shared. The network options for Professional Development will be a valuable resource for new and seasoned educators.
     - Jaysa Fillmore, CSI faculty member, is an active member of the Idaho Agriculture Teachers Association and National Association of Agriculture Educators and attends conferences and PD regularly with both of these groups. I have facilitated student attendance at both IATA and NAAE state and regional events over the past several years.

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December 2, 2025

Dear Idaho Division of Career and Technical Education Colleagues:

We write to express the University of Idaho's (UI's) opposition to the Agricultural Science and Technology Endorsement proposed for the Bachelor of Arts Secondary Education by Idaho State University (ISU) in partnership with the College of Southern Idaho (CSI). While we value efforts to strengthen opportunities for Idaho's secondary students to participate in agricultural education, we believe that the proposed endorsement would undermine these opportunities. As explained below, three factors led us to this conclusion. First, the proposed endorsement is significantly less robust than the state's existing program, UI's Bachelor of Science Agricultural Education (BSAgEd). Second, UI plans to offer learners across Idaho the opportunity to complete the degree program online at a higher level of quality than the proposed program can provide. Third, approving the proposed program would dilute the state's investment in agricultural education by dividing Idaho Division of Career Technical Education (IDCTE) funds between the existing and proposed programs. Weaker secondary agricultural education would produce high school graduates less prepared to enter the Idaho agricultural workforce or pursue further training in post-secondary or higher education. Conversely, sustaining the existing IDCTE investment in UI's BSAgEd would enable UI to extend the reach of our robust, high-quality agricultural educator preparation program across the state by offering it online.

1. **More robust training: UI BSAgEd**

To equip future agricultural education teachers, educator preparation programs train students in a broad, technically diverse set of eight instructional pathways aligned with national Agriculture, Food, and Natural Resources (AFNR) standards. Topics include agribusiness, plant and soil science, animal science, food science and processing, forestry, natural resource management, small engines, agricultural mechanics, welding, agricultural power systems, leadership and communication, and ornamental horticulture. The UI BSAgEd requires at least seven credits in five of the eight AFNR pathways, with at least three of seven credits per pathway completed in upper-division (3000- and 4000-level) courses. At UI, BSAgEd students complete upper-division courses in agricultural mechanics, power systems, and small engines and gain critical knowledge from upper-division science-based agriculture and advanced welding courses. These requirements ensure that graduates are prepared to teach the full range of required secondary course work by equipping them with the breadth and depth of knowledge needed to provide effective instruction to their future students. In contrast, students in the proposed ISU endorsement would not complete these courses. The ISU endorsement requires coursework in four, rather than five, of the eight pathways, all in lower-division (1000- and 2000-leve) courses. The proposal states explicitly that ISU does not currently offer courses in mechanics and systems and that adding them would require both development of new courses and potentially an increased credit load to earn the endorsement.

Further, as the review team noted, ISU's proposed endorsement does not identify qualified faculty with requisite secondary agricultural education teaching experience. Ensuring that faculty bring such experience is widely considered a national standard for post-secondary agricultural education programs. Faculty in UI's BSAgEd program average 8.1 years secondary agricultural education teaching experience and typically have established statewide networks, Career and Technical Student Organization (CTSO)

leadership training, laboratory management expertise, and national professional engagement. To effectively prepare their students, postsecondary teacher educators must model the ability to meet the unique demands of multiple roles: overseeing agricultural laboratories, managing agricultural facilities, and providing school-based agricultural education. Because ISU's proposal does not identify faculty qualified to do so, it does not yet demonstrate the capacity to provide this essential modeling for its students.

2. **Planned statewide access: UI BSAgEd**

Recognizing that many students across Idaho cannot relocate to Moscow but are qualified and eager to earn the BSAgEd, UI is poised to make this program available online, with a focus on providing CSI and other community college graduates with smooth transfer pathways that promote timely, cost-effective degree completion. In doing so, we will extend our existing efforts to make the degree program broadly accessible, particularly through our long-standing articulation agreements with CSI and other institutions.

In summer 2025, CSI and UI faculty and academic administrators met to discuss offering a seamless transfer process for CSI graduates who pursue the BSAgEd. During these discussions, UI emphasized our commitment to increased flexibility in applying transfer credits to fulfill program requirements, and CSI colleagues confirmed that the transfer pathway provides students a streamlined, coherent route to the baccalaureate degree. During this discussion, CSI colleagues stressed that their graduates want an in-person baccalaureate program, so UI did not emphasize our plan to offer the program online. However, we are working to do so now; we will provide prospective students across Idaho and beyond the opportunity to earn the BSAgEd from wherever they are located. We will particularly emphasize ensuring smooth transfer pathways for CSI and other community college graduates. While ISU's proposed endorsement would be offered online if approved, as noted above, the program offers a lower level of quality that will produce less prepared secondary agricultural education teachers.

3. Optimized IDCTE investment: UI BSAgEd

As noted above, if approved, ISU's proposed endorsement would dilute the power of IDCTE's investment in producing secondary agricultural education teachers by splitting existing funds between UI's robust BSAgEd and ISU's less robust proposed program. Such a redistribution would weaken Idaho's only comprehensive educator preparation program in agricultural sciences. Given that agriculture accounts for 20% of the gross state product (Idaho State Department of Agriculture) and that despite decreasing farmland Idaho farmers are increasing yield (Idaho Capital Sun), secondary agricultural education is vitally important to the state's economic health. Weaker training of the teachers who provide it will produce high school graduates less prepared to operate successful farms and agricultural facilities and to pursue higher education. Disapproving the proposed ISU endorsement will concentrate resources in UI's highly effective BSAgEd, which is poised to make the degree program available statewide and beyond. Thus, disapproval will ensure that Idaho's future secondary agricultural sciences educators are well equipped to produce knowledgeable, highly competent high school graduates who will meet the state's need for well-trained agricultural sciences professionals.

In sum, we respectfully request that IDCTE disapprove ISU's proposed endorsement program for the reasons stated above. By maintaining the strength of UI's BSAgEd program and supporting our plan to offer the program online, this disapproval will maximize Idaho learners' chances to earn a high-quality baccalaureate degree in agricultural education. We appreciate the opportunity to provide these

comments and would be happy to supply additional information or answer questions as IDCTE continues its review.

Sincerely,

Brooke Blevins

Brooke Blevins, Ph.D.
Dean
College of Education, Health and Human Sciences

Leslie D. Edgar

Leslie D. Edgar, Ph.D.
J.R. Simplot Endowed Dean
College of Agricultural and Life Sciences

Idaho State University | Office of Academic Affairs

March 6, 2026

Dear Idaho Division of Career and Technical Education Colleagues:

We are writing to respond to the University of Idaho (UI)'s concerns about Idaho State University's proposal to partner with the College of Southern (CSI) to offer a Bachelor of Science Secondary Education with a single subject endorsement in Agricultural Education (BS SecEd with AgEd Endorsement) as a 2+ 2 program. We believe it is important to acknowledge at the outset that ISU's participation in this joint program is primarily confined to delivering education courses at the upper division level, and that courses specific to agricultural practice, operations, etc., are delivered by the College of Southern Idaho – an area of specialization which is within their scope and purview for students at their institution. Idaho State University does not see this partnership as a tacit expansion of our institution into agricultural studies or research. Rather, this is an attempt to provide courses related to effective pedagogical practice – an area of specialization and expertise that is within our scope and purview in the region where this program will be delivered. The ensuing response is organized according to the following areas: Training, Access and Workforce Development, and IDCTE Resources.

Training

UI's initial objection to the development of this program is grounded in the assertion that this program will be significantly less robust than UIs current program. It bases this on a claim that ISU's proposed coursework is in four, rather than five, of the eight instructional pathways suggested by Agriculture, Food, and Natural Resources (AFNR) standards, all in lower-division (1000- and 2000-level) courses. The letter of objection states explicitly that ISU does not currently offer courses in mechanics and systems and that adding them would require both the development of new courses, the addition of new expenses associated with such courses, and potentially an increased credit load for students to earn the endorsement. While some of these objections point to actual differences in a BS in Ag Education and a BS in Education with a CTE Endorsement in Agricultural Education, some are factually incorrect. All are addressed below.

First, it should be noted that the ISU program is designed in alignment with the Office of the Idaho State Board of Education Degree-Based Technical Certificate Endorsement language for Agricultural Science and Technology 6-12 (OSBE GPP IV.D. - Career Technical Educator Certification). We appreciate that UI has chosen to directly align their program with the AFNR instructional pathways in as direct a way as it has, but endorsement eligibility for Career Technical Education Certificates is set by the IDCTE and the SBOE not the AFNR – and this joint program has been designed to align with the requirements set by these bodies. Please note that all seven areas plus a methods course are covered, as required by IDCTE and the State Board, in this program. ISU has confidence in the standards laid out by the IDCTE and the Board, as well as in the quality of the agriculture coursework designed and delivered by CSI, as we do in the pedagogically relevant content provided by ISU. It is also important to note that once aligned with the appropriate national and state standards, the content delivered will satisfy the certification requirements of the State Department of Education.

The ISU and CSI partnership model has precedents, for example, North Carolina A&T State University and Davie-Davidson Community College. In this partnership, the AAS in Sustainable Agriculture is earned at Davie-Davidson at the 100- and 200-level, which includes all technical courses such as Animal Science, Soil Science, Agricultural Mechanization, and Agricultural Marketing. Once matriculated to the BS in Agricultural Education program at North Carolina A&T, the upper division courses provide the theoretical and practical teaching

coursework – mirroring much of the curricular progression found in our proposal where the primary agriculture oriented courses are taken at the lower division and courses focused on pedagogy are taken at the upper level.

Teacher education programs include foundational content courses and prepare candidates for entry into the profession with opportunities for advanced study. The degree-based technical certificate in Agricultural Science and Technology is designed for breadth of experience to introduce K12 students to the many pathways within agricultural education. Similarly, the AgEd Teacher needs a breadth of knowledge to engage students with the range of professions from management to welding. The quality of teacher preparation is less tied to specific course level designations than it is to curriculum design, outcomes, skill development, and clinical experiences. Northwest Missouri State and Texas State are examples of bachelor's programs that integrate the technical aspects of agriculture and pedagogy with strong preparation regardless of the number of upper-division ag courses in the program.

ISU and CSI are appreciative of the feedback related to the possible need for additional education in the proposed curriculum related to mechanics in agricultural operations and practices. In response, CSI has already begun development of a new course, Introduction to Agricultural Mechanics, which will be of additional value to our shared students. The addition of this course will bring the ISU/CSI credit count to 129 credits, which is in line with UI's BS in Agricultural Education credit count of 128 (link to catalog).

Access and Workforce Development

ISU and CSI are not attempting to supplant the BSAgEd degree offered by UI. It is our hope that by collaboratively expanding the options available to BS Education students to include an AgEd CTE Endorsement, we can address the workforce needs associated with our shared region in a complementary way. Schools that continue to desire individuals with the BSAgEd degree will recruit them from UIs program, but for those with needs that can be met by teachers possessing the AgEd CTE endorsement this program will help to serve those needs. We are well positioned to do this work by strength of our existing academic partnerships, and by virtue of the fact that CSI's expertise in agriculture practice and operations suffices to handle all curricular elements associated with this CTE Endorsement, while ISU's expertise in education suffices to handle those associated with the pedagogical training needed to facilitate a student's education in this area. We appreciate that UI indicates that it is interested in expanding delivery options for its BSAgEd degree program, but to date, they have not demonstrated a sustained capacity to deliver agricultural education programs through fully online or hybrid modalities as their objection states they have interest in doing. Idaho State University has established and successfully implemented multiple online teacher preparation pathways, including the Online Teacher Education Program (OTEP) and the Paraprofessional to Certified Teacher (PaCT) program, both of which reflect both institutional readiness and a proven infrastructure for distance education. For UI to develop comparable online capacity to deliver this educational program will require substantial time and investment on the part of UI, during which critical workforce needs in agricultural education in our region(s) may remain unmet. We would also note that ISU currently maintains a well-functioning articulation and transfer system with CSI that supports timely, cost-effective degree completion and has long-term demonstrated success in facilitating CSI student progression into ISU teacher education programs. As our recent completion of the American Association of State College and Universities/Aspen Institute Transfer Initiative has demonstrated, ISU and CSI have focused intently on partnering together to deliver seamless education to our shared students to meet workforce needs.

ISU also believes that program outcomes further underscore the need for expanded, rather than restricted, pathways. UI's agricultural education program has produced an average of approximately nine graduates annually over multiple years, which suggests limited reach or limited capacity to meet statewide demand independently. Engaging in a collaborative program promotes innovation, responsiveness to workforce needs, and continuous improvement, limits competition, and supports the state's ability to develop a robust and adaptable agricultural education workforce.

IDCTE Resources

Concerns raised that ISU's program would dilute the Idaho Career & Technical Education (IDCTE) investment by "splitting" existing funds are likely a result of misunderstanding what would be required to launch and sustain this program. All courses associated with the delivery of this degree program are already embedded in existing degree programs and are taught by full-time faculty hired by their respective institutions (ISU/CSI) for their expertise in the field. The only exception is the potential need to hire a qualified adjunct for the proposed methods course. No fund redistribution is being requested at this time to cover any other aspect of this program. In partnership with CSI, we have sufficient collective faculty resources and expertise to launch and sustain this program.

In addition, it is worth noting that strong agricultural education programs routinely supplement state allocations through competitive external funding such as USDA National Institute of Food and Agriculture (NIFA) grants (including the Agriculture and Food Research Initiative and Higher Education Challenge Grants), NSF Advanced Technological Education (ATE) grants supporting agricultural and natural resource workforce preparation, and U.S. Department of Education Teacher Quality Partnership grants, as well as through private foundation support (e.g., Farm Credit, Bayer Fund, and the National FFA Foundation). In addition, agricultural communities and producers have a long-standing tradition of investing in programs that demonstrably prepare competent, locally needed teachers through scholarships, equipment donations, endowments, and direct financial contributions—support that follows program effectiveness rather than institutional exclusivity. In short, enduring program quality and sustained fiscal viability are a result of student outcomes, partnerships, and the ability to leverage diverse funding streams – and we believe we are strongly positioned through our current resources and our collaborative engagement to secure all of these. In sum, authorizing the proposed CSI/ISU 2+2 program would create opportunities to increase teacher supply, provide a local agricultural educational option for students in the region not interested in or capable of pursuing UIs BSAgEd, demonstrate program innovation through multi-institution collaboration, and attract local and regional support –which is likely to reduce financial needs rather than dilute existing investment– and thereby better serve Idaho's long-term and diverse agricultural education workforce needs.

Respectfully,

ISU Representatives

COLLEGE OF SOUTHERN IDAHO

OFFICE OF INSTRUCTION AND ACADEMIC AFFAIRS

March 7, 2026

To Whom it May Concern:

Please accept this letter of support for the Agricultural Science and Technology Endorsement proposed for the Bachelor of Arts Secondary Education degree proposed by Idaho State University (ISU). This degree is in partnership with the College of Southern Idaho (CSI) and pairs with the (previously approved) AAS degree in Agriculture offered by CSI. We continue to advocate for this partnership as one that provides a needed alternative to other complementary programs in the state.

We have read the concerns offered by the University of Idaho (UI) and note that they are all grounded in the comparative educational quality and ease of access provided by the existing UI BSAgEd degree. Setting aside the comparative content concerns for a moment, it should be noted that there is absolutely nothing about the proposed ISU agriculture endorsement that would stop students from pursuing the UI BSAgEd degree if, in fact, that was in their educational best interests. The UI BSAgEd is a degree that meets the needs of many transfer students from CSI, and we are pleased to partner with UI, send students to Moscow, and encourage transfer from CSI to UI when that pathway is advantageous. Nothing about the ISU endorsement area will stop that from happening. UI indicates that they have plans to make their degree even more accessible to our students (through online and face-to-face options); we hope those plans come to fruition soon and look forward to offering them to our students.

However, it is important to note that we have a significant number of students who cannot transfer to UI (for a variety of reasons). These students either then stop-out without a teaching endorsement or they transfer to Utah State University for a program that will better meet their academic and personal needs. While many of our students transfer to UI, a significant number also transfer to Utah State. While this certainly provides an option for students, we would like to be able to send our students in-state to finish their teaching endorsements in agriculture. This keeps Idaho students in Idaho and greatly increases the odds that they will stay in Idaho to teach when they are finished with their degrees. ISU provides a much more geographically accessible option for students in the Magic Valley (and eastern Idaho) who are actively working on family farms and need to be able to fulfill these responsibilities while seeking their Agricultural Science and Technology Endorsement. The ISU option complements the existing UI BSAgEd degree by appealing to an entirely different population of students whose needs are not being met by the UI offering.

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COLLEGE OF SOUTHERN IDAHO

OFFICE OF INSTRUCTION AND ACADEMIC AFFAIRS

Beyond this, however, we would like to specifically address the University of Idaho concerns that reference the content and educational quality of the CSI components of the endorsement. Specifically, we can attest to the fact that CSI plans to develop and offer a course in agricultural mechanics through our AAS in Agriculture so students in this pathway can have this content area covered before transferring to ISU, so a lack of this content area need not be a concern.

The University of Idaho has also expressed the need to have highly qualified faculty with statewide secondary connections teaching in an Agriculture Education program. Rest assured, we all share the University of Idaho's commitment to faculty excellence and are very confident that CSI faculty are knowledgeable, experienced, and connected to the Idaho agricultural community. We hire faculty with appropriate academic credentials in their teaching areas and many of them come with secondary experience and credentials as well. Additionally, we have extensive community connections to the wider statewide agricultural community. For example, CSI has a long history as the host of the Idaho State FFA convention which brings hundreds of FFA students and their faculty advisors to the CSI campus each year. We work closely with them year-round to stay current with the needs and resource issues surrounding secondary education in Idaho. Our faculty are highly qualified and are very connected to high school agriculture programs and teachers in the region.

In sum, the Agricultural Science and Technology Endorsement proposed for the Bachelor of Arts Secondary Education degree by Idaho State University offers a complement to the UI BSAgEd degree that will help meet the needs of Idaho students across the state. It provides an option for place bound community college students and allows Idaho to meet the needs of students currently seeking degrees out of state. It does so with a commitment to quality and fiscal responsibility while also continuing to respect the good work of other Agriculture Education programs in the state. We encourage support for this endorsement as a positive move for all of our institutions, as well as the future of secondary agriculture education in Idaho.

Thank you for your consideration. If we can answer any questions or provide any more detail, please let us know.

Sincerely,

Tiffany Seeley-Case

Tiffany Seeley-Case
Vice President of Instruction
College of Southern Idaho

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

IDAHO Division of Career Technical Education

State Board Approved CTE Educator Preparation Programs

Boise State University, Dr. Sherry Dismuke, (208) 426-1991

- Initial Career Technical Education Teacher Preparation, Endorsement Areas:
  1. *Cybersecurity Technology Education (6-12)*

Idaho State University, Dr. Emma Wood, (208) 282-5443

- Initial Career Technical Education Teacher Preparation, Endorsement Areas:
  1. *Business Technology Education (6-12)*
  2. *Family and Consumer Sciences (6-12)*
  3. *Marketing Technology Education (6-12)*
- Career Technical Education Administrator Certification Courses

University of Idaho, Dr. John Cannon, (208) 364-4031

- Initial Career Technical Education Teacher Preparation, Endorsement Areas:
  1. *Agricultural Science and Technology Education (6-12)*
  2. *Business Technology Education (6-12)*
  3. *Engineering and Technology (6-12)*
  4. *Family and Consumer Sciences (6-12)*
  5. *Marketing Technology Education (6-12)*
- Career Technical Education Administrator Certification Courses

SUBJECT

Division of Career Technical Education – Integration of WIOA and Perkins Plans

REFERENCE

February 2019	Board received an update on the new Perkins V Act adopted by Congress in 2018.
May 2019	Board approved the Perkins V State Transition Plan.
February 2020	Board was presented with amendments to the Perkins program enacted through Perkins V and timeline for consideration of Idaho's Perkins V State plan.
March 2020	Board approved Idaho's Perkins V State plan.
April 2024	Board approved amendments to Idaho's Perkins V plan.

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code § 33-2201 through 33-2207

The Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224) (Perkins V) (2018)

BACKGROUND/DISCUSSION

The Smith-Hughes Act of 1917 was the first authorization for the federal funding of vocational education. Subsequent legislation for vocational education (now termed career and technical education) included the Vocational Act of 1973 and the Carl D. Perkins Act of 1984 (Perkins). Perkins was reauthorized in 1990, 1998 2006, and most recently, in 2018 (Perkins V). Idaho statute authorizes the creation of the Division for the purpose of carrying out the federal acts related to career technical education and designates the Board as the State Board of Career Technical Education.

The Board approved amendments to Idaho's Perkins V State Plan in 2024. The U.S. Department of Education, Office of Career, Technical, and Adult Education has recently requested that Idaho's Perkins V State Plan be integrated into the state's Workforce Innovation and Opportunity Act (WIOA) Plan. The Workforce Development Council (WDC) provides oversight for Idaho's WIOA Plan and the Division is currently working with the WDC to address the request. The WDC and Division do not intend to make any substantive changes to the content of the Perkins V plan when it is integrated into the WIOA plan. The combined plan will be submitted to the U.S. Department of Education by the end of April 2026. Prior to that, Board and Division staff will work with the WDC to develop procedures for any future changes to career technical education (Perkins V) content within the WIOA plan to come to the Board for approval before the amendments are presented to the Council.

IMPACT

Idaho's Perkins V State Plan sets the requirements for use of Idaho's annual Perkins V federal award, which was $8,870,726 in FFY 2025. Integrating the Perkins V content into the state's WIOA plan will support continued collaboration between the Board, Division, and WDC. Implementation of procedures between agencies to ensure the Board approves changes to the career technical education content will maintain compliance with federal and state law.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends support of the Division's plan to work with the WDC to integrate the Perkins V Plan into Idaho's WIOA Plan.

BOARD ACTION

This agenda item is for informational purposes only.