SUBJECT

Idaho Comprehensive Literacy Plan

REFERENCE

December 1998	Board approved the initial Idaho Comprehensive Literacy Plan.
August 2015	Board adopted the Literacy Implementation Committee's recommendations, including a recommendation to substantially revise the Idaho Comprehensive Literacy Plan pursuant to Section 33-1614, Idaho Code.
December 2015	Board adopted the December 2015 (FY 2016) Idaho Comprehensive Literacy Plan.
February 2017	Board incorporated the Idaho Comprehensive Literacy Plan Educator Guide as an addendum to the 2015 Idaho Comprehensive Literacy Plan.
December 2020	Board adopted the December 2020 (FY 2021) Idaho Comprehensive Literacy Plan.

APPLICABLE STATUTE, RULE OR POLICY

Sections 33-1002, 33-1801 through 33-1811, Idaho Code

BACKGROUND/DISCUSSION

Per statute, the Idaho Comprehensive Literacy Plan is updated every five (5) fiscal years. In February 2026, the Idaho State Department of Education (Department) launched the process to complete this work, including contracting with literacy expert Dr. Sally Brown, and gathering both a writing group and a larger Idaho Comprehensive Literacy Plan Update Work Group (Work Group).

The Work Group included twenty-four (24) individuals from across Idaho, including representation from the Department, the Office of the State Board of Education, the legislature, K-12 educators, and higher education literacy experts. To complete the update of the plan, there were three (3) writing group meetings and five (5) full Work Group meetings and Dr. Brown, the writing group, and Department and Board staff completing tasks outside of the meeting times.

The Work Group maintained the previous plan's focus on the responsibilities of all stakeholders, while continuing to refine the organization of the plan and its alignment to current research. The plan continues the expectation that Idaho districts, schools, and educators implement strategies aligned to The Science of Reading. In this update of the plan, the Work Group endeavored to provide a clear update on the goals set in 2020, to reduce the number of goals, and to more clearly identify the exact stakeholder groups responsible for each task.

To further support the implementation of science of reading aligned instruction, the Department is developing a Literacy Instructional Guide and other supporting resources.

IMPACT

Approval of the June 2026 Idaho Comprehensive Literacy Plan will update and replace the plan approved by the Board in December 2020.

ATTACHMENTS

Attachment 1 – Idaho Comprehensive Literacy Plan June 2026

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The Idaho Comprehensive Literacy Plan is established in Idaho Code as the framing document for literacy funding, instruction, and intervention in Idaho.

Section 33-1002, Idaho Code establishes the funding formula for Idaho's literacy funds. Half of the literacy funds are distributed based on the student population, while the other half is based on the number of students in a district who are At Grade Level on the Idaho Reading Indicator (IRI) or improve their IRI score by at least one category from fall to spring.

The remaining statutes related to literacy are in Section 33, Chapter 18, Idaho Code. Statute specifies that Idaho Comprehensive Literacy Plan (ICLP) shall set the state's "strategy to ensure students develop strong literacy skills needed for future learning." The plan must be updated every five (5) years to ensure it remains relevant and can be used for its statutorily required purposes. Chapter 18 includes the following requirements:

- The ICLP sets expectations for "LEA-level leadership collaboration, professional development for staff, effective instruction and interventions, and the use of assessments and data for setting locally established student proficiency and growth targets." (33-1804)
- The ICLP is the "reference document" for the early literacy assessment, the Idaho Reading Indicator (IRI). (33-1806)
- K-3 curricular materials used by school districts must be "tied to evidence-based best practices" and aligned with the ICLP. (33-1806)
- To be an approved vendor, providers of computer-based literacy intervention tools must demonstrate alignment to the ICLP. (33-1807)
- The professional development provided by the Department must be based on the science of reading, embed coaching that integrates evidence-based best practices, and be aligned to the ICLP. (33-1807)
- Educator preparation programs under the supervision of the Board must ensure their course offerings and graduation requirements are consistent with the ICLP. (33-1808)
- Professional development courses designed to meet the requirement for training on the characteristics of dyslexia must be aligned to the ICLP and the Dyslexia Handbook. (33-1811)

School districts, charter schools, and educator preparation programs are only required to align to the comprehensive literacy plan as outlined above, and additional provisions added into the Idaho Comprehensive Literacy plan outside of this statutory identified scope would not be enforceable. Literacy intervention requirements for both public and non-public educator preparation programs are included in the Idaho Standards for the Initial Certification of Professional School Personnel, or its equivalent. These standards are incorporated by reference into IDAPA 08.02.02 and must be amended through the negotiated rulemaking process.

Board staff recommends approval.

BOARD ACTION

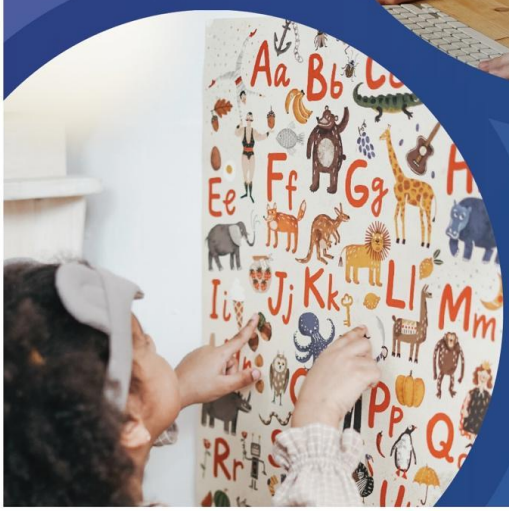
I move to approve the Idaho Comprehensive Literacy Plan as submitted in Attachment 1 and authorize the Idaho State Department of Education to make non-substantive administrative changes to the document, including formatting and addressing typographical errors, grammar, consistency, and syntax.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Comprehensive Literacy Plan

Kindergarten through 12th Grade

June 2026



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The Idaho State Board of Education appreciates notifications of errors so they may be corrected in subsequent printings and publications.

Suggested citation:

Brown, S. A., Cort, C., Ward, W. & Ziel, J. (2026). *Comprehensive Literacy Plan: Kindergarten through 12th grade, June 2026*. Idaho State Board of Education. Web at https://boardofed.idaho.gov/resources/comprehensive-literacy-plan/

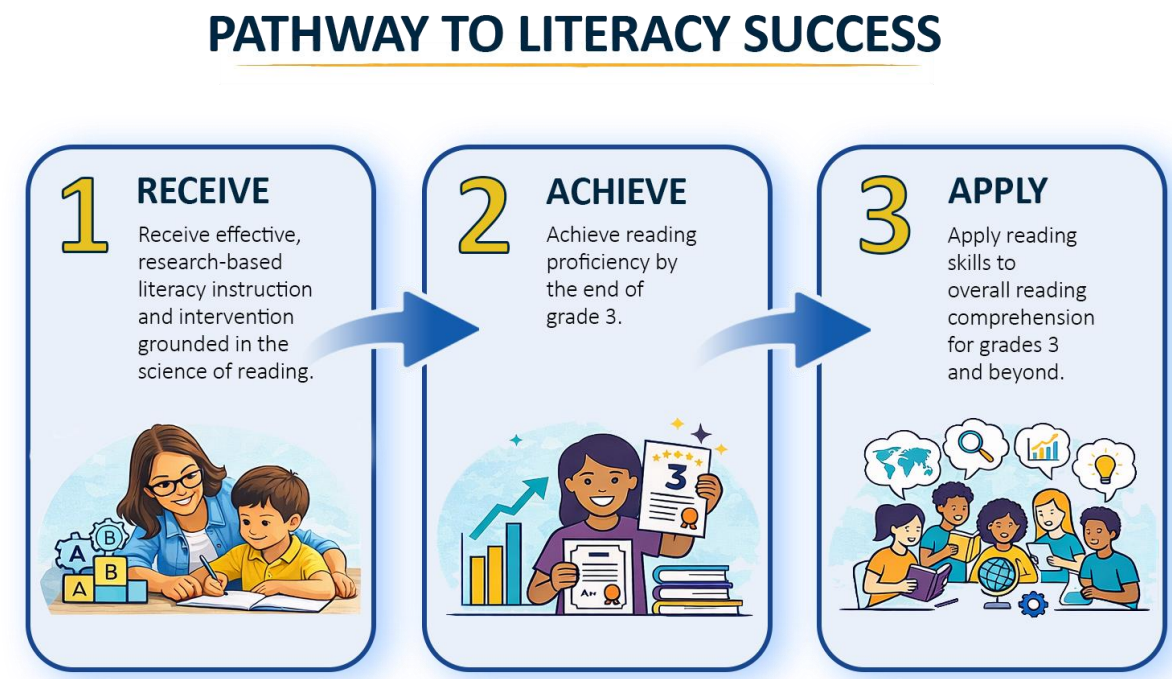
TABLE OF CONTENTS

SECTION I: INTRODUCTION

PURPOSE AND VISION STATEMENT

Literacy is a fundamental human right and a critical priority for our state. It is our responsibility as stakeholders to carry out this charge. The *Idaho Comprehensive Literacy Plan* is designed to ensure that **ALL Idaho students**, regardless of background, ability, or location are afforded access to the pathway to literacy success.

Figure 1.1 Pathway to Literacy Success



This K-12 plan articulates how we should align our literacy work across the state so that every child becomes a reader and writer. It emphasizes expanded foundational skills[1], including oral language, in the early grades (K-3) and more advanced literacy skills in grades 4 and beyond and is aligned to the Idaho State Content Standards in English Language Arts/Literacy. To become strong readers and writers, Idaho students must develop proficiency in the areas of oral language and language comprehension alongside phonological awareness, phonics and word recognition, fluency, vocabulary, reading comprehension, and writing. The standards set high expectations for student learning to effectively prepare them for higher education, career, and meaningful participation in civic life.

Guiding Principles

As families and caregivers, educators, leaders, policymakers, and community partners, we commit to:

1 Wolf, 2025

- **Recognizing literacy as foundational to educational attainment**, lifelong learning, workforce readiness, and civic engagement.
- **Ensuring all students have access** to high-quality, evidence-based literacy instruction, interventions, and support.
- **Advancing literacy achievement** through shared responsibility and collaboration.
- **Maintaining continuous improvement and accountability** through leadership, capacity-building, data-informed decision-making, and evaluation of outcomes.

Four Essential Elements

Based on Idaho's student performance data, more must be done to increase literacy growth for all students. Idaho's approach is grounded in the science of reading– a comprehensive body of research that describes how children learn to read and write. This research shows that students benefit from systematic, explicit instruction that builds foundational reading skills[2], alongside language and reading comprehension. Throughout this document, the term expanded foundational reading skills goes beyond the traditional components of reading such as phonemic awareness, phonics, and fluency and reflects the increasingly interactive and developmental nature of learning to become a proficient reader. These skills plus language and cognitive processes work together to support fluent word recognition, comprehension, and deep reading.[1]

To ensure every child receives this type of instruction, the *Comprehensive Literacy Plan* identifies goals organized into four **Essential Elements**:

- Collaborative Leadership
- Professional Development of Educators
- Assessment and Data
- Effective Instruction and Interventions

Literacy Guidance Documents

The State Board of Education and State Department of Education have identified *Literacy Guidance Documents* that are foundational to our work. They work together to align efforts to improve literacy instruction and student outcomes. Each of these documents has a distinct purpose and an intended audience:

2 Wolf, 2025

Table 1.1 Literacy Guidance Documents

Document	Audience(s)	Focus	Purpose
Idaho Comprehensive Literacy Plan	All stakeholders: state policymakers, state agencies, districts, schools, classrooms, parents/caregivers, and the community	Policy & Systems	Aligns state, district, and local efforts in support of literacy.
Idaho Literacy Instructional Guide *(coming soon—December 2026)*	Educators: District and school leaders, instructional coaches, classroom teachers, and paraprofessionals	School-level Instruction & Interventions	Provides instructional routines to improve literacy instruction and interventions.
Idaho Dyslexia Handbook	All stakeholders: state policymakers, state agencies, districts, schools, classrooms, parents/caregivers, and the community	Policy, Systems, School-level Instruction and Interventions	Provides a clear overview of dyslexia, its identification, and evidence-based practices to support struggling readers.
Idaho Multi-Tiered Systems of Support (MTSS) Guide/Handbook *(Summer 2026)*	Educators, district and school leaders, instructional coaches, classroom teachers	School-level Instruction & Interventions	Provide common understanding and vocabulary across all content areas for building a tiered system of supports in a school or district.
Idaho Standards—Concepts and Competencies Guides *(Standards 1-5)*	Institutions of Higher Education: Educator Preparation Programs, deans, department chairs, faculty, district literacy leaders	Teacher Preparation	Provides required teacher candidate competencies aligned with the ICLS and the science of reading.
Idaho Comprehensive Literacy Course (ICLC) Guidance Document & Rubric	Districts and Educators: district leaders, educators—entering through alternative certification routes or interstate reciprocity	Licensure, Candidate Preparation	Provides requirements and guidance for course creation designed for candidates seeking Idaho licensure.

HOW DID WE GET HERE?

Idaho's current efforts to improve student literacy build on nearly three decades of work, beginning in 1998 and continuing through 2026.

In 1998, the State Board of Education adopted the first *Idaho Comprehensive Literacy Plan*. Building on that foundation, the Idaho Legislature approved a three-part literacy initiative the following year. This initiative included:

1. The Idaho Reading Indicator, administered no fewer than two (2) times annually to identify K–3 students reading below grade level.

2. An intervention requirement mandating school districts to provide 40 additional hours of instruction beyond the regular school day for students not meeting proficiency.
3. The Idaho Comprehensive Literacy Exam, requiring pre-service teachers to demonstrate proficiency in language structure and literacy knowledge prior to certification.

In the years that followed**,** additional literacy initiatives were introduced, though their impact varied across districts and student populations**.** To ensure continuous improvement**,** the Board committed to review and update the *Idaho Comprehensive Literacy Plan* every five years, as required by statute. These updates are intended to reflect current research, respond to the state's evolving context, and bring stakeholders together to evaluate progress.

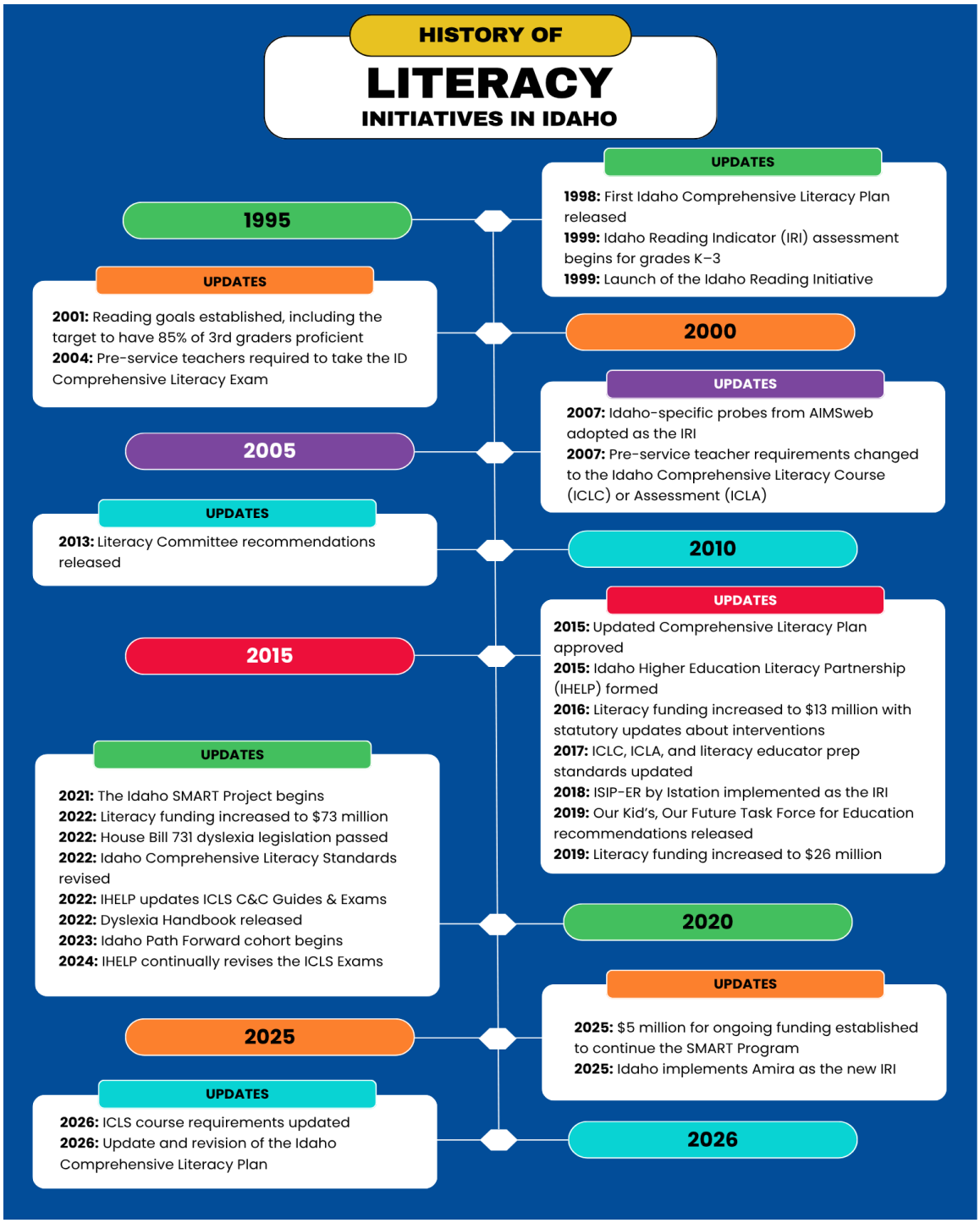
In 2020, student-level data showed that we needed to make some significant shifts. Approximately half of students (grades 3-8 and 10) during 2015-2019 scored basic or below basic on the ISAT. In response to these findings, the 2020 plan was grounded in the science of reading with greater emphasis on how language and literacy develop and on the use of evidence-based instruction. The current 2026 *Comprehensive Literacy Plan* builds on these initial shifts and represents the next phase of this commitment— moving toward a fully integrated, statewide system of support.

For a broader view of this work, a description of all literacy laws, statutes, and other literacy projects can be found in Appendix B. Literacy efforts across time are shown in the timeline below. Detailed descriptions are included in Appendix C.

IDAHO LITERACY INITIATIVE TIMELINE

In addition to the Idaho Literacy Initiative (see *History of Literacy Initiatives* on page 11), Idaho has made many additional literacy efforts led by educational leaders and community partners across the state, designed to further develop expert teachers knowledgeable about the science of reading. The Reading League-Idaho was established in 2024 and provides professional development opportunities such as book studies, webinars, and community of practice sessions. Additional literacy summits and symposiums include the Sun Valley Early Literacy Summit (SVELS); the Vandals Early Literacy Symposium (VELS); the College of Idaho's Leadership & Literacy Summit; Boise State University's Literacy & Leadership Summit; and Decoding Dyslexia Idaho's annual professional development conferences and trainings. More information about these community-based initiatives can be found in Appendix D.

Figure 1.2: History of Literacy Initiatives in Idaho



SUMMARY OF IDAHO STUDENT PERFORMANCE DATA

Idaho student performance data is the ultimate measure of stakeholders' collective impact. As we maintain accountability for advancing literacy achievement for all students, this data serves as evidence for evaluating progress across systems.

The data presented below provides an overview of the performance of students in K-8 and Grade 10 on statewide assessments in early reading and English Language Arts/Literacy. *Section IV: Key Indicator Data* provides a more detailed picture of our data, including grade level, assessment component, and subgroup information and analysis.

Early Literacy Assessment

Early Literacy includes both oral and written forms of language[3] that begin to develop before a child is even born.[4] Statewide initiatives designed to strengthen early literacy instruction and educator expertise have made some impact on student outcomes; however, collectively, Idaho's student performance data continues to show a systemic challenge that needs to be addressed to ensure all students K-3 acquire necessary early literacy skills.

From 2023 through the spring of 2025, Idaho's early reading (IRI) data demonstrated an approximate 5% percent literacy growth for students in K-3; while 70.9% of students in the spring of 2025 achieved proficiency, approximately 30% of students were without the necessary skills to read proficiently or demonstrate advanced levels of performance. Additionally, data indicates that there are persistent gaps in performance between various subgroups of students.

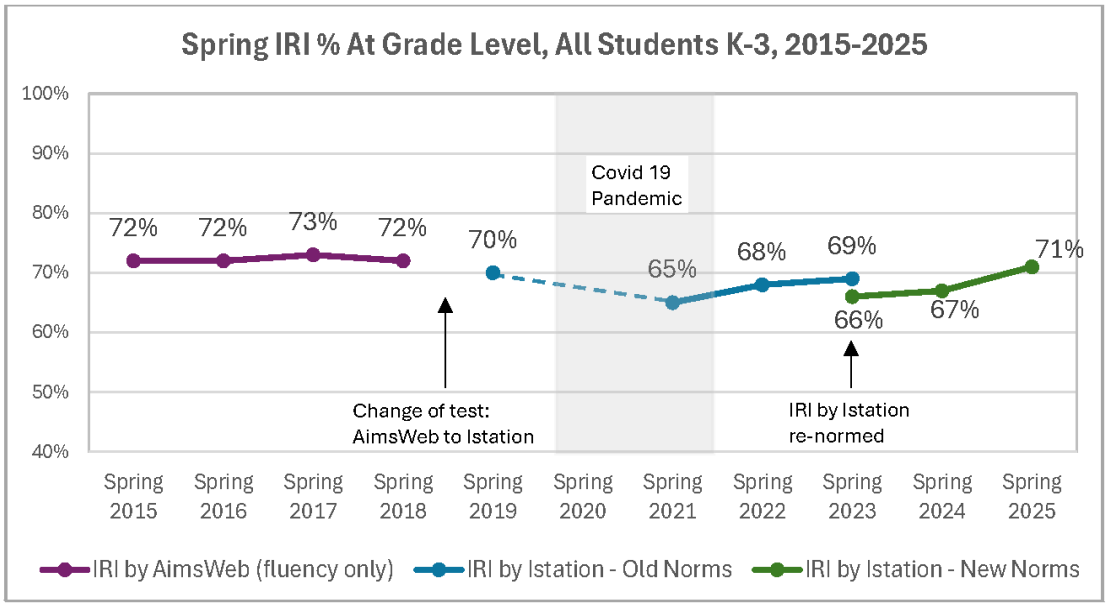
Idaho Reading Indicator (IRI)

Though the original IRI was launched in 1999, the assessment vendor has varied over the years. In 2007, we adopted AIMSWEB as the new IRI. The 2018-2019 school year was the first year of a statewide implementation of *Istation's Indicators of Progress - Early Reading (ISIP-ER)*. The IRI provides nationally normed scores, allowing for a comparison of individual students to the "average" score of students in each grade level nationally. IRI data is reported in three levels: at grade level, near grade level, and below grade level. Graph 1 shows spring scores for all K-3 students, enabling us to see results across time. ***However, because there have been shifts in the tests and what they measure, results should not be compared directly****. Beginning in the fall of 2025, Amira was selected to serve as the new vendor for the IRI.

3 Tallal, 2000

4 Hogan, 2026

Graph 1.1 IRI – All Students K-3



Note. Beginning in fall of 2025, Amira was selected to serve as the new vendor for the IRI.

- From 2015 to 2018, IRI proficiency scores remained stable with no improvement or decline.
- From 2021 and beyond, data shows a slight upward trend.
- In 2023, Istation provided new normed scores; scores with the previous norms and new norms were provided, which demonstrated a 3% difference.

We need to continue to prioritize strengthening core instruction and the early identification of students at risk for dyslexia, developmental language disorder, and other reading disabilities so that intensified instruction and timely intervention can occur. These priorities will increase opportunities for all students to **receive** effective, research-based instruction while addressing individual needs to **achieve** reading proficiency by the end of grade 3.

Adolescent Literacy

Though a focus on early literacy is critically important, we must not lose sight of the needs of our adolescents. Adolescents can be defined as students in grades 4-12 because their instructional needs differ from those of K-3 students.[5]

Data from the ELA/Literacy ISAT indicates that 53.6% of students demonstrated proficiency in the spring of 2025. Though standardized assessment is one literacy performance indicator at a given point

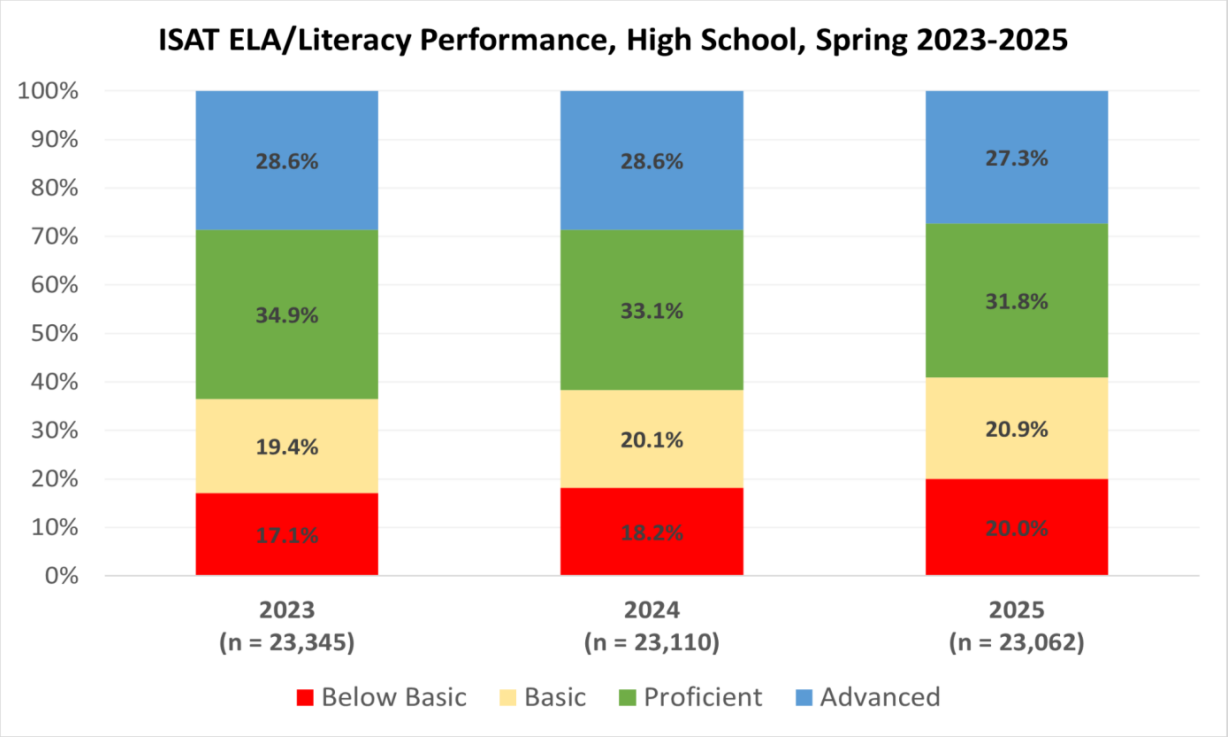
5 Kamil et al., 2008; Vaughn et al., 2022

in time and does not demonstrate the complete abilities of Idaho students, it is important to recognize we have work to do.

Idaho Standards Achievement Test (ISAT)

The Idaho Standards Achievement Test (ISAT) by *Smarter Balanced* is the summative assessment used to measure students' mastery of the Idaho State Content Standards. The English Language Arts/Literacy (ELA/L) assessment is administered to students in grades 3 through 8 and again in high school. Unlike the IRI, which is norm-referenced, the ISAT is criterion-referenced, assessing students against an expected outcome, in this case, grade level content standards. The ISAT is reported in four achievement levels: advanced, proficient, basic, and below basic. Graph 2 provides statewide performance of high school students on the ISAT ELA/L from spring 2023 to spring 2025. For more information on the performance of various student groups, see *Section IV: Key Indicator Data*.

Graph 1.2 ISAT– All Students Grades 10/11



- When combining proficient and advanced scores, we see that the percent of student proficiency has declined over time (2023 = 63.5%; 2024 = 61.7%; 2025 = 59.1%).
- The percentage of students in the Below Basic category has increased.

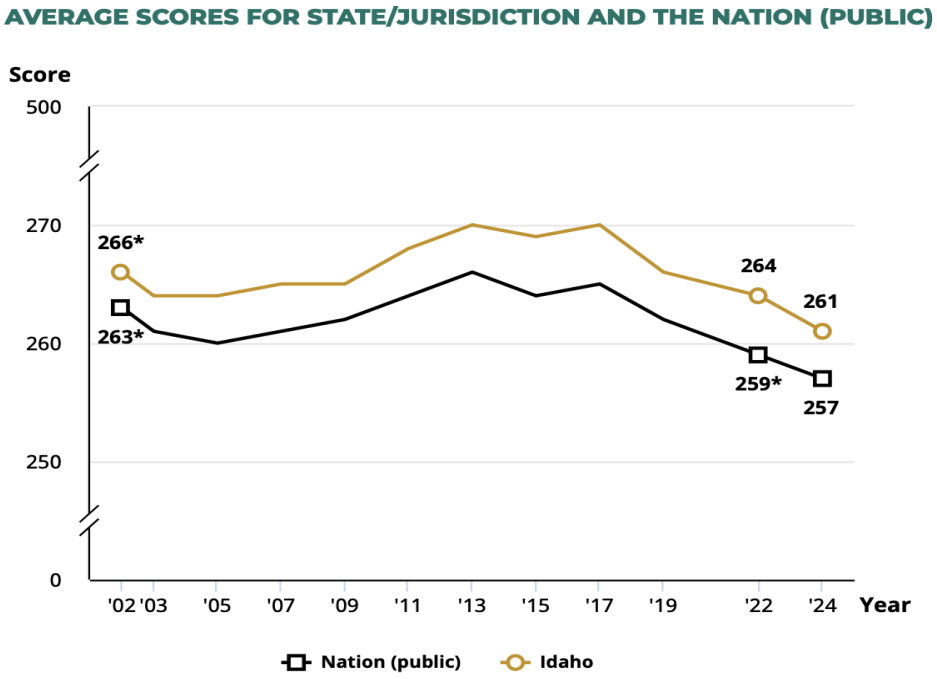
Combined with other indicators, including graduation rates, results of standardized assessments point to continued challenges and gaps for diverse student populations and for students with disabilities (See *Section IV: Key Indicator Data*). More effective early identification and intervention could mitigate this;

however, secondary schools must be prepared to meet the needs of current students. This includes providing targeted, structured literacy instruction and intervention to help these students close long-standing skill gaps. Students must be prepared to **apply** reading skills to increase overall reading comprehension of complex texts in grades 3 and beyond.

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP), also known as the nation's report card, is the only nationally representative and continuing assessment of what students in the United States know and can do. Its major goals are to measure student achievement and to report changes in performance over time. The NAEP is administered in grades 4, 8, and 12 and provides results for the nation and individual states (but not at the district or student level). The NAEP reading assessment measures students' reading comprehension by asking them to read selected grade-appropriate materials and answer questions based on what they have read. The NAEP scores reflect national public-school average scores. Graph 3 shows the performance of grade 8 students in Idaho compared to students nationally. Additional information can be found on the NAEP website and in Appendix E.

Graph 1.3 NAEP – Grade 8



* Significantly different ($p < .05$) from 2024. Significance tests were performed using unrounded numbers.

Graph 1.3 Analysis

Eighth graders' scores were four points higher than national scores, which is a significant difference.

Both Idaho and NAEP average scale scores have declined post-pandemic.

CONCLUSION

The revision of the *Idaho Comprehensive Literacy Plan* provides an important opportunity to strengthen alignment among research, legislation, and classroom practice. Through the passage of literacy legislation (Appendix B), expanded professional development opportunities for educators (Appendix A), strengthened literacy preparation within Educator Preparation Programs (Appendix G), and the ongoing efforts of community partners (Appendix D), Idaho stakeholders have demonstrated a shared commitment to literacy as the foundation for educational achievement and lifelong success.

Together, we are committed to ensuring all students have access to high-quality, evidence-based literacy instruction and support. Through collaboration, transparency, continuous improvement, and accountability, we will advance literacy outcomes and create greater opportunities for success for all Idaho students.

SECTION II: DEVELOPING LITERACY – RESEARCH THAT IMPACTS LEARNING

Purpose of This Section

This section provides an overview of how research impacts learning and how literacy develops. We present the research foundation that guides Idaho's approach to literacy instruction, highlight the importance of early language experiences in supporting reading development, and describe the body of research known as the science of reading. This section also introduces key frameworks —the Simple View of Reading, Scarborough's Reading Rope, the Ladder of Reading & Writing, and the Not-So-Simple View of Writing— which help stakeholders understand the components of skilled reading and writing and how they develop over time. These research-based models support literacy leaders and other stakeholders in making decisions about literacy instruction and intervention that impact student learning. As part of our next steps in improving literacy outcomes for all students, we have included a focus on adolescent literacy and English learners. This will enable us to align assessment, instruction, and intervention to ensure Idaho students develop the literacy skills needed for proficient reading and writing and long-term academic success.

POCKETS OF HOPE: Ponderosa Elementary[6]

Ponderosa Elementary (2024 – 2025)

Fall IRI Proficiency (Tier 1) = 53.4% | Spring IRI Proficiency (Tier 1) = 84.7%
TOTAL GROWTH: 31.3%[7]

In the 2024–2025 school year, Ponderosa Elementary emerges as a standout for student literacy growth! At Ponderosa Elementary School in the West Ada school district, students demonstrated a 31% growth rate. KayCee Choate, Ponderosa's principal, explained how she thought her school was able to achieve such growth. She said that while it is difficult to name the exact reason, "[ESPI – Explicit, systematic, phonics instruction] has been an absolute shift and change in reading instruction K-2," showing that yet again, a curriculum aligned with the science of reading can change a school's ability to ensure their students are learning to read. However, it takes more than an evidence-based approach and curriculum to see such drastic growth; it is also about the people inside the building, and their ability to use their expertise to make strong instructional choices.

The teachers at Ponderosa are constantly striving to be better practitioners by providing diligent interventions. Basically, they assess each student and provide instruction that best fits their specific needs. This is easier said than done, so it is quite admirable Ponderosa has been able to achieve such progress in one year! Principal KayCee explains that to provide solid interventions, they don't, "...take interventions [instruction] away, we stack more interventions on," making it so core instruction is always being supplemented and supported by more targeted instruction. By taking this approach, students are getting access to multiple forms of what they need, multiple times a day.

In this collaborative environment, Ponderosa teachers work collectively, motivated by a shared focus on their students' growth and success. KayCee suggests, "...every end of school year, we print off the data, and then we sort it into the classrooms for next year, and then those teachers pick up exactly where the last teacher left off." This ensures students receive consistent instruction, creating a seamless transition between grade levels.

Ponderosa strives to make reading fun through book fairs funded by grants, free books on student's birthdays, and reading incentives like a Chick-Fil-A lunch. Such incentives are earned by reading for more than 400 minutes! Through a combination of ESPI, intervention systems, and a positive tight knit community, Ponderosa's growth is a testament to the success that can happen within the doors of small schools across Idaho.

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6 Special Contributor: Hailey Mace, College of Idaho student, Research Assistant, Elementary Education major

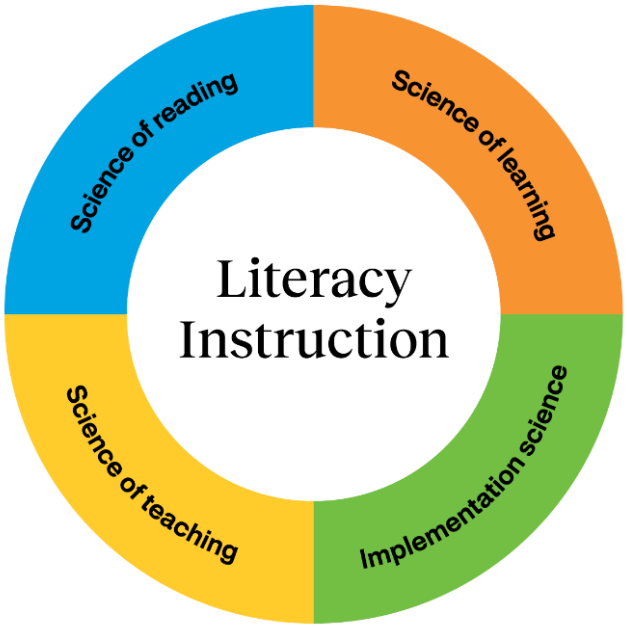
7 Idaho Report Card, n.d.

RESEARCH THAT IMPACTS STUDENT LEARNING

Literacy is the ability to read, write, speak, and understand language in order to communicate and access information. Language provides the foundation for the development of all literacy skills. We read to understand, and "language drives every facet of reading comprehension."[8]

Because language and literacy development are deeply interconnected, effective instruction must be grounded in a strong understanding of how students learn language and literacy skills. Together, the sciences of reading, learning, teaching, and implementation guide how literacy research is applied to support students' success.[9] Understanding how students learn and how to implement evidence-based practices provides the framework for effective literacy instruction. We must understand not only what children need to learn to become proficient readers, but also how to teach them effectively. See the Idaho Literacy Instructional Guide to explore these areas further.

Figure 2.1 Literacy Instruction



Science of reading
a dynamic body of convergent evidence that informs effective instruction in all areas of literacy development

Science of learning
the scientific study of the underlying basis of learning with the goal of describing, understanding, or improving learning across developmental stages and diverse contexts

Science of teaching
the research that drives the principles of instruction (See principles of instruction from SoR 2.0)

Implementation science
the scientific study of methods to promote the systematic uptake of research findings and other evidence-based practices into routine practice

Note. Republished from 95 Percent Group's *Science of Reading 3.0: Widening the lens on literacy*, by Laura Stewart, 2025, p. 7, download the full eBook.

8 RFU Initiative, 2015, p. 3

9 Science of Reading 3.0, 95% Group

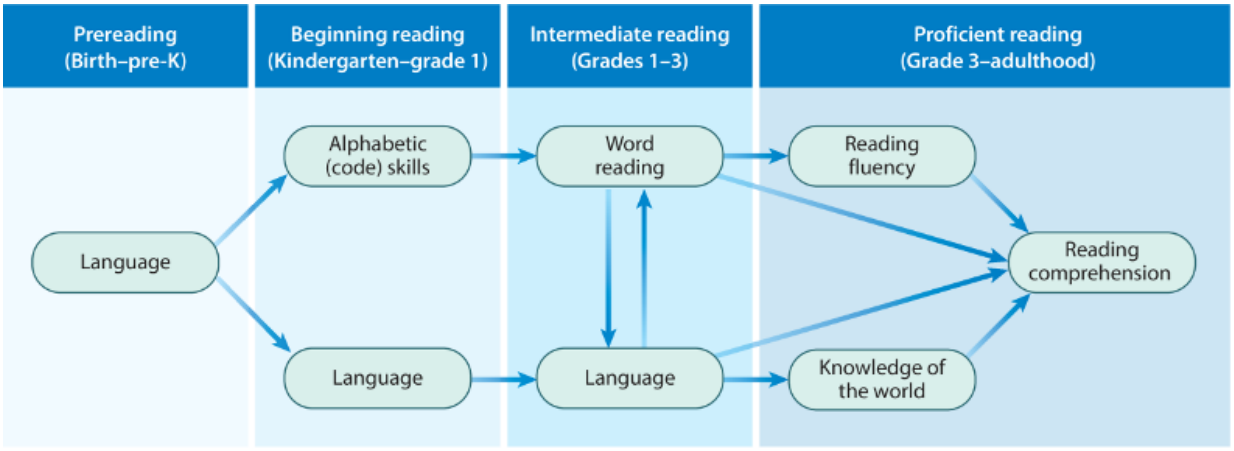
THE DEVELOPMENT OF LANGUAGE AND LITERACY

Language development begins before a child is born, and the success of learning to read is greatly influenced by a child's spoken language competence.[10]

"Parent talk is the most powerful tool for building children's brains and sending them to school ready to learn." [11]

The Reading is Language (RIL) model proposed by Snowling and Hulme[12] emphasizes the importance of language and how language impacts reading over time. The four overlapping phases include prereading, beginning, intermediate, and proficient reading.

Figure 2.2 Reading is Language Model



Snowling MJ, Hulme C. 2025
Annu. Rev. Dev. Psychol. 7:195–218

Learning to read printed text begins with strong oral language development and continues as children learn to connect spoken words to print to make meaning. The RIL model explains that language develops and begins as spoken communication before formal reading instruction begins; key developmental milestones lay the foundation for skilled reading.[13] Children's oral language includes both receptive skills (listening) and expressive skills (speaking). Then as children grow into readers and writers, receptive literacy expands to reading, while expressive literacy extends to writing. Strong oral language skills form

10 Sousa, 2016

11 Moats, 2020

12 Snowling & Hulme, 2025

13 Snowling & Hulme, 2025; Sousa, 2016

the foundation for early word reading and later comprehension, supporting overall reading development and predicting future academic success.[14] In other words, when children build this circuitry of spoken word knowledge and overall language, they are primed to learn to read and write.[15]

THE SCIENCE OF READING

"This we know: reading failure can be prevented in all but a small percentage of children with serious learning disorders. It is possible to teach most students how to read if we start early and follow the significant body of research showing which practices are most effective."[16]

This understanding of how children develop language and literacy provides the foundation for evidence-based reading instruction. Idaho's Comprehensive Literacy Plan recognizes the contributions from the cognitive sciences and education research referred to as the science of reading. The science of reading is a body of research that informs educators about the critical components of reading and how to teach them to provide the most effective assessment and instruction for all our students. The National Reading Panel (NRP) Report, published in 2000, identified and examined several essential components of reading instruction: phonemic awareness, phonics, vocabulary, reading comprehension, and fluency.[17] As stakeholders, we recommend reading instruction in language comprehension and printed word recognition based on the solid body of research that includes the Five Essential Reading Components. [18]

"Once exposed to formal instruction, about 50% of children make the transition from spoken language to reading with relative ease. For the other 50%, reading is a much more formidable task, and for 20-30 percent it definitely becomes the most difficult cognitive task they will undertake in their lives."
(Sousa, 2016)

- *Phonemic Awareness:* The most important phonological awareness skill; the ability to hear, identify, and manipulate the individual sounds in spoken words.
- *Phonics:* The relationship between the sounds of spoken words and the individual letters or groups of letters that represent those sounds in written words.
- *Fluency:* The ability to read text with accuracy, expression, prosody, and comprehension.

14 Adlof & Hogan, 2019; Snowling & Hulme, 2025

15 Wolf, 2025

16 Moats, 2020

17 Tunmer & Chapman, 2012

18 Armbruster, Lehr & Osborn, 2006

- *Vocabulary:* The words we must know in order to communicate and read effectively.
- *Comprehension:* The ability to understand and gain meaning from what has been read.

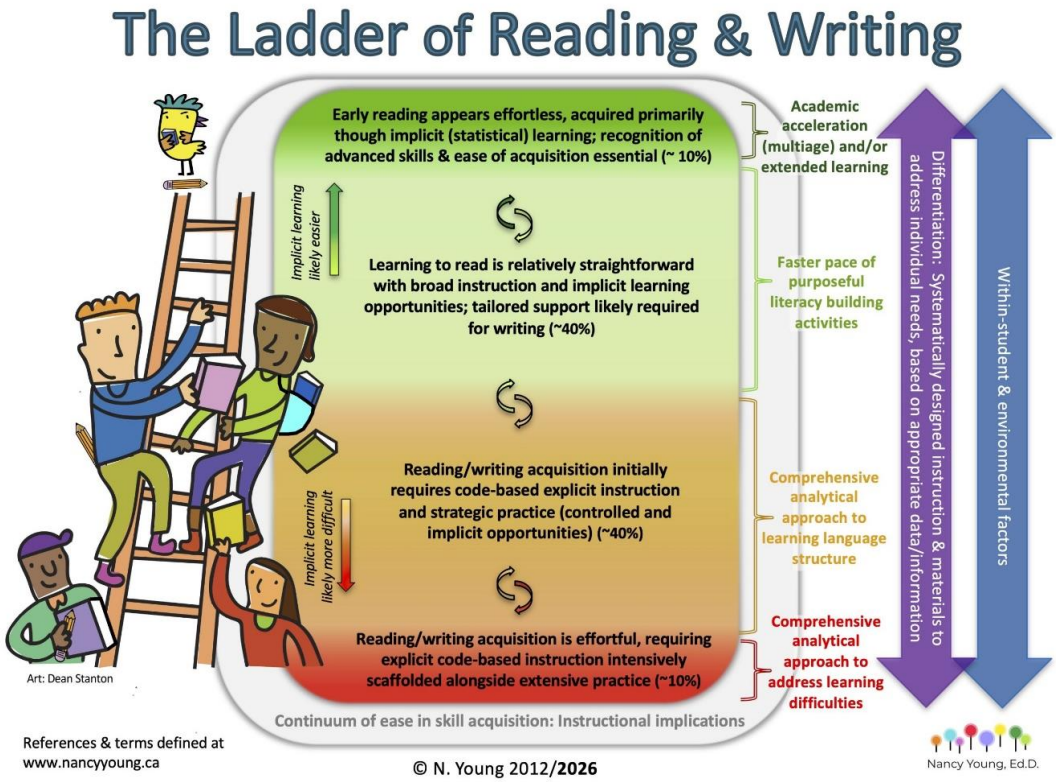
Since the NRP report, research has continued to clarify and uncover additional knowledge and instruction that will help more of our students learn to read. High-quality literacy instruction grounded in reading science must attend to language acquisition— phonology, syntax, semantics, morphology, pragmatics, vocabulary, and listening comprehension. Teachers must also implement structured literacy practices, including explicit and systematic instruction in phonemic awareness, and efficient and accurate word reading (phonics and fluency), while also supporting comprehension. For more information on Structured Literacy and for instructional guidance for teachers, see the *Idaho Literacy Instructional Guide*.

The Idaho Reading Indicator (IRI) by Amira, Idaho's partner for the statewide early literacy assessment, assesses the various components required to be a successful reader in the early years. Areas include phonological awareness, phonics, decoding, vocabulary, oral reading fluency, and reading and listening comprehension. Screening and diagnostic assessments are critical for the identification of language and reading difficulties– including developmental language disorder and specific learning disabilities such as dyslexia and dysgraphia. These assessments are also beneficial for typically developing students because they can serve as one indicator of instructional quality.

To continue to ground these assessment efforts and guide effective implementation, it is important to consider well-established models that define how reading develops. One such model that demonstrates the importance of systematic, explicit instruction is *The Ladder of Reading & Writing*. This visual model demonstrates the varying degrees of ease and difficulty children experience when learning to read.[19] Reading development exists on a continuum, and students need different levels of instructional intensity and support.

19 Young, 2023

Figure 2.3 The Ladder of Reading & Writing



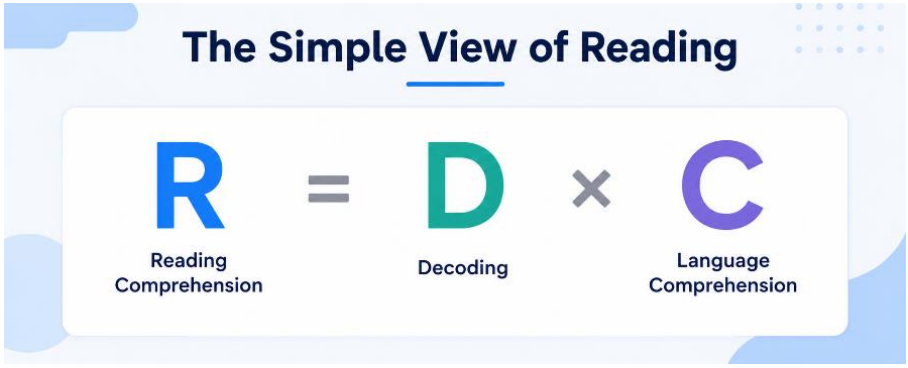
Note. Young, N. (2026). *The ladder of reading & writing* [Infographic]. Dr. Nancy Young, Ed.D. https://nancyyoung.ca/the-ladder-of-reading-writing/

Conceptual Models

The following two conceptual models— the Simple View of Reading and Scarborough's Rope— represent validated sources to reference when implementing *Idaho's Comprehensive Literacy Plan* and connecting assessment to instruction and intervention. These models promote a shared language that strengthens collaboration and communication among stakeholders in support of literacy initiatives and informed decision-making. Policy decisions, educator preparation program evaluation, professional development, assessment, curriculum, and program materials should be aligned with the domains and components of these reliable models of reading.

The Simple View of Reading

Figure 2.4 The Simple View of Reading



Note. Gough, P.B. & Tunmer, W.E. (1986). Decoding, reading, and reading disability. Remedial and Special Education, 7, 6–10. http://dx.doi.org/10.1177/074193258600700104

The Simple View of Reading outlines the two dominant domains that contribute to proficient reading. This view of reading acquisition aligns with the science of reading and the IRI by Amira, which is administered to all K-5 students. [20,21]

Scarborough's Reading Rope expands upon the domains in the Simple View of Reading to identify specific elements of language and word recognition, which suggest a continuum of development over time that teachers must understand to effectively provide explicit, systematic instruction and intervention.

The Reading Rope[22]

The complex task of skilled reading is captured in *The Reading Rope* created by Hollis Scarborough. A reader's language skills become increasingly strategic over time, and word decoding becomes increasingly automatic, weaving together the skills needed for fluent reading and text comprehension. Scarborough's Rope can be used by educators to support skill instruction to ensure students become skilled readers.

Multiple studies confirm the importance of the Simple View of Reading, emphasizing that teachers must possess extensive knowledge in word recognition (phonology, alphabetics, sight recognition), language comprehension (print concepts, vocabulary, syntax, and semantics), spelling (sound letter correspondence), and writing.[23,24,25]

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20 Gough & Tunmer, 1986

21 Hoover & Tunmer, 2018

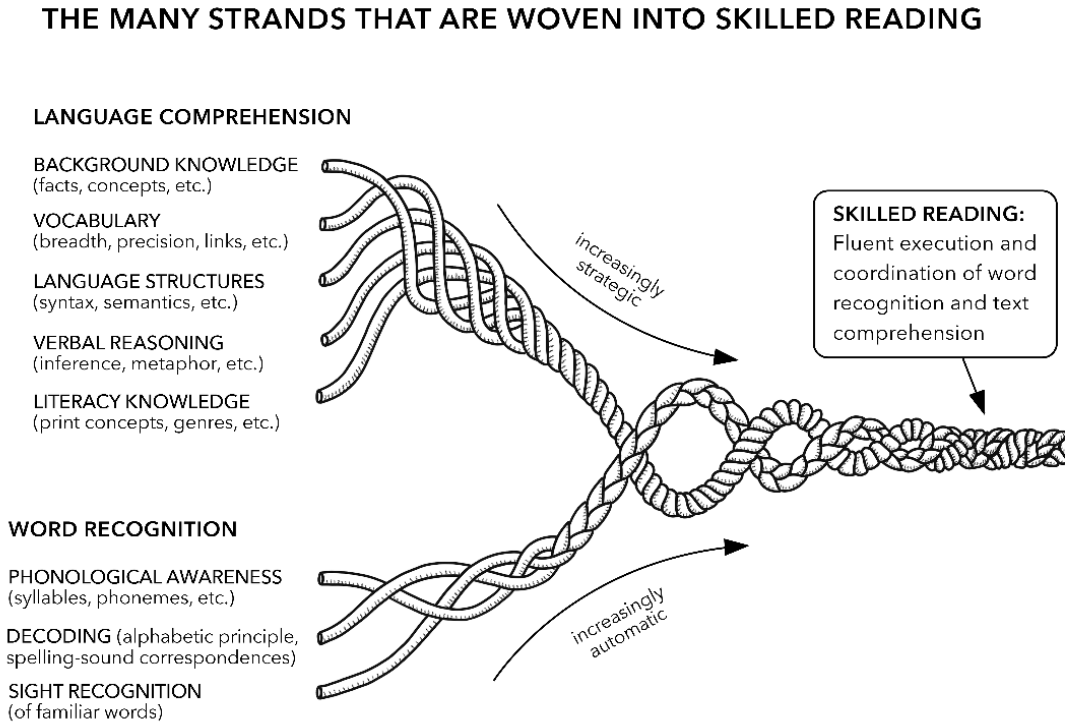
22 Scarborough, 2001, page 98

[23] Archer & Hughes, 2011

[24] International Dyslexia Association, 2018

[25] Moats, 2020

Figure 2.5 Scarborough's Reading Rope



Note. Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.

The chart below defines each strand, helping Idaho educators deliver instruction that integrates language comprehension and word recognition based on the skills students need to become proficient readers.

Defining the Reading Rope[26]	
Developing Language Comprehension	
Background Knowledge	• The experiences, concepts, and information we gain throughout life. • Includes what we learn from books, conversations, experiences, and vocabulary. • Helps readers understand and connect to what they read.
Vocabulary	• Vocabulary knowledge grows through experiences and reading.

26 Adapted from Glaser, 2017

	● Includes knowing many words (breadth) and understanding them deeply (depth). ● Strong vocabulary supports comprehension and making inferences.
Defining the Reading Rope[27]	
Developing Language Comprehension	
Language Structures	● Understanding how sentences and language are organized. ● Includes knowledge of syntax, sentence structure, and academic language. ● Helps readers connect ideas and understand meaning in text.
Verbal Reasoning	● The ability to think, explain, and make connections using language. ● Includes inferencing, comparing ideas, and expressing thinking verbally. ● Relies on vocabulary and background knowledge.
Literacy Knowledge	● Understanding different types of texts and how they are organized. ● Includes knowledge of genres and text structures. ● Helps readers recognize how authors organize and present information.
Developing Word Recognition	
Phonological Awareness	● The ability to hear and manipulate sounds in spoken words. ● Supports decoding, reading, and spelling. ● Helps connect spoken sounds to written language.
Decoding	● The ability to match letters and letter patterns to sounds. ● Helps readers translate print into spoken words. ● Supports accurate reading and spelling.
Sight Recognition	● The ability to recognize words automatically and quickly. ● Develops through decoding skills and reading practice. ● Frees the brain to focus on comprehension instead of sounding out words.

Simple View of Writing

Writing is a critical part of students' academic development and, like reading, requires explicit, evidence-based instruction. Reading and writing should be taught in tandem; reading elevates writing and writing elevates reading. Students are able to reinforce decoding (word reading) through encoding (spelling). They also strengthen language comprehension when they write about what they read.[28]

Berninger and Amtmann synthesized research on writing development into the Simple View of Writing and it was later expanded into the Not-So-Simple View of Writing.[29] This framework identifies both

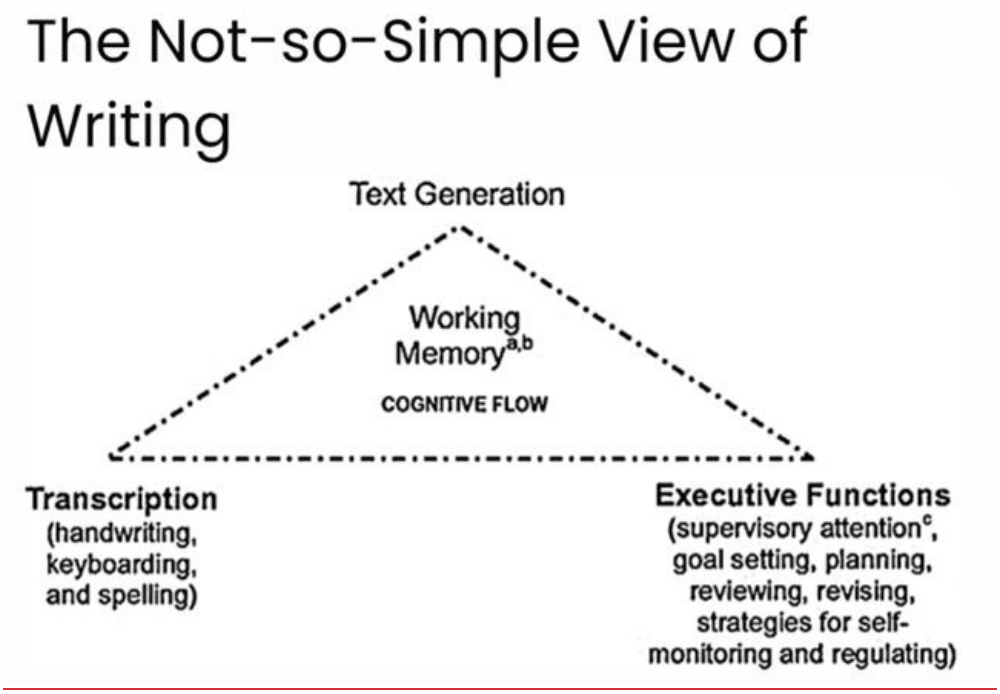
27 Adapted from Glaser, 2017

28 Conrad, 2008; Graham & Hebert, 2010

29 Berninger & Amtmann, 2003; Berninger & Winn, 2006

transcription and composition as essential components of skilled writing and emphasizes that mastery of foundational skills is required to translate spoken language into written form. Because even strong readers may struggle with writing, all students benefit from direct instruction in transcription and composition, as well as executive functioning skills.[30]

Figure 2.6 The Not-So-Simple View of Writing[31]



Note. Berninger, V. W., & Winn, W. D. (2006). Implications of advancements in brain research and technology for writing development, writing instruction, and educational evolution. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (pp. 96–114). The Guilford Press.

Without sufficient instruction, especially for students with reading or writing difficulties, writing quality may suffer. By teaching skills like handwriting, keyboarding, and spelling until they are second nature, students can focus on understanding big ideas and composing complex texts. Targeted instruction and support in transcription (handwriting, spelling, and keyboarding), composition (idea generation, sentence construction, and organization), and executive functioning skills (writing process, writing stamina, organization of materials, and self-monitoring) can significantly improve writing outcomes.[32]

30 Berninger, 2012; Berninger & Winn, 2006; Graham & Perin, 2007

31 Beringer, V.W., & Winn, W.D., 2006

32 Ehri, 2000; Graham & Hebert, 2010; Hebert et al., 2018

With a commitment to using these models, educators are better equipped to provide the systematic, explicit instruction required to ensure all students attain the expanded foundational reading[33] and writing skills that will support them in their educational journey. These models also provide a framework for adolescents and English learners. Based on our statewide data, more attention needs to be brought to these special populations of students.

ADOLESCENT LITERACY

The needs of adolescents, those in grades 4 and above, differ from those of students in the early grades. However, the pathway to language and literacy success is the same. Adolescents need evidence-based instruction in both language comprehension and word recognition and opportunities to build comprehension using complex text. It is essential for stakeholders and teachers in the upper grades to have an understanding of the various components of literacy development to support literacy initiatives that will benefit this population of students.

Reading ability is a critical predictor of success in subjects like mathematics and science, and today's global economy demands far more advanced literacy skills than in the past.[34] Despite this need, formal reading instruction often declines after elementary grades. Structural barriers in middle and high schools, along with instructional practices that avoid rather than develop reading skills, limit student progress. Efforts to support struggling readers are often restricted to special education programs, leaving many students without the help they need. As a result, students must independently build more advanced literacy skills, as many teachers feel unprepared to teach reading or do not see it as part of their role in content-area classes.

However, we know how to improve literacy outcomes for these students. Universal screening for reading difficulties is essential, as early intervention is most impactful, though it is never too late for robust literacy instruction. The Institute of Education Sciences (IES) has summarized key recommendations in a What Works Clearinghouse Practice Guide for older students.[35] They include:

- Build students' decoding skills so they can read complex multisyllabic words.
- Provide purposeful fluency-building activities to help students read effortlessly.
- Routinely use a set of comprehension-building practices to help students make sense of the text.
- Provide students with opportunities to practice making sense of stretch text (i.e., challenging text).

Adolescents also need direct, explicit vocabulary instruction, as well as intentional support from teachers to strengthen their motivation and engagement in literacy learning. Struggling readers need access to intensive, individualized interventions delivered by trained specialists.[36]

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33 Wolf, 2024

34 Kamil et al., 2008

35 Vaughn et al., 2022

36 Kamil et al., 2008

ENGLISH LEARNERS (ELs)

Becoming a proficient reader and writer is more difficult when simultaneously learning to speak and understand that language.[37] However, just like with adolescents, the pathway to success is the same–

> *The foundational knowledge and skills that ELs must learn to be able to read in English are identical to the foundational knowledge and skills that proficient English speakers must learn: how the alphabet represents sounds and how letters and sounds are combined in a rule-based system to represent comprehensible words.*[38]

In the United States, approximately 1 in 5 individuals older than 5 speak a language at home other than English.[39] As student populations become increasingly diverse, schools and teachers must be prepared to deliver evidence-based instruction that meets their needs. Like beginning native English-speakers, ELs must learn letter–sound relationships. The key difference is that they may decode and spell words accurately without yet understanding their meanings. However, researchers have noted the following:[40]

- The Simple View of Reading applies to ELs.
- The same early indicators of reading risk status predict later reading performance for ELs and native English-speaking students.
- Early intervention research shows that ELs can achieve the same-level in word-reading as their native English-speaking peers when they receive evidence-based instruction that is aligned with the science of reading.

Yet, ELs also need instruction to accelerate English language development and develop academic vocabulary.[41] Oral language instruction using read-alouds with vocabulary instruction that includes pictures and descriptive support and opportunities to discuss the text is essential.[42] Academic vocabulary instruction is also necessary to ensure understanding of complex texts. Because academic vocabulary is different from conversational vocabulary, ELs need intensive instruction in order to understand and use discipline-specific language when reading and writing.

When we recognize that ELs need the same expanded foundational skills instruction[43] as native English-speaking students, along with a strong emphasis on accelerating oral language and strengthening vocabulary, teachers are more likely to close reading proficiency gaps.

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37 Goldenberg, 2020

38 Goldenberg, 2020, p. S133

39 U.S. Census Bureau, 2025

40 Vargas et al., 2021

41 Goldenberg, 2020

42 Ehri et al., 2007; Vaughn et al., 2006

43 Wolf, 2025

CONCLUSION

The sciences of reading, learning, teaching, and implementation guide how literacy research is applied to support students' success. By committing to using these conceptual models to guide literacy initiatives, we as stakeholders are better equipped to improve reading outcomes for Idaho students. Aligning knowledge of reading acquisition with evidence-based practices and instruction that supports all learners will empower Idaho students to achieve future success.

SECTION III: ESSENTIAL ELEMENTS

Purpose of This Section

This section outlines our goals for improving literacy outcomes for all students and identifies the next steps for Idaho education stakeholders, including the state, districts, schools, institutions of higher education, community partners, caregivers, and families. Achieving these goals will require coordinated efforts and shared responsibility across all levels of the education system. Stakeholders must work collaboratively—both collectively and individually—to ensure meaningful progress toward improved literacy outcomes. The goals are organized into four Essential Elements: **Collaborative Leadership, Developing Professional Educators, Assessment and Data**, and **Effective Instruction and Interventions**.

POCKETS OF HOPE: Fernan STEM Academy[44]

Fernan STEM Academy (2024 – 2025)

Fall IRI Proficiency (Tier 1) = 49.5% | Spring IRI Proficiency (Tier 1) = 83.2%
TOTAL GROWTH: 33.7%[45]

Schools across Idaho are making great strides towards combating the literacy crisis. It takes just one school at a time to implement monumental change. Fernan STEM Academy, located in Coeur D'Alene, Idaho, is one of those schools. During the 2024-2025 academic school year, students demonstrated impressive growth–jumping from 49.5% proficiency in the Fall to 83.2% in the Spring! An increase of 33.7% in just one school year is a huge feat. I had the chance to speak to Fernan's school leader, Ms. Kathy Livingston, to help understand how they did it. How were they able to make such a difference in a single school year?

Ms. Kathy Livingston--principal of Fernan STEM Academy--explained that much of this growth has to do with her team's focus on literacy practices that are aligned with the large body of evidence called the science of reading. Ms. Livingston explains that her school's intervention system--Multi-Tiered System of Support (MTSS)--aims to close achievement gaps. Through diligent data keeping and systematic practices, their MTSS intervention system is always adjusting to what the student in front of them needs. One way they do this is by devoting 15-minute time slots to study individual students' cases who fall in the bottom 25% of students. The team assesses their reading abilities and challenges, and then the team enters the data into their organized assessment system. This progress monitoring system allows the team to move students from learning environments that aren't working to ones that might work better. They are constantly adjusting and working to make their students capable readers. It seemed that 2024-25 was a year in which Fernan's teachers were able to integrate all of the initiatives, training, and curriculum they'd been learning, to dial in their focus on the district's essential standards, mainly focusing on their interventions for the students who are struggling.

Principal Livingston explained, "They [teachers] use research-based materials too, so that we're sure we're teaching to the science of reading and giving all kids what they need." Every child gets the instruction they need, whether performing below, at, or above grade-level expectations.

Students also learned about proficiency scales and celebrating growth through goal setting as well as recognition, as they have implemented schoolwide systems to recognize growth. Ms. Livingston notes that this has been motivating for many students.

Conversations regarding literacy progress and growth can sometimes be discouraging. There is always work to be done; however, some schools can implement changes and see huge results in as little as a year. Seeing pockets of hope in the broad scope of a nationwide literacy crisis is encouraging as the work being done is not in vain. It shows that systematic literacy practices can help create schoolwide success! These practices are changing the lives of individual students, schools, and the state.

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44 Special Contributor: Hailey Mace, College of Idaho student, Research Assistant, Elementary Education major

45 Idaho Report Card, n.d.

OVERVIEW

Essential Elements of the Idaho Comprehensive Literacy Plan

Collaborative Leadership

Effective leaders are critical in the establishment and sustainability of successful literacy initiatives. Collaborative leaders provide strategic guidance, understand implementation science, support data-based decision- making and distribution of resources, and encourage partnerships to share knowledge and best practices.

Developing Professional Educators

Training high-quality educators (including administrators, teachers, and paraprofessionals) is vital for student success. This requires a strategic, long-term approach that connects and aligns pre-service preparation, onboarding and mentoring, and ongoing professional development. An innovative, clear, and shared focus must be integrated to prepare all educators to effectively implement instructional practices grounded in the science of reading.

Assessment and Data

A comprehensive assessment system informs a Multi-Tiered System of Support (MTSS) by enabling educators to make data-based decisions about instruction and intervention to meet the needs of all students. Educators and policymakers use assessment data to identify student, and system needs and to guide resource allocation. A comprehensive system includes screening, diagnostic, progress monitoring, and outcome assessments.

Effective Instruction and Interventions

Effective instruction and intervention grounded in the science of reading and aligned to the Idaho English Language Arts/Literacy Content Standards benefit students at all skill levels. Schools that effectively implement Multi-Tiered Systems of Support (MTSS) improve student outcomes by providing the needed intensified support for English learners, students with disabilities, and those struggling to develop grade-level literacy skills.

Organization of the Comprehensive Literacy Plan

Improving literacy skills for our students is not just the responsibility of schools or classroom teachers; it takes a statewide collaborative effort. Our guiding principles outline the importance of **recognizing literacy as foundational to educational attainment**, **ensuring all students have access** to evidence-based literacy instructional practices, and **maintaining accountability** for **advancing literacy achievement**. Working together, we maximize each group's contribution to the overall goal of improving literacy outcomes for Idaho students. The *Comprehensive Literacy Plan* highlights the role of various stakeholders in carrying out each of the Essential Elements. **Thoughtful implementation decisions will require consideration of both the interrelated nature of the actions and the resources available to carry out the work, including federal, state, and local funding.**

State:	Policymakers including the Governor, legislature, Superintendent of Public Instruction, State Board of Education (Board), State Department of Education (Department), Division of Career Technical Education (Division), and other state agencies involved in education-related work
Districts, Schools, and Classrooms:	All district and school employees and contractors who work to support students, including superintendents, principals, teachers, counselors, paraprofessionals, contractors, and other school staff
Educator Preparation Programs:	Idaho's public and private institutions of higher learning and non-traditional educator preparation partners, including community colleges, universities, and career-technical and certificate programs
Community and Home:	Parents/caregivers, libraries, early learning providers (preschools and daycares), out-of-school time program providers, healthcare providers, nonprofits, businesses, and community agencies

COLLABORATIVE LEADERSHIP

Effective leadership is essential for successful implementation of a sustainable, comprehensive literacy program. When established and cultivated, collaborative leadership brings about a set of common values and beliefs – a complete systems view – that will guide statewide and local school improvement efforts over time.

COLLABORATIVE LEADERSHIP: SUMMARY OF PROGRESS (2021-2026)
Ensure strong, coherent, effective collaboration amongst entities, including state agencies, post-secondary institutions, K-12 districts, schools, libraries, and community agencies. ● Communication and partnerships are developed at the local, regional, and statewide levels. ● Groups work together to make strategic decisions and develop statewide and regional strategies that maximize funding, resources, and student achievement outcomes.
Progress: ● *Addition of The Idaho SMART Project (SMART) Leadership Pathway.* ● *Collaboration between The Idaho SMART Project, SVELS, VELS, and CofI, reflecting greater awareness of what different entities are doing and how they may complement each other.* ● *The Reading League of Idaho established and supported continuing professional development by hosting a book study around a book introduced and studied in SMART, SVELS, etc.* ● *Leadership summits hosted by IHEs and partnered with districts.* ● *Community partners collaboration with the Department in various literacy initiatives (e.g. SMART and resource support provided to districts; Decoding Dyslexia hosted professional developments; VELS).*

COLLABORATIVE LEADERSHIP: GOAL (2026-2031)	
Strategic Goal: *Strengthen literacy leadership capacity in every district through the creation and implementation of literacy-focused goals (as part of Strategic Performance Plans), ongoing professional literacy learning, and implementation of systems for data-based decision making to increase reading achievement.*	
Group Responsible	**Next Steps**

STATE	**Governor & Legislature**	● Support ongoing funding for SMART for administrators, educators, and support staff.
	Board	● Support robust preparation for district and school leaders through funding. ● Emphasize MTSS and literacy knowledge requirements for educational leadership programs (per Path Forward, CAP).
	Department	● Support districts by providing guidance on developing effective, measurable Strategic Performance Plans, which could include the use of a template or guidance document. (§33-320, Idaho Code) ● Develop and use a Board-approved matrix to evaluate Strategic Performance Plans and progress reports to: ○ Support LEAs in setting appropriate goals, including literacy-focused growth and achievement targets; ○ Recognize high-performing districts; and ○ Support lower-performing districts through mentorship, professional learning, curricular materials, and/or funding. ● Identify IDE staff to support literacy goals within Strategic Performance Plans. ● Provide and recruit participants for the SMART Project Leadership Pathway. ● Provide website support to showcase district literacy goals/plans as part of their strategic plans and other literacy materials.
Evidence: *Strategic Performance Plan template/evaluation matrix made available to districts; Plans and progress reports collected and posted on department website; Growing participation in the SMART Project leadership cohorts; Increased numbers of MTSS trained principals.*		
DISTRICTS, SCHOOLS & CLASSROOMS	**District & School Leaders**	● Develop, post, and submit K-12 Strategic Performance Plans including literacy-focused data-driven goals. Post and submit annual progress reports on all goals. (§33-320, Idaho Code) ● Build capacity among building and district leaders in the

		science of reading and systems through targeted professional learning which may include: ○ State approved professional learning courses ○ Leadership and literacy summits ○ MTSS trainings ○ SMART Project Leadership Pathway ● Ensure each school has a designated staff member trained in state literacy requirements and structured literacy, to lead and support MTSS for reading. ● Develop budgets that prioritize staffing, professional development, and use of research-based instructional materials that support effective literacy instruction.
Evidence: *Strategic Performance Plans (including literacy goals) submitted to the Department for public viewing yearly; Strategic plans and state literacy documents linked on district websites; Educator participation in literacy professional development and/or SMART Project training tracked.*		
EDUCATOR PREPARATION PROGRAMS	**Higher Education**	● Ensure educational leadership programs include literacy & MTSS learning.
	Non-Traditional Educator Preparation Programs	● Support robust preparation for district and school leaders.
Evidence: *Documentation of literacy content provided as part of leadership programs through IHELP, Path Forward work, and accreditation and state program reviews.*		
COMMUNITY & HOME	**Parents & Caregivers**	● Engage with resources describing how to support oral language and literacy development. ● Access and read their district's Strategic Performance Plan. ● Access and read the Idaho Comprehensive Literacy Plan.
	Community Partners	● Activate a wide range of community partners - libraries, youth groups, daycare providers. ● Provide a robust environment for oral language development and access to reading materials. ● Provide caregivers with information about book access.

Evidence: *Idaho Comprehensive Literacy Plan available at public libraries electronically and in hard copy; parents and caregivers' increased awareness of statewide collaboration and commitment to literacy achievement.*

DEVELOPING PROFESSIONAL EDUCATORS

High-quality educator preparation and ongoing professional development are key to improving literacy. To achieve literacy for all, we need to define what teachers need to know; ensure they have opportunities to learn; and support them in implementing evidence-based practices. Idaho's educator preparation programs align with the Comprehensive Literacy Standards (within the Idaho Standards for Initial Certification of Professional School Personnel, State Specific Standards) and the Idaho Standards—Concepts and Competencies Guides frame course development (to be linked). Ongoing professional development should remain closely aligned to these requirements.

Teachers must be able to deliver systematic, explicit instruction in word recognition and language comprehension. Resources such as The International Dyslexia Association (IDA) Knowledge and Practice Standards for Teachers of Reading, and the Idaho Literacy Instructional Guide can be used to ensure effective literacy instruction for all students.

DEVELOPING PROFESSIONAL EDUCATORS: SUMMARY OF PROGRESS (2021-2026)
Develop and implement a systematic approach to building teachers' knowledge and skills through educator preparation grounded in the science of reading.
Progress: ● *Idaho Higher Education Literacy Partnership (IHELP) created and adopted revised Concepts & Competencies (C&C) guides and added/integrated Standard 5 in courses (reading and writing difficulties, dyslexia, etc.).* ● *Pass rates across institutions tracked.*
Provide transition support and mentoring opportunities for new teachers through the first three to five years of instruction.
Progress: ● *Some new teachers are receiving high quality mentoring; continued work towards statewide consistency.* ● *Idaho Educator Mentoring for new teachers – §33-512, Idaho Code.*

● *SMART Project instructional coaches paired with individual educators to provide ongoing job-embedded support, feedback, and implementation assistance.* ● *The Reading League of Idaho established and supported continuing professional development by hosting a book study.*
Provide comprehensive professional development that is strategic, cohesive, grounded in the science of reading, and meets the needs of all educators (including district and school administrators, teachers, paraprofessionals, and library staff). Use evidence-based practices to provide effective professional development in order to increase teachers' likelihood of fully integrating the science of reading into their pedagogical and instructional repertoires, including: ● Job-embedded professional development, such as instructional coaching; ● Sustained, intensive professional development focused on reading literacy and how to help struggling readers; ● Teacher collaboration, inquiry, and joint problem-solving; and ● Subject-area and grade-band specific professional development that coaches teachers on how to integrate literacy knowledge into their specific role(s)
Progress: ● *Expansion of the SMART Project to include dedicated pathways for district and building coaches, strengthening instructional capacity and support for evidence-based literacy practices across schools and districts.* ● *Cultivating Readers provided systemic training and coaching.* ● *Literacy summits for educators.*

DEVELOPING PROFESSIONAL EDUCATORS: GOAL (2026-2031)		
Strategic Goal: *Establish a professional continuum of expectation and support from pre-service preparation to career-long practice that ensures every Idaho educator receives professional development aligned to reading science and applies those skills and knowledge in evidence-based practice.*		
Group Responsible		**Next Steps**
STATE	**Governor & Legislature**	● Maintain legislative funding for professional development in science of reading and mentoring for new teachers. ● Provide funding for programs and initiatives that are shown to be effective.

		• Provide adequate funding to institutes of higher education so they can operate effective educator preparation programs.
	Board	• Require all educator preparation routes to demonstrate evidence of knowledge and skill competencies through state program approvals and reviews including passing of Idaho Comprehensive Literacy Standard (ICLS) exams or an approved Idaho Comprehensive Literacy Course (ICLC). • Require educator preparation routes to be aligned with the science of reading. • Create a board policy requiring individual professional learning plans for all K-5 teachers to include goals for effective science of reading aligned literacy instruction.
	Department	• Review, maintain, and publish lists of effective professional development options and approved courses. • Provide ICLC course evaluation process and review for any proposed ICLCs. • Recruit educators for participation in regularly provided Idaho SMART Project and MTSS professional development training. • Provide guidance and resources to districts on high quality mentoring practices. • Work with the Board's IT team to systemize data collection for educator professional development. • Recognize teachers who have completed the SMART Project with distinction.
Evidence: *Funding maintained or increased for continued professional development supporting implementation of evidence-based instruction; program review processes for educator preparation programs on the Board's website; The Department tracks and shares SMART Project participant data; list of approved PD courses on the Department's website reviewed regularly; Board and Department support teacher mentoring and gathering and reporting of aggregated mentoring data.*		
DISTRICTS, SCHOOLS & CLASSROOMS	**District & School Leaders**	• Partner with preparation programs to provide practice opportunities for preservice teachers. • Identify criteria for cooperating teachers based on implementation of structured literacy principles. • Utilize hiring processes that emphasize science of reading requirements including SMART Project completion with distinction. • Identify effective mentor teachers and ensure consistent and effective implementation of mentoring programs.

		• Encourage a culture of participation for ALL educators in ongoing literacy best practices (e.g. SMART Project, other statewide initiatives, community partnership initiatives).
Evidence: *Job postings include required knowledge about science of reading; evaluation of mentoring programs; participation in submitting mentoring data to the Board for dashboard; district participation numbers in SMART Project.*		
EDUCATOR PREPARATION PROGRAMS	**Higher Education**	• Regularly evaluate ICLS exam psychometrics. • Require literacy courses to be aligned with the science of reading and the ICLS and ensure they are taught by faculty trained in the science of reading. • Require preservice teachers to pass ICLS Exams. • Identify effective district partners for clinical practice opportunities. • Offer professional development coursework in targeted areas such as structured literacy, management, and mentoring.
	Non-Traditional Educator Preparation Programs	• Require literacy courses aligned to the science of reading and the ICLS and are taught by faculty trained in the science of reading. • Require all candidates to pass ICLS exams or an ICLC course.
Evidence: *Passing rates of the ICLS exams provided to the IACTE, the Department, and the Board yearly; update on syllabi alignment with ICLSs.*		
COMMUNITY & HOME	**Community Partners**	• Continue to provide literacy professional development for educators and leaders.
Evidence: *Numbers of attendees participating in summits or other professional development opportunities.*		

ASSESSMENT AND DATA

In order to promote reading achievement, we as stakeholders believe that a statewide comprehensive assessment system is a critical component in implementing sound instructional practices and improving student achievement. A comprehensive assessment system includes different types of assessment used for specific purposes, including teacher observation and a variety of tests. Assessment can inform instruction (formative), intervention (screening, diagnostic, and progress monitoring) and classroom effectiveness to systemwide analyses (summative). Idaho's system includes standardized assessments aligned to the Idaho State Content Standards for English Language Arts/Literacy (ELA/L), such as the Idaho Reading Indicator (IRI) by Amira for students in kindergarten through third grade and the Idaho Standards Achievement Test (ISAT) by Smarter Balanced for students in grades three through eighth and high school. Data from these assessments is most effective when combined with diagnostic tools,

classroom assessments, and teacher observations to inform instruction and evaluate programs and practices.

Within a Multi-Tiered System of Support (MTSS), the assessment system helps identify student needs, guide tiered instruction and interventions, and monitor progress. By using data to adjust instruction and provide timely, targeted support, educators can better ensure that students receive the help they need to become successful readers.

Valid and reliable assessment is a necessary component of literacy instruction.

Meaningful assessment data in the hands of knowledgeable teachers is a powerful tool in meeting students' individual needs.

ASSESSMENT AND DATA: SUMMARY OF PROGRESS (2021-2026)
Use a comprehensive assessment system that is appropriately aligned to the Idaho Content Standards to integrate meaningful literacy data into instruction and intervention practices, including: screeners, diagnostics, progress monitoring, formative assessments, interim, summative.
Progress: ● *All students K-3 screened by IRI, educators provided with resources to screen 4-5.* ● *Educators provided with guidance and support for students requiring next step diagnostic assessments; Educators provided with resources for analyzing data, applying evidence-based instruction in response.*
Support teacher candidates in building strong assessment knowledge by integrating research methods, statistics, and assessment literacy coursework into educator preparation.
Progress*:* ● *Standard 5 added as a requirement for educator preparation and certification K-12.* ● *Programs that lead to K-8 certification at Idaho IHEs require candidates to demonstrate proficiency of Idaho Comprehensive Literacy Standard 3, Literacy Assessment Concepts.* ● *Program reviews require evidence of ICLS 1-5 and assessment literacy, as defined by Idaho Core Teaching Standard 6.*
Provide practicing educators with assessment literacy professional development to ensure effective integration of assessments and data into instructional practice.
Progress: ● *Dyslexia screener and diagnostic guidance provided as an appendix to the 2022 Dyslexia Handbook.* ● *SMART Project integrated assessment literacy into program.*

ASSESSMENT AND DATA: GOAL (2026-2031)		
Strategic Goal: *Ensure every teacher has the assessment knowledge and resources needed to make data-informed decisions to guide evidence-based instructional practices and interventions.*		
Group Responsible		**Next Steps**
STATE	**Governor & Legislature**	● Continue to provide funding to maintain assessments and data access (IRI, ISAT, Idaho Report Card). ● Provide funding for data infrastructure improvements.
	Board	● Maintain K-3 literacy focus in strategic plan. ● Support Department in conducting research and analyses that allow for identification of effective literacy projects worthy of expansion. ● Continue to support all stakeholders in understanding the state literacy data.
	Department	● Continue providing guidance to support the LEA use of reliable, valid, and evidence-based tier 2 screening and diagnostic measures for use by local education agencies. (§33-1811, Idaho Code) ● Provide test administration support and data literacy professional development to bolster implementation, and IRI and ISAT data interpretation. ● Provide access and resources for families to understand assessments, data, and how schools use them to inform instruction.
Evidence: *Long-term data on the Idaho Report Card; district-level IRI by Amira administration and data feedback; state education dashboard data.*		
DISTRICTS, SCHOOLS & CLASSROOMS	**District & School Leaders**	● Implement an assessment system that supports a robust multi-tiered systems of support (MTSS) including providing school-level diagnostic and progress monitoring assessments aligned to the core curriculum. ● Support educators in effective analysis and interpretation of data within MTSS: ○ Provide training for benchmark, diagnostic, and progress monitoring tools. ○ Support teacher-led data team meetings through scheduling,

		training and coaching. ○ Foster a culture of data-based decision making.
Evidence: *IRI by Amira growth scores; district strategic plan progress and update to the Department; professional development participation; SMART Project participation; school-wide goal progress.*		
EDUCATOR PREPARATION PROGRAMS	**Higher Education Preparation Programs**	● Develop mutually beneficial clinical partnerships where teacher candidates learn to use assessment to inform: ○ MTSS implementation ○ Core instruction ● Intervention at the grade, classroom, and student level. ● Ensure deep integration of assessment and data literacy content, in both elementary and secondary certification coursework.
	Non-Traditional Educator Preparation Programs	Develop mutually beneficial clinical partnerships where teacher candidates learn to: ● Use assessment to inform MTSS implementation, including core instruction and interventions at the grade, classroom, and student level. ● Ensure deep integration of assessment and data literacy content, at both elementary and secondary certification levels.
Evidence: National *Council of Teacher Quality feedback, course audits; syllabi for courses aligned with Standard 3: Literacy Assessment Concepts; ICLS Exam data for Standard 3.*		
COMMUNITY & HOME	**Parents & Caregivers**	● Engage in opportunities to learn about the assessments being used in their children's schools and how the data gained from them informs instruction.
Evidence: Parent *letters regarding IRI by Amira results or diagnostic assessment results.*		

EFFECTIVE INSTRUCTION AND INTERVENTIONS

Effective instruction and interventions are critical in supporting students' development of strong literacy skills. Educators must understand the science of reading to effectively support all students—especially those from diverse backgrounds and those who struggle to achieve grade-level literacy. The IDA Knowledge and Practice Standards and the Idaho Literacy Instructional Guide provide guidance regarding effective literacy instruction aligned to the science of reading. Within a Multi-Tiered System of Support (MTSS), tiered instruction and interventions are aligned and monitored, and data-based decisions support all levels of instruction. This begins with highly effective Tier 1 instruction, aligned to the science of reading.

EFFECTIVE INSTRUCTION AND INTERVENTIONS: SUMMARY OF PROGRESS (2021-2026)
Educators have a strong understanding of the science of reading and use systematic, explicit instruction to build all students' foundational reading skills and ensure they are progressing.
Progress: ● New teachers, and those recertifying or new to the state must demonstrate knowledge based on the Idaho Comprehensive Literacy Standards and Concepts & Competencies Guides. ● Out of compliance courses were eliminated. ● Participation in the SMART Project network increased each year. ● Decoding Dyslexia Idaho, The Reading League Idaho, and early literacy summit providers (SVELS and VELS) supported efforts to increase high quality literacy instruction through professional learning opportunities (see Community Initiatives–Appendix C).
Teachers use available information about their students, including assessments, school records, individual reading plans, other learning plans, and information from previous teachers and parents/caregivers, to individualize instruction and address students' needs.
Progress: ● Teachers, specialists, and leaders participated in the one-credit dyslexia professional learning course(s). ● MTSS training and implementation increased, supported by the Department initiatives. ● Writing and publication of the 2022 Dyslexia Handbook.

EFFECTIVE INSTRUCTION AND INTERVENTIONS: GOAL (2026-2031)	
Strategic Goal: Apply *the science of reading using evidence-based, tiered (MTSS) instructional practices to address unique K-12 student needs and ensure continuous progress for every learner.*	
Group Responsible	**Next Steps**

STATE	**Governor & Legislature**	• Provide ongoing funding for the SMART Project and expand allowable use of literacy funds to include 4th to 12th. • Allocate and sustain funding for 4th to 12th-grade literacy initiatives. • Provide funding for an improved data infrastructure.
	Board	• As resources allow, implement data infrastructure improvements to allow for tracking of educators' professional development microbadges. • Approve clear, statewide K–12 literacy expectations grounded in the science of reading and aligned to MTSS recommendations. • Support connections between the K-12 and higher education systems in an effort to ensure approved educator preparation programs are addressing the Board's strategic literacy work.
	Department	• Support development and use of a statewide walk-through/look-for observation tool by providing training. • Encourage districts, schools, and educators to utilize all state resources available to them, including the ICLP, the Literacy Instructional Guide, and the Idaho Multi-Tiered Systems of Support (MTSS) Guide/Handbook. • Expand the reach of SMART Project training and coaching. • Continue the development of 4-12 grade science of reading training, professional development, and coaching statewide. • Support districts' use of identified reliable, valid, and evidence-based tools and structured literacy approaches for K-5 students identified with characteristics of dyslexia. (Idaho Code §33-1811) • Develop reporting mechanisms for LEAs to submit information to demonstrate effectiveness of intervention programs.
Evidence: *Participation rates in the SMART Project and other science of reading initiatives; annual literacy funding reports; training impact data; and student-level Idaho Reading Indicator (IRI) outcomes comparing students of participating and non-participating teachers.*		
DISTRICTS, SCHOOLS & CLASSROOMS	**District & School Leaders**	• Maintain high expectations for educators' knowledge of evidence-based instructional practices aligned to the science of reading as outlined in the Idaho Literacy Instructional Guide. • Encourage K-12 leader and educator participation in the SMART Project and other science of reading training opportunities, including those focused on integration of literacy supports in grades 4-12. • Support high-quality Community Partnership initiatives by

		sharing and encouraging teachers to participate. ● Align curricula, program materials, and district-level trainings with existing science of reading training initiatives. ● Communicate students' screening results with parents and caregivers, outlining both strengths and areas of difficulty (link parent letter template–Toolkit). ● Provide literacy specific feedback during walk-throughs and evaluations aligned to the Idaho Literacy Instructional Guide.
Evidence: *District-level data on K–3 teacher participation in the SMART Project; records of high-quality literacy training opportunities across K–12 (including administrators); district letter templates for parents and caregivers.*		
HIGHER EDUCATION	**Higher Education**	● Align teacher preparation programs to the science of reading. ● Support SMART Project implementation by encouraging graduates to participate; utilize SMART Project completers as clinical partners. ● Work with districts to identify mutually beneficial clinical partnerships where candidates learn evidence-based literacy instruction at the grade, classroom, and student level.
	Alternative Certification Pathway Programs	● Encourage new graduates to enroll in the SMART Project. ● Provide literacy specific feedback during coaching cycles and evaluations.
Evidence: ICLS *exam scores, completer study data, use of literacy observation and evaluation tools.*		
COMMUNITY & HOME	**Parents & Caregivers**	● Participate in parent-teacher conferences and school communication about student progress. ● Support literacy at home through regular reading and conversation, recognizing that strong oral language development lays the foundation for later reading success.
	Community Partners	● Hold events to encourage library use and at-home reading. ● Align independently implemented educator professional development to support evidence-based practices aligned to the science of reading.
Evidence: *Parent–teacher conference attendance rates; documentation of communication with families (e.g., progress reports); accounting of community partner science of reading training offerings per year.*		

SECTION IV: KEY INDICATOR DATA

Purpose of This Section

This section highlights key indicators related to literacy outcomes, including Educator Preparation Program data, certification and licensure information, teacher professional development in the science of reading and dyslexia training opportunities, and graduation rates. It also presents data on the performance of Idaho students on standardized literacy and English Language Arts assessments. It includes graphical representations of student performance along with analysis of key trends. For additional state, district, and school level data, see *The Idaho Report Card*, which is a collection of school progress and readiness indicators.

POCKETS OF HOPE: Ustick Elementary[46]

Ustick Elementary (2024 – 2025)

Fall IRI Proficiency (Tier 1) = 49.1% | Spring IRI Proficiency (Tier 1) = 86.8%
TOTAL GROWTH: 37.7%[47]

Ustick Elementary is one example of a school in our state working hard to increase their literacy growth outcomes. Located in the West Ada School district in Boise, 98% of students are considered economically disadvantaged. Ustick Elementary went from almost 50% to 86% of students being proficient in one single school year. The amount of work, dedication, and patience it takes to see such growth in one year deserves immense celebration and praise.

I interviewed principal Heidi Jackman-Rahn as she passionately spoke about her love for her school. She attributes much of her school's growth to the teachers and the students, but I am led to believe she deserves some credit, too. She spoke about late night ideas, checking on her staff, and ultimately caring about the student in front of her, highlighting her ability to lead her team.

Heidi and her school have worked diligently to get their students to grow–not necessarily to be perfect or even 100% proficient, but to show impactful growth from where they were at the beginning of the year. Heidi explained that much of their success boils down to evidence-based curriculum, student focused practice, and an organized MTSS system. Aside from implementing best practices, Heidi explained that what might have contributed to their growth was their new “soft mornings”. Instead of school starting after morning recess, students went straight to their classrooms to do mindful activities. This gave the teachers opportunities to have check-ins with their students, and for every child to get their minds ready to learn. Principal Heidi explained she went from, “...what felt like 30 students in my office, to no students at all,” giving her an opportunity to greet students, and walk hallways to check on her teachers and staff.

With a focus on organizing data, teachers were able to provide refined instruction that aims to fill the gaps in their students’ knowledge. Ustick is working hard to make sure their assessment data is used to help dictate instructional activities. Heidi said in her interview, “We can and we will” was their school motto a few years back. They were dedicated to not becoming perfect, but for each student to be committed to *growth.* Upon hearing about their 37% growth during our interview, she wants to make next year’s motto, “We can, we will, and we did!” Which is true; they did demonstrate significant growth! Now, the goal is to maintain this growth and even increase it, while continually implementing practices that are proven to work!

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46 Special Contributor: Hailey Mace, College of Idaho student, Research Assistant, Elementary Education major

47 Idaho Report Card, n.d.

EDUCATOR PREPARATION PROGRAMS (EPPS)

The Idaho Higher Education Literacy Partnership (IHELP) developed and revised *The Concepts & Competency Guides* (C&C), aligning them with the Idaho Comprehensive Literacy Standards (ICLS). The guides are also informed by the International Dyslexia Association's Knowledge & Practice Standards and were created to support teacher preparation programs align literacy courses to the science of reading. IHELP also creates and revises the *Idaho Comprehensive Literacy Standard Exams* (Standards 1-5), which are now required by seven institutions across the state with traditional certification programs. These exams are challenging and cover a wide range of content identified in the C&C Guides. Students are required to pass the exams as part of their teacher preparation program and licensure requirements.

The information below highlights the number of teacher candidates that completed courses aligned with the ICLS and the number of test-takers across institutions.

NUMBER OF TEST TAKERS

IDAHO COMPREHENSIVE LITERACY STANDARD EXAM TAKERS							
Standard	**1**	**2 (ELED)**	**2 (SEC)**	**3**	**4 (ELED)**	**4 (SEC)**	**5**
Fall 2025	230	179	135	161	152	125	300
Fall 2024	182	155	130	168	169	119	498
Spring 2021	228	172	113	197	179	112	N/A

Note. BYU-Idaho; Boise State University; College of Idaho; Idaho State University; Lewis & Clark State College; Northwest Nazarene University

TEACHER CERTIFICATION AND LICENSURE

The State Board of Education oversees the accreditation process for EPP programs. All programs require alignment with the Idaho Comprehensive Literacy Standards and must demonstrate candidate proficiency through the accreditation process. Data indicating number of EPP graduates from traditional public and non-public EPPs entering Idaho schools is provided below.

GRADUATES OF EDUCATOR PREPARATION PROGRAMS		
Institution	**Total number of graduates (2024-2025)**	**Percentage of graduates hired in Idaho schools (1st year '24-'25)**
Boise State University	195 certified candidates	134 teaching positions in ID

Brigham Young University-Idaho	150 certified candidates (approximate for spring 2025)	50 teaching positions in ID (approximate for spring of 2025)
College of Idaho	9 certified candidates	7 teaching positions in ID
Idaho State University	98 certified candidates	57 teaching positions in ID
Lewis and Clark State College	82 certified candidates	Incomplete data to confirm ID positions; most teachers in ID
Northwest Nazarene University	28 certified candidates	15 teaching positions in ID
University of Idaho	161 certified candidates	not yet available

Many students graduating from Idaho institutions are staying in the state. Strong leadership, high quality professional development, strong literacy systems, and competitive pay are all aspects of the profession that impact recruitment and retention.

K-5 GENERAL EDUCATION TEACHERS – PROVISIONAL/INTERIM LICENSES: 2024-2025

Non-traditional educator preparation program graduates must also demonstrate that they have met the literacy requirements for teachers in Idaho by passing the ICLS exams or showing successful completion of an approved Idaho Comprehensive Literacy Course. For institutions or organizations seeking to become an Idaho State Board of Education-approved course provider, see the guidance document. The course requirements and application process were approved in April of 2026. Teachers who have a provisional or interim license must meet these requirements within a three-year time frame[48]. Data indicating the number of teachers during the 2024-2025 academic year on an interim or provisional license in grades K-5 is provided in the table below. Currently, we are unable to compare numbers of teachers who complete non-traditional programs, teachers who come from out of state, and teachers who are trained in traditional educator preparation programs in Idaho.

K-5 General Education Teachers – Provisional/Interim Licenses		
Grade Level	**Teachers**	**Interim or Provisional License**
All	6161	33
Kindergarten	1218	5
1	1304	9
2	1314	7
3	1343	5
4	1287	8
5	1250	4

48 IDAPA 08.02.02.016

Though data indicates that only 33 teachers across the state received interim or provisional licenses, these teachers will need a different level of support in the classroom. Licensure information should inform the type and intensity of professional development needed for teachers to become expert literacy educators. Various teacher preparation pathways provide varying levels of depth. For example, teachers who have received an American Board teacher certification (ABTCE) often complete an online teacher preparation in less than a year. New teachers and teachers who have less experience must have strong mentorship by seasoned teachers who have demonstrated a deep knowledge of reading science and high-quality instructional practices.

PROFESSIONAL DEVELOPMENT

Various professional development opportunities are provided by the Department of Education and community partners. Striving to Meet Achievement in Reading Together (SMART) pathways provide training for leaders, coaches, and teachers. Community partners provide learning for teachers and leaders. More information on these professional development opportunities is found in Appendix D.

DEPARTMENT OF EDUCATION					
Years of Impact	**2021**	**2022**	**2023**	**2024**	**2025**
	Number of Teachers Trained				
Science of Reading	-	499	-	583	285
Cultivating Readers	368	532	392	1,395	253
Dyslexia Modules & Webinars	-	4,600	3,544	303	214
Dyslexia In-Person Course	-	-	-	136	184
SMART– Educator Pathway*	190	566	528	689	970
SMART– Instructional Coaches	11	15	15	16	16
SMART– Leadership Pathway	-	-	-	-	50
SMART– Building Coach Pathway	-	-	-	-	69

** SMART—Educator Pathway reflects registration numbers.*

As required by Idaho statute, Idaho teachers, based on their endorsements, must complete up to three modules on dyslexia (50 min. each) and earn one credit of professional development for re-licensure. Of the approved courses on the district-approved dyslexia credit course list, 28 are offered by school districts and 24 are offered by approved external providers. Districts can choose what courses to offer their educators. The Department does not track the total number of educators that have completed a district level dyslexia course.

COMMUNITY PARTNERS						
Years of Impact	**2021**	**2022**	**2023**	**2024**	**2025**	**2026**
	Number of Teachers Trained					
Decoding Dyslexia Idaho	88	300	195	-	50	TBD
Virtual or webinars (DDID)	300	60	-	-	-	TBD
Structured literacy	-	60	124	88	127	TBD
The Reading League-Idaho (TRL-ID)	-	-	-	100	115	180
Sun Valley Early Literacy Summit	-	35	34	51	50	TBD
	-	-	*18	*27	*44	TBD
Vandals Early Literacy Symposium	-	-	-	34	32	TBD
	-	-	-	-	*23	TBD
Leadership Summits ● **College of Idaho** ● **Boise State University**	-	-	-	-	36 65	TBD

** Indicates participation in a one-day reunion; participants previously attended a three-day summit.*

A highly qualified teacher should be in every Idaho classroom as teachers' knowledge impacts foundational reading outcomes (Porter et al., 2023). During the last five years, more than 2,000 teachers have participated in professional development provided by community partners.

HIGH IMPACT TUTORING

Institutions of higher education and other community partners have launched high impact tutoring using various models. More information about these programs can be found in Appendix D.

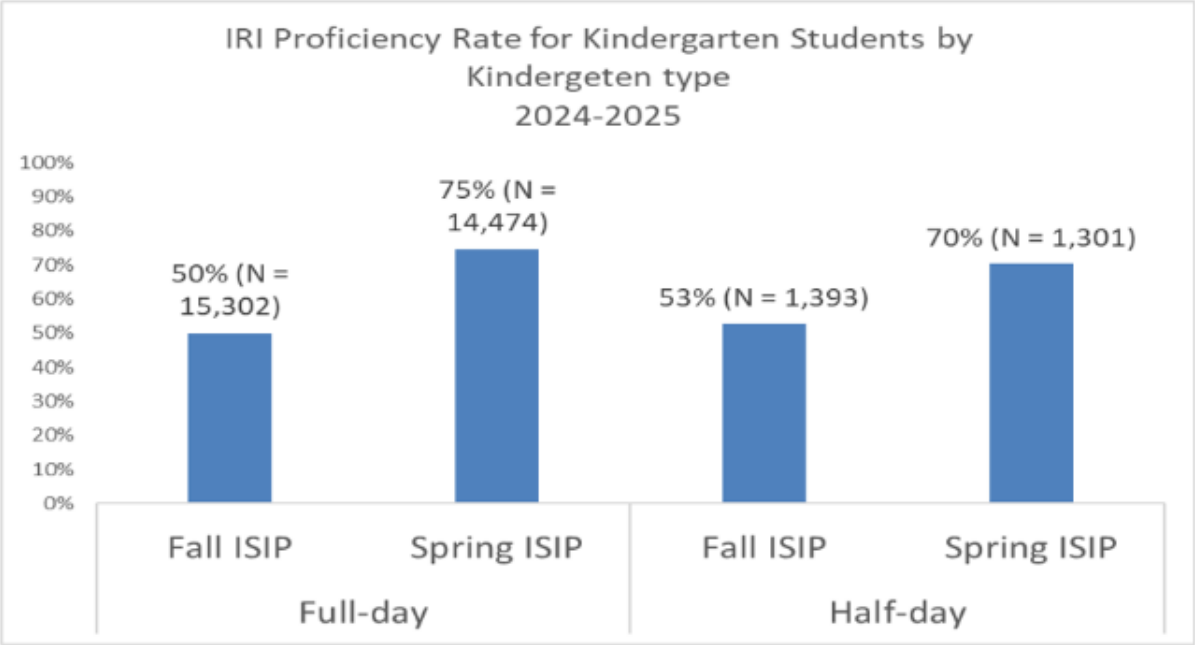
HIGHER EDUCATION AND COMMUNITY PARTNERS							
Years of Impact	**2019**	**2021**	**2022**	**2023**	**2024**	**2025**	**2026**
Boise State University	57	54	57	60	32	30	32
College of Idaho	7	5	9	15	-	36	20
Reading Corp	-	-	-	-	715	1,076	TBD

IDAHO READING INDICATOR (IRI)

The Idaho Reading Indicator (IRI) by Istation (2018-2025) measured reading skills including: Listening Comprehension, Letter Knowledge, Phonemic Awareness, Vocabulary, Spelling, and Text Fluency. IRI data is reported in three levels; at grade level, near grade level, and below grade level.[49]

Graphs 1 through 8 show IRI performance data. Beginning in fall 2025, Amira will serve as the new vendor for the IRI. Performance indicators for various student groups can be found on the Idaho Report Card.

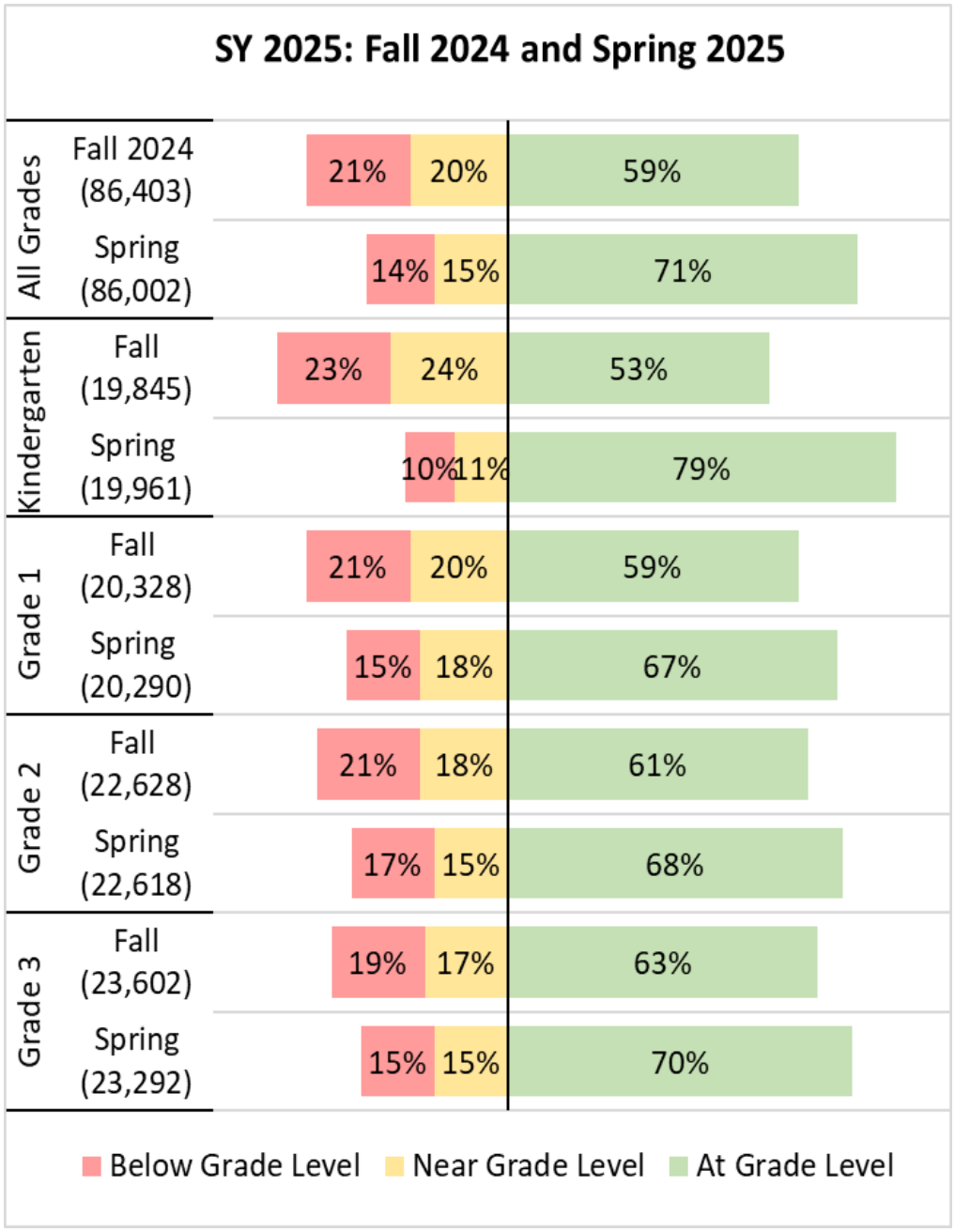
Graph 4.1: Full-Day and Half-Day Kindergarten—Fall 2024 to Spring 2025



- When comparing full-day to half-day fall scores, half-day kindergarteners begin slightly higher than full-day.
- Full-day kindergarteners demonstrate a higher proficiency rate in spring than half-day kindergarteners (75% versus 70%).

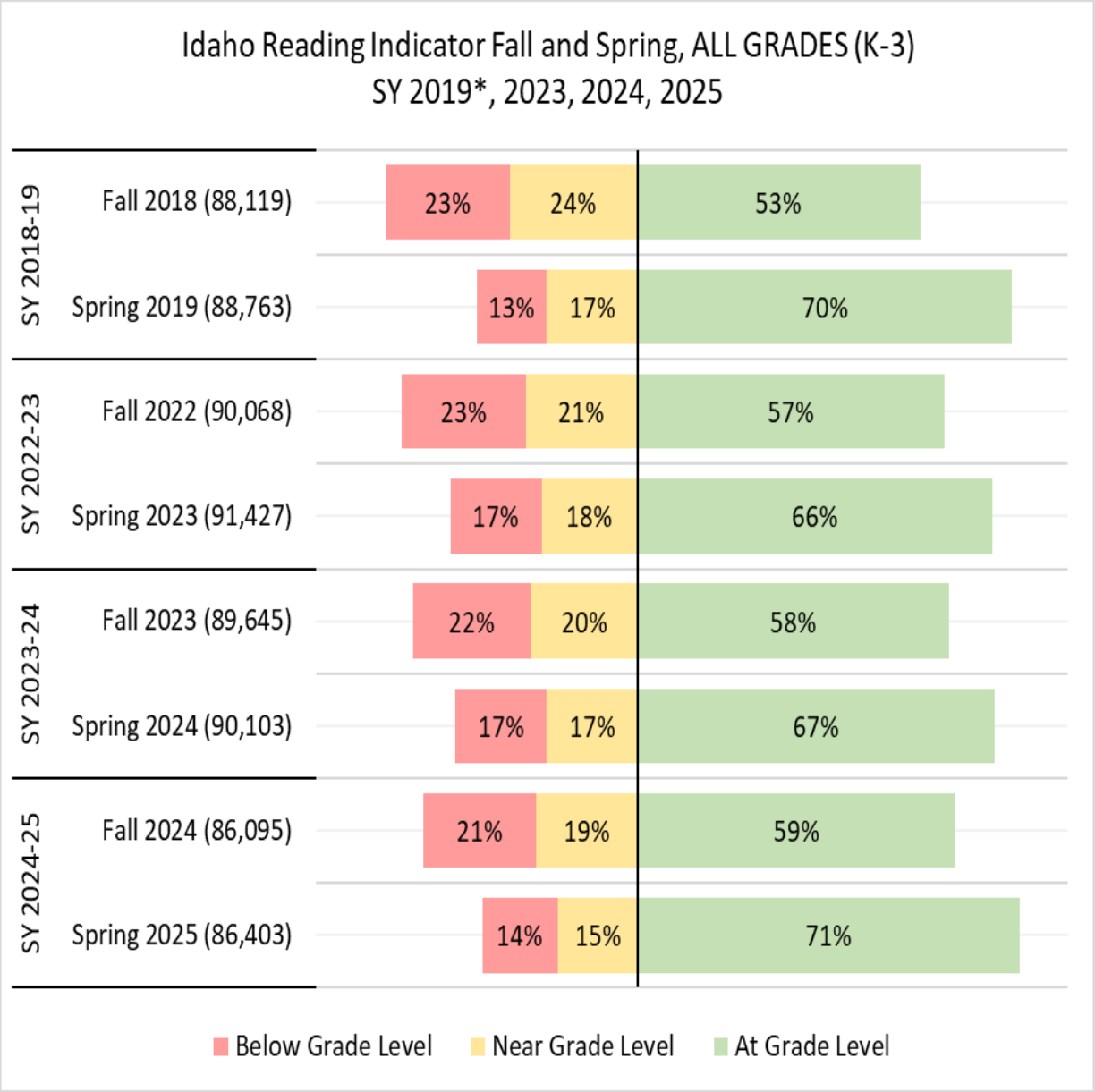
[49] Idaho Department of Education, 2026

Graph 4.2: All Grades—Fall 2024 to Spring 2025



- Across grade-levels, spring to fall scores show a range from 7% increase to 26% (all grades= 12%, K= 26%, 1= 8%, 2=7%, 3=7%) of students performing at grade-level.
- The largest increase is in kindergarten.
- The most significant summer slide happens between kindergarten and first grade.

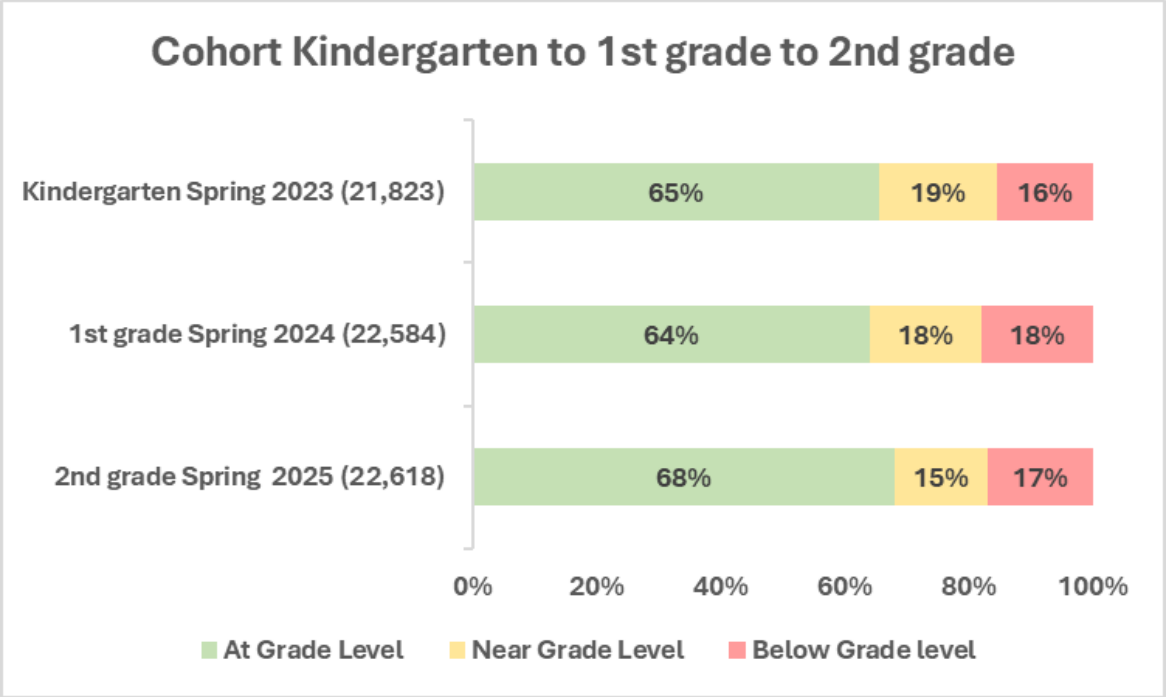
Graph 4.3: Fall to Spring Scores—Academic Years from Fall 2018- Spring of 2025



Note. 2019-2020—missing COVID-19 pandemic; 2022-2023—Istation provided new normed scores. Adjusted scores (69% to 66% for at grade level).

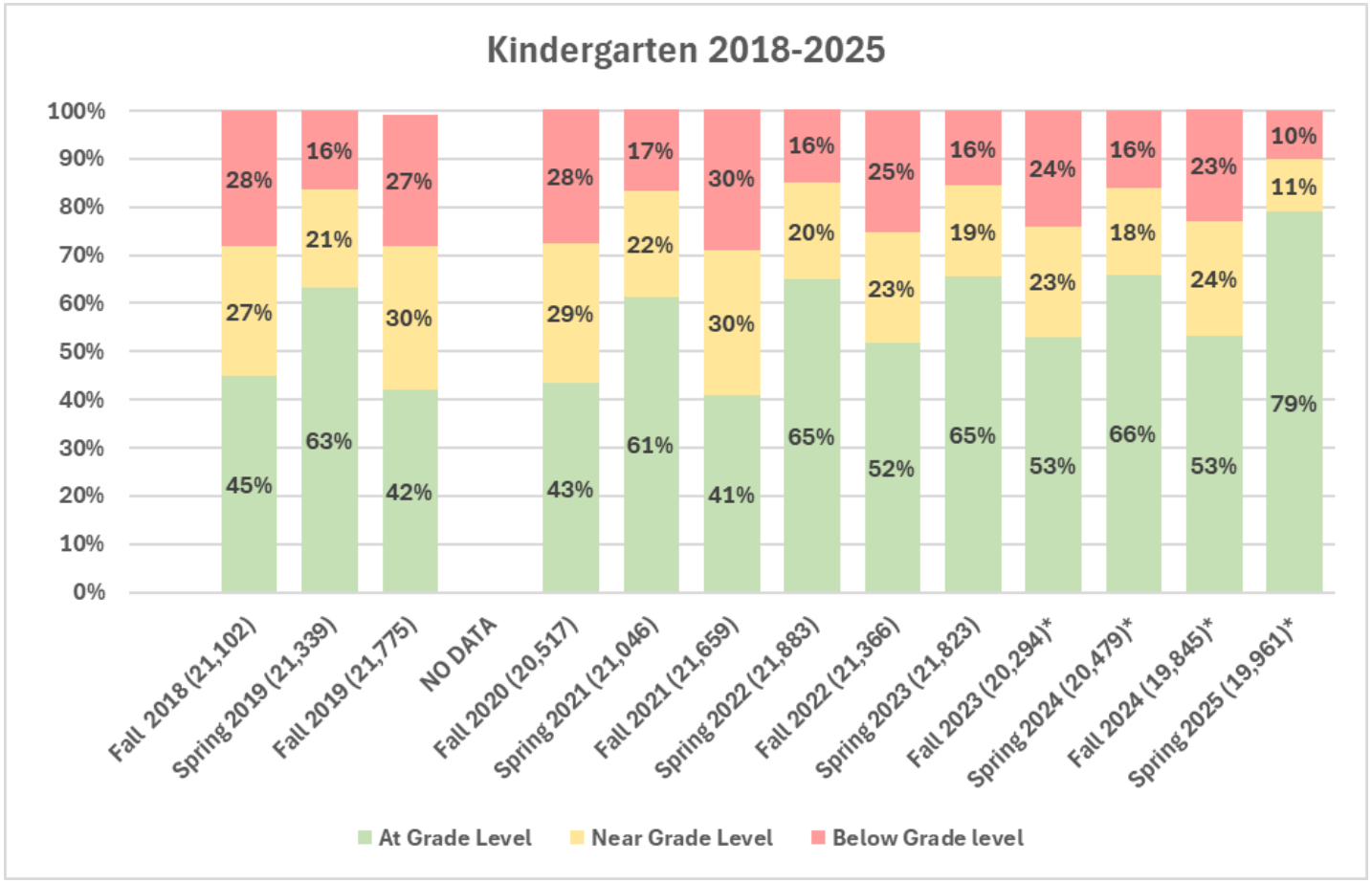
- When comparing spring scores across the academic years, we see a decrease in the percentage of students performing below grade-level across time.
- Spring scores from 2019 through 2024 are similar. Spring 2025 demonstrates an increase.
- Spring scores show that approximately 30% of students are not reading at grade-level.

Graph 4.4: Fall to Spring Scores—Cohort Kindergarten to Grade 2: Academic Years from Fall 2022-Spring of 2025



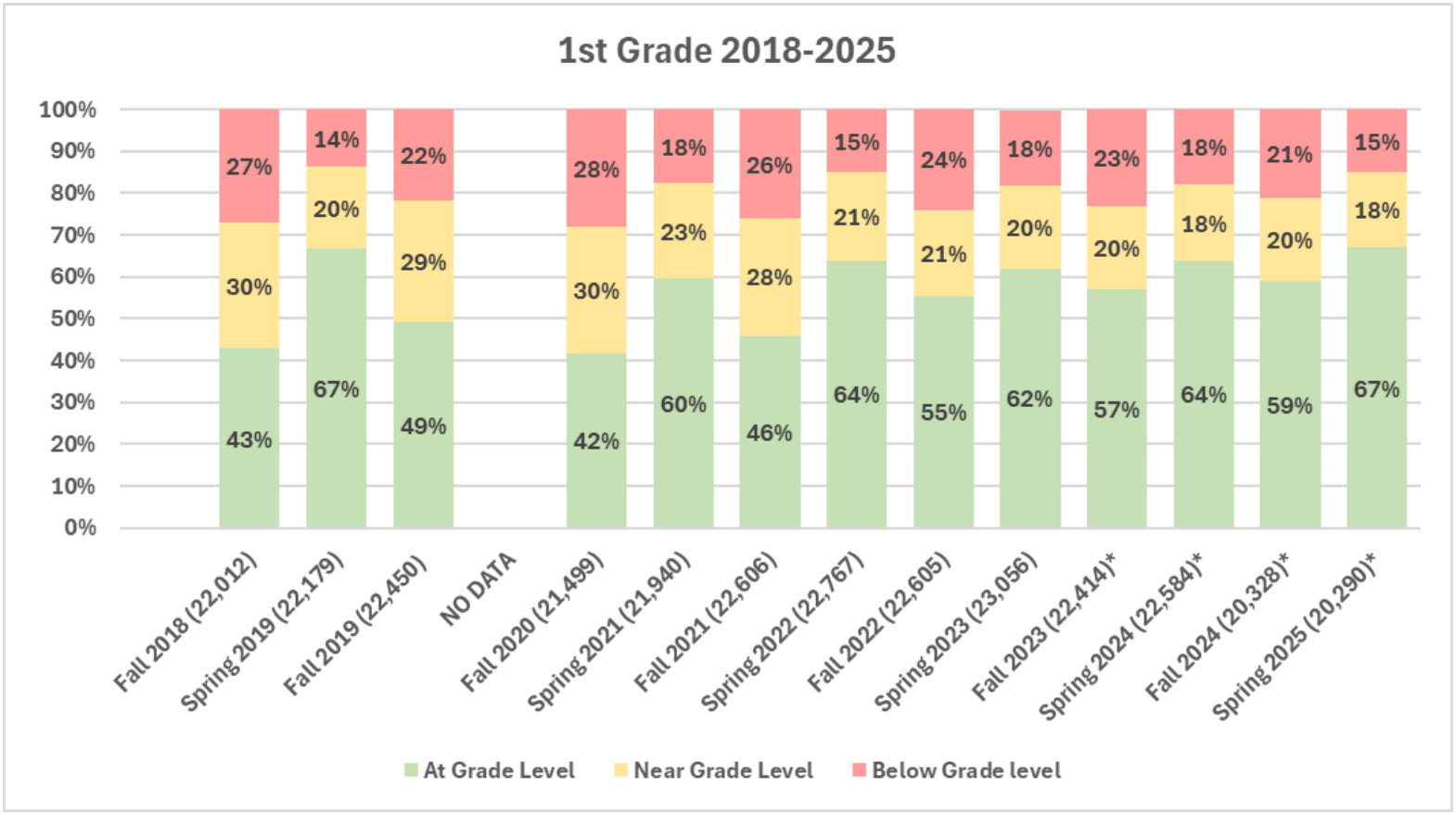
- When comparing spring cohort scores across the academic years, students remain at a similar proficiency rate.
- First grade is a critical year, and students need to reach a higher rate of proficiency by the end of grade 1 to increase growth in grade 2.

Graph 4.5: Fall to Spring Kindergarten 2018-2025



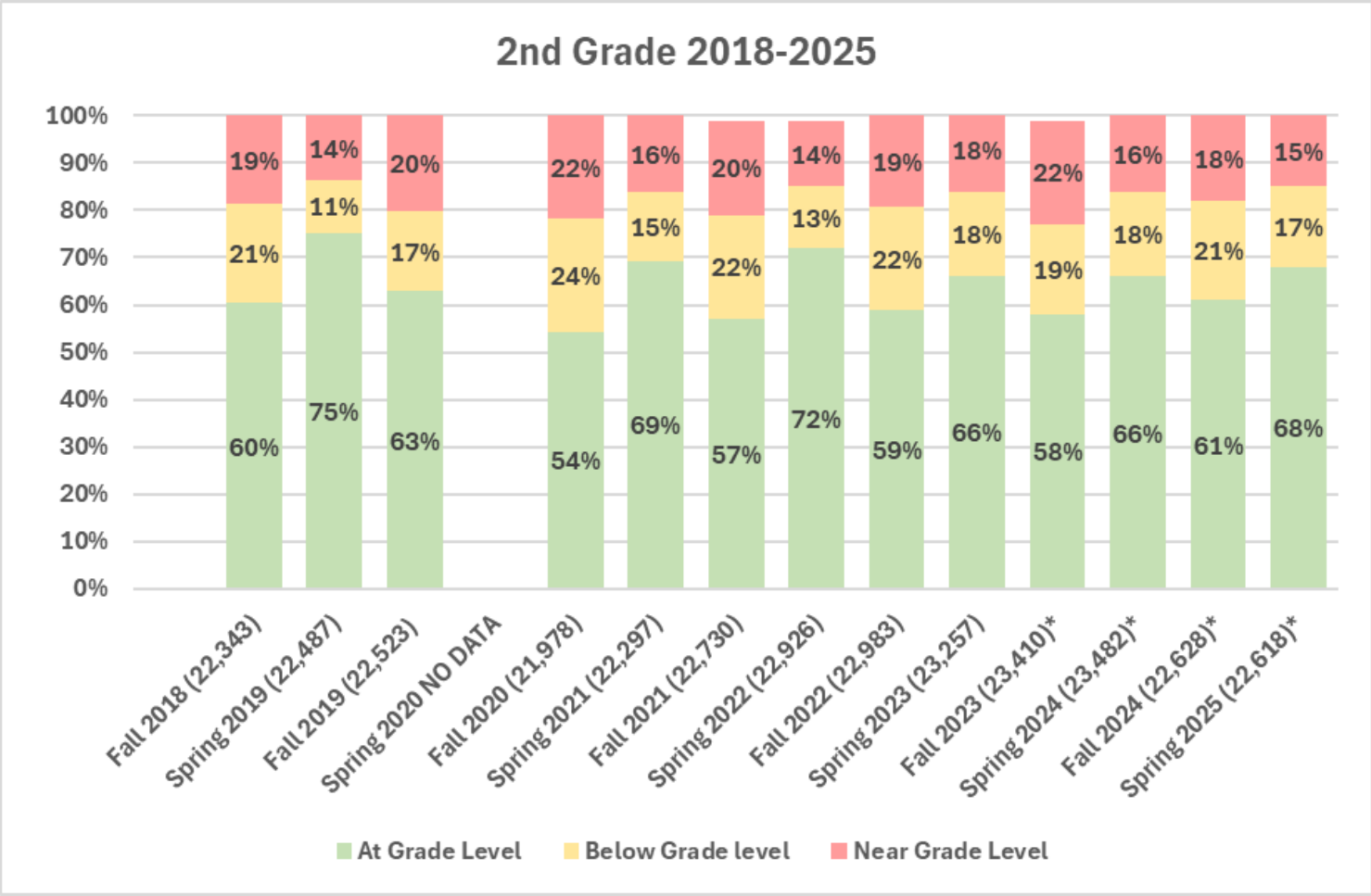
- Spring scores in 2025 demonstrated the highest level of proficiency.
- Full day kindergarten could have impacted these scores.

Graph 4.6: Fall to Spring 1st Grade 2018-2025

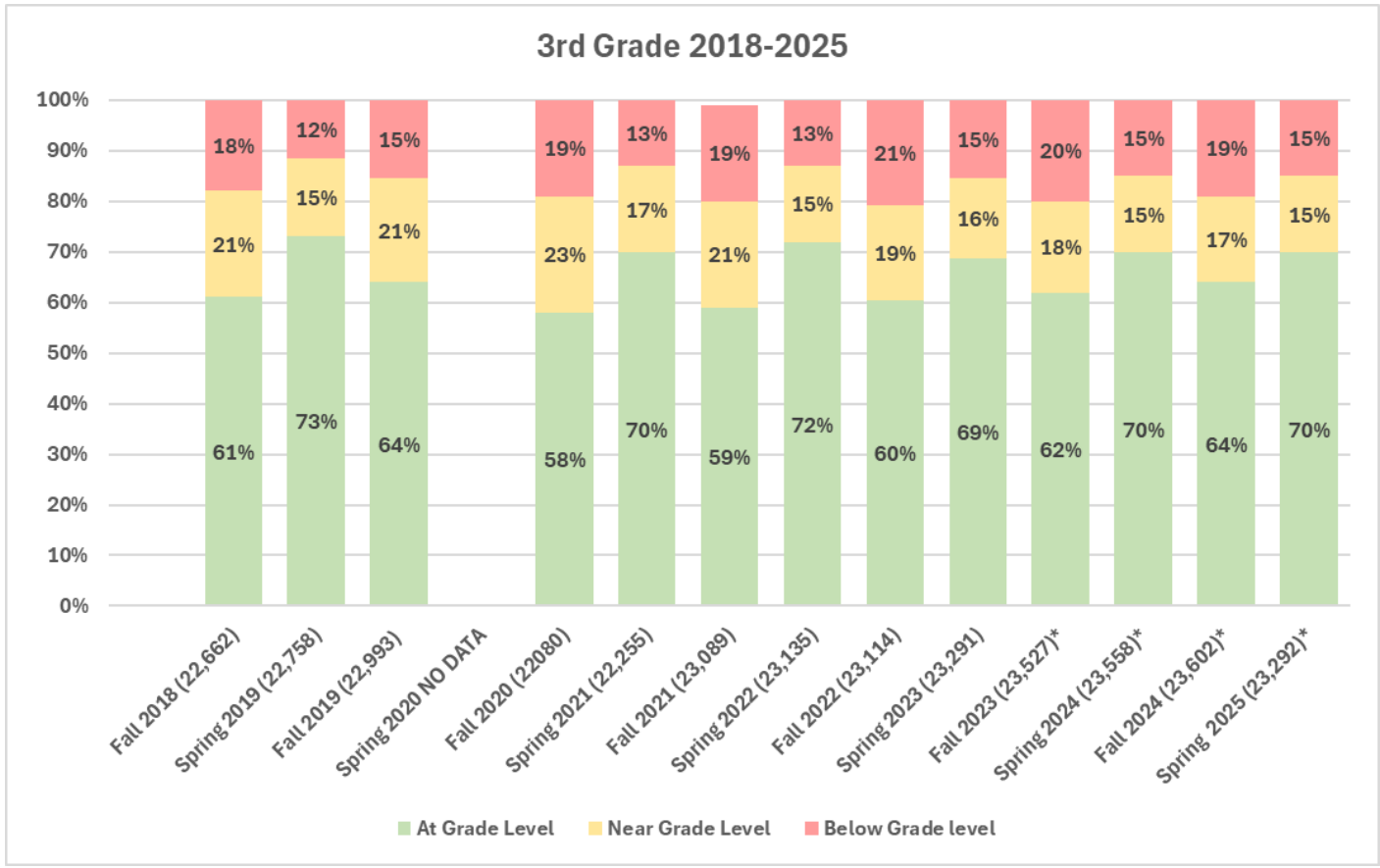


- Spring 2025 proficiency scores are similar to spring 2019.
- Students' fall proficiency scores seem to be affected by the “summer slide”.
- The percentage of students falling below grade level has been reduced over time since spring of 2021.

Graph 4.7 Fall to Spring 2nd Grade 2018-2020



Graph 4.8: Fall to Spring 3rd Grade 2018-2025

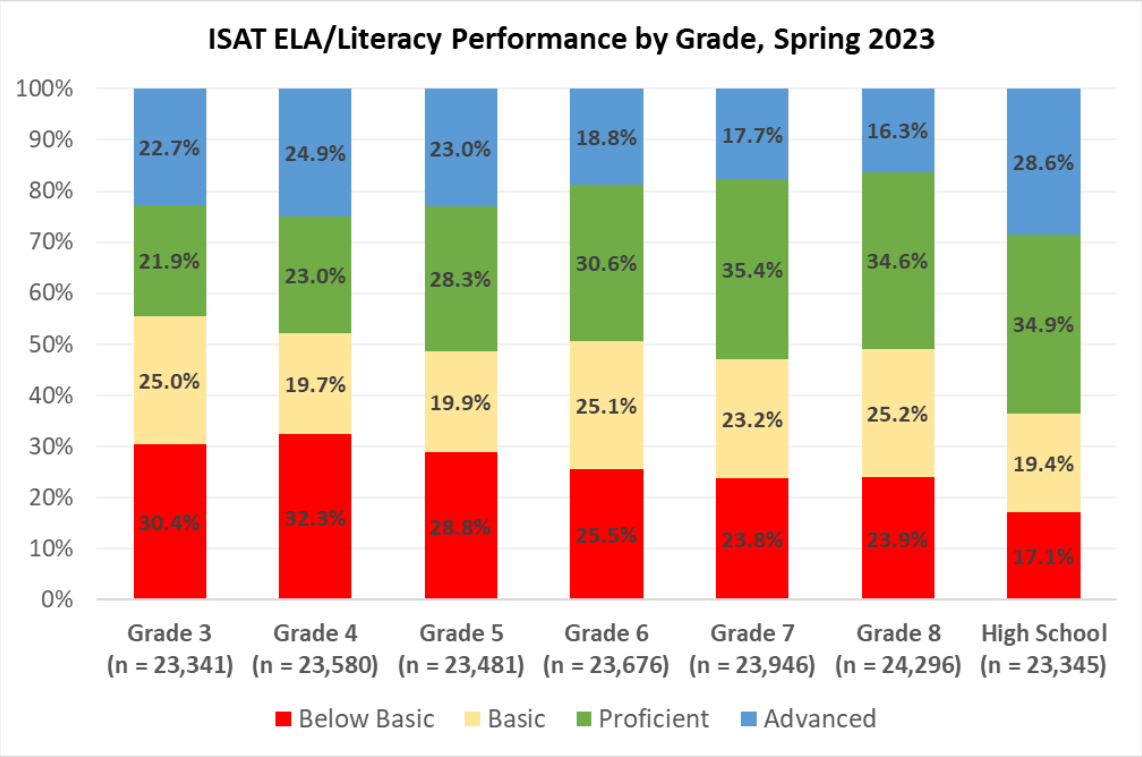


- In Grades 2 and 3, spring proficiency scores are relatively stable across time.
- Highest proficiency rates are demonstrated in spring of 2019 and Spring of 2022.
- We need continued focus in these grades to decrease the summer slide, increase growth, and reduce the number of students leaving grade 3 unable to demonstrate a solid understanding of foundational reading skills.

IDAHO STANDARDS ACHIEVEMENT TEST (ISAT)

The Idaho Standards Achievement Test (ISAT) English Language Arts/Literacy (ELA/L) assessment measures students' skills in reading and writing through a computer adaptive portion (CAT) and a writing performance task (PT) portion. The ELA/L ISAT CAT and PT measure and report scores for four claims; reading, writing, listening, and research & inquiry in addition to the overall achievement level of below basic, basic, proficient, and advanced. Scores are reported relative to progress toward meeting standards: below standard, at/near standard, and above standard. Graphs 9-11 show ISAT ELA/L performance data from 2023-2025, including overall performance for each grade-level[50].

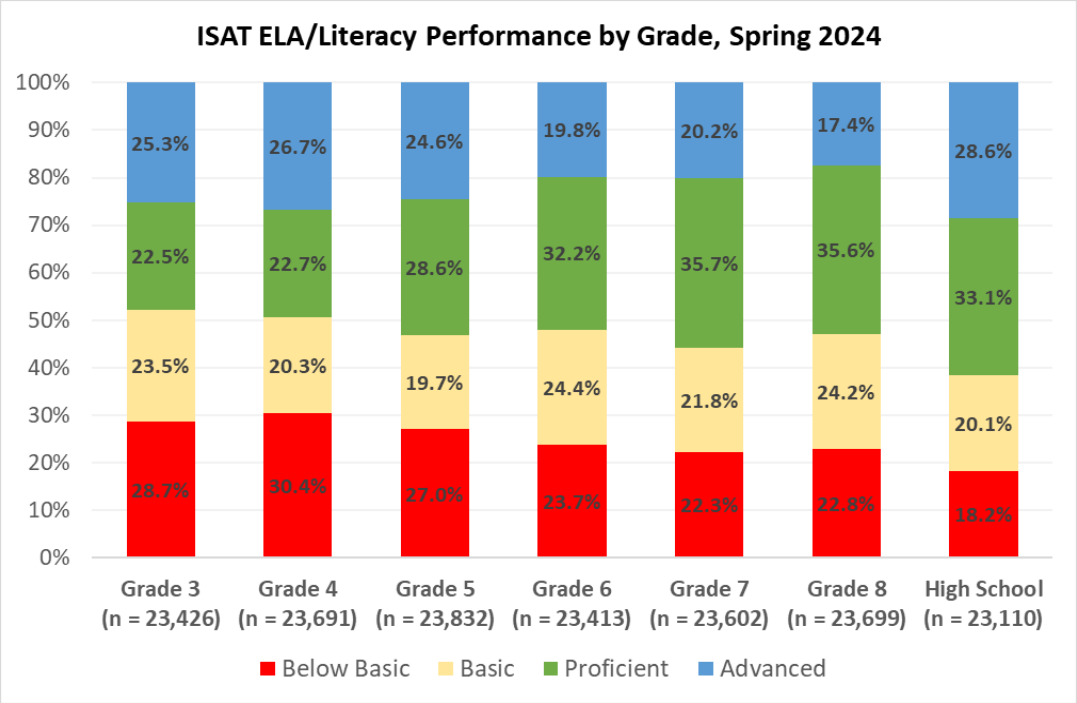
Graph 4.9: ISAT ELA Performance, Spring 2023



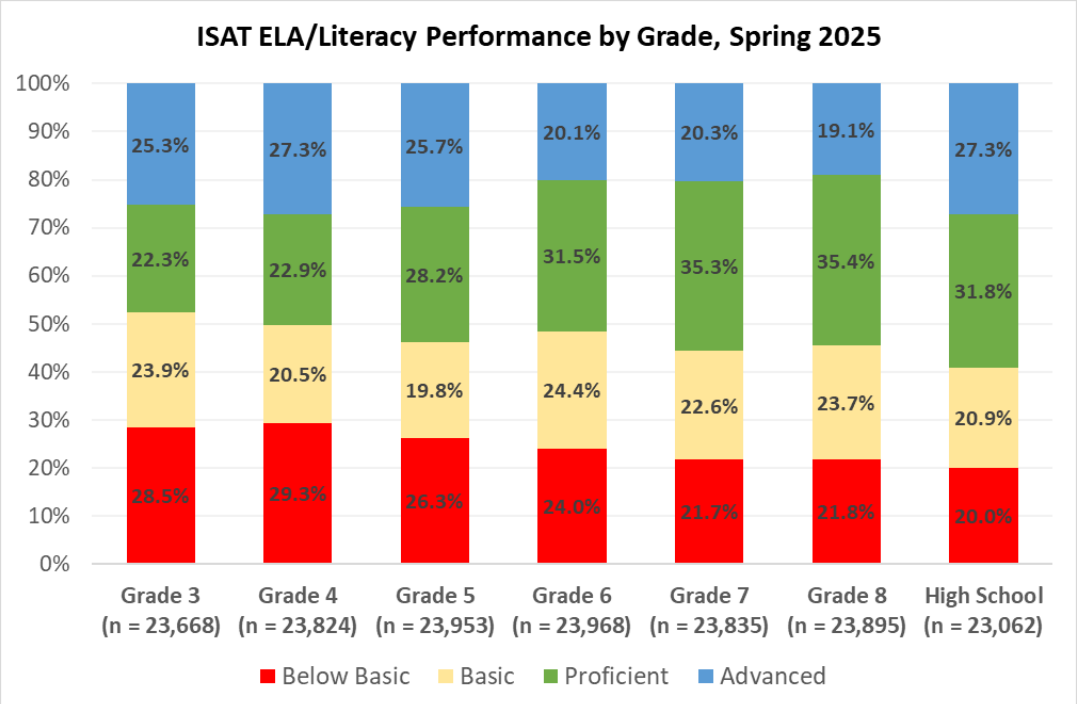
- In 2023, 69.6% of grade 3 students scored above *Below Basic*. However, only 44.6% of students score proficient or advanced.
- From grade 5 through high school, the percentage of students scoring below basic declines each year for all years except for grade 7 and grade 8 in 2024 and 2025 (See Graph 4.9, Graph 4.10, Graph 4.11).
- For high school students, proficient and advanced scores range from 59.1% to 63.5%, with 2023 showing the highest percentage scores (See Graph 4.9, Graph 4.10, Graph 4.11).

50 Idaho Report Card, n.d.

Graph 4.10: ISAT ELA Performance, Spring 2024



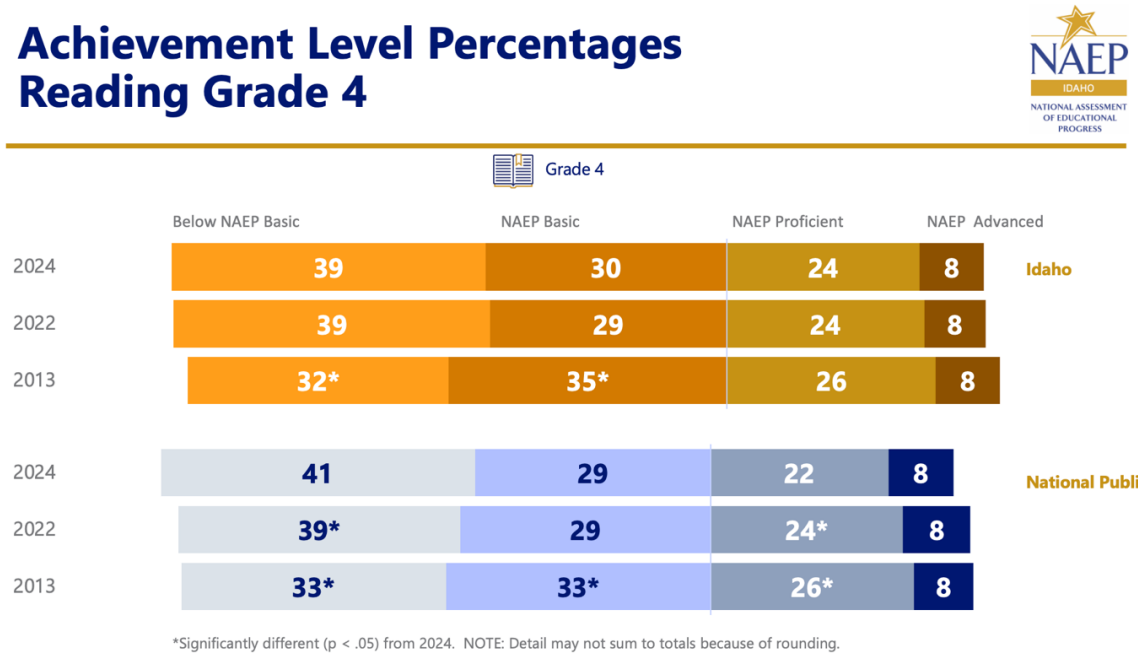
Graph 4.11: ISAT ELA Performance, Spring 2025



NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The National Assessment of Educational Progress (NAEP) is administered in grades 4 and 8. The assessment is administered to a randomly-selected sample of students of a wide variety of demographics including those from different racial/ethnic backgrounds, students with disabilities (SD), English learners (EL), and those from economically disadvantaged backgrounds (who qualify for the National School Lunch Program). The NAEP incorporates essential inclusive policies and practices into every aspect of the assessment to ensure an assessment that yields meaningful NAEP results for all students. National data, including comparisons between subgroups of students can be found on the National Assessment Governing Board website.

Graph 4.12: NAEP Achievement Level Percentages, Reading Grade 4

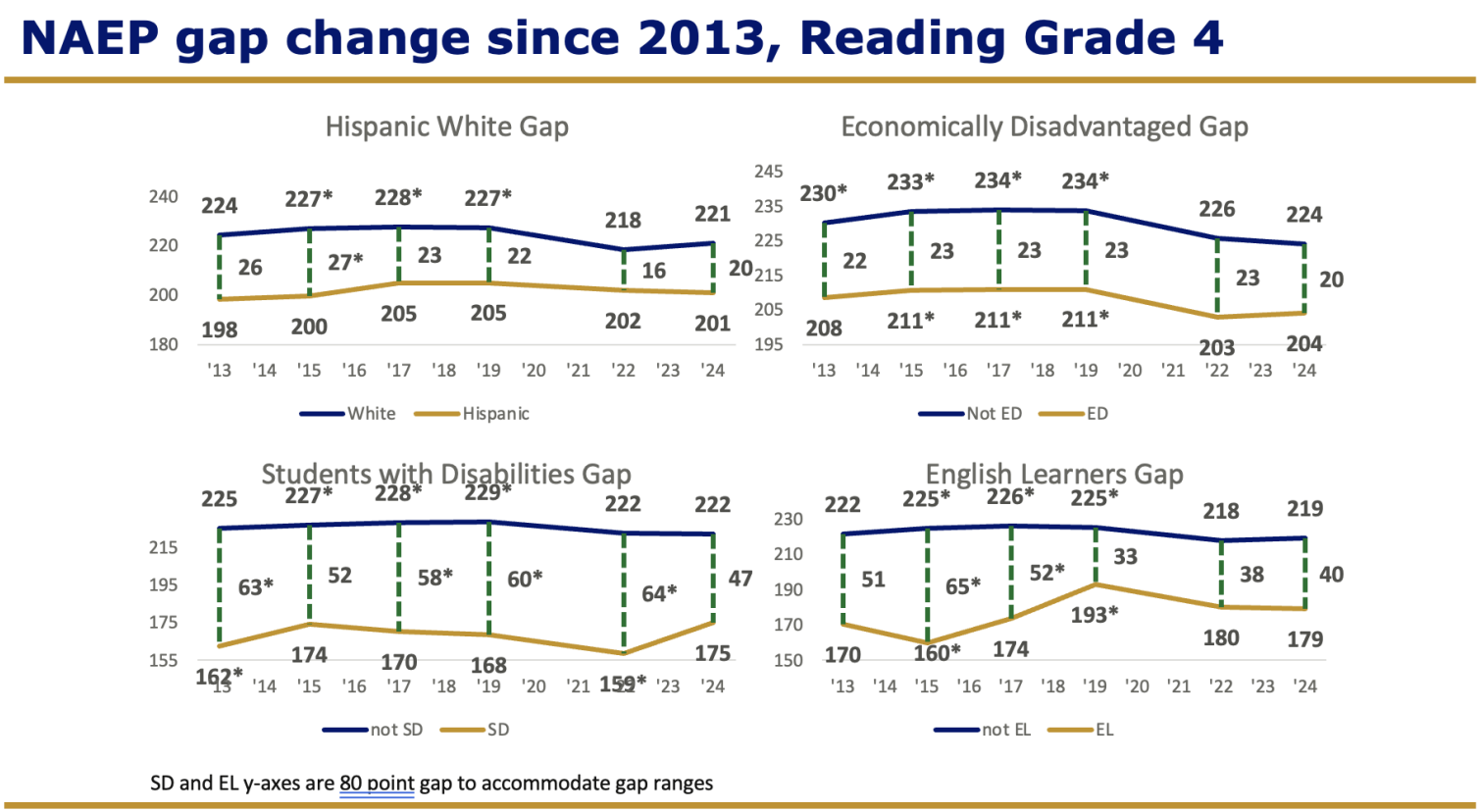


Graph 4.12 Analysis

In 2024, students in Idaho performed slightly better than students nationally—32% proficient or advanced compared to 30% nationally.

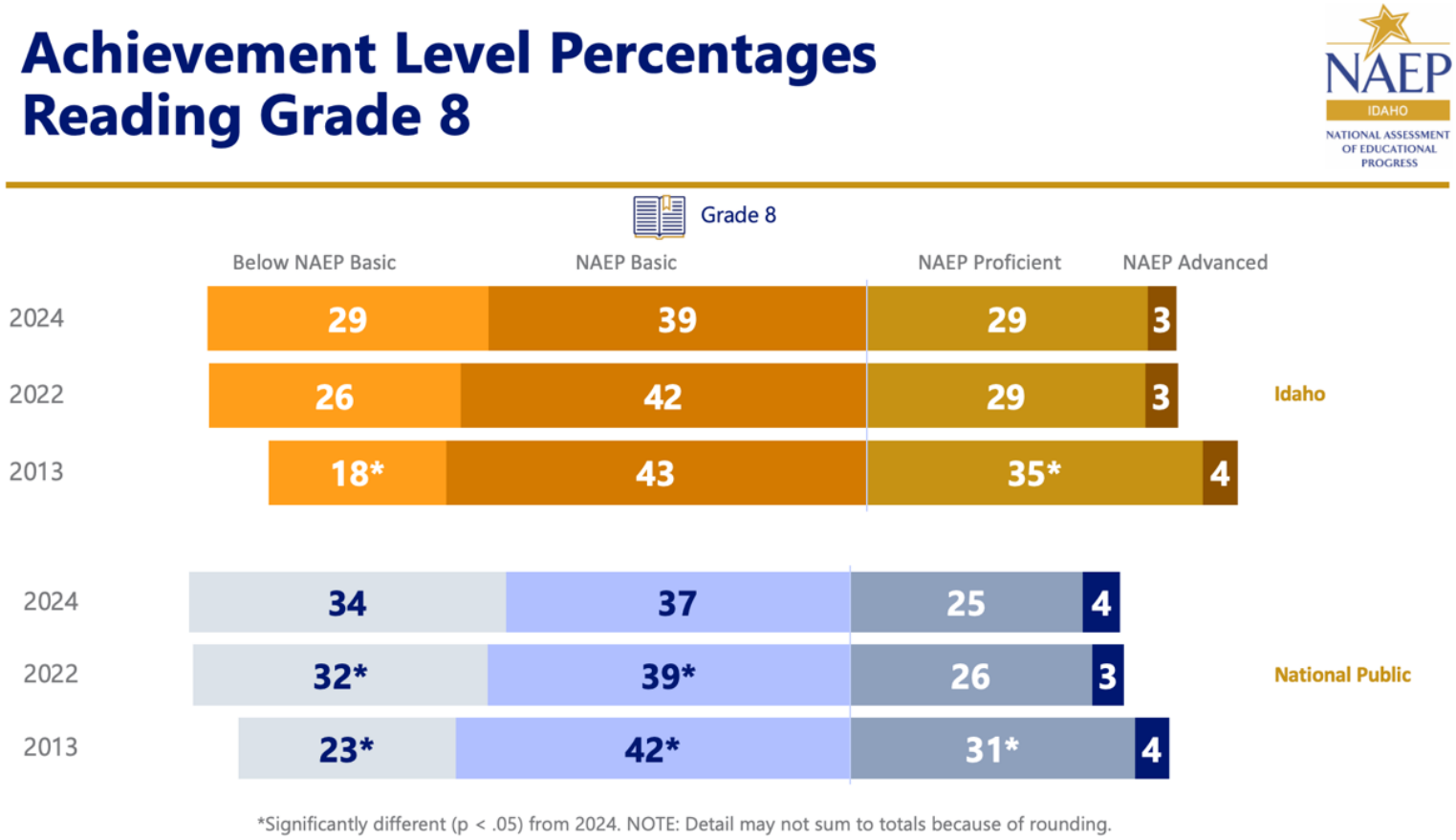
See Appendix E. to compare Idaho with other states. In 2024, students in six states performed significantly better than Idaho students in eighth grade. Idaho students performed similarly to students in 18 other states.

Graph 4.13: NAEP gap change since 2013, Reading Grade 4



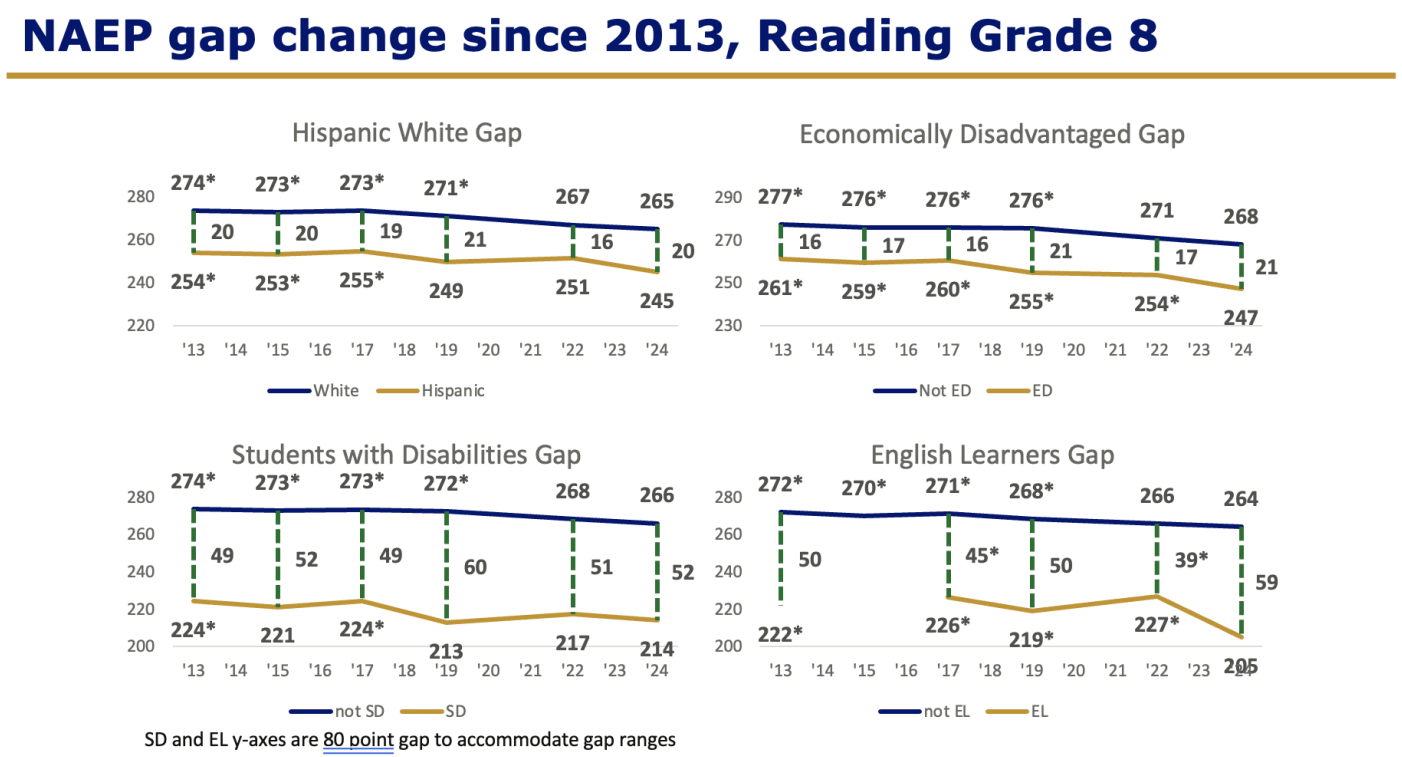
- In 2024, student gaps have improved for economically disadvantaged students and students with disabilities.
- However, the gap is still 47 points for students with disabilities and 20 points for those economically disadvantaged when compared with the typical group.

Graph 4.14: NAEP Achievement Level Percentages, Reading Grade 8



- Similar to 4th grade results, 32% of 8th graders scored proficient or advanced. However, fewer students were in the advanced category.
- Eighth grade students in Idaho outperform students nationally.

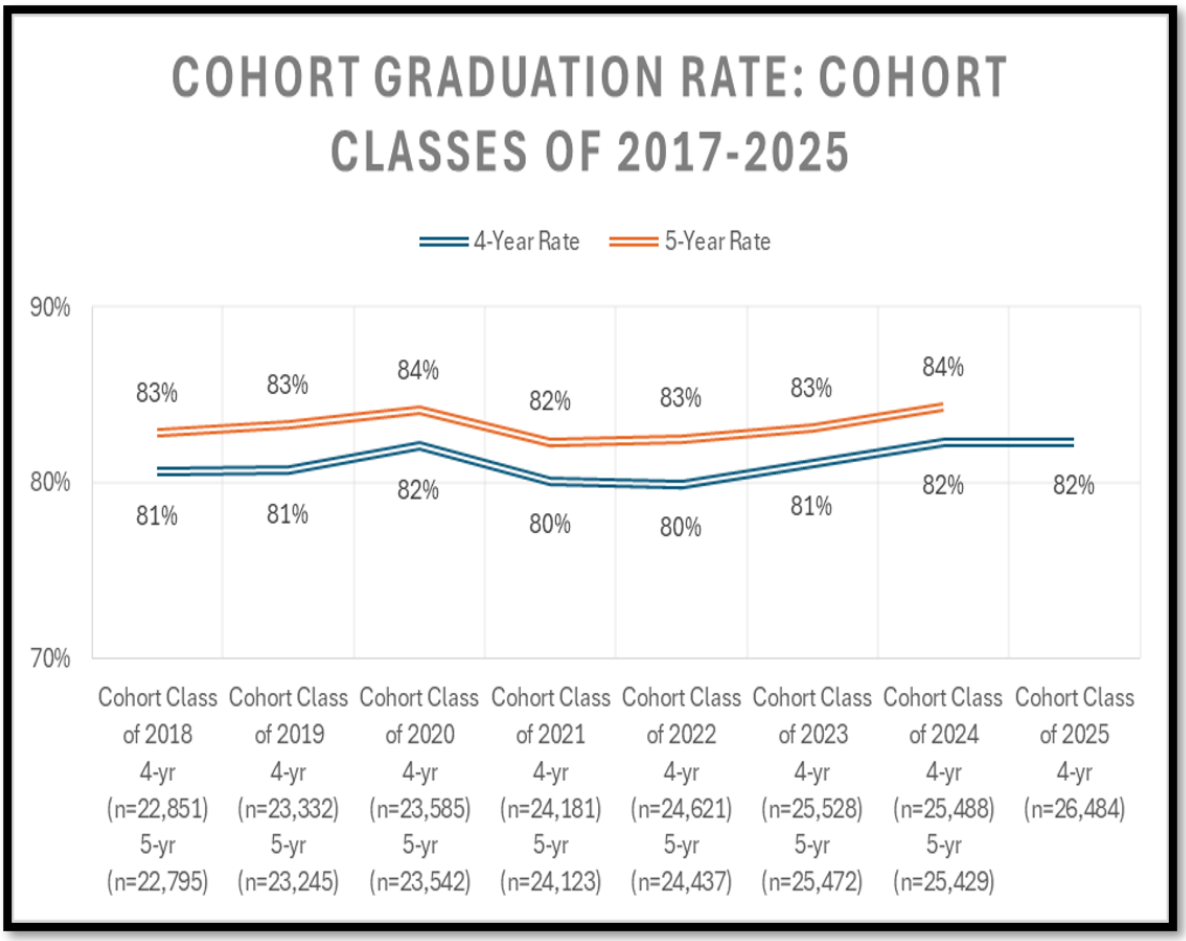
Graph 4.15: NAEP gap change since 2013, Reading Grade 8



- In 2024, gaps for students with disabilities and English learners are larger than gaps demonstrated in grade 4.
- See appendix to compare Idaho with other states—scores are lower than those in 3 states; higher than those in 25 states; and not significantly different from those in 23 states.

GRADUATION RATE

Students who are not proficient in reading by the 3rd grade are four times more likely to drop out of high school.[51] As we increase early literacy skills, future graduation rates should be impacted. However, graduation rate is an indicator of completion versus literacy proficiency, as we see that high school ISAT ELA proficiency and advanced scores are approximately 60% compared to the four-year graduation rate of about 83%. Our ultimate goal is to show that literacy rates and graduation rates reach 90% and beyond!



- Although graduation rates decreased post COVID-19, graduation rates are on the rise and are now equal to rates prior to the pandemic.
- For graduation rate by grade and subgroups, visit the Idaho Report Card.

51 Hernandez, D. J. 2011

SECTION V: CALL TO ACTION

POCKETS OF HOPE: Hamer Elementary[52]

Hamer Elementary

Fall IRI Proficiency (Tier 1) = 40% | Spring IRI Proficiency (Tier 1) = 78.6%
TOTAL GROWTH: 38.6%[53]

Hamer Elementary, out of all the public elementary schools in Idaho, had the highest literacy growth as measured by the Idaho Reading Indicator in the 2024-25 school year —a strong 38.6% growth! Several schools had impressive growth with approximately 30% difference in scores from fall to spring. However, Hamer Elementary –a small, rural school in the West Jefferson school District—had some unique practices that school leaders attributed to their even stronger literacy growth. School leaders explained that practices aligned with the science of reading alone are often not enough to promote large growth. It takes persistence, creativity, and compliance with the large l=body of research to create significant impact on reading outcomes among young students.

Haner Elementary leaders and faculty implement Multi-Tiered Systems of Support (MTSS) and use this literacy diagnostic process to inform their intervention groups. For core instruction, designed for all students (Tier 1), they use Core Knowledge Language Arts (CKLA) by Amplify. For intervention groups, designed for students in need of more intensive support, they use the 95% Group's reading program. Teachers consistently monitor progress with the Phonics Screener for Intervention (PSI) and the Phonemic Awareness Screener for Intervention (PASI), which are both aligned with their program materials. While these practices are consistent across growth schools, they remain nuanced in specific program and curriculum usages.

Practices that Superintendent and part-time Principal Shane Williams felt were most impactful were plentiful—one of which was their Professional Learning Communities (PLC) model for their collaborative teacher meetings. In these meetings, they focused on being data driven and collaborative and regularly discussed how to best utilize paraprofessionals They always kept research-based strategies at the forefront in all of their work.

From Fall 2024 to Spring 2025, Superintendent Williams says their focus did shift. Once they received their scores for the fall, they used the Response to Intervention (RTI) framework to narrow their work on specific instructional practices for students. The teachers were trained in RTI prior to implementing it in the classroom. Additionally, goals were set for each student at the beginning of the semester. Teachers, students, and parents worked together to meet these goals so students could be successful. This practice is what Superintendent Williams thinks helped increase their growth.

During the school year, there were also many small changes that impacted literacy proficiency. They did not change their core curriculum; however, they did focus more on fluency and supplemental materials. Simply using the evidence-based practices, having the right goals, using data to drive intervention instruction and groups, assessments, and collaboration, is not always enough to see growth –thought it sounds like all the right things! This is because it takes the teachers and staff inside the building to be "all in" on this—the science of reading. Shane Williams explains that his entire school is, in fact, "all in"! The teachers and staff, at the end of the day, are the ones who made the difference for students. With a supportive community and staff behind Hamer Elementary's teachers, they are able to celebrate growth, cultivate motivating environments, and ultimately make an impact on each student that sits in front of them. This is what it is all about!

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52 Special Contributor: Hailey Mace, College of Idaho student, Research Assistant, Elementary Education major

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A CALL TO ACTION

Strong literacy skills are essential to engage in lifelong learning and career success. A well-educated, literate citizenry is critical for Idaho's economic growth and prosperity. It is only through collective efforts that we will effectively prepare our students for success. While Idaho's student performance data reflects some progress, we must accelerate our focus on developing our students' expanded foundational reading skills[54] and more advanced reading proficiencies.

The priorities outlined will increase opportunities for all students to **receive** effective, research-based instruction, **achieve** reading proficiency by the end of grade 3 (see Appendix F); and **apply** reading skills to improve reading comprehension in grade 3 and beyond.

Ensuring all Idaho students have the resources and support they need to develop high levels of literacy is a shared responsibility of state policymakers, districts, schools, higher education, families, and the community. We must be dedicated to becoming experts in the science of reading to ensure evidence-based practices are implemented and all students receive explicit, systematic reading instruction. As stakeholders, we will **recognize literacy as foundational to educational attainment**, **ensure all students have access** to evidence-based literacy instructional practice, and **maintain accountability** for advancing literacy achievement. Toward this aim, instructional guides and resources focused on the needs of various groups of students will be provided.

It will take dedication and commitment on everyone's part to take the necessary steps to implement the *Idaho Comprehensive Literacy Plan*. The plan sets high expectations of all stakeholders and includes strategies that will require an investment of time and resources. If the actions in this plan are implemented in an integrated, coherent manner, Idaho will make measurable progress toward our established Literacy Growth Targets and Long-Term Academic Achievement Goals for ELA/Literacy.

We must implement this plan with an emphasis on equity and access. It is our joint responsibility to remove barriers to achievement for vulnerable and underserved students, whether by race, ethnicity, gender, special needs, geography, or socioeconomic status.

This call to action should not be taken lightly– Idaho's students, families, and communities depend on us.

54 Wolf, 2025

GLOSSARY

Term	Definition
Accountability	The idea that schools or teachers are responsible for educational outcomes and should be evaluated.
Assessment Literacy	The knowledge and skills necessary to design, select, implement, score, and interpret assessments to improve student learning. It moves beyond traditional grading to focus on student-centered, ethical, and valid methods that inform instruction and measure growth.
Automaticity	Ability to read words quickly and accurately
Background knowledge	The prior knowledge a student has, or is explicitly taught before reading a text, related to the theme, content, and/or topic of the text.
Curriculum-based measures	The appraisal of student progress by using materials and procedures directly from the curriculum taught.
Decoding	Ability to translate a word from print to speech; using knowledge of sound-symbol correspondences
Diagnostic Assessment	Given at any time, diagnostic assessments are designed to extract precise information about students' specific skills and knowledge to inform instructional interventions.
Dysgraphia	The condition of impaired letter writing by hand, that is, disabled handwriting. Impaired handwriting can interfere with learning to spell words in writing and speed of writing text.
Dyslexia	Dyslexia means a specific learning challenge that is neurological in origin. It is characterized by difficulties with accurate or fluent, or both, word recognition and by poor spelling and decoding abilities, which typically result from a deficit in the phonological component of language that is

Dyslexia	often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. (Idaho Dyslexia Handbook, 2022) **Updated definition from International Dyslexia Association:** Dyslexia is a specific learning disability characterized by difficulties in word reading and/or spelling that involve accuracy, speed, or both and vary depending on the orthography. These difficulties occur along a continuum of severity and persist even with instruction that is effective for the individual's peers. The causes of dyslexia are complex and involve combinations of genetic, neurobiological, and environmental influences that interact throughout development. Underlying difficulties with phonological and morphological processing are common but not universal, and early oral language weaknesses often foreshadow literacy challenges. Secondary consequences include reading comprehension problems and reduced reading and writing experience that can impede growth in language, knowledge, written expression, and overall academic achievement. Psychological well-being and employment opportunities also may be affected. Although identification and targeted instruction are important at any age, language and literacy support before and during the early years of education is particularly effective. (IDA 2025)
Early learning providers	Agencies and individuals that provide preschool, prekindergarten, or daycare services.
English learners (ELs)	Students who are in the process of acquiring English proficiency and have a first language other than English
Evidence-based Instruction	Practices in teaching backed by high-standard, scientific studies (randomized control trials and quasi-experimental) that have been replicated with positive outcomes
Explicit, systematic instruction	A structured, systematic, and effective methodology for teaching academic skills. Explicit instruction happens when a teacher intentionally covers academic material, scaffolding on previous knowledge and ensuring students grasp new material.
Fluency	The ability to read text accurately and quickly and with expression and comprehension

Formative Assessment	Formative assessment is an intentional ongoing process – not a single test. It describes feedback discussions between teachers and students, and students and their peers that happen during instruction. It's a deliberate process that is used to provide specific insight into student learning and allow for educators to adjust teaching strategies accordingly.
Interim Assessment	Interim assessments are typically used to determine whether students are on track toward proficiency of the content standards. Interim assessments may be selected by teachers in the classroom to meet several instructional purposes or administered after sufficient teaching and learning has occurred.
Language structures	One strand of Scarborough's Reading Rope model, this skill area includes understanding how sentences and language are organized, and knowledge of syntax, sentence structure, and academic language in order to connect ideas and understand meaning in text.
Listening comprehension	The ability to understand and interpret spoken language, including words, sentences, and meaning.
Literacy	The ability to read, write, speak, and understand language in order to communicate and access information
Literacy knowledge	One strand of Scarborough's Reading Rope model, this skill area includes understanding different types of texts and how they are organized. knowledge of genres and text structure, and how authors organize and present information.
Morphology	The study of word parts related to meaning (e.g. education = educate + tion)
Multi-tiered systems of support (MTSS)	Idaho Multi-Tiered System of Support (MTSS) is a prevention-based framework of team-driven, data-based decision-making for improving outcomes for all students. The five essential components of Idaho's MTSS include: leadership, assessment, data-based decision making, multi-tiered instruction, and engagement with families, caregivers, and the community.

Multilingual learners	Students developing proficiency in multiple languages, including English, while often speaking another language at home
Multisyllabic words	Words containing two or more syllables.
Onboarding	Is the act of bringing new employees up to speed on the organization's goals, strategies, rules, internal processes, expectations, and culture.
Outcomes Assessment	An assessment used to determine the extent to which students have achieved intended learning outcomes or performance goals, often at a broader level (e.g., grade, program, or system).
Phonemic Awareness	Phonemic awareness is the highest level of phonological awareness and is the ability to hear, identify, and manipulate the individual sounds in spoken words.
Phonics	The relationship between the sounds of spoken words and the individual letters or groups of letters that represent those sounds in written words
Phonological Awareness	An umbrella term that includes a range of skills related to recognizing and manipulating the sound structures of spoken language, including syllables, onsets, rimes, and phonemes
Phonology	The study of the sound patterns that occur within languages.
Pragmatics	The patterns and systems for language use in social context, including words and gestures
Professional learning communities	Teacher learning that is grounded in collaborative cycles of inquiry and action research, operating under the assumption that key to improved learning for students is continuous job-embedded learning for educators. Professional learning communities include the cyclical process of gathering evidence of learning, developing strategies based on those conclusions, implementing the strategies, analyzing the impact, and applying new knowledge.
Progress Monitoring	Administered frequently throughout instruction and intervention to closely monitor student progression toward mastery of concepts, skills, and grade level content.

Reading Comprehension	The process of drawing meaning from written text.
Screening Assessment	Given before instruction to inform teachers where to begin teaching core instruction, to differentiate instruction, and to flag students who are at risk for developing reading difficulties and/or who need intervention support.
Semantics	The system within a language that governs the content, intent, and meaning of spoken and written language.
Sight recognition	Unique to each reader, a sight word has been orthographically mapped in a reader's memory — its spelling, pronunciation, and meaning are securely bonded. These words are recognized automatically and effortlessly in print.
Skilled reading	the fluent, automatic execution of word recognition and high-level language comprehension, allowing the reader to focus on meaning rather than decoding. It involves active engagement through strategies like predicting, monitoring understanding, and connecting text to background knowledge
Specific learning disability (SLD)	A variety of disabilities characterized by a difficulty or delay in the development of the ability to learn or use information. This is one of the 13 categories of disability under the Individuals with Disabilities Education Act (IDEA). Sometimes referred to as learning disability (LD).
Structured Literacy	The umbrella term used to describe evidence-based approaches to reading and writing instruction that are explicit, systematic, cumulative, and diagnostic, integrating listening, speaking, reading, and writing while directly teaching the structure of language at the levels of phonology, orthography, morphology, syntax, semantics, and discourse
Summative Assessments	An evaluation used to measure student learning outcomes and level of content or skill mastery at the end of a chapter, unit, or course. Statewide summative assessments are administered at the end of the year and designed to provide systems level information for state, district, and school decision making on an annual basis.

Syntax	Rules for a language consistently used to put words together in grammatically correct sentences
Verbal reasoning	The ability to think, explain, and make connections using language; includes inferencing, comparing ideas, and expressing thinking verbally, and relies on vocabulary and background knowledge.
Vocabulary	The words we must know in order to communicate effectively.

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RESOURCES

This section of the Idaho Comprehensive Literacy Plan provides tools and resources to support the collective work of the state, districts, schools, institutions of higher education, community partners, and families in improving literacy achievement across Idaho.

Resources are organized by the **Idaho Comprehensive Literacy Plan's** essential elements, and the goal areas they serve.

COLLABORATIVE LEADERSHIP

- **The Idaho SMART Project:** A comprehensive K–3 literacy support system designed to build common language and implement evidence-based practices. Through three distinct pathways, leaders, coaches, and teachers build capacity and instructional coherence.
- **Idaho Mentor Program Standards:** Developed by the Idaho Department of Education, these standards guide the design of high-quality mentoring programs to ensure new teachers successfully transition from preservice to the profession.
- **The Reading League Compass:** A centralized hub that curates evidence-aligned resources to help administrators and school leaders make informed, data-driven decisions to improve literacy outcomes.
- **Florida Center for Reading Research (FCRR):** Offers a dedicated site for school leaders to enhance their knowledge of evidence-informed practices. It includes tools for instructional walk-throughs, curriculum decision-making, and professional development.
- **National Center on Improving Literacy (NCIL):** A federally funded resource center that provides evidence-based teaching strategies, screening tools, and intervention resources to support students with—or at risk for—literacy-related disabilities.

DEVELOPING PROFESSIONAL EDUCATORS

- **Idaho Standards for Initial Certification:** Outlines the specific knowledge, skills, and dispositions required for teacher candidates in Idaho. The **Idaho Comprehensive Literacy Standards (ICLS)**, grounded in the science of reading, are a core component of these requirements.
- **ICLS Concepts and Competency Guides:** Provides detailed breakdowns of the research-based literacy knowledge and instructional skills required of all licensed teachers in Idaho.

- **International Dyslexia Association (IDA) Standards:** Defines the essential "Knowledge and Practice Standards" (KPS) for all teachers of reading, emphasizing a Structured Literacy approach to improve student achievement.
- **The Reading League Compass (EPP Resources):** Supports Educator Preparation Programs in embedding the science of reading into coursework through model syllabi, course refinement tools, and transformation guides.
- **Center for Effective Reading Instruction (CERI):** Maintains a national directory of certified Structured Literacy professionals and provides pathways for advanced professional certification.
- **Idaho State Board of Education Approved Provider List:** A curated list of authorized institutions and organizations offering courses and exams that meet the Idaho Comprehensive Literacy Standards.
- **The Reading Institute:** Offers a free, self-paced, 10-hour "Science of Reading" introductory course designed by Dr. Katy Pace-Miles, blending theoretical foundations with practical classroom applications.
- **Mount St. Joseph Reading Science Library:** An evolving digital archive of current literature, publications, and professional organizations dedicated to the science of reading and learning.

ASSESSMENT AND DATA

- **NAEP (The Nation's Report Card):** Provides an interactive platform to explore and compare Idaho's reading data across various student groups and national benchmarks.
- **Idaho Consolidated State Plan (ESSA):** Outlines Idaho's statewide accountability system. Managed by the Idaho Department of Education, this plan is continually refined to improve support systems for all learners.
- **Idaho Content Standards for ELA/Literacy:** Current standards, which drive both the instructional materials used in our schools and the assessments we ask students to take, are reflective of Idaho building on its past strengths and also learning from a body of research and experience within Idaho and around the country.
- **Idaho State Systemic Improvement Plan (SSIP):** A multi-year initiative focused on improving literacy outcomes for students with disabilities by shifting the focus from administrative compliance to results-driven educational outcomes.
- **NCIL Pre-K Literacy Assessment:** A validated tool for parents, caregivers and early childhood educators to observe and monitor early literacy development in pre-kindergarten learners.

EFFECTIVE INSTRUCTION AND INTERVENTIONS

- **Idaho Association for the Education of Young Children (IAEYC):** Supplies families and early educators with toolkits, videos, and professional development focused on early childhood literacy.
- **Idaho Literacy Resource Center (ILRC):** A hub created by the Idaho Department of Education that offers specialized resources and information for teachers, administrators, and caregivers.
- **Idaho Early Learning eGuidelines:** Details developmental milestones and caregiver strategies across five domains, ensuring high-quality, consistent care and literacy exposure in early childhood settings.
- **Reading Universe Taxonomy:** A comprehensive framework that breaks down essential reading and writing skills into manageable "skill explainers" with accompanying lesson plans, videos, and assessments.
- **AdLit:** A specialized hub providing research-based information and resources specifically tailored to support adolescent readers and writers in middle and high school.
- **IRIS Center Glossary:** A searchable, comprehensive glossary from Vanderbilt University that defines complex literacy and special education terms for all stakeholders.
- **What Works Clearinghouse (IES) Practice Guides:** Offers evidence-based recommendations and concise guides, such as "Improving Adolescent Literacy," backed by rigorous federal research.
- **UFLI Foundations:** An explicit, systematic program developed by the University of Florida Literacy Institute for core primary instruction or as a targeted intervention for older students.

FAMILY AND CAREGIVER RESOURCES

- **FCRR Family Resource Hub:** Provides easy-to-access information and activities for parents and caregivers to support their child's literacy development at home.
- **Idaho Commission for Libraries :** Supports libraries across the state in providing free access to books and free early literacy programs.
- **Reading Rockets' "Literacy at Home":** Offers research-based strategies and activities to help families nurture reading growth and build stronger connections with their child's school.
- **Read Not Guess:** A free, email-based program that delivers daily 5-to-10-minute "mini-lessons" to parents and caregivers to help children build foundational decoding skills.
- **NABU:** A mobile app providing free, high-quality digital books in multiple mother-tongue languages, helping multilingual families bridge the gap to English literacy through engagement and representation.

APPENDICES

Appendices

APPENDIX A

LITERACY GUIDANE DOCUMENTS

The State Board of Education and State Department of Education have identified *Literacy Guidance Documents* that are foundational to our work. They work together to align efforts to improve literacy instruction and student outcomes. Each of these documents has a distinct purpose and an intended audience:

Document	Audience(s)	Focus	Purpose
Idaho Comprehensive Literacy Plan	All stakeholders: state policymakers, state agencies, districts, schools, classrooms, parents/caregivers, and the community	Policy & Systems	Aligns state, district, and local efforts in support of literacy.
Idaho Literacy Instructional Guide *(Anticipated Fall 2026)*	Educators: District and school leaders, instructional coaches, classroom teachers, and paraprofessionals	School-level Instruction & Interventions	Provides clear guidance and instructional routines to increase the quality of literacy instruction and interventions.
Idaho Dyslexia Handbook	All stakeholders: state policymakers, state agencies, districts, schools, classrooms, educators, parents/caregivers, and the community	Policy, Systems, School-level Instruction and Interventions	Provides a clear description of dyslexia, how it should be identified, and the evidence-based instructional practices necessary to support students with dyslexia and other reading difficulties.
Idaho Multi-Tiered Systems of Support (MTSS) Guide/Handbook *(Anticipated Summer 2026)*	Educators, district and school leaders, instructional coaches, classroom teachers	School-level Instruction & Interventions	Provide common understanding and vocabulary across all content areas for building a tiered system of supports in a school or district.
Idaho Standards—Concepts and Competencies	Institutes of Higher Education: Educator Preparation Programs, deans, department chairs, faculty, district literacy leaders	Teacher Preparation	To ensure that all pre-service educator candidates seeking Idaho licensure demonstrate knowledge and competencies

Guides (Standards 1-5)			aligned with the Idaho Comprehensive Literacy Standards and the science of reading.
Idaho Comprehensive Literacy Course (ICLC) Guidance Document & Rubric	Districts and Educators: district leaders, educators—entering through alternative certification routes, interstate reciprocity, reinstatement, or interim authorization,	Licensure Candidate Preparation	Provides requirements and guidance for course creation designed for candidates seeking Idaho licensure.
Science of Reading Defined (Brown, 2026)	Superintendents, building principals	School-level Instruction & Interventions	Provides clear definitions of key terms alongside helpful resources and implementation tips.
System Level Strategies from Ohio's Plan to Raise Literacy Achievement (2025)	Classroom teachers, building administrators, district leaders, state agencies	Literacy across systems	Outlines key components for literacy at each tier of the educational systems
International Dyslexia Associations Knowledge and Practice Standards	Institutes of Higher Education: Educator Preparation Programs	Competencies for teachers of reading	Outlines key knowledge and practice standards for integration into educator preparation programs.

APPENDIX B

SUMMARY OF IDAHO LITERACY LEGISLATION

IDAHO LITERACY ACHIEVEMENT AND ACCOUNTABILITY ACT
Title 33 Chapter 18
"Idaho Literacy Achievement and Accountability Act."

- Legislature charges the State Board of Education and the State Department of Education with holding local education providers accountable for providing reading instruction focused on foundational reading skills: phonemic awareness, phonics, fluency, vocabulary, and text comprehension (§33-1803, Idaho Code).

- The State Board of Education develops, maintains, and updates the Idaho Comprehensive Literacy Plan. This is updated through collaborative efforts every five years and provides updates and strategies for ensuring students develop strong literacy skills (§33-1804, Idaho Code).

- Every child should read at or above grade level by the end of grade 3 (§33-1805, Idaho Code).
  - LEAs must offer reading intervention programs for students that demonstrate deficiencies in reading
  - Plans must focus on foundational reading skills and monitor student progress and be created within 30 days of identification
  - LEAs must notify parents
  - LEAs must report the number of students on plans
  - The State Department of Education compiles and publicly reports data
  - The State Department of Education provides assistance to districts

- Assessment system (§33-1806, Idaho Code)
  - The State Department of Education must facilitate a single statewide test that assesses foundational skills at appropriate grade levels twice a year
  - The percentage of proficient students is public, and the IDE must maintain a data dashboard
  - Curricular materials to be based on evidence-based best practices and to align with the Idaho Comprehensive Literacy Plan

- Literacy Intervention Program (§33-1807, Idaho Code)

- Each LEA must provide additional literacy instruction to those students scoring below proficient on the fall statewide assessment
- Literacy programs must be submitted to the State Board of Education
- The SBE outlines specific requirements for the plans

- Preparing Educators (§33-1808, Idaho Code)
  - State Board of Education reviews educator preparation programs who must align curriculum to the Idaho Comprehensive Literacy Plan
  - Teachers on interim, alternate routes, or transferring licensure from other states must verify completion of the Idaho Comprehensive Literacy Course or Assessment

- Accountability and Improvement (§33-1809, Idaho Code)
  - Local school boards must receive support and training
  - Literacy goals and results are publicly reported

- Rulemaking Authority (§33-1810, Idaho Code)
  - The State Board of Education may promulgate rules

- Dyslexia Legislation (§33-1811, Idaho Code)
  - State Department of Education identifies strong screening tools and intervention practices. Schools must administer schoolwide dyslexia screening measures K-5
  - Tier 2 diagnostics must follow when student is identified as having characteristics of dyslexia by screening, teacher, or parent
  - Schools must notify parents and provide evidence-based interventions
  - State Department of Education maintains a list of professional development requirements and approved courses
  - All relevant personnel must complete professional development in the characteristics of Dyslexia

APPENDIX C

LITERACY IN IDAHO: AN ANNOTATED TIMELINE OF INITIATIVES

For decades, Idaho has prioritized literacy. Beginning in earnest in 1998, Idaho continues to prioritize collaborative leadership, the development of professional educators, robust assessment and data systems, and effective instruction and interventions. This iterative process demonstrates Idaho's commitment to ensuring that **ALL Idaho students**, regardless of background, ability, or location:

- **Receive** effective, evidence-based literacy instruction and intervention grounded in the science of reading.
- **Achieve** reading proficiency by the end of grade 3 (see Appendix F), as referenced in Idaho statute– Idaho Literacy Achievement and Accountability Act §33-1805, Idaho Code.

The annotated timeline celebrates significant moments in Idaho's literacy history.

1998

- State Board of Education adopts the first Idaho Comprehensive Literacy Plan
  - This K-12 plan articulates how we should align our literacy work across the state so that every child becomes a reader and writer. It emphasizes expanded foundational skills[55] in the early grades (K-3) and more advanced literacy skills in grades 4 and beyond and is aligned to the Idaho State Content Standards in English Language Arts/Literacy.
  - Every five years, the State Board of Education is legislatively required to update the plan, convening a collaborative group that includes literacy experts and representation from public schools and educator preparation programs.
  - The plan articulates progress made and establishes goals and evidence-based strategies for the next five years.

1999

- The State Board of Education builds on the foundation by launching the Idaho Reading Initiative
  - The initiative included three major components:
    - The Idaho Reading Indicator, administered twice annually to identify K–3 students reading below grade level;
    - An intervention requirement mandating school districts to provide 40 additional hours of instruction beyond the regular school day for students not meeting proficiency; and
    - The Idaho Comprehensive Literacy Exam, requiring pre-service teachers to demonstrate proficiency in language structure and literacy knowledge prior to certification.

[55] Wolf, 2025

2001

- The Idaho Legislature amends statute to establish reading goals.
  - The statutory change requires all schools to ensure 85% of students are reading at grade level by the end of third grade.

2004

- Idaho requires pre-service teachers to take the Idaho Comprehensive Literacy Assessments.

2007

- Updated certification requirements for teachers
  - Pre-service teachers, those transferring out-of-state certification, and those renewing their license are required to take either the Idaho Comprehensive Literacy Course (ICLC) or Idaho Comprehensive Literacy Assessment (ICLA).
  - Idaho adopts Idaho-specific probes from AIMSWeb as the IRI
  - The IRI Steering Committee recommended shifting the Idaho Reading Indicator to a new assessment, AIMSWeb, and the state worked with the company to develop Idaho-specific probes to be used as the IRI assessment.

2013

- Governor Otter's Task Force for Education - Literacy Committee release recommendations
  - Commissioned by former Governor Butch Otter, the Task Force focused on improving Idaho's overall education system, leading to multiple recommendations
    - One recommendation focused specifically on literacy advocating for student mastery of literacy prior to content learning
- The State Department of Education evaluates the use of the IRI.
  - The SDE contracted with Dr. Kristi Santi and Dr. David Francis from the University of Houston to conduct a review and analyze the quality and use of the current IRI.
  - Their findings indicated that the IRI was not being used for its intended purpose of identifying children at risk for reading failure but was being used for teacher evaluation.
  - The evaluators recommended reevaluating how the AIMSWeb probes were used.

2015

- Three literacy-related groups recommend updates to the state's literacy initiative
  - **Idaho Higher Education Literacy Partnership (IHELP)** re-established to improve collaboration amongst literacy professionals at the state's institutions of higher education and to provide the State Department of Education and State Board of Education with feedback regarding the ICLC, ICLA, the Literacy Standards for Educator Preparation, and applicable sections of rule. IHELP is managed by the literacy professionals from all Idaho colleges and universities that facilitate coursework for pre- and in-service educators.

- **The Literacy Implementation Committee**, a subgroup of the previous Governor's Task Force for Improving Education - Literacy Committee, convened to develop recommendations for specific, actionable changes to statute and rule related to the state's literacy strategies. The committee provided its recommendations to the State Board of Education in June 2015. These recommendations were primarily related to expansion of state-funded literacy interventions for struggling early elementary students (from 40 hours for all non-proficient students to 30 or 60 hours depending on the student's IRI score) and potential adjustments to the IRI. The Committee also established the Early Literacy Assessment Working Group.
- **The Early Literacy Assessment Working Group** was created as a result of the Literacy Committee's recommendation that Idaho consider using a different assessment or assessment package for early literacy (IRI). The Early Literacy Assessment Working Group identified and prioritized the state's needs for an early literacy assessment and conducted a Request for Information (RFI) to review available assessments on the market to determine if there were any that might meet the state's needs. In 2016, the Working Group recommended to the State Board of Education that Idaho shift the IRI to a computer-adaptive assessment capable of measuring multiple aspects of literacy/reading and provided a draft Request for Proposals (RFP).

- State Board of Education adopts the 2015 Idaho Comprehensive Literacy Plan

2016

- The Idaho Legislature makes substantial changes to statute based on recommendations from the Literacy Implementation Committee
  - The statute requires all districts and charter schools to create a LEA-level Literacy Intervention Program Plan aligned to the Idaho Comprehensive Literacy Plan,
  - The statute mandates 30 and 60 hours of intervention for non-proficient students dependent on their fall IRI score.
  - Additionally, separate legislation was brought forward and approved requiring individual reading plans for non-proficient students and ensuring that parents/guardians would have the opportunity to participate in the development of those plans.
  - Governor C.L. "Butch" Otter requested a significant increase in literacy funding for interventions, and the Legislature approved a total of $13 million for interventions, as well as additional funds for the implementation of a new IRI assessment.
    - The State Department of Education facilitated a request for proposal (RFP) process that resulted in the adoption of Istation's Indicators of Progress (ISIP) Early Reading as the IRI. The test was piloted / field tested with a limited number of districts in the 2017-2018 school year and was launched statewide in the 2018-2019 school year.

2017

- Based on work done by IHELP and the Professional Standards Commission (PSC), the Board approves changes to the ICLC, ICLA, and the Literacy Standards for Educator Preparation

2018

- Based on a 2016 Request for Proposal (RFP) process, Idaho implements the Istation Indicators of Progress - Early Reading (ISIP-ER) as the IRI
  - Istation's Indicators of Progress (ISIP) Early Reading as the IRI. The test was piloted / field tested with a limited number of districts in the 2017-2018 school year and was launched statewide in the 2018-2019 school year.

2019

- The Idaho Legislature approves Governor Little's request to increase literacy intervention funding to a total of $26 million
  - Districts have used this funding to purchase intervention curricula and programs and to hire additional personnel to support students in reading.
- Governor Little's "Our Kid's, Idaho's Future" Governor's Task Force for Education releases recommendations, including an emphasis on early literacy

2020

- Update & revision of the Comprehensive Literacy Plan
- The Idaho Striving to Meet Achievement in Reading Together (SMART) Project began
  - The project focuses on building strong literacy foundations in classrooms through professional learning.
  - Trained SMART coaches work one-on-one with K-3 classroom teachers to build teacher knowledge through book studies and teacher skill through observation and coaching cycles.

2022

- Legislation and training expanded to ensure that all readers receive support.
  - Increased literacy funding from $26 million to $72 million, which was specifically intended to give districts the ability to adopt full-day kindergarten options.
  - House Bill 731, known as the Dyslexia legislation passed.
    - This added a requirement for educators with particular endorsements to complete training in recognizing the characteristics of dyslexia.
    - By the year 2025, a professional development credit is required to renew teacher certification.
    - The legislation also requires districts to use the Idaho Reading Indicator to screen all K-3 students for characteristics of Dyslexia. When a student's performance indicates possible risk, districts must notify parents and provide additional diagnostic assessments to determine instructional needs.
    - The Idaho State Department of Education maintains a list of both professional development courses for teachers and approved assessments for districts.
- The Idaho State Department of Education partnered with literacy experts to create a Dyslexia Handbook.

- This guidance document provides an overview of Dyslexia, of structured literacy, and of potential resources for schools and families.

- IHELP collaboratively revises and updates the ICLS.
  - An additional standard, applicable to all teachers, was added.
  - The fifth standard focused on diverse reading and writing profiles.
  - Additional revisions were made to the four existing state specific requirements, these updates increased clarity and alignment to evidence-based practices and recommendations of the International Dyslexia Association.
  - IHELP also updated the ICLAs. Participating institutions required all preservice candidates to pass all of the exams to receive an institutional recommendation for certification.

2023

- Idaho Path Forward Cohort begins.
- IHELP changes the name of the ICLAs to the Idaho Comprehensive Literacy Standard Exams.

2025

- Senate Bill 1069 is passed
  - Provides an additional $5 million for ongoing SMART project funding.
- After an RFP process, Idaho selects and implements Amira as the IRI vendor.

2026

- The State Department of Education updates Idaho Comprehensive Literacy Standard Course requirements.
  - The SDE partners with IHELP members to create a rubric.
- The Idaho Comprehensive Literacy Plan is updated and revised.

APPENDIX D

COMMUNITY PARTNERSHIPS

- **Cultivating Readers**
  - The Cultivating Readers Project developed by the Idaho Department of Education, was a multi-year initiative designed to strengthen how reading is taught in early grades, particularly for students with disabilities. A central component of the project was providing professional development and technical assistance to educators. Through Idaho's State Personnel Development Grant (SPDG), teachers, instructional coaches, and school leaders received training, coaching, and ongoing support in the science of reading and structured literacy practices. This work helped lay the foundation for later statewide literacy efforts, including the evolution into initiatives like the Idaho SMART Project, SMART 2.0, which continue Idaho's focus on ensuring all students become proficient readers.

- **Decoding Dyslexia**
  - Decoding Dyslexia is a nationwide, grassroots movement dedicated to improving outcomes for students with dyslexia through education, advocacy, and policy. The Idaho state chapter, Decoding Dyslexia Idaho (DDID), was founded in 2018 and is a 501(c)(3) nonprofit that partners with families, educators, and policymakers to advance awareness, early identification, and access to evidence-based instruction aligned with the science of reading. DDID is dedicated to raising funds to support evidence-based teacher training, equipping educators with the knowledge and skills to teach all children to read. The organization has contributed to the development and passage of dyslexia-related legislation in Idaho and continues to support implementation through collaboration, professional learning, and community outreach. This work aligns with the Idaho Comprehensive Literacy Plan by promoting coherence between research, policy, and classroom practice to ensure all students, including those with dyslexia, have access to effective literacy instruction.

- **High Impact Tutoring**
  - **Boise State University** trains preservice teachers seeking an Idaho literacy/early literacy endorsement to design and deliver literacy intervention in three different tutoring formats: on-campus face-to-face, remotely over zoom, and in school-based after-school tutoring clinics. The Boise State Literacy Lab serves children and adolescents in grades K-12 using a Structured Literacy approach guided by continuous diagnostic assessment. Tutors are provided continuous support and feedback by university professors and graduate students throughout the duration of the clinic.

- **College of Idaho** provides one-on-one or small group tutoring to students from a local school district. Faculty lead two high impact tutoring models–intervention time during the school day and an after-school model at the *College of Idaho* campus. The purpose of the in-school model is to train advanced pre-service teachers how to administer and interpret literacy assessments and design and deliver intervention sessions to help students meet their literacy goals. The purpose of the afterschool *Literacy Learning Lab* is two-fold: a) to provide preservice teachers and undergraduate students with paid tutoring positions to aid them in developing a deep knowledge of reading science, and b) to improve overall reading outcomes for young students. Tutors are trained in Reading Go! and/or Reading Ready (programs aligned with reading science) as part of a partnership with The Reading Institute based in New York City. The tutoring is free for all participants. In both models, pre-service teachers are trained and provide the tutoring as part of their educator preparation program.
- **Reading Corps** is a high-impact tutoring program founded on the people power of AmeriCorps and the science of learning. Reading Corps partners with schools across Idaho providing tutors and academic support designed to help students become successful readers. Tutors serve in a school full-time or part-time, providing research-based reading tutoring to kindergarten through third grade students who need extra support. Intervention sessions are 20 minutes long; each student is tutored 100 minutes per week. They track student progress and regularly meet with coaches to assess data and work toward learning targets. Tutors receive comprehensive training and coaching with a focus on research-based strategies. Coaching specialists work with tutors and school staff to review data.

- **Reading League Idaho**
  - The Reading League Idaho is a state chapter of the national organization dedicated to advancing literacy through the science of reading. The organization works to support educators across Idaho by increasing awareness, knowledge, and application of evidence-based reading instruction. Through professional learning opportunities, resources, and statewide collaboration, The Reading League Idaho helps educators strengthen instructional practices aligned to structured literacy. In addition, the organization promotes a shared understanding that all students can learn to read and works to build a connected network of educators committed to improving literacy outcomes across the state.

- **SMART Project**
  - **SMART (Striving to Meet Achievement in Reading Together)** is a multiyear K–3 professional development (general education, special education, and paraeducators) initiative launched by the Idaho Department of Education. The Department partners with districts and teachers throughout the state to develop supportive community partnerships. The project aims to improve early literacy instruction by grounding educators in the science of reading practices. The

IDE develops a coaching cadre who then work in partnership districts. Three pathways support educators in multiple roles: classroom educators, district and/or building coaches, and leadership.

- **Sun Valley Early Literacy Summit**
  - **The Sun Valley Early Literacy Summit** is an annual three-day learning seminar for K-3 teachers presented by The Community Library in Ketchum, Idaho, each June. The Summit focuses on the foundations of the science of reading, including the components of structured literacy, the role of oral language, the impact of phonemic awareness, and the principles that govern spelling. The Summit works to develop informed teaching strategies to meet the needs of English learners and students presenting characteristics of dyslexia. Throughout the Summit, participating teachers work toward developing diagnostic approaches to student learning. In addition, the Summit strives to grow a collegial network for teachers to support each other and to promote a broad culture of literacy across the state.

- **Vandal Early Literacy Symposium**
  - The **Vandal Early Literacy Symposium (VELS)** is a professional learning initiative led by the University of Idaho to improve early literacy outcomes for children across Idaho. VELS equips K–3 educators with evidence-based literacy practices based on the science of reading, and connects them to nationally recognized experts, university faculty, and peer mentors.

APPENDIX E

NAEP SCORES

The Nation's Report Card: 2024 Reading State Snapshot Report, Idaho, Grade 4

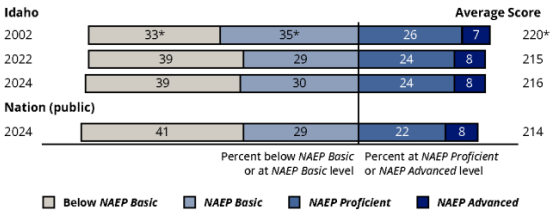
The Nation's Report Card

2024 READING STATE SNAPSHOT REPORT
IDAHO ■ GRADE 4 ■ PUBLIC SCHOOLS

OVERALL RESULTS

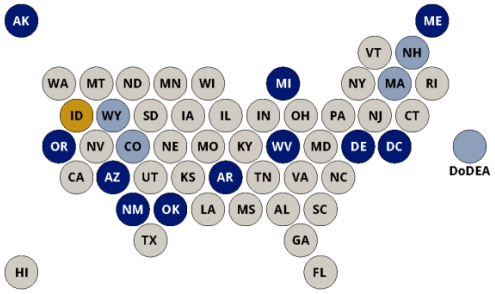
- In 2024, the average score of fourth-grade students in Idaho was 216. This was not significantly different from the average score of 214 for students in the nation.
- The average score for students in Idaho in 2024 (216) was not significantly different from their average score in 2022 (215) and was lower than their average score in 2002 (220).
- The percentage of students in Idaho who performed at or above the *NAEP Proficient* level was 32 percent in 2024. This percentage was not significantly different from that in 2022 (32 percent) and in 2002 (32 percent).
- The percentage of students in Idaho who performed at or above the *NAEP Basic* level was 61 percent in 2024. This percentage was not significantly different from that in 2022 (61 percent) and was smaller than that in 2002 (67 percent).

NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS



* Significantly different ($p < .05$) from the state's results in 2024. Significance tests were performed using unrounded numbers.
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

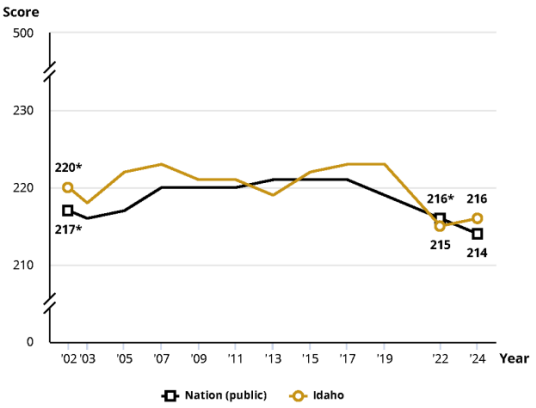
COMPARE THE AVERAGE SCORE IN 2024 TO OTHER STATES/ JURISDICTIONS



In 2024, the average score in Idaho (216) was
- lower than those in 5 states/jurisdictions
- higher than those in 11 states/jurisdictions
- not significantly different from those in 35 states/jurisdictions

DoDEA = Department of Defense Education Activity (overseas and domestic schools).

AVERAGE SCORES FOR STATE/JURISDICTION AND THE NATION (PUBLIC)



* Significantly different ($p < .05$) from 2024. Significance tests were performed using unrounded numbers.

RESULTS FOR STUDENT GROUPS IN 2024

REPORTING GROUPS	PERCENTAGE OF STUDENTS	AVG. SCORE	PERCENTAGE AT OR ABOVE *NAEP* *BASIC*	PERCENTAGE AT OR ABOVE *NAEP* *PROFICIENT*	PERCENTAGE AT *NAEP* *ADVANCED*
Race/ethnicity					
American Indian/Alaska Native	1	‡	‡	‡	‡
Asian	1	‡	‡	‡	‡
Black	1	‡	‡	‡	‡
Hispanic	21	201	46	18	3
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
White	72	221	67	36	9
Gender					
Male	51	211	57	28	6
Female	49	220	66	36	9
Economically disadvantaged status					
Economically disadvantaged	41	204	50	23	4
Not economically disadvantaged	56	224	70	38	10

Rounds to zero.
‡ Reporting standards not met.
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the Economically Disadvantaged Status is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

SCORE GAPS FOR STUDENT GROUPS

- Data are not reported for Black students in 2024, because reporting standards were not met.
- In 2024, Hispanic students had an average score that was 19 points lower than that for White students. This performance gap was not significantly different from that in 2002 (27 points).
- In 2024, male students in Idaho had an average score that was lower than that for female students by 9 points.
- In 2024, students who were identified as economically disadvantaged had an average score that was 20 points lower than that for students who were identified as not economically disadvantaged. This performance gap was not significantly different from that in 2002 (19 points).

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

NOTE: The NAEP reading scale ranges from 0 to 500. Results presented in this report are based on public school students only. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Score gap results for "Black," "Hispanic," and "White" presented in this report are based on the 6-category race/ethnicity variable with data available starting in early 1990s. Read more about how to interpret NAEP results from the reading assessment at interpret results. For more information and additional comparisons please visit the Nation's Report Card and NAEP Data Explorer.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002–2024 Reading Assessments.

The Nation's Report Card: 2024 Reading State Snapshot Report, Idaho, Grade 8

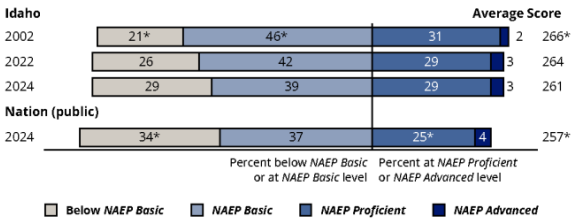
The Nation's Report Card

2024 READING STATE SNAPSHOT REPORT
IDAHO ■ GRADE 8 ■ PUBLIC SCHOOLS

OVERALL RESULTS

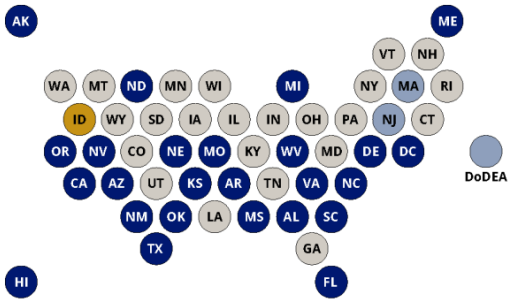
- In 2024, the average score of eighth-grade students in Idaho was 261. This was higher than the average score of 257 for students in the nation.
- The average score for students in Idaho in 2024 (261) was not significantly different from their average score in 2022 (264) and was lower than their average score in 2002 (266).
- The percentage of students in Idaho who performed at or above the *NAEP Proficient* level was 32 percent in 2024. This percentage was not significantly different from that in 2022 (32 percent) and in 2002 (34 percent).
- The percentage of students in Idaho who performed at or above the *NAEP Basic* level was 71 percent in 2024. This percentage was not significantly different from that in 2022 (74 percent) and was smaller than that in 2002 (79 percent).

NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS



* Significantly different ($p < .05$) from the state's results in 2024. Significance tests were performed using unrounded numbers.
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

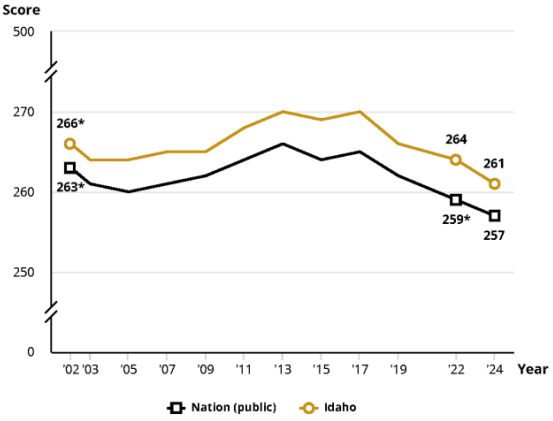
COMPARE THE AVERAGE SCORE IN 2024 TO OTHER STATES/ JURISDICTIONS



In 2024, the average score in Idaho (261) was
- lower than those in 3 states/jurisdictions
- higher than those in 25 states/jurisdictions
- not significantly different from those in 23 states/jurisdictions

DoDEA = Department of Defense Education Activity (overseas and domestic schools).

AVERAGE SCORES FOR STATE/JURISDICTION AND THE NATION (PUBLIC)



* Significantly different ($p < .05$) from 2024. Significance tests were performed using unrounded numbers.

RESULTS FOR STUDENT GROUPS IN 2024

REPORTING GROUPS	PERCENTAGE OF STUDENTS	AVG. SCORE	PERCENTAGE AT OR ABOVE *NAEP BASIC*	PERCENTAGE AT OR ABOVE *NAEP PROFICIENT*	PERCENTAGE AT *NAEP ADVANCED*
Race/ethnicity					
American Indian/Alaska Native	1	‡	‡	‡	‡
Asian	1	‡	‡	‡	‡
Black	1	‡	‡	‡	‡
Hispanic	20	245	55	20	1
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
White	74	265	76	35	3
Gender					
Male	51	257	68	28	2
Female	49	265	75	36	3
Economically disadvantaged status					
Economically disadvantaged	33	247	57	20	1
Not economically disadvantaged	67	268	78	38	4

Rounds to zero.
‡ Reporting standards not met.
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the Economically Disadvantaged Status is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

SCORE GAPS FOR STUDENT GROUPS

- Data are not reported for Black students in 2024, because reporting standards were not met.
- In 2024, Hispanic students had an average score that was 20 points lower than that for White students. This performance gap was not significantly different from that in 2002 (21 points).
- In 2024, male students in Idaho had an average score that was lower than that for female students by 8 points. This performance gap was narrower than that in 2002 (14 points).
- In 2024, students who were identified as economically disadvantaged had an average score that was 21 points lower than that for students who were identified as not economically disadvantaged. This performance gap was wider than that in 2002 (11 points).

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

NOTE: The NAEP reading scale ranges from 0 to 500. Results presented in this report are based on public school students only. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Score gap results for "Black," "Hispanic," and "White" presented in this report are based on the 6-category race/ethnicity variable with data available starting in early 1990s. Read more about how to interpret NAEP results from the reading assessment at interpret results. For more information and additional comparisons please visit the Nation's Report Card and NAEP Data Explorer.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002–2024 Reading Assessments.

APPENDIX F

LITERACY BY THIRD GRADE

To create a culture that prioritizes literacy, **ensures all students have access to evidence-based instruction**, and **maintains accountability,** we must do the following:

1. Support families in providing home environments that encourage language and literacy development.
   - Increase face-to-face verbal interaction in adults' home language or languages (from birth).
   - Use poems, songs, and rhymes in adults' home language or languages (from birth).
   - Minimize screen time on personal devices (from birth).
   - Read with and to children in adults' home language or languages (start early).
   - Encourage writing and drawing with paper, chalk, and white boards.
   - Include literacy play with alphabet blocks, letters (felt or magnetic) games, and toys.
   - Encourage bilingual development for English learners.

2. In addition to supporting families in home environments, provide early school experiences that build upon and strengthen students' early language and literacy development.
   - Implement explicit, systematic teaching of phonological awareness, letters, and sounds.
   - Increase oral language development in home language and English.
   - Use a knowledge-building curriculum.
   - Implement explicit, systematic beginning phonics, decoding, and encoding instruction.
   - Include home-school collaboration to promote language and literacy development.
   - Include appropriate screening for potential reading difficulties.
   - Use diagnostic assessments for those not meeting reading proficiency.
   - Implement effective use of MTSS to provide additional targeted and intensified explicit, systematic instruction for children at risk.
   - Provide ongoing progress monitoring for all.

3. Foster literacy development in 1st through 3rd grades.
   - Continue appropriate screening and diagnostic assessments for potential reading difficulties.
   - Continue oral language development in home language and English.
   - Continue explicit expanded foundational skills instruction, as needed, + spelling instruction.
   - Increase emphasis on automaticity and reading fluency, based on student strengths.
   - Continue knowledge-based curriculum.
   - Continue home-school collaboration to promote language and literacy development.

- Continue effective use of MTSS (link guide) to provide additional targeted and intensified explicit, systematic instruction for children at risk.
- Continue ongoing progress monitoring for all.

4. Continue to strengthen Educator Preparation Programs (EPPs) and professional development for teachers to support all the above
   - Continue to align coursework with the Comprehensive Literacy Standards (within the Idaho Standards for Initial Certification of Professional School Personnel, State Specific Standards) to ensure implementation success.

5. Engage school and community libraries, librarians, literacy-supporting programs, non-profits, and other community members as partners in

6. Continue to support professional development activities that support teachers in developing a deep knowledge of reading science.

7. Continue to support high impact tutoring models that show literacy growth among students with reading difficulties.

**Adapted from Goldenberg, C. (2026).* *Literacy by 9.*

APPENDIX G

IHELP CONCEPTS AND COMPETENCIES GUIDES

IHELP

The Idaho Higher Education Literacy Partnership (IHELP) is a consortium of literacy faculty members from teacher preparation programs in public and private higher education institutions throughout the state. We have been working since 2014 to advocate for and advance literacy education in Idaho as set forth in the Idaho Comprehensive Literacy Plan (ICLP). The mission of IHELP is to work together across institutions to prepare preservice teachers who understand the science of reading and writing and who execute strong literacy pedagogy to advance evidence-based literacy practices throughout the state. This work is multi-pronged and is associated with teacher preparation quality assurance, teacher certification, and clinical practice (including support for literacy instruction in K-12 schools). IHELP has been instrumental in improving and elevating literacy teacher preparation in Idaho.

CONCEPT AND COMPETENCY GUIDES

IHELP developed and revised The Concepts & Competency Guides (C&C), aligning them with the Idaho Comprehensive Literacy Standards. The guides are also informed by the International Dyslexia Association's Knowledge & Practice Standards and were created to support teacher preparation programs in designing and aligning literacy courses. IHELP regularly updates and revises the C&C Guides, based on current research and state requirements.

Standard	Audience	Updated
Standard 1: Foundational Literacy Concepts	Elementary Teachers	2026
Standard 2: Fluency, Vocabulary Development and Comprehension	Elementary and Secondary Teachers	2024
Standard 3: Literacy Assessment Concepts	Elementary Teachers	2025
Standard 4: Writing Process	Elementary and Secondary Teachers	2026

Standard 5: Diverse Reading and Writing Profiles	Elementary and Secondary Teachers	2026
Standards 1-5 for Administrators	Administrators	2025

IDAHO DIGITAL LEARNING ACADEMY

SUBJECT

Idaho Digital Learning Academy Annual Report

REFERENCE

2002	Idaho Legislature created Idaho Digital Learning Academy (IDLA) as an online, school-choice learning environment.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-5501 to 33-5509, Idaho Code
IDAPA 08.04.01 Rules Governing the Idaho Digital Learning Academy

BACKGROUND/DISCUSSION

The 2002 Idaho Legislature created the Idaho Digital Learning Academy (IDLA) as an online, school-choice learning environment (Title 33 Chapter 55, Idaho Code). Now doing business as Idaho Digital Learning Alliance, IDLA is a statewide virtual school that provides Idaho students and school districts with access to a diverse array of online courses and opportunities.

IDLA is a service to Idaho districts and students, including traditional, home-schooled, at-risk, and gifted learners. Rigorous online courses are delivered by highly qualified Idaho faculty. They assist the state in preparing Idaho students to meet high school graduation requirements, the content standards, increased demand from colleges and industry, and the workforce.

In the 2025-2026 school year, IDLA served approximately 56,695 enrollments, a 10% increase from 2024-2025. Nearly 100% of Idaho's high schools participated in 2025-2026. The number one reason for taking IDLA courses is “online course preference,” with “classes not offered locally” in second place. Other reasons include scheduling conflicts, dual credit, early graduation, availability of electives, and credit recovery. Attachment 2 provides an operational update, including the organization’s fees, acceptable use policy, and accreditation.

IMPACT

Per IDAPA 08.04.01, IDLA must submit an annual report to the State Board of Education. This report fulfills this requirement for fiscal year 2026.

ATTACHMENTS

Attachment 1 – IDLA Annual Report 2025-26
Attachment 2 – IDLA Operational Information

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Informational item; no Board staff recommendations.

BOARD ACTION

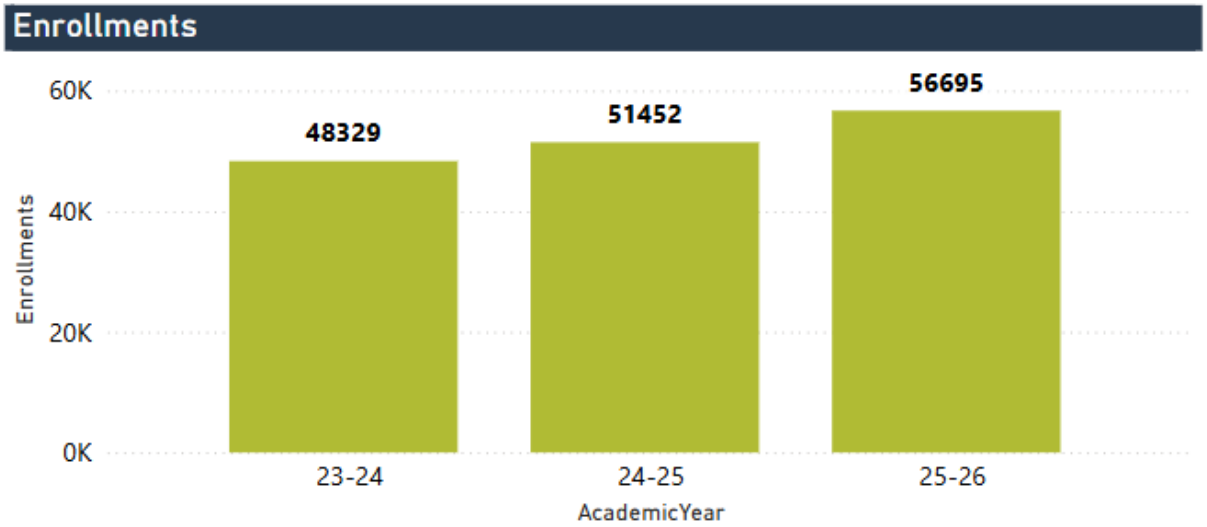
This item is for informational purposes only.

25-26 IDLA Annual Update

State Board of Education
June 2026

IDAHO DIGITAL LEARNING ALLIANCE

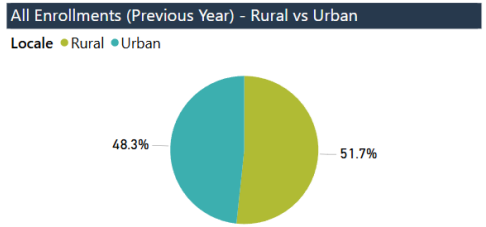
Enrollment Data

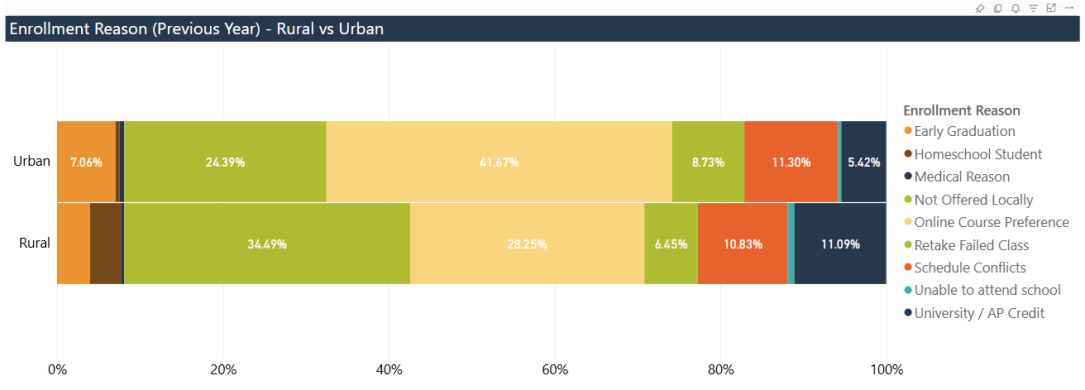


Enrollment Data

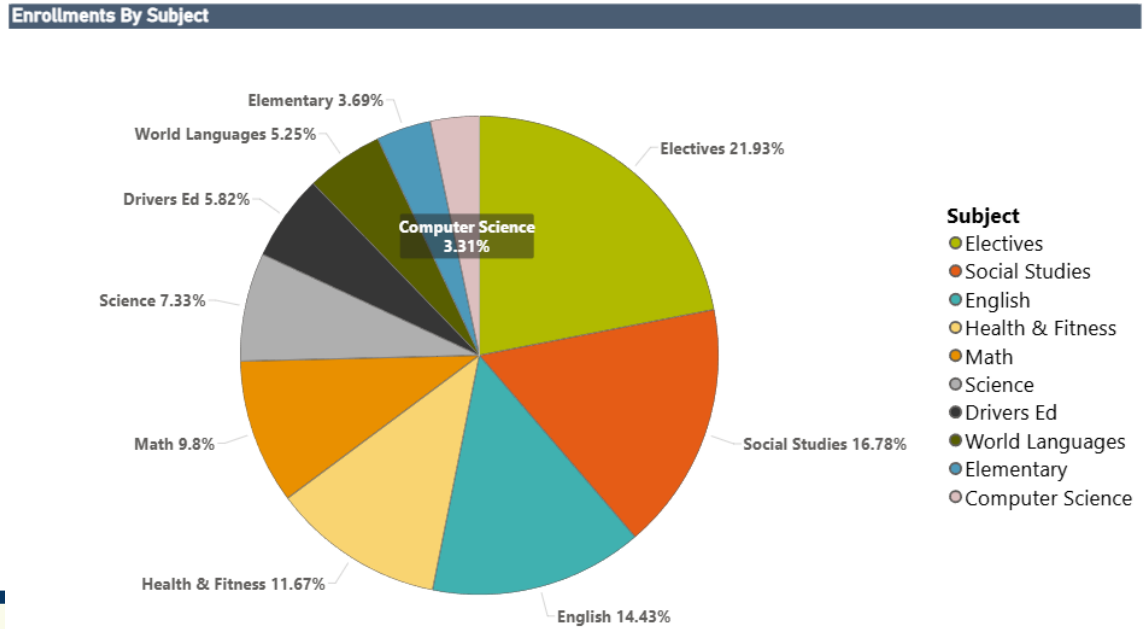
Enrollments - Rural vs Urban

Locale	Rural		Urban		Total	
AcademicYear	Enr	Students	Enr	Students	Enr	Students
23-24	24387	13418	23942	13359	**48329**	**26731**
24-25	26303	14098	25149	14522	**51452**	**28593**
25-26	29311	14664	27384	15211	**56695**	**29807**





25-26 Enrollment Data



IDAHO DIGITAL LEARNING ALLIANCE

Impact of H 940

H 940

Reduces the scope of students served by IDLA

- Private school students **(no longer funded)**
- Virtual charter school students **(no longer funded)**
- K-5 students **(no longer funded)**
- Public 6-12 in f2f districts/charters **(funded)**

Reduces the scope of courses offered

- Driver's Education **(no longer funded)**

Impact of H 940

Sets course fee structure in statute

- Courses required by the state of Idaho for graduation = **$40/course fee**
- Courses not required by the state of Idaho for graduation = **$100/course fee**
- Students from a population that is no longer funded = **$445/course fee**

Reinforces IDLA as a supplement, with a priority on rural students

- Urban students capped at **2 courses per semester** for the 26-27 school year
- No cap on courses per semester for rural students
- Rural students provided a **one-week priority** registration window

Legislative Impact

H 940

- Reduction in scope = $10 million budget reduction

S 1438

- Total reduction of $13.5 million
- Additional $3.5 reduction = additional 7,865 enrollment reduction

S 1452

- No access to PESF for FY27

IDLA 26-27 Strategic Focus

- Narrowed Scope
  - Focus on rural schools
  - Focus on positioning IDLA as a supplement
  - Focus course offerings on those that meet a graduation requirement, or lead to a certificate or college degree
  - Leverage our strengths to use teachers to provide student-centered, personalized, and flexible courses
- Increased Efficiency
  - Maximizing our financial resources
    - Committing $5.5-6.0 million in one time reserve funds (increase from 32,000 enrollments to 43,500)
  - Creating greater capacity with current staff
    - Absorbing positions lost to attrition
    - Cross-training and reorganizing teams

IDLA 26-27 Strategic Focus

- Staff
  - Maintain wellbeing of staff and overall morale
- Sustainability
  - Rebuild trust with stakeholders
  - Target communication around key strategic messaging in 26-27

Partnership Needs

- Strategic Messaging
  - Value of a state virtual program
  - Rural access to education
    - CTE
    - Dual Credit
    - Career Pathways
- Degrees, Diplomas, and Certificates
- Rebuild Stakeholder Trust

Thank You!

Dr. Jeff Simmons
Superintendent
Idaho Digital Learning Alliance
(208) 994-4988
jeff.simmons@idla.org
https://idla.org/

IDLA FEE POLICY 2026-2027

UPDATED 05/08/2026

Enrollment Fee
A fee is charged per enrollment. An enrollment is counted for each IDLA course in which an Idaho school-age student remains enrolled beyond the drop deadline, regardless of progress.

Fee Responsibility
The enrolling school is responsible for all fees and may not bill students or parents for graduation-required courses or charge more than the IDLA fee.

Summer 2026 Enrollment Limit
Students may enroll in up to 2 IDLA courses at the traditional (state-funded) fee, and any additional enrollments will be charged the full (not state-funded) fee.

Fall 2026 & Spring 2027 Enrollment Limit
Enrollment limits vary by rural or urban district classification and apply to all schools within a district, as designated by the Department of Education & Idaho Code § 33-319.

- **Rural School Students**
  Students from rural schools may take an unlimited number of courses per semester at the traditional (state-funded) fee.
- **Urban School Students**
  Students from urban schools may take up to 2 IDLA courses per semester at the traditional fee, and any additional enrollments will be charged the full fee.

Traditional Fee (State-Funded)
An enrollment qualifies if the student:

- Is enrolled in grades 6 through 12; and
- Is enrolled in an Idaho public school district or public charter school that is not entirely virtual; and
- Is not enrolled in a custom session, unless under the emergency clause below

Fee:

- $40 per enrollment – Courses required for graduation
- $100 per enrollment – Courses not required for graduation

Department of Education Graduation Requirements

Full Fee (Not State-Funded)

Applies to enrollments:

- ➢ Not eligible for the traditional fee
- ➢ From private schools, private entities, or fully virtual schools
- ➢ For urban students enrolling in a third or additional course per semester
- ➢ In custom sessions not approved under the emergency clause below

Fee: $445 per enrollment

Custom Sessions

Custom Sessions must include a minimum of 12 students and be requested by a single school district or public charter school. Traditional Fee (State-Funded) applies if approved under the emergency clause; otherwise, Full Fee (Not State-Funded) applies.

- ➢ **Emergency Clause**
  Allows approval of custom sessions at the traditional fee if a teacher leaves unexpectedly and a qualified replacement cannot be secured despite documented hiring efforts.

Scholarships

Funding is limited and subject to board approval. Scholarships may not be used to bypass statutory eligibility requirements. Site coordinators may request a scholarship through their local Regional Coordinator.

Exclusions

- ➢ Students who failed a scholarship-funded course and have not completed a subsequent IDLA course
- ➢ Custom session courses
- ➢ Courses entered for Advanced Opportunities funding
- ➢ Dual Credit courses, exams, or textbooks

Drop Deadline

Drop deadlines are listed on the Academic Calendar https://idla.org/resources/

After the drop deadline, a grade is reported, and a fee is charged regardless of progress. Drops must be requested or confirmed by the Site Coordinator. Parent or guardian drop requests are accepted only for summer courses.

Exceptions may be requested for extenuating circumstances.

- ➢ Cohort 9-week: Friday of the 2nd week of class
- ➢ Flex: 14th day after course access
- ➢ Credit Recovery, Custom Sessions, Cohort 16-week: Friday of the 3rd week of class

Invoices / Payment
Invoices must be paid within 30 days. Accounts with unpaid balances after 90 days are subject to a registration hold.

Refunds
Refunds are automatically issued to the payer for courses dropped by the drop deadline or if orientation is not completed.

Refunds for Courses Marked for Advanced Opportunity
The enrolling school is responsible for all course fees. If a school updates a course to Advanced Opportunity (AO) status, refunds are issued based on the original payer:

- **Parents/Guardians**
  If a parent or guardian had paid for the course, a refund will be issued immediately upon request.
- **School Districts/Schools**
  If the course was paid for by a school district or school, the refund will be issued after IDLA receives the AO payment.

Advanced Opportunities
Per the State Department of Education, funding is available to students in grades 7–12 enrolled in IDLA courses during the 2026–2027 fiscal year and applies only to IDLA course fees.

Eligible Courses

- Overload Course: A non-dual credit course taken for high school credit outside the normal school day and in addition to the student's full high school course load.
- Dual Credit Course: A college course that earns credit on both high school and college transcripts.

Traditional Fee (State-Funded)
AO Funding:

- $40 per enrollment – Courses required for graduation
- $100 per enrollment – Courses NOT required for graduation

Exclusions

- Credit recovery or retake courses
- **Full Fee Enrollments (Not State-Funded)**

Request Funding Window
Period for schools to submit or remove funding requests.
Reasons for removal:

- Student withdrew after the drop deadline (W)
- Student is failing (F)
- The student needs to pay for the course

Verification Deadline
District personnel adding or editing requests during this time, should only do so in collaboration with course providers.

Submission Deadline
Final deadline to submit or remove funding requests.

Deadlines

Term	Request Funding Window	Verification Deadline	Submission Deadline
Summer 2026	March 30 - June 19, 2026	Aug 21, 2026	Aug 28, 2026
Fall 2026 Trimester 1	March 30 - October 9, 2026	Nov 8, 2026	Nov 20, 2026
Spring 2027	Nov 16, 2026 - March 5, 2027	May 7, 2027	May 21, 2027

After Submission Deadline
Courses funded by Advanced Opportunities (AO) will be recorded on the student's high school transcript. Students who fail (F), withdraw (W), or do not complete a funded course will be flagged and must successfully complete a similar course at their own expense to regain funding eligibility. Incomplete grades are not considered failures. If a course does not receive AO funding, the school will be invoiced.

Reversals
Reversals are rare and considered only for students facing extenuating circumstances. Site Coordinators must request reversals on behalf of their students by emailing registrar@idla.org.

Policy Authority
This fee policy is adopted under the authority of the IDLA Board to set fees for participation in IDLA courses and is subject to final approval by the State Board of Education.

2025 - 2026 Idaho Digital Learning Alliance Acceptable Use Policy

Proper use and behavior in a distance learning environment will be determined by your school's existing guidelines covered in the district's Acceptable Use Policy (AUP) and the Idaho Digital Learning Alliance's Acceptable Use of Technology Policy.

Idaho Digital Learning Alliance Acceptable Use of Technology Policy (AUP)
Computers, computer networks, and the internet provide essential tools that support distance learning and the Idaho Digital Learning Alliance. All students are expected to use Idaho Digital Learning Alliance and the resources provided to access Idaho Digital Learning Alliance for purposes appropriate to the education environment.
You must refrain from any use that is not consistent with the policies, purposes, or objectives of either the hosting district or Idaho Digital Learning Alliance.

Prohibited uses of technology

- The use of communication tools (email, discussion boards, web pages, chat, and others) should not be used for any communication that is:
    - defamatory
    - inaccurate
    - abusive
    - rude
    - obscene
    - profane
    - sexually explicit
    - threatening
    - harassing
    - racially offensive
    - illegal
    - encouraging the use of illegal materials
    - inconsistent with the policies, purposes, or objectives of either the hosting district or the Idaho Digital Learning Alliance

- Impersonating another individual, including, but not limited to, the use of another user's login or password, communicating or completing work on behalf of another individual, or mocking others in a derogatory manner.

- Revealing personal or private information to others such as home address, age, gender, phone number, etc. You should also be cautious when releasing this information about yourself.

- The use of AI tools, such as ChatGPT, is allowed for the purpose of self-learning, ideation, and inspiration. However, direct plagiarism or copying and pasting of AI-generated work as student-generated work will be treated as plagiarism. Students are expected to use the tool in accordance with academic integrity guidelines and cite any text generated by the tool.

- Disrupting the use of technology by another user or service. This includes but is not limited to, attempts to harm or destroy data, uploading and/or creating computer viruses, uploading and/or downloading information without need, sending or receiving data with the intent to degrade network performance, etc.

- Violation of any local, state, or federal regulation or statute.

- You will not use Idaho Digital Learning Alliance resources to sell or offer to sell any goods or services without prior approval of both the hosting district Board and the Idaho Digital Learning Alliance board.

Security and Privacy Risks Associated with Personal Device Use

- Personal Device Use: Students using personal devices such as laptops, tablets, and smartphones to access distance learning resources should ensure that their devices have updated operating systems, antivirus software, and firewalls to protect against malware, viruses, and other online threats.

- Personal Information: Students should avoid sharing personal information such as their full name, address, phone number, email address, or any other sensitive information online. Unless directed to do so by the content or teacher, personal information should not be added to online tools or resources.

- Passwords: Where possible, students should use their Google or Microsoft accounts provided by their school for login. If passwords must be used, students should use strong passwords for their online accounts and avoid sharing them with others. They should also avoid using the same password for multiple accounts and change them frequently.

- Public Wi-Fi: Students should avoid using public Wi-Fi networks to access distance learning resources as they are often unsecured and can pose security risks. Instead, they should use a secure network or a personal hotspot.

- Screen Sharing: Students should be cautious when screen sharing during virtual meetings or sessions, especially if they are using personal devices. They should ensure that they are not sharing any personal or sensitive information unintentionally.

- Reporting Security Incidents: Students should report any security incidents, breaches, or suspicious activity to their teachers or administrators immediately.

Idaho Digital Learning Alliance Rights and Responsibilities

- Idaho Digital Learning Alliance reserves the right to monitor all activity, and record voice, text, and video correspondence related to Idaho Digital Learning Alliance courses or sites.

- Idaho Digital Learning Alliance reserves the right to block or remove any material that is not consistent with the policies, purposes, or objectives of either the host district or Idaho Digital Learning Alliance.

- IDLA may require the enabling and use of a camera and microphone to assist in proctoring or live instruction to complete a course.

- Opinions, advice, services, and all other information expressed by Idaho Digital Learning Alliance staff, students, information providers, or instructors are those of the individual and do not represent the position of Idaho Digital Learning Alliance.

Discipline
Student discipline for violation of any part of the policies, rules, or procedures of Idaho Digital Learning Alliance shall be based on the severity of the infraction.

- If the Idaho Digital Learning Alliance teacher or monitor feels your behavior is not consistent with the policies, purposes, or objectives of the hosting district, or Idaho Digital Learning Alliance, the teacher will notify your site coordinator.

- The site coordinator is then responsible for bringing the matter before the appropriate school administrator(s) for disciplinary action.

- The teacher may also wish to hold a conference with you and your parents.

- The Idaho Digital Learning Alliance board of directors also reserves the right to enact additional disciplinary action including the ability to revoke the offending student's privilege of using Idaho Digital Learning Alliance.

AccredVEd
Powered by the Virtual Learning Leadership Alliance

December 22, 2025

Jeff Simmons, Superintendent
Idaho Digital Learning Alliance
P.O. Box 10017
Boise, ID 83707

Dear Dr. Simmons,

Subject: Virtual Learning Program Accreditation

I am pleased to inform you that after a thorough evaluation process, Idaho Digital Learning Alliance (IDLA) has been granted accreditation by AccredVEd, powered by the Virtual Learning Leadership Alliance (VLLA). This accreditation signifies that your program meets the high standards established by the National Standards for Quality Online Programs. This accreditation is valid for 6 years, from November 4, 2025 to November 4, 2031.

Accreditation Overview

The accreditation process included a thorough review carried out by trained practitioners from the K-12 virtual learning community nationwide. The review concentrated on the following four key areas:

1. **Mission, Governance, and Leadership:** Evaluating the leadership and administrative structures that support and enhance the learning environment.
2. **Planning, Resources, and Evaluation:** Assessing the adequacy and effectiveness of the resources available to students and educators.
3. **Curriculum, Instruction, and Assessment:** Ensuring the curriculum is comprehensive and the instructional methods are effective and engaging for students.
4. **Access and Stakeholder Support:** Ensuring support systems and services are in place for learners, parents/guardians, faculty, and staff.

Findings and Commendations

- **Accreditation Status:** Based on a comprehensive review aligned to the National Standards for Quality Online Programs, the Idaho Digital Learning Alliance (IDLA) meets the criteria for AccredVEd accreditation across all 14 standards.
- **Program Strengths:** The review identified clear strengths in IDLA's mission-driven leadership, instructional quality, and systems of support, reflecting a cohesive and student-centered statewide virtual learning program.
- **Areas for Growth:** The review also identified opportunities to further strengthen transparency, instructional feedback cycles, and stakeholder communication in support of IDLA's ongoing growth and continuous improvement.

This accreditation reflects your institution's dedication to providing high-quality virtual education and reassures students, families, and educators of the exceptional standards upheld by your program. We commend you and your team for your hard work and commitment to excellence in virtual learning. To promote your accreditation and build

awareness of the importance of quality virtual education, we are providing a media kit that includes this official accreditation letter, the official accreditation certificate, various accreditation digital seals, and a press release template.

Congratulations on this significant achievement!

Sincerely,

Cynthia K. Hamblin
Cindy Hamblin, VLLA Director

Kimberly K. Hendrick
Kimberly K. Hendrick, VLLA President

DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT
Division of Career Technical Education – Annual Report

REFERENCE
N/A

APPLICABLE STATUTE, RULE OR POLICY
Idaho State Board of Education Governing Policies and Procedures, Section I.M. Annual Planning and Reporting
Chapter 22, Title 33, Idaho Code

BACKGROUND/DISCUSSION
Chapter 22, Title 33, Idaho Code, establishes the State Board for Career Technical Education and the Division of Career Technical Education (Division). It also authorizes the Board to appoint an administrator, it and defines career technical education (CTE) and Idaho's CTE delivery system.

The Division is responsible for the administration of Idaho's CTE system and implementation of applicable federal law, state law, and Board policies. CTE staff provide leadership, technical assistance, and support for CTE programs in Idaho's public secondary (grade 7 through 12) schools and technical colleges. The Division also certifies career technical education educators at the secondary and postsecondary level. The Division oversees CTE funding and programming for:

- postsecondary programs
- secondary programs
- career technical education educator preparation
- adult education
- workforce training centers
- Centers for New Direction
- apprenticeship programs
- fire services training
- the STARS motorcycle training program

The Division's annual report (Attachment 1) provides details on program operations, highlights, and success stories.

IMPACT
This annual report provides the Board with an update on the Division's programs, and it outlines its annual priorities in alignment with the Board's strategic plan.

ATTACHMENTS
Attachment 1 – IDCTE 2025 Annual Report
Attachment 2 – IDCTE Annual Report Presentation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Informational item; no Board staff recommendations.

BOARD ACTION

This item is for informational purposes only.

IDAHO
Division of Career Technical Education

2025 ANNUAL REPORT

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

Welcome

Career technical education in Idaho continues to gain momentum, and with that growth comes both opportunity and responsibility. As we expand access to high-quality programs, we must also ensure that students, educators and employers are supported at every step.

Career technical education (CTE) in Idaho continues to gain momentum, and with that growth comes both opportunity and responsibility. As the Idaho Division of Career Technical Education (IDCTE) expands access to high-quality programs, we also have to make sure learners, educators and employers are supported every step of the way.

This year, we saw continued investment in systems that strengthen CTE statewide. Our microcredentialing platform, SkillStack®, gained new relevance through the work of the Idaho Microcredential Advisory Council. With members representing education, workforce and corrections, the council is helping shape the future of digital badging in Idaho. More students are earning credentials earlier, and new tools are helping educators and employers recognize their value.

We also advanced efforts to keep program standards aligned with real industry needs. In fiscal year 2025, we completed revalidations for 12 programs and launched a new pathway in aircraft maintenance. These updates make sure classrooms focus on the skills that matter most—and that CTE remains a direct line to employment and postsecondary success.

Behind the scenes, we made major progress on system modernization. From rebuilding the Fire Service Training (FST) database to laying the groundwork for a new SkillStack® interface and funding module, we're building efficient, user-centered systems that manage complexity while making our work more effective.

One of the most exciting changes came in professional development. We've launched a fully staffed team dedicated to supporting new CTE teachers and increased the number of mentors in the field to provide consistent, targeted support and training statewide. This isn't just about onboarding—it's about creating the kind of support system that helps teachers stay, thrive and grow. When we invest in educators, we invest in quality and long-term success for Idaho's students.

As always, this report reflects not just what we've accomplished, but what we're building toward: a system where every learner has access to opportunity and every program meets the demands of the future. Thank you for your continued commitment to this work and to the students and communities we serve.

Tia Davis, M.Ed.
Assistant Administrator of Operations

IDAHO
Division of Career Technical Education

Table of contents

Program awards

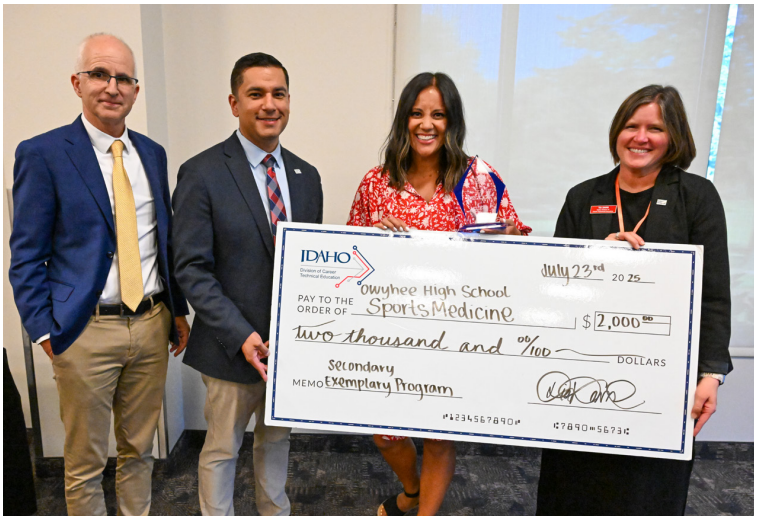
SPORTS MEDICINE PROGRAM

OWYHEE HIGH SCHOOL, WEST ADA SCHOOL DISTRICT

Launched in 2021, Owyhee High School's Sports Medicine program has grown into the largest of its kind in Idaho. Led by Taylor Clark—who serves as instructor, CTE department chair and head athletic trainer—the program blends classroom instruction with hands-on clinical experience. Students support athletic events, earn dual credits through Boise State University and the College of Southern Idaho (CSI) and complete industry-recognized certifications such as Basic Life Support CPR for Healthcare Providers.

The program boasts a 100% pass rate on the Technical Skills Assessment (TSA), and 97% of capstone students participated in the TSA. Strong partnerships with Saint Alphonsus and Rock & Armor Physical Therapy connect students to real-world opportunities. Through HOSA, students lead community service projects and develop leadership skills, while instructors keep the curriculum aligned with current healthcare practices using simulation tools funded through Leading Idaho grants.

This industry-driven program prepares students for success in healthcare and beyond.



HOSPITALITY MANAGEMENT PROGRAM

LEWIS-CLARK STATE COLLEGE

Lewis-Clark State College's Hospitality Management program exemplifies innovation and impact. After a 2019 overhaul, enrollment and course participation grew dramatically as the program expanded access through electives and juvenile corrections partnerships. Today, students earn stackable certifications from the American Hotel and Lodging Association and the National Restaurant Association and participate in community events such as A Seat at the Table and the Chef's Table Capstone.

Serving a wide range of learners—including traditional students, youth in juvenile corrections and working adults—the program offers flexible learning formats and access to a newly renovated hospitality suite. Students apply their knowledge in real-world settings while preparing for careers in hospitality, tourism and event management.

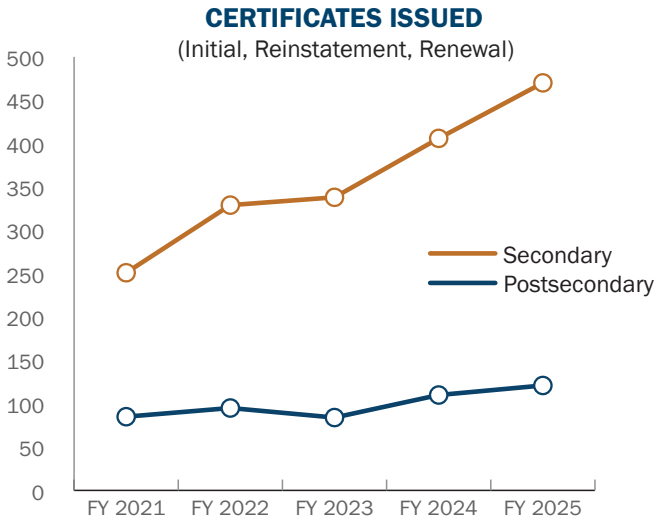
Faculty contribute at both the local and state levels, earning recognition for teaching and leading program alignment efforts. With nearly 100% job placement, the program sets the bar for responsive and career-focused education in Idaho.

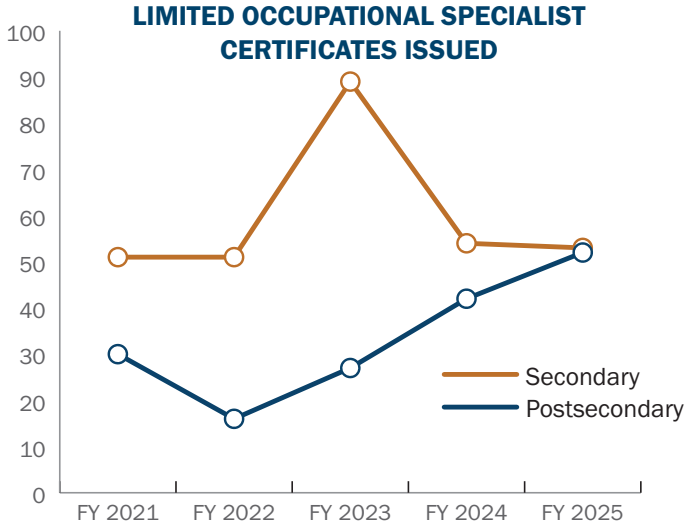
Building stronger teachers from day one

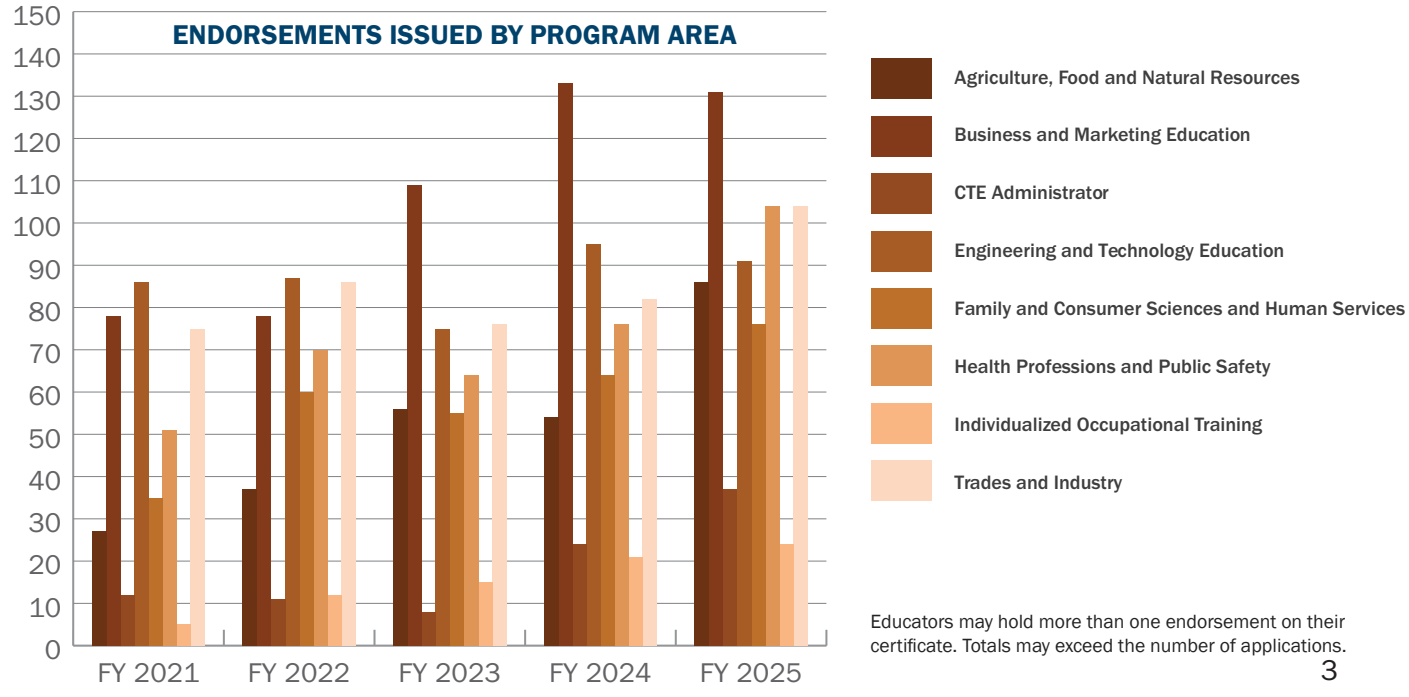
In FY25, the Educator Services team was restructured to provide cohesive support across every stage of a teacher's career, strengthening early success, professional growth and long-term retention. Chief Educator Officer Kathleen Shoup now oversees both the Professional Development team and the Educator Certification team. Together, they focus on recruiting, developing, certifying and retaining CTE teachers.

A comprehensive mentorship system sits at the center of this strategy, ensuring new teachers receive the consistent, structured guidance they need to thrive. Mentorship begins at recruitment, where experienced educators help candidates understand expectations and opportunities in the CTE field. Once teachers enter the classroom, mentors provide individualized coaching, model effective instruction and help them translate technical expertise into student-centered learning.

As educators progress toward certification, mentors offer clarity on complex requirements, helping them stay confident and on track. Continued mentoring strengthens instructional practice, builds professional connections and fosters a sense of belonging—ultimately supporting retention. This system benefits schools, students and Idaho's long-term CTE workforce.







Educators may hold more than one endorsement on their certificate. Totals may exceed the number of applications.

Graphic and Web Design program builds national reputation on real-world success

“Different years, different students, same results.”

That’s the unofficial motto of the Graphic and Web Design program at North Idaho College (NIC). Program Coordinator Philippe Valle has spent more than two decades making sure it holds up in the real world—and NIC students have the awards to prove it.

In 2025, they brought home Best of Show and multiple Gold, Silver and Cobalt awards at the Spokane American Advertising Awards (commonly known as the Addys)—the fifth time an NIC student has claimed the top prize. In 2024, students earned a Cobalt Award for web design. In 2023, they swept the Addys, with one student taking Best of Show plus Gold, Silver and Bronze medals while others collected regional and district honors that advanced them to the national stage. Beyond the Addys, students have won the Printing Industry of America poster competition, designed logos and T-shirts for community organizations, and even created a Pepsi semi-trailer wrap seen across the Northwest.

Two decades ago, when Valle first stepped in, the picture looked very different. He came to the United States in 1987 after beginning his design career in Europe. After working with Fortune 100 companies, he was asked to take over NIC’s then-struggling program in 2002. At the time, enrollment was just four students.

Today, the two-year program functions like a design agency that feeds talent to local employers and national brands. Students can earn a one-year certificate on the way to an advanced certificate or an associate of applied science degree. Coursework covers Adobe applications, social media, UI/UX, video production, web development and portfolio building, with client projects and industry speakers integrated throughout.

“We teach practical and relevant skills to prepare our students for the ever-changing design industry,” Valle said.

Instructor and alumna Lydia Ramus, who worked in the field before returning to teach full-time, said the format accelerates growth.

> "We teach practical and relevant skills to prepare our students for the ever-changing design industry."
>
> —Phillipe Valle, program coordinator, NIC

"There are so many opportunities for them," Ramus said. "By the time they graduate, they're ready to go out and do everything."

She added that courses are designed to build upon and support one another.

"It's constant reinforcement all around," she said.

Funded through Gov. Brad Little's Building Idaho 2.0 one-time grant, the program's $500,000 lab expansion has transformed its footprint. The space now rivals—and in many cases surpasses—the technology in professional design agencies. Students work on iMac M4 workstations networked across the studio, experiment with 3D printing and packaging design and collaborate in front of a 14-foot interactive touchscreen wall that projects student work, allows real-time annotation and archives feedback for later review. They also train on a computer numerical control machine—industrial-grade equipment used to cut precision shapes from a variety of materials.

Valle said the facility was designed to feel like an agency rather than a classroom. Its central location on campus also gives the program visibility, often drawing in visitors who stop to ask about the work on display.

Those experiences lead directly to jobs. Valle cites a 95% placement rate, with many students landing internships or offers before graduation. Alumni now work at Adobe, Marvel, Carvana, Netflix Animation and high-end print firm Digital Lizard, as well as regional employers such as Buck Knives and Litehouse Foods.

"When you've worked in the industry for a long time, you know people," Valle said. "We bring that network to our students."

WHAT ARE TECHNICAL ADVISORY COMMITTEES?

Technical advisory committees (TACs) play a vital role in CTE by bridging the gap between education and industry. Made up of professionals from related fields, TACs advise instructors on the skills and equipment students need to succeed in today's job market. Their input helps keep curricula current and aligned with industry standards—an essential step in preparing students for meaningful employment.

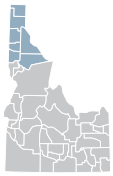
In addition to offering guidance, TACs often provide valuable donations such as equipment and supplies that might otherwise be out of reach for schools. This support allows students to gain hands-on experience with the tools and technologies they'll encounter in their careers. Many TACs also help coordinate internships and job-shadowing opportunities, giving students practical exposure to real work environments.

For employers, partnering with TACs offers a direct way to help build Idaho's skilled workforce. By engaging with CTE programs, businesses can shape the training of future employees, ensuring graduates are job-ready and familiar with current industry practices. The collaboration not only enhances students' education but also strengthens community connections and creates a shared sense of purpose.

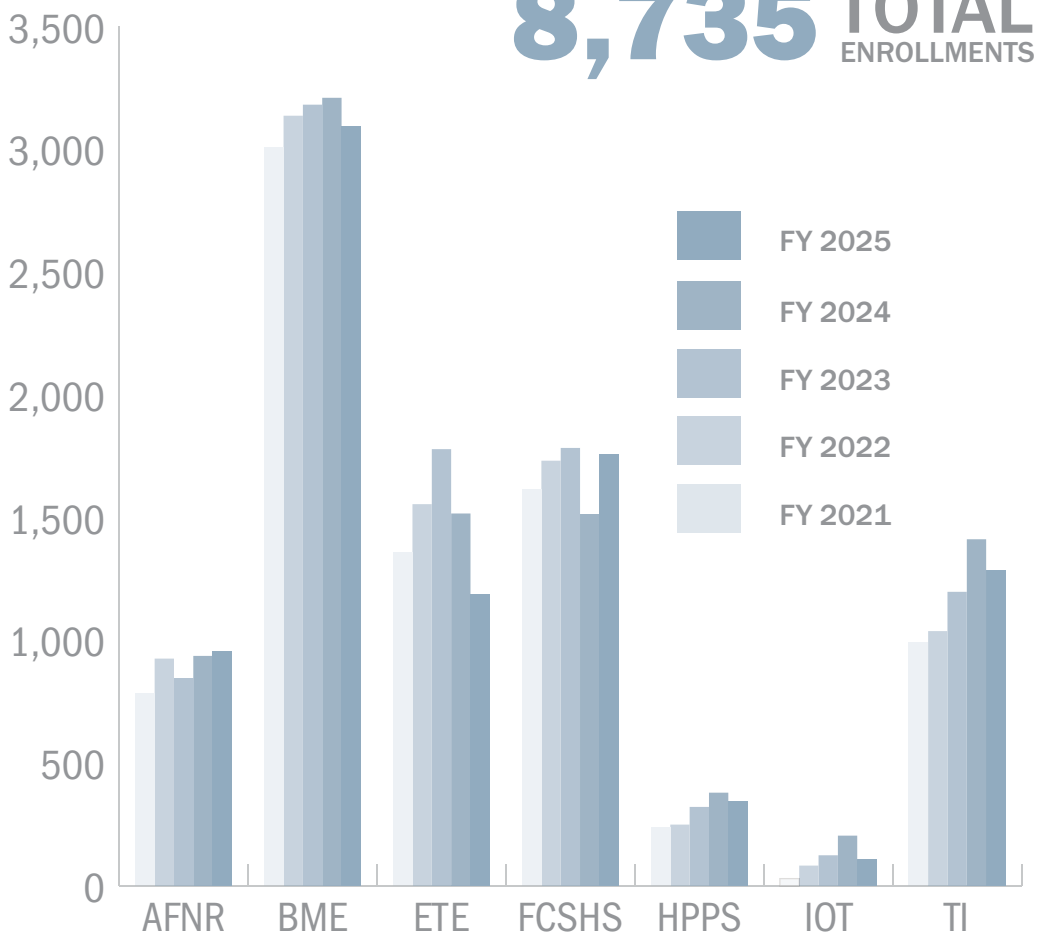
TACs are essential to maintaining quality CTE programs. By advising instructors, providing resources and expanding opportunities for hands-on learning, they help ensure students receive training that leads to success. In turn, employers gain access to a reliable pipeline of skilled professionals ready to meet workforce demands.

REGION 1

secondary



8,735 TOTAL ENROLLMENTS



AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry

721 CTE CAPSTONE STUDENTS

1 CAREER TECHNICAL CENTER

61% OF SECONDARY STUDENTS TOOK A CTE COURSE

102 TOTAL PROGRAMS

2% DECREASE FROM FY 2024

233 CTE DIPLOMAS AWARDED AS REPORTED BY LOCAL EDUCATION AGENCIES (LEAs)

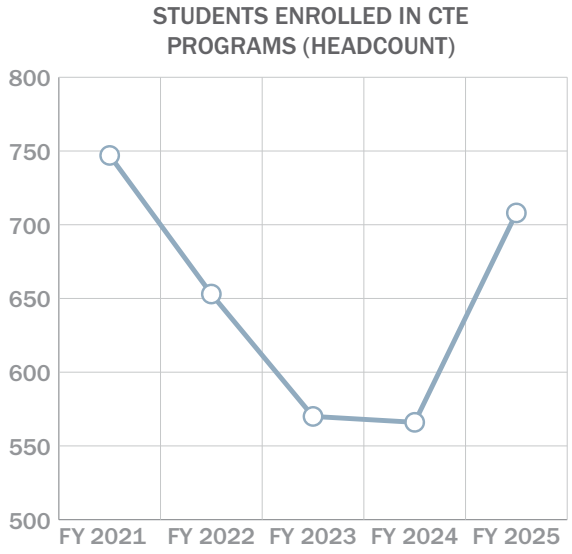
2,561 SKILL STACK® BADGES ISSUED

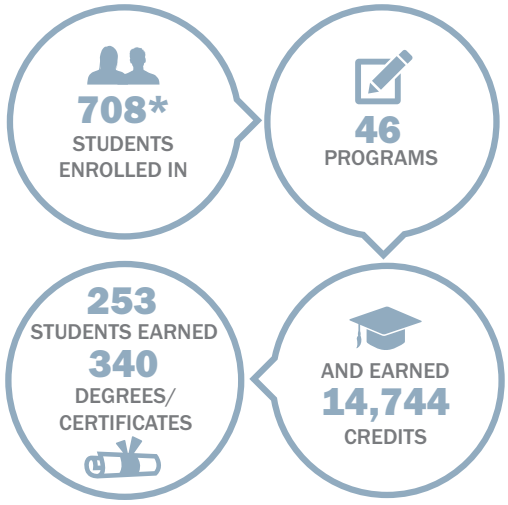
18 LEAs WERE RURAL

67%

technical college system

North Idaho College

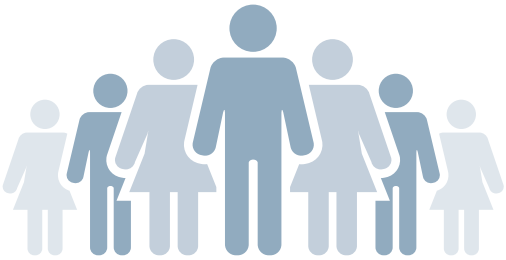




*491 full-time equivalent enrollments

WORKFORCE TRAINING CENTER

8,038
ENROLLMENTS



977
APPRENTICESHIP STUDENTS*

*Registered apprenticeships offered: Construction, Dental Assistant, Electrical, Heavy Equipment, HVAC, Medical Assistant and Plumbing

EMPLOYER SPOTLIGHT

CDA Paving and Concrete Specialties, Coeur d'Alene

Type of industry: Construction

Number of employees: 2,085

Training need: CDA Paving and Concrete Specialties needed a way to help employees earn Class A Commercial Driver's Licenses (CDLs) and receive customized training to strengthen workforce skills.

How the WTC delivered: The Workforce Training Center (WTC) partnered with CDA Paving to facilitate in-house training for employees. Workers completed online coursework through NIC and received hands-on instruction from in-house trainers using company trucks. The collaboration allowed employees to earn wages while training and aligned instruction with company needs.

"We're incredibly grateful to the WTC for making training possible for our employees, including CDL and other customized training opportunities. They've been wonderful to work with, accommodating our needs every step of the way. Over the past three years, nearly 20 employees have earned their Class A CDL, which has greatly benefited both our employees and the company."

—Tori Newcomb, corporate trainer, CDA Paving and Concrete Specialties

Experience and passion drive growth in Salmon River's Agriculture Welding program

When James Boggan returned to Riggins in 2022 to teach within the Agriculture, Food and Natural Resources (AFNR) cluster, he thought he knew what to expect. The Salmon River High School graduate, who holds a degree in rangeland ecology and management from the University of Idaho, had worked for Agri Beef Co. and Simplot before stepping into the classroom. But teaching, he quickly learned, was a different kind of challenge—and opportunity.

"I had to learn how to be a teacher, and I really had no clue where to start," Boggan said. "Going through the Inspire Ready! program and First Camp helped me a lot. Having support from other educators around the state made a huge difference."

His vision soon expanded beyond the classroom. With support from the district, Boggan has added a greenhouse, doubled the number of welding booths and secured a new plasma table. He's also laying the groundwork for an aquaponics program.

"I thought I was just going to be in the classroom and in the shop," he said. "But opportunities kept opening up, and we've been able to expand in ways I never expected."

One of his biggest accomplishments came in 2023, when he rechartered the Salmon River FFA chapter. What started with three students has grown to 10, all eager to take on Career Development Events (CDEs) and Leadership Development Events (LDEs).

"It's amazing how the FFA program helps students grow into leadership roles," Boggan said. "I've seen them become more accountable, more confident and more driven."

For Boggan, the impact of FFA is personal. As a student, he was part of the first chartering class in Riggins and credits those early experiences with shaping his own career. Now he uses CDEs and LDEs not only as competitions but as curriculum tools, helping students connect classroom learning with real-world applications.

"I thought I was just going to be in the classroom and in the shop, but opportunities kept opening up and we've been able to expand in ways I never expected."

–James Boggan, AFNR teacher, Salmon River High School

"Livestock evaluation has been the event students connect with the most," he said. "But now I have kids interested in public speaking, horse judging, forestry and parliamentary procedure. That's exciting."

He points to individual stories as proof of the program's value.

"One student was a natural welder and always excited to take on new projects," Boggan said. "He showed younger students what he made, and now they're all excited to be in shop class. He's pursuing a degree in welding. Another student loved plant and animal science and took charge of our buck and bull scoring fundraiser. They even bought their own scoring kit and now measure elk and deer for people in the community."

Looking ahead, Boggan has ambitious goals to strengthen welding and mechanics programs, expand the greenhouse, build aquaponics systems and take students to the FFA National Convention.

"One of our chapter goals is to go to nationals in the next five years," he said. "The students are already working hard to make that happen."

For Boggan, it all comes back to giving students opportunities that prepare them for the future—whether in agriculture, leadership or life.

"I didn't know if I would enjoy teaching when I started," he said. "But seeing the look of surprise on a student's face when they learn something new—that's what makes it worth it."

HOW DO CTSOS HELP STUDENTS DEVELOP LEADERSHIP SKILLS?

Organizations like FFA are part of Idaho's seven career technical student organizations (CTSOs), which are designed to enhance classroom instruction and create real-world learning experiences. Each organization focuses on a specific career cluster aligned to an Idaho pathway. Regardless of focus, all CTSOs give students opportunities to network with peers and professionals in their field and to develop and demonstrate their skills through local, state and national or international competitions. CTSOs also offer unmatched opportunities for students to build leadership skills at the chapter, state and national levels. Chapter officers manage day-to-day operations, lead meetings and plan service projects. Students who want to take on more responsibility can run for a state officer position within their organization.

State officers provide resources and support for all chapters and help plan and deliver training for the Building and Achieving Success in Idaho's Chapters conference each fall. They also organize their state leadership conferences every spring.

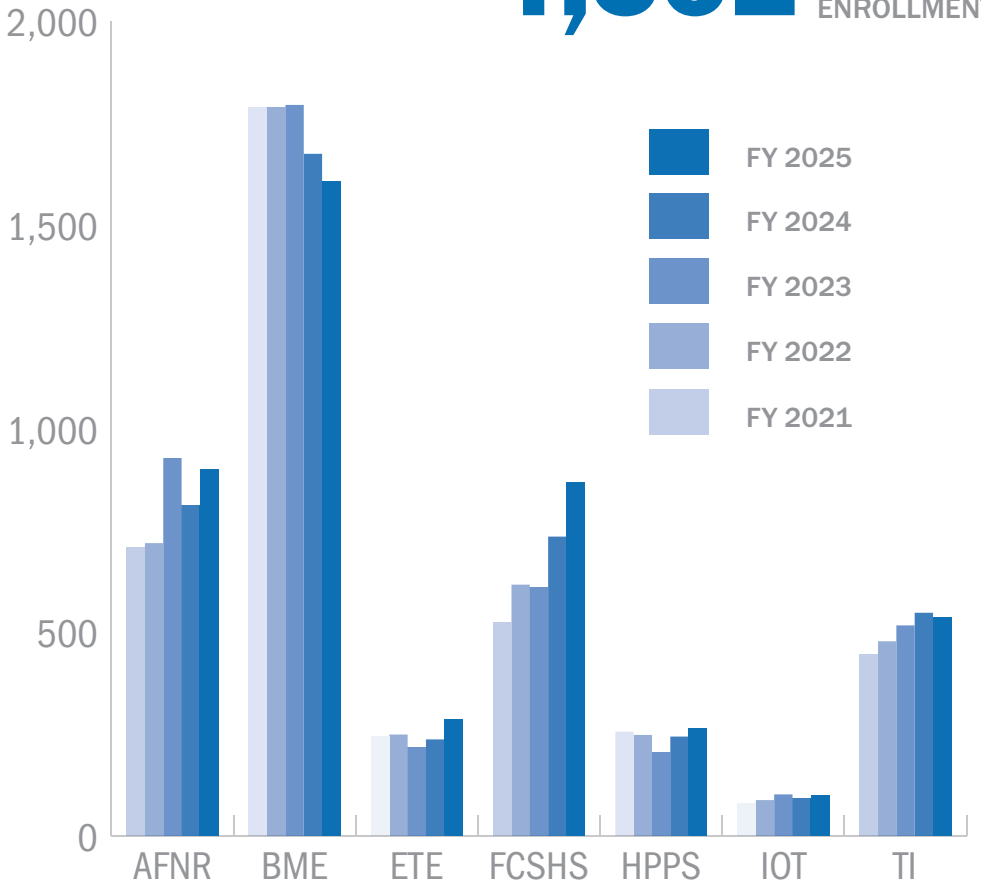
Newly elected state officers come together each summer for Joint Student Leadership, an event designed to prepare them for their roles. The training focuses on communication, professionalism and team building—skills officers practice and refine throughout their terms.

Members can also pursue national leadership opportunities. Candidates for national office run against peers from across the country for these competitive positions. If elected, national officers represent and advocate for their organizations at the local, state and national levels while promoting the voice and interests of students nationwide.

REGION 2

secondary

4,561 TOTAL ENROLLMENTS



AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry

283 CTE CAPSTONE STUDENTS

1 CAREER TECHNICAL CENTER

77% OF SECONDARY STUDENTS TOOK A CTE COURSE

81 TOTAL PROGRAMS

9% INCREASE FROM FY 2024

DIPLOMA

114 CTE DIPLOMAS AWARDED AS REPORTED BY LEAs

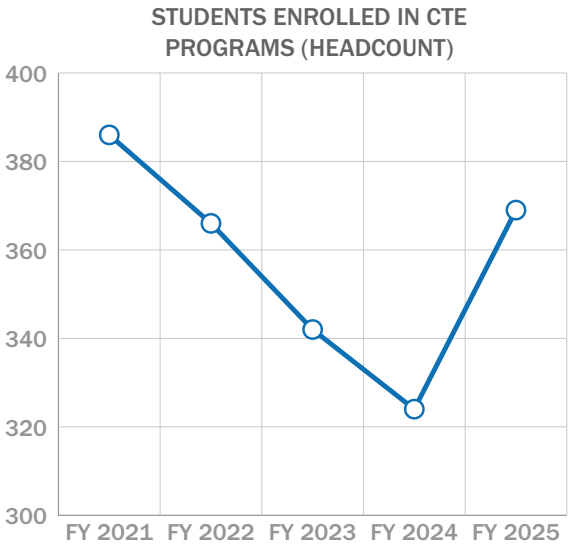
1,297 SKILLSTACK® BADGES ISSUED

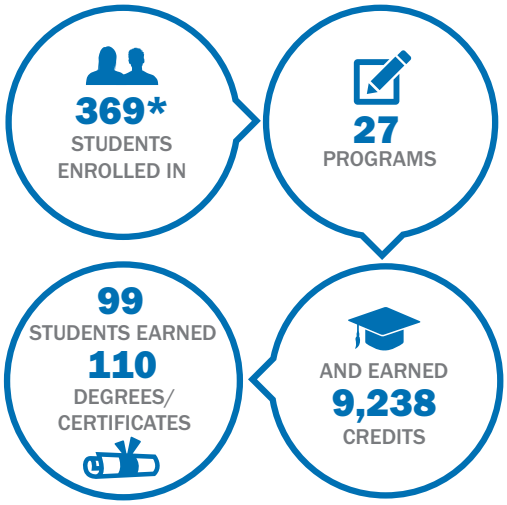
17 LEAs WERE RURAL

88%

technical college system

LEWIS CLARK STATE COLLEGE

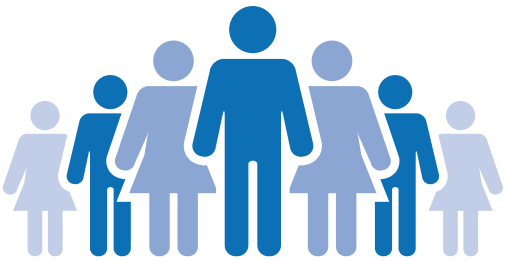




*308 full-time equivalent enrollments

WORKFORCE TRAINING CENTER

2,657
ENROLLMENTS



177
APPRENTICESHIP STUDENTS*

*Registered apprenticeships offered: Electrical, HVAC and Plumbing

EMPLOYER SPOTLIGHT

Syringa Hospital and Clinics, Grangeville

Type of industry: Health care

Number of employees: 210

Training need: Syringa Hospital, a rural health care facility, faced challenges providing employee training due to its remote location and demanding staff schedules. The distance made it difficult for employees to travel for required courses, limiting access to professional development and retention opportunities.

How the WTC delivered: The WTC team developed flexible, accessible learning options tailored to Syringa's needs. Classes are now offered directly at the hospital, the local high school and online. The blended approach reduces travel barriers and ensures Syringa's employees can continue their education while serving patients and the community.

"Working with LCSC's Workforce Training has been so beneficial for Syringa. Having programs like certified nursing assistant and medical assistant training has helped us train local talent and meet our workforce needs. Being a rural hospital, we struggle to find enough skilled local workers, and this partnership has opened new opportunities for our staff to grow and learn."

—Syringa Hospital and Clinics

REGION 3

Persistence pays off for Idaho's Adult Education Student of the Year

When Alexandria "Ali" Horner walked into her first adult education class, she carried more than textbooks. She carried the weight of anxiety, the sting of past bullying and the echoes of teachers who once told her she would never amount to anything.

Now, after more than 387 hours of study in a single year, Horner has proven those voices wrong. The Idaho Adult Education program has named her the 2025 Student of the Year, recognizing her resilience, determination and academic growth.

"I had crippling anxiety, but working toward my GED opened up doors for me," Horner said. "I don't really have anxiety anymore. I've learned to open up more, express myself and make friends."

Horner's journey hasn't been easy. She lives with multiple disabilities, including ADHD, autism and a language barrier. Those challenges, especially with memory and focus, made schoolwork daunting—but instead of discouraging her, they fueled her determination.

"I have really bad memory, so I applied myself a lot more," she said. "I just kept studying more and more until my English got so much better."

Transportation was another hurdle. Without reliable access to a car, Horner pieced together rides using buses, taxis and Ubers—whatever it took to get to class.

"That wasn't gonna stop me, and it won't," she said. "I love going to class. It keeps me focused, and it helps my brain more."

One teacher in particular made a lasting impact. Horner credits Tami Porter, an Adult Education teacher at the College of Western Idaho (CWI), with helping her break down complex reading and writing concepts.

"She taught me how to understand big words, read properly and identify the narrator's point of view," Horner said. "She is a wonderful teacher."

Porter, who was also named Idaho's 2025 Adult Education Teacher of the Year, said watching Horner's progress has been inspiring.

"Ali has shown determination and persistence by showing up to reading and language classes as well as studying in the Community Learning Center nearly every weekday," Porter said. "She isn't afraid to ask questions and seek answers, which has

"When you're told your whole life that you're never gonna amount to anything, it's a shocker. Never believe other people. Just keep going."

–Ali Horner, 2025 Adult Education Student of the Year

helped her find the right resources to improve her math and language skills."

When the workload felt overwhelming, Horner leaned on her mother, mother-in-law and boyfriend. Her mother, she said, was especially instrumental.

"My mom has always had a hard life, and she didn't want that life for me," Horner said. "She encouraged me, bought my GED books and even paid for my rides. If it wasn't for her, I don't think I would have kept going."

Looking ahead, Horner plans to continue her education at CWI. Her dream is to become a nutritionist, though she's also interested in veterinary science. For now, she's focused on completing her GED.

"I freaked out when I realized how far I'd come," she said. "When you're told your whole life that you're never gonna amount to anything, it's a shocker. Never believe other people. Just keep going."

WHAT DOES ADULT EDUCATION INCLUDE?

When most people hear "Adult Education," they think of pursuing a GED certificate. But today's programs serve a much broader range of learners with diverse needs and goals, including:

College and career preparation: These programs offer targeted training and education for specific industries or professions. Whether it's mastering new technologies or building leadership skills, they help adults advance their careers, start new professional paths and thrive in an ever-changing job market.

Basic literacy: Adult basic literacy programs give learners the foundational skills they need in reading, writing and math—building confidence and employability. They also help adults improve communication, connect more fully within their communities and open doors to further education or training.

English language acquisition: These programs support non-native speakers in developing English communication skills for daily life and the workplace. From casual conversations to professional writing, they help learners integrate into English-speaking environments and expand their educational and employment options.

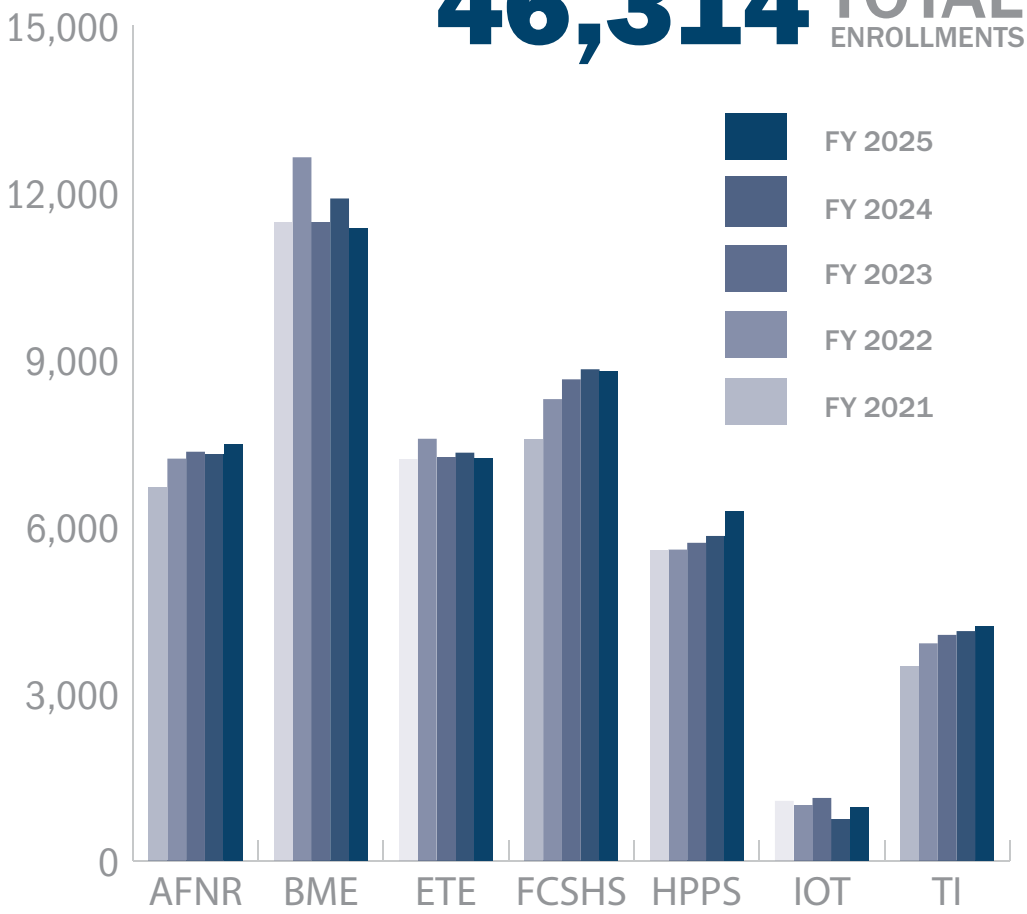
Integrated Education and Training: These programs combine academic skill-building with occupational training. Learners strengthen reading, writing and math skills while gaining hands-on experience in their chosen field—making learning more relevant and immediately applicable.

No matter where adults begin their journey, Idaho's Adult Education programs adapt to meet their goals, creating flexible pathways for lifelong learning, opportunity and growth.

REGION 3

secondary

46,314 TOTAL ENROLLMENTS



AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry

4,046 CTE CAPSTONE STUDENTS

8 CAREER TECHNICAL CENTERS

65% OF SECONDARY STUDENTS TOOK A CTE COURSE

438 TOTAL PROGRAMS

4% ↓ DECREASE FROM FY 2024

2,146 CTE DIPLOMAS AWARDED AS REPORTED BY LEAs

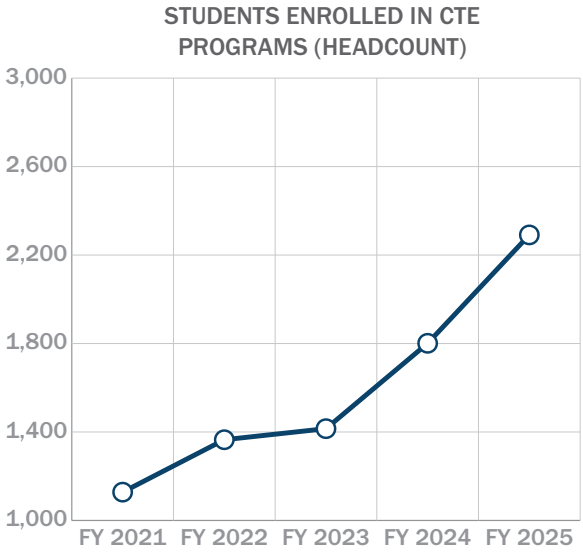
41,063 SKILL STACK® BADGES ISSUED

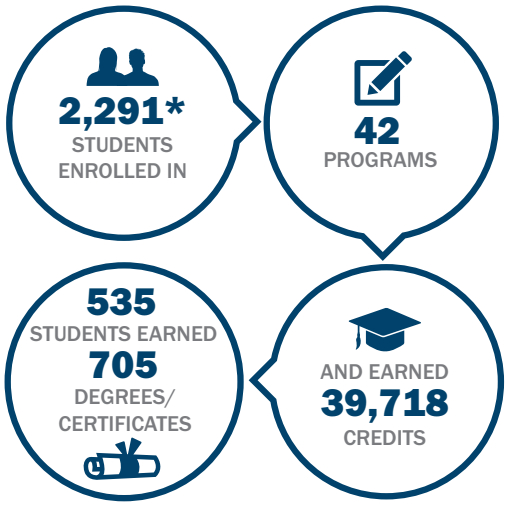
55 LEAs WERE RURAL

36%

technical college system

COLLEGE OF WESTERN IDAHO

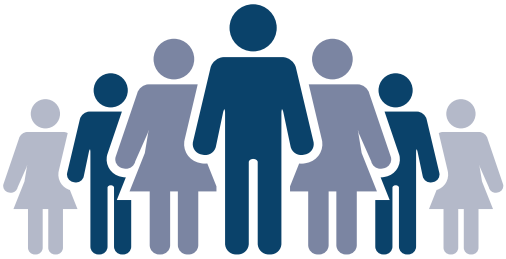




*1,324 full-time equivalent enrollments

WORKFORCE TRAINING CENTER

8,334
ENROLLMENTS



3,449
APPRENTICESHIP STUDENTS*

*Registered apprenticeships offered: Electrical, HVAC and Plumbing

EMPLOYER SPOTLIGHT

Interfaith Sanctuary, Boise

Type of industry: Social services nonprofit

Number of employees: 30 (170 guests served per night)

Training need: The Treasure Valley's growing construction industry created demand for entry-level workers. Interfaith Sanctuary, a nonprofit managing an overnight shelter for people experiencing homelessness, wanted to help guests gain access to these opportunities.

How the WTC delivered: Through an Idaho Workforce Development Council grant, CWI partnered with Interfaith Sanctuary and Micron Technology to offer nine four-week, project-based carpentry classes. Participants learned construction math, blueprint reading, power tool safety, and soft skills such as teamwork and communication. Over two years, 33 participants completed the training, building furniture for the shelter and auction pieces that raised $20,000 for the nonprofit.

"Our partnership with CWI has opened powerful new doors for our guests. Instructor Ron doesn't just teach job skills—he teaches confidence, goal setting and the belief that a better future is possible. Watching our guests walk into that classroom uncertain and walk out with pride, purpose and a new trade has been life changing for so many."

—Jodi Peterson-Stigers, executive director, Interfaith Sanctuary

Culinary teacher engages students and builds workforce-readiness skills

Brooke Scoville, a culinary instructor at Renaissance High School, blends her years as a pastry chef and business owner with a passion for teaching practical workforce-readiness skills. Since 2018, she has used SkillStack®, Idaho's microcredential platform, to validate student proficiency and connect classroom learning to real-world careers.

SkillStack® awards digital badges for competencies demonstrated through training and assessments. The badges motivate students while helping employers identify qualified candidates. Built on the Open Badges standard, the platform allows students to share achievements across systems so employers can view, understand and verify skills. While employer recognition is still growing, Scoville says awareness is increasing as more educators integrate SkillStack® into classrooms.

Because Scoville's students work in a kitchen rather than at computers, each student maintains a personal chart and earns stickers as they complete badges, which are also entered into their SkillStack® accounts. The charts quickly became a centerpiece in her classroom.

"The great thing about having the badges on the wall is that younger students get to see the advanced students' progress, which helps them understand what they could achieve," Scoville said.

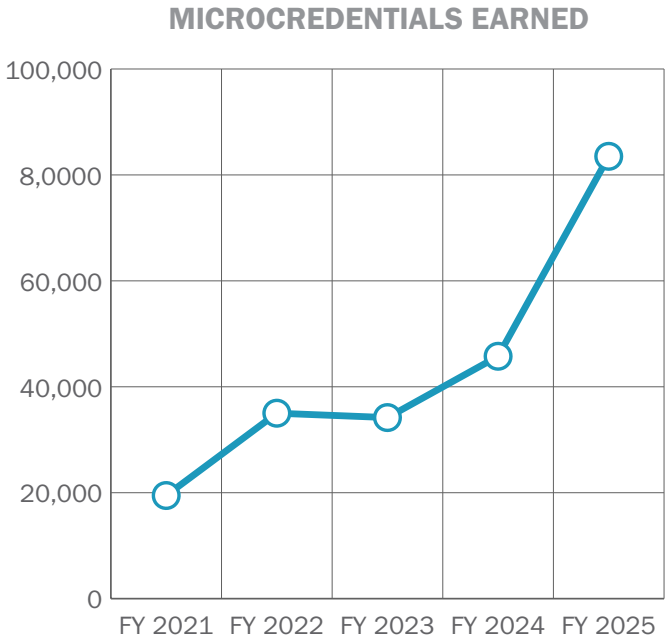
She emphasizes that SkillStack® represents more than completion—it's proof of competence.

"It's about demonstrating mastery, not just ticking off a list," she said.

In Scoville's classroom, mistakes are treated as opportunities. Students can reattempt skills until they demonstrate real understanding, reinforcing confidence and persistence.

Earning SkillStack® badges is also a key requirement for Idaho's Workforce Readiness and Career Technical Education diploma, which recognizes students who complete a CTE pathway, pass technical skills and workplace readiness assessments and demonstrate competency through badges or certifications.

At the end of the year, students' SkillStack® charts will be showcased during a celebration honoring their progress and achievement—a visible reminder of the skills they've mastered and the futures they're building.



CTSO highlights

CTSOs give Idaho students the chance to turn classroom learning into real-world experience. Integrated into CTE programs, CTSOs build leadership, teamwork and technical skills that help students stand out. Members lead chapters, plan projects and compete at state and national levels, gaining confidence and professional experience along the way. Idaho's seven CTSOs span six program areas, connecting students with mentors and peers who share their goals and showing how education opens doors far beyond the classroom.

BPA

- **2,223** secondary members.
- **80** postsecondary members.
- **92** secondary chapters.
- **Three** postsecondary chapters.
- **51** members earned **Statesman Torch Awards**.
- **1,561** members attended the **State Leadership Conference (SLC).**
- **503** secondary members attended the **National Leadership Conference (NLC).**
- **37** postsecondary members attended **NLC**.

DECA

- **508** members.
- **17** chapters.
- **413** members attended the **State Career Development Conference**.
- **236** members attended the **International Career Development Conference.**

FCCLA

- **1,251** members.
- **105** secondary chapters.
- **Three** postsecondary chapters.
- **536** members attended **SLC**.
- **87** members attended **NLC.**
- **Five** chapters earned **Outstanding/Exemplary Chapter Awards**.
- **35** members completed the **Power of One program**.

FFA

- **7,171** secondary and postsecondary members.
- **102** chapters.
- **1,803** members attended the **State Convention**.
- **325** members received their **State Degree**.
- **699** attended the **National Convention.**

HOSA—Future Health Professionals

- **1,672** members.
- **45** chapters.
- **1,096** members attended **SLC**.
- **263** members attended the **International Leadership Conference.**
- Idaho HOSA earned the **Gold Standards of Excellence International Award**.

SkillsUSA

- **1,236** members.
- **41** total chapters.
- **814** members attended the **State Leadership and Skills Conference**.

14,393 AFFILIATED MEMBERS

- 425 total chapters.
- 6,383 members attended state conferences.
- 1,944 members attended national and international conferences.
- One national officer was elected.

First row, from left: Paola Lozon, Yuxuan Cheng, Makaela Brown-Muthoni, Averie Lewis, Atharva Tripathi, Elena Chamberlain; **Second row, from left:** Clio Lindke, Addisyn Jones, Lauren Dobson, Hannah Henrie, Tanner Bosworth, Sibley Higgins, Adreona North, Kylianna Swofford; **Third row, from left:** Allison Misenheimer, Anna Hernandez, Elizabeth Mueller, Kylie Meyer, Casey Self, Vanessa Morales, James Campbell, Emily Davis, Alison Pitman, Nicole Prosser, Alexander Tice, Mariela Bradford, Sophia Murphy, River Gilbert, Olivia Ekberg, Marco Duarte, Magnus Einarsson; **Fourth row, from left:** Emily Sorensen, Gabe Kitamura, Matthew Waite, Cameron Roth, Chris Bright, Ethan Meredith, Maya Vasso, William Christiansen, Chayse Van Eps and William Nixon.

SkillsUSA (continued)

- **159** members attended the **National Leadership and Skills Conference (NLSC).**
- SkillsUSA Idaho earned the **2025 Gold State Standards of Excellence Award.**
- **Meridian Technical Charter High School** earned the **Gold Chapter of Excellence Award.**
- **One** national officer was elected.
- **14** total medals were earned at **NLSC**.

TSA

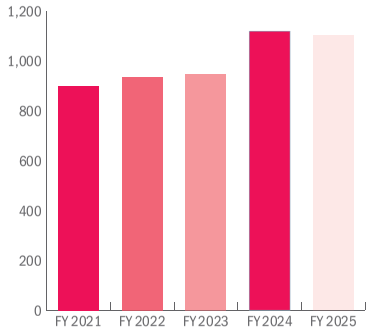
- **252** members.
- **17** chapters.
- **160** members attended **SLC**.
- **27** members attended **nationals**.
- **Two** new chapters affiliated.

2024 | 2025

Year in Review

secondary

23% TOTAL PROGRAMS OVER FOUR YEARS

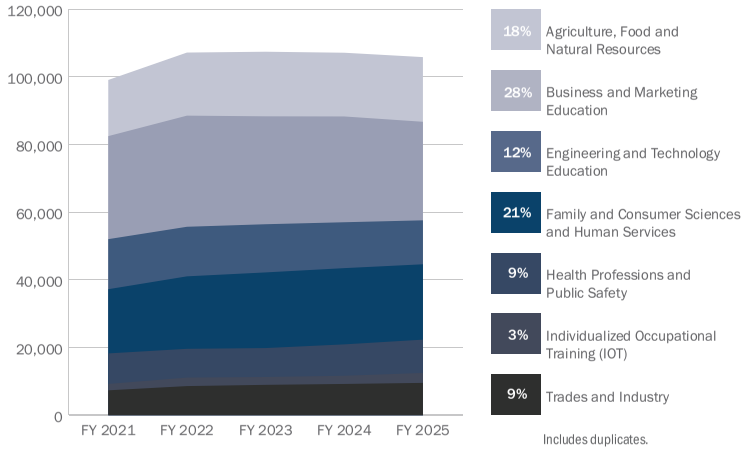


27% CLUSTER PROGRAMS

NEARLY 71K STUDENTS ENROLLED IN CTE PROGRAMS

63% RURAL

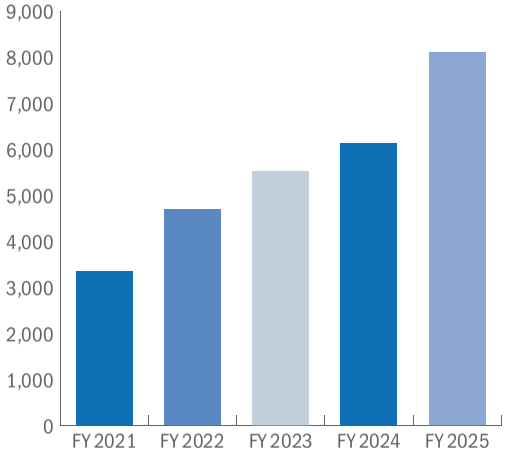
153 LOCAL EDUCATION AGENCIES



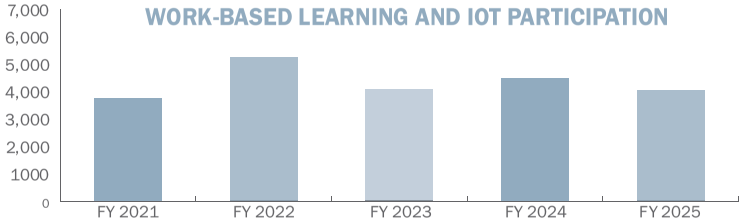
69% OF ALL HIGH SCHOOL STUDENTS TOOK A CTE COURSE

13% GROWTH IN SECONDARY CTE STUDENTS OVER 5 YEARS COMPARED TO 10% GROWTH STATEWIDE

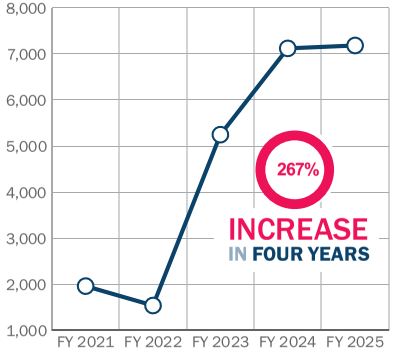
NUMBER OF CTE CERTIFICATION EXAMS TAKEN



WORK-BASED LEARNING AND IOT PARTICIPATION



STUDENTS ENROLLED IN DIGITAL CTE COURSES
(Idaho Digital Learning Alliance)



14 CAREER TECHNICAL CENTERS (CTCs) WITH 19,168 STUDENTS ENROLLED

27% OF ENROLLMENTS COME FROM CTCs

CAPSTONE STUDENTS*

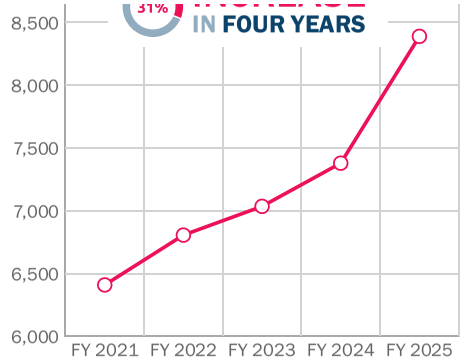
41% OF HIGH SCHOOL CTE CONCENTRATORS* WENT ON TO COLLEGE

COMPARED TO

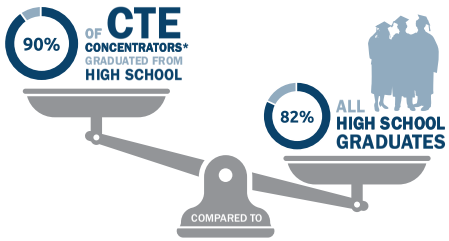
42% OF ALL IDAHO GRADUATES

ASSESSMENT

3,567 CTE DIPLOMAS AWARDED AS REPORTED BY LEAs

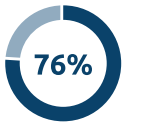


*A capstone student is a junior or senior in a capstone class.

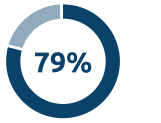


*A CTE concentrator is a student who has completed at least two courses in a pathway.

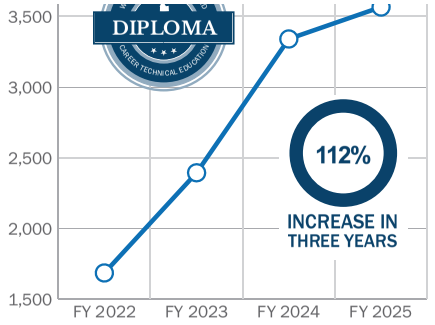
PASS RATES



WORKPLACE READINESS ASSESSMENT

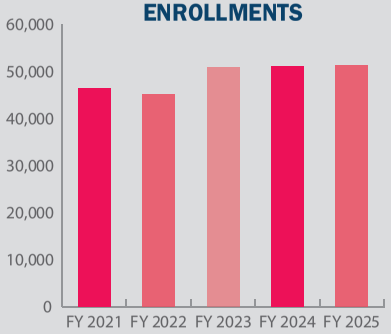


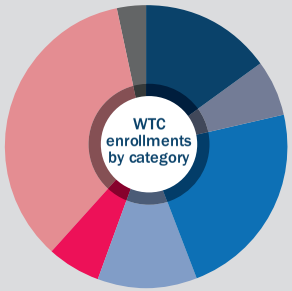
TECHNICAL SKILLS ASSESSMENT



technical college system

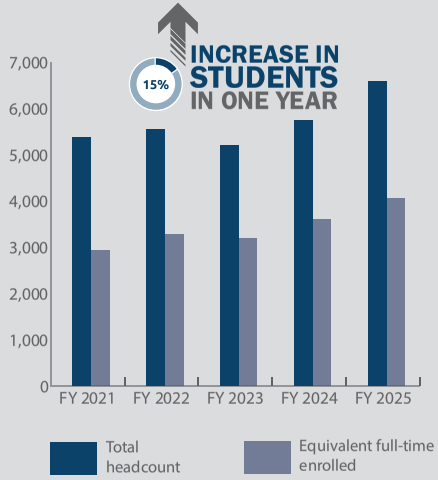
WORKFORCE TRAINING CENTERS (WTCs) ENROLLMENTS





- 3% Business and Management
- 35% Health
- 6% Other
- 12% Registered Apprenticeship
- 23% Safety Training
- 7% Trades and Industry
- 15% Workforce and Customized Training

CERTIFICATE/DEGREE PROGRAMS

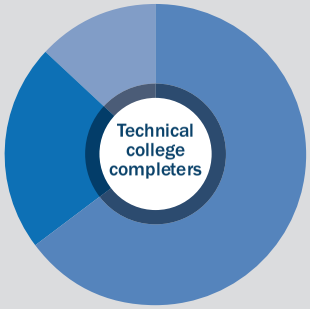


223 ACTIVE PROGRAMS

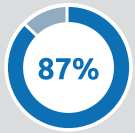
1,908 STUDENTS AWARDED 2,360 CERTIFICATES/DEGREES

19% INCREASE IN FIVE YEARS

121,804 YEAR-END CREDITS



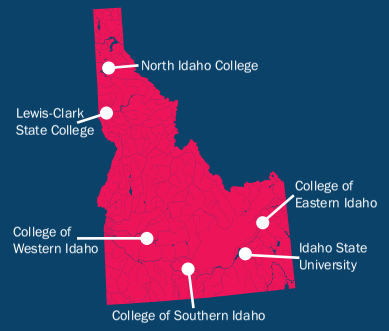
- 13% Obtained advanced training, joined the military or entered a service program
- 65% Obtained employment
- 22% Remained enrolled in postsecondary



OF PROGRAM COMPLETERS ARE POSITIVELY PLACED

4 TECHNICAL COLLEGES at COMMUNITY COLLEGES

2 TECHNICAL COLLEGES at FOUR-YEAR COLLEGES



IDAHO
Division of Career Technical Education
650 W. State St., Suite 324
Boise, Idaho 83702
208-429-5500
cte.idaho.gov

CTE gives incarcerated Idahoans a second chance

When Michael DiNardo joined the Idaho Department of Correction (IDOC) 12 years ago, he expected it to be a short-term teaching job. A former member of the military, he stepped into a construction trades classroom and instead found a calling.

"Honestly, it was kind of a fluke," he said. "I saw the job posting, applied, did a phone interview, came out for a visit—and 12 years later, here I am."

Today, DiNardo coordinates IDOC's CTE programs, which receive partial funding and support from IDCTE. As the state agency responsible for administering federal vocational programs under the Carl D. Perkins Career and Technical Education Act (Perkins V), IDCTE provides annual federal and state resources that help IDOC deliver high-quality correctional education. Through this partnership, residents have access to GED® preparation, carpentry, electrical work, culinary arts, computer applications and braille transcription, all aimed at supporting successful reentry.

"Our students earn the same industry credentials anyone on the outside would," he said. "We use the same standards and curriculum. The only difference is the setting."

That setting makes the impact even stronger. DiNardo said learning tangible skills changes how people see themselves.

"I've had guys who never picked up a tool in their life," he said. "When they build something, you can see the confidence grow."

Most programs run six to 12 months using National Center for Construction Education and Research curricula. Others, such as Microsoft Suite and QuickBooks, are certified through Certiport and Intuit. The braille transcription program is accredited by the Library of Congress.

"Accreditation matters," DiNardo said. "These certificates are awarded by respected organizations, which adds real value and that means a lot to our students."

Completion rates exceed 80%, and many participants earn multiple certifications before release. Some have returned to their communities as licensed tradespeople and business owners.

"Our programs are front-loaded apprenticeships," DiNardo said. "We give them the classroom side so they can go out and get those on-the-job hours once they're released."

For DiNardo, the mission is simple: "We care. We want people to have a real second chance—to walk out of here with something that can change their life."

Fire academy training proves vital in real-world emergency response

On March 24, 2025, FST Program Director Brad Terry found himself in the right place at the right time while driving back from the Clearwater Fire Academy in Orofino. Passing through New Meadows, he noticed smoke rising from the valley. When he saw a Meadows Valley Volunteer Fire Department truck speeding in the opposite direction, he quickly turned around.

“As I got closer, I could tell this was a bigger fire—likely a structure fire,” Terry said.

When he arrived, a two-story brick building was fully engulfed and the roof was collapsing. Terry offered to help, assisting with water supply lines for local responders. That’s when he realized two of the firefighters battling the blaze had just completed their training at the Clearwater Fire Academy that same weekend.

“One of the volunteer firefighters had taken the Fire Essentials course just days earlier,” Terry said. “He looked at me and said, ‘Hey, weren’t you at Clearwater?’ I said, ‘Yeah, you were too!’ It was amazing to see someone apply what they had just learned in such a real, immediate way.”

Terry also met a Fish and Game officer volunteering with the Meadows Valley Fire Department who had taken the same course.

“Fire departments train their own firefighters year-round, and this adds another layer of support,” he said. “These volunteers are dedicated to their communities, and this gives them the skills to respond when they’re needed most.”

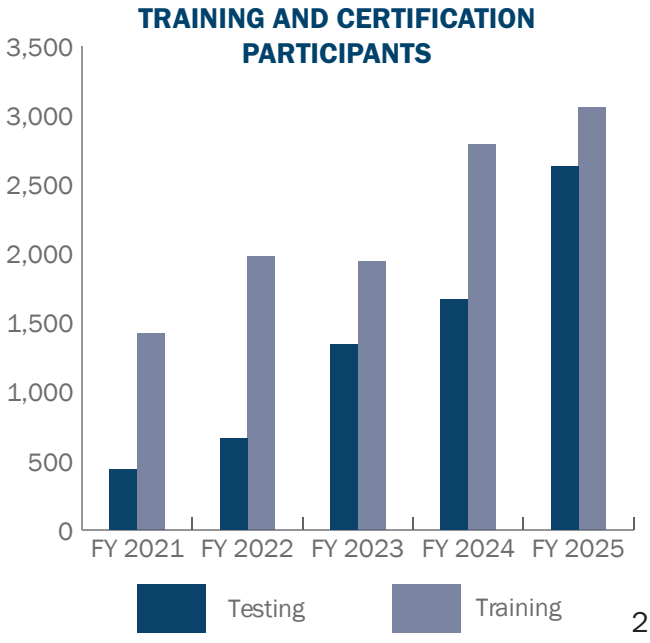
The FST program offers instruction ranging from basic fire essentials to advanced certifications in hazardous materials and rescue operations. After completing courses, firefighters can take exams to earn certifications that validate their skills and readiness for emergencies.

The Clearwater Fire Academy is one of several major FST training events held each year, drawing hundreds of firefighters seeking National Fire Protection Association-compliant training.

“Training isn’t mandatory in Idaho, but it’s strongly recommended,” Terry said. “Having certified firefighters on the front lines means a more effective response—and can even lower insurance ratings for the community.”

The impact of that training was clear in New Meadows.

“In this job, you never know when you’ll be tested,” Terry said. “Seeing those firefighters apply their skills so soon after Clearwater shows exactly why this training matters.”



Nursing graduate finds success through Center for New Directions

When Caitlyn Keelin walks the halls of Portneuf Medical Center's progressive care unit, she's not just a nurse tending to patients—she's proof of what determination, community and the right support system can achieve.

Keelin's path to nursing wasn't a straight line. She became a mother at 15, earned her GED in Wyoming after leaving high school and started pursuing a career in pharmacy before stepping away to raise her growing family. Years later, while working full time in a call center and raising four children, she decided to take a leap she'd long dreamed about.

"It was during COVID, and I saw that nurses were really needed," Keelin said. "That's what I'd always wanted to do, so I thought, well, it's now or never."

She enrolled at the College of Eastern Idaho (CEI), first earning her associate of science degree in 2022 and later gaining admission to CEI's nursing program that same year. It was a demanding schedule. She juggled coursework, labs and clinicals while raising her children and continuing to work. That's when she discovered CEI's Center for New Directions (CND). Initially, she turned to the center for help with child care.

"They would pay my copayments so I didn't have to worry," Keelin said. "As I got to know them, I realized they could help with so much more, including books, scrubs, food and even gas to get to school."

That support proved life-changing.

"Once I found out they offered help with things like a food pantry, I could work less and focus more on my classes," she said. "That was a lot of help to be able to graduate."

With the center's assistance, Keelin completed both of her degrees without needing student loans.

"I don't think I could have done it without them, especially financially," she said. "There were times when I thought, 'I don't know what I'm going to do,' and they would always be there to help."

In December 2024, Keelin graduated from CEI's nursing program. Today, she works nights at Portneuf Medical Center on the progressive care unit, caring for cardiac patients and others who need close monitoring.

"It's crazy because now I have free time," Keelin said with a laugh. "I never thought I would, but now I can actually be a person."

That shift has transformed her family life, too.

"I can go to my son's football games and my daughter's dance classes," she said. "I don't have to miss anything."

Her new schedule has given her more than time—it's given her children a reason to celebrate.

"Every time we go to the doctor's office, they tell everyone, 'My mom's a nurse,'" Keelin said. "They're proud of me. It's cool to see that. It shows them that you can do it if you put in the effort."

Looking back, Keelin has simple advice for others walking a similar path.

"There's light at the end of the tunnel," she said. "At first, it feels like it'll never get better, but if you stick with it, eventually it's done. And it's definitely worth it."

IN FY 2025, 1,138 IDAHOANS WERE SERVED BY CNDs

OVER 538K CONTACT HOURS WITH PARTICIPANTS THROUGH CND WORKSHOPS

765 CHILDREN WERE INDIRECTLY SERVED BY CNDs

26% OR 297 PARTICIPANTS EARNED <$10,000 ANNUALLY FOR THEIR HOUSEHOLD

472 CLIENTS WERE SINGLE PARENTS OR DISPLACED HOMEMAKERS

85% IMPROVED THEIR EDUCATION OR EMPLOYMENT STATUS

39% OF PARTICIPANTS WERE IN THEIR FIRST YEAR OF A POSTSECONDARY CTE PROGRAM

69% OF PARTICIPANTS WERE WOMEN

27% OF PARTICIPANTS WERE BETWEEN 25 AND 34

WHAT ARE THE CENTERS FOR NEW DIRECTIONS?

CNDs play a crucial role in supporting students enrolled in Idaho's CTE programs. Located at the state's six technical colleges, CNDs assist individuals who may face barriers to education and career success, such as single parents or displaced homemakers. They provide a range of services to help students complete their programs and prepare for rewarding careers.

CNDs were supported by $150,000 in dedicated funding during FY25. Each center works closely with the Idaho Department of Health and Welfare, local job service offices, nonprofits, workforce investment boards, correctional facilities and technical colleges. This collaboration helps prevent duplication of services and ensures that participants receive comprehensive support tailored to their needs.

CNDs offer job counseling designed for displaced homemakers and others reentering the workforce; job training and placement services developed with public and private employers to align students' skills with available jobs; and health education and counseling on preventive care, mental health and substance use. They also provide assistance with financial management, including insurance, taxes, estate and probate issues, mortgages and loans. In addition, students receive guidance on educational opportunities, such as credit-bearing courses at secondary and postsecondary institutions and other services that support their long-term success.

By meeting each student's unique needs, CNDs help more Idahoans finish their programs and move into high-demand careers. Students gain the technical skills, confidence and support needed to succeed, strengthening Idaho's workforce and fueling economic growth across the state.

Innovation and tradition strengthen CSI's Medical Assisting program

Kara Mahannah's journey in health care began with a nursing degree from CSI in 1996. After graduation, she worked in both hospital and outpatient settings and coordinated clinical rotations for CSI students. That hands-on experience gave her a deep understanding of how classroom learning translates to patient care and, combined with her nursing background, positioned her to lead Idaho's longest-standing medical assisting program accredited by the Commission on Accreditation of Allied Health Education Programs.

When Mahannah stepped into the role of program manager for CSI's Medical Assisting program in 2009, she knew she was inheriting a legacy. Since then, she's worked to honor that tradition while adapting the program to meet the needs of today's health care environment.

Medical assistants play a crucial role in outpatient care, performing both administrative and clinical tasks.

"We train students for a wide range of roles in clinics—from front desk operations and scheduling appointments to assisting with exams, taking vital signs, drawing blood, managing patient records and educating patients," Mahannah said.

Under her leadership, the program has undergone major changes, including restructuring the schedule to better serve students.

"We adjusted the hours from five days a week to two and a half," she said. "That flexibility really helps students who are balancing school with work and family."

She's also modernized the program, replacing heavy textbooks with digital resources and integrating electronic health record systems into the curriculum.

"Everything is accessible from day one," she said. "And students get real-world practice using tools they'll encounter on the job."

The program's five-year job placement rate of nearly 88% and national credentialing exam pass rate of 91.3% speak to its quality. Mahannah credits much of that success to her TAC—a diverse group of more than 30 stakeholders from the community, clinics, education and CSI administration.

“I want students to feel like they’re part of a professional team that cares for others. This isn’t just a job—it’s a calling.”

–Kara Mahannah, program manager, CSI

“I’m constantly reaching out to employers, asking how we can work together,” she said. “We hold lunch-and-learns, attend health fairs and make sure our curriculum aligns with industry needs.”

But for Mahannah, the heart of her work lies in student transformation. She recalled one woman who joined the program after caring for her terminally ill husband.

“She called and said, ‘I think I’m too old to do this,’” Mahannah said. “But she worked so hard, commuting from Glenns Ferry on a tight budget—and this was before we shortened the schedule. I’ll never forget the moment she walked across that graduation stage with her kids and grandkids cheering.”

Mahannah emphasizes that technical skills are only part of the equation.

“Human interaction isn’t going away in health care,” she said. “Medical assistants are often the ones patients talk to most.”

Looking ahead, Mahannah wants to continue building a high-quality, affordable program that produces skilled and compassionate professionals.

“I want students to feel like they’re part of a professional team that cares for others,” she said. “This isn’t just a job—it’s a calling.”

HOW ARE CTE STANDARDS REVIEWED AND UPDATED?

To keep CTE aligned with industry and workforce needs, IDCTE uses a multi-stage revalidation process. Each year, new or updated standards go through careful review so they’re ready for classroom use the following school year.

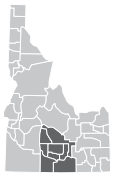
The process begins with planning, when a team of secondary and postsecondary educators, industry leaders and testing experts come together to set and finalize standards and student learning outcomes. These are then approved and posted publicly so schools can prepare for implementation. Industry partners play a key role by completing a survey that ranks each standard from “nice to know” to “critical to know.” The most critical standards form the foundation for technical skill assessments and SkillStack® microcredentials. Educators and assessment partners then develop test questions, pilot them and analyze results to ensure quality and fairness.

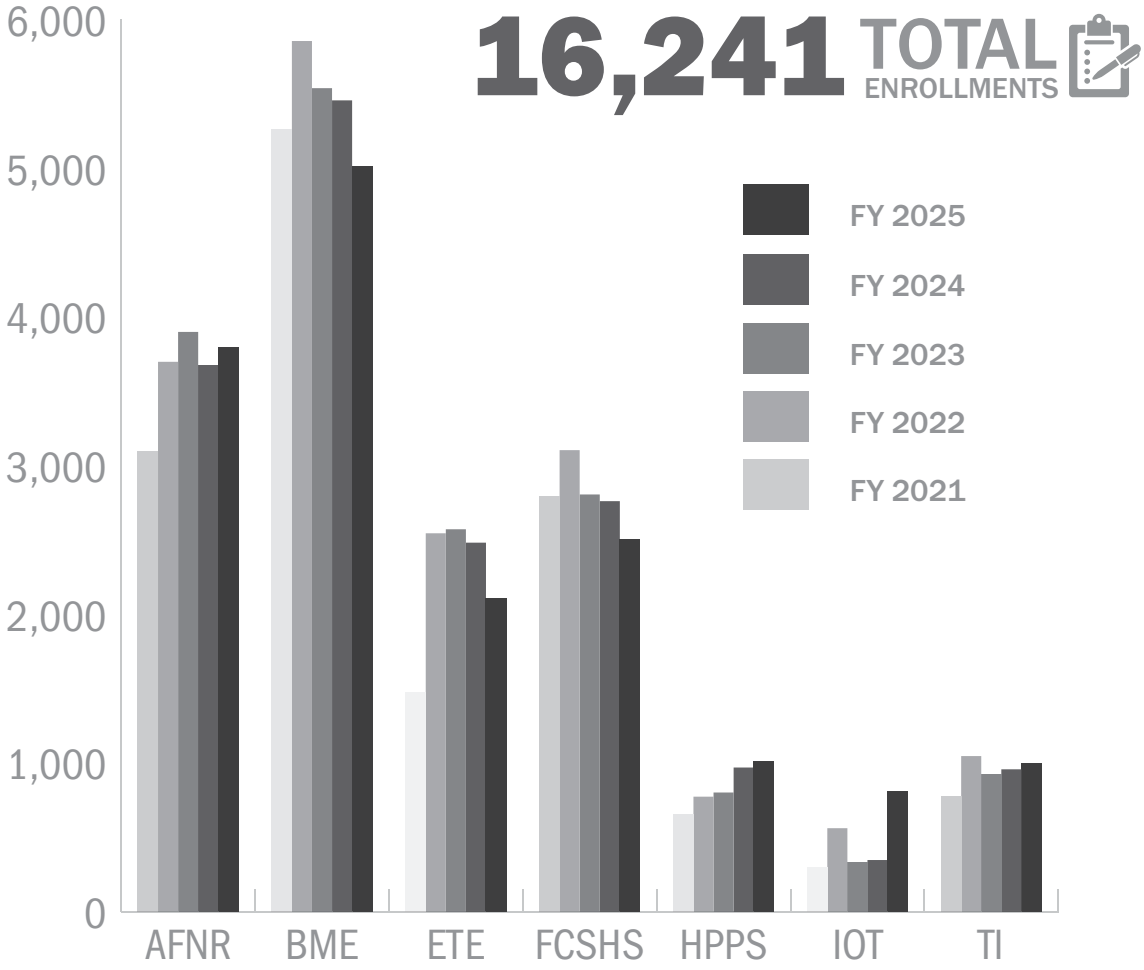
By early summer, all standards, assessments and microcredentials are ready to launch for the coming school year. After the first year of use, instructors and partners determine the official passing score for each assessment, completing the cycle.

This rigorous process ensures Idaho students are learning the most relevant, industry-validated skills—and that their credentials carry real value in the workforce.

REGION 4

secondary





AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry

1,047 CTE CAPSTONE STUDENTS

1 CAREER TECHNICAL CENTER

84% OF SECONDARY STUDENTS TOOK A CTE COURSE

176 TOTAL PROGRAMS

3% INCREASE FROM FY 2024

328 CTE DIPLOMAS AWARDED AS REPORTED BY LEAs

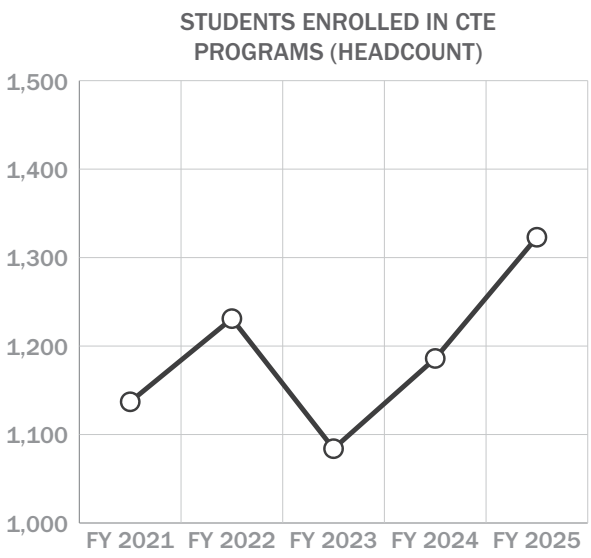
4,206 SKILLSTACK® BADGES ISSUED

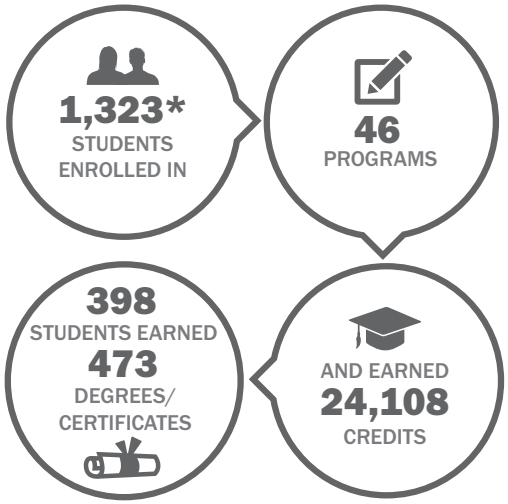
24 LEAs WERE RURAL

88%

technical college system

COLLEGE OF SOUTHERN IDAHO





*804 full-time equivalent enrollments

WORKFORCE TRAINING CENTER

7,053
ENROLLMENTS

559
APPRENTICESHIP STUDENTS*

*Registered apprenticeships offered: Culinary, Electrical, Machine Operator STRAP, Maintenance Tech and Plumbing

EMPLOYER SPOTLIGHT

Delta Dental of Idaho, Boise

Type of industry: Dental insurance

Number of employees: Not available

Training need: Delta Dental identified a growing need for skilled dental assistants and hygienists to meet statewide demand for quality, evidence-based care. The company sought ways to create flexible, accessible pathways for education and certification.

How the WTC delivered: With input from Delta Dental, CSI's WTC developed and launched an online dental assisting program that allows students to complete coursework remotely while gaining essential knowledge for certification. The partnership also supports continuing education for current dental professionals, expanding access and improving oral health outcomes across Idaho.

"At Delta Dental of Idaho, continuing education is a cornerstone of both professional development and organizational success. By investing in education, we help dental professionals stay informed, current and capable of providing high-quality, evidence-based care. This commitment benefits the communities we serve and advances our mission to improve the oral health of all Idahoans."

—Shaina Cales, MPH, CPH, manager of community outreach, Delta Dental of Idaho

Cosmetology class turns heads in Dayton

When Lisa Barnard launched the cosmetology program at West Side High School five years ago, she wasn't just adding another elective—she was building a career pathway that blends technical skill, creativity and real-world experience.

Barnard brings more than 27 years in the industry—20 as a salon owner—and a family heritage steeped in hairdressing.

"I come from a family of hairdressers," Barnard said. "It's in my blood."

The idea to start the program came when local CTE leaders approached her about teaching. At the time, Barnard was struggling with chemical allergies that made salon work difficult. Teaching, she realized, was a way to stay connected to the field and help students discover their own passions. "It was a good opportunity to try something new but still do what I love," she said.

Demand was immediate. A regional survey of students ranked cosmetology among the most requested programs, and today Barnard has 36 students enrolled across two classes. Interest is so high that she turns away applicants each year.

The program is structured much like a postsecondary cosmetology school. Students attend class daily for two hours and spend full Fridays in a student-run salon that serves the community.

"They're so scared the first time they work on a live person," Barnard said with a laugh. "But within a month, Friday salon day is their favorite."

The curriculum covers haircutting and coloring, manicures, pedicures, facials and nail enhancements. Students begin with mannequin work before moving into client services. By graduation, they've logged about 800 hours toward the 1,600 required for state licensure.

"They've learned everything there is to learn," Barnard said. "They just need more hours and hands-on practice."

The program's value is undeniable. The average tuition for cosmetology school ranges from $20,000 to $25,000. By completing half their training in high school, Barnard's students save an average of $7,000 to $10,000. They also enter postsecondary programs ahead of their peers.

“They love it enough that they don’t mind putting in the work, and that’s what makes it all worth it.”

–Lisa Barnard, instructor, West Side High School

“My students go into school already knowing more than a lot of others,” Barnard said. “They feel overprepared, which is exactly what I want.”

Barnard’s graduates often find work quickly. She currently employs three former students in her own salon, and many others work in the region. Salaries vary, but Barnard said stylists who put in the time to build a clientele can double their starting wages within a few years.

The program also builds confidence. Barnard recalled one student who struggled academically and needed extra help with tests. By the end of the program, that same student was excelling.

“As soon as she realized she had a talent for it, everything fell into place,” Barnard said. “She ended up placing at state SkillsUSA and is now thriving in a salon.”

Looking ahead, Barnard hopes to expand offerings with an introductory course and possibly summer sessions to help students log more hours. For now, she’s proud of the foundation she’s built.

“It’s an amazing opportunity for these kids,” she said. “They love it enough that they don’t mind putting in the work, and that’s what makes it all worth it.”

HOW DOES IDCTE APPROVE NEW CTE PROGRAMS?

Each year, IDCTE reviews applications from LEAs and charter schools that want to start, reinstate or modify a CTE program. The process ensures every new program is backed by industry input, aligned with workforce needs and designed with the facilities, staff and equipment necessary for student success.

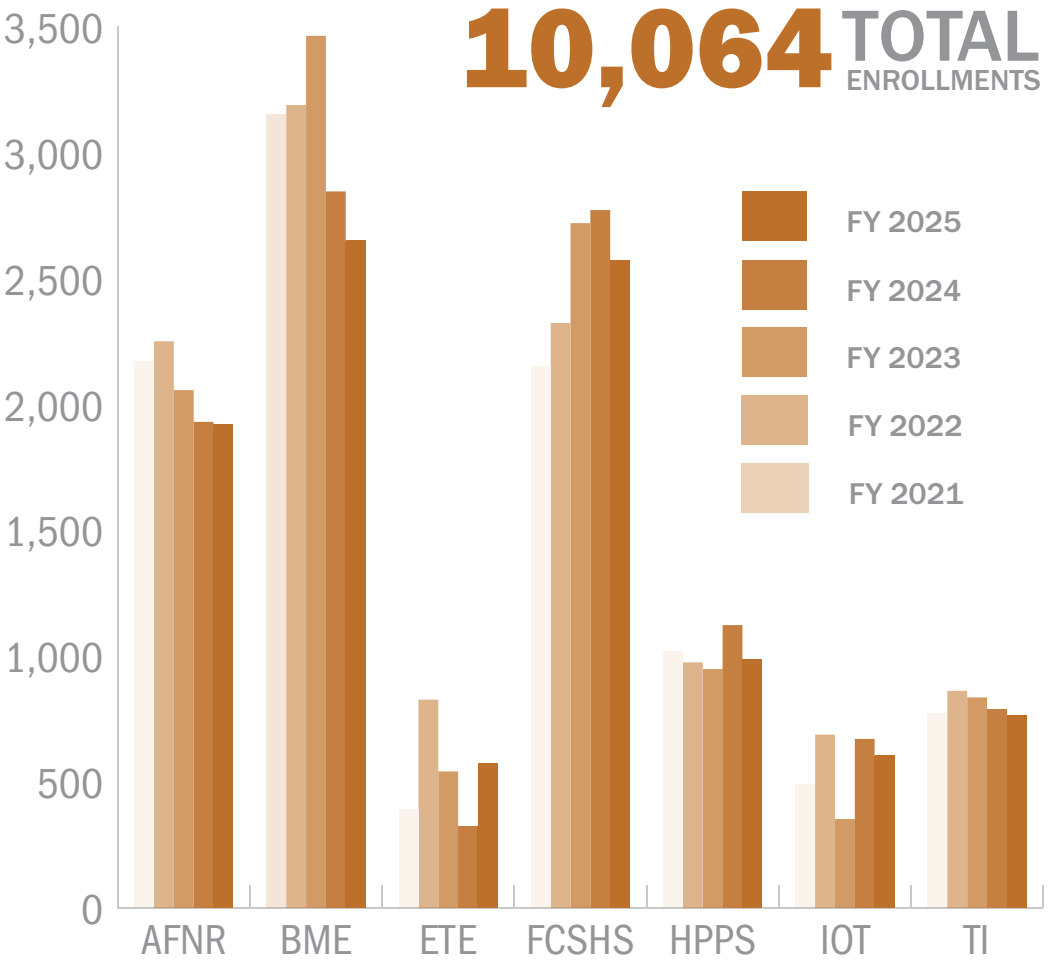
Applications must be endorsed by local leadership and submitted by Feb. 15 for implementation the following school year. Only programs that meet state standards and demonstrate readiness are approved.

Approval is more than a stamp of permission—it’s a gateway to funding. Depending on state appropriations, approved programs may be eligible for added-cost support as well as grants and other incentives. Districts may also choose to launch programs with their own funds until state support becomes available.

This annual review process helps ensure Idaho’s CTE programs remain responsive to economic demand, fiscally responsible and built to give students access to high-quality career pathways.

REGION 5

secondary



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666 CTE CAPSTONE STUDENTS

1 CAREER TECHNICAL CENTER

73% OF SECONDARY STUDENTS TOOK A CTE COURSE

115 TOTAL PROGRAMS

14% DECREASE FROM FY 2024

DIPLOMA

256 CTE DIPLOMAS AWARDED AS REPORTED BY LEAs

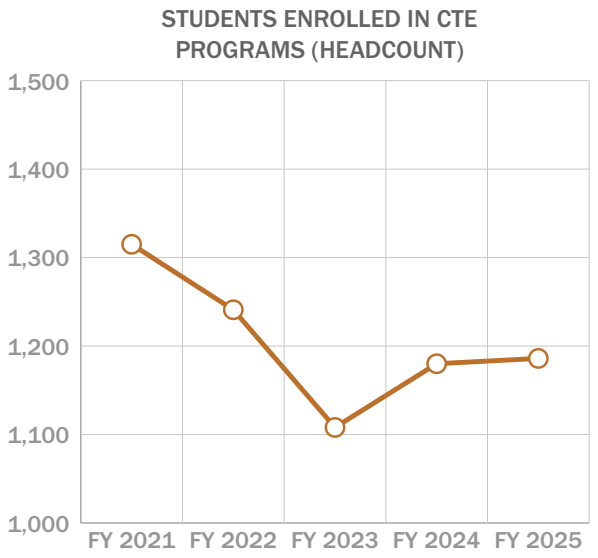
3,920 SKILL STACK® BADGES ISSUED

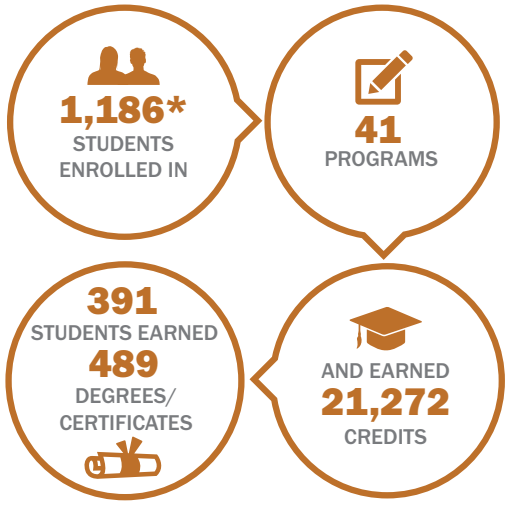
15 LEAs WERE RURAL

80%

technical college system

Idaho State University

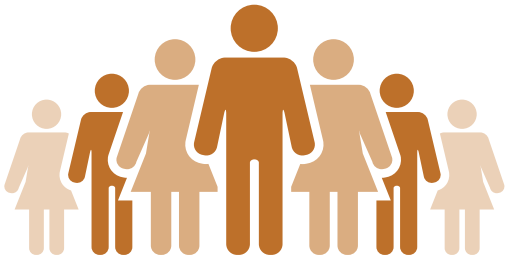




*709 full-time equivalent enrollments

WORKFORCE TRAINING CENTER

13,199
ENROLLMENTS



347
APPRENTICESHIP STUDENTS*

*Registered apprenticeships offered: Carpentry (TERO), Electrical, HVAC and Plumbing

EMPLOYER SPOTLIGHT

Portneuf Medical Center, Pocatello

Type of industry: Health care

Number of employees: 1,100 plus 200 to 250 contractors

Training need: As a regional trauma center, Portneuf Medical Center (PMC) needed access to high-quality, affordable emergency medicine training to ensure staff and volunteer emergency medical technicians across southeastern Idaho could deliver lifesaving care. Travel and cost barriers made large-scale training difficult for rural responders.

How the WTC delivered: Idaho State University's (ISU) Continuing Education and Workforce Training program partnered with PMC to expand access to emergency medical education. PMC provides clinical placements for ISU students and serves as the title sponsor of ISU's annual Emergency Medicine Conference. The event brings together emergency medicine professionals from across Idaho and neighboring states for hands-on training, certification courses and professional networking.

"At PMC, we're proud to share a strong, enduring partnership with ISU's Continuing Education and Workforce Training program. Together, we're helping current and aspiring health professionals gain the real-world experience needed to succeed in today's complex health care environment. Investing in education is investing in our community's health."

—Nate Carter, chief executive officer, Portneuf Medical Center

Students blend trades and compassion at Elevate Academy East

When Elevate Academy East construction instructor John Kramer dreamed up a community project for his ninth graders, he didn't want it to be another shop class assignment. He shared the idea with the ninth-grade teaching team, which includes construction, culinary arts, English language arts, government and math. Together they turned it into Give a Dog a Home and Pasta for Paws—a two-part community event blending construction, culinary arts and compassion.

"Originally, it was just going to be the doghouses," Kramer said. "But then we thought, why not go bigger? Why not bring culinary in and make it something that brings the whole community together?"

So they did. Kramer's construction students partnered with the Snake River Animal Shelter, where each student "adopted" a shelter dog for inspiration. The teens visited the shelter, learned about the personalities of their chosen dogs and designed 16 custom doghouses to fit each breed's size and temperament.

"They had to research architecture styles, draft their plans and then build to fit the dog," Kramer said. "It was real-world problem-solving at every step."

These doghouses were then given away to adopters at the Give a Dog a Home shelter adoption event that the students sponsored along with the Snake River Animal Shelter.

Meanwhile, the school's culinary students whipped up another kind of creativity. They baked gourmet dog treats for the shelter and planned an Italian-themed fundraising dinner complete with student-developed recipes for lasagna, tiramisu and other classics.

"They even had a little competition," Kramer said. "The best dishes were chosen for the final menu."

The culminating event—Pasta for Paws—sold out. More than a hundred guests filled the cafeteria for the $20-a-plate charity dinner, where students presented their work, shared what they'd learned and auctioned off the top three doghouses. Faculty, community donors and even a few families who adopted shelter dogs attended.

"The kids got up and talked about their challenges, what they'd learned and what they'd do differently next time," Kramer said. "Seeing them take pride in their work like that was incredible."

The event raised funds for both the shelter and the school's hands-on programs, helping replenish supplies and support future projects. But the biggest impact was educational. Elevate Academy's model blends CTE instruction—construction, culinary, cybersecurity, medical arts, business, public safety and machining—with core academics. Students didn't just build and cook: they researched dog care, designed shelter pamphlets, studied architecture, applied math and drafting skills and developed and presented recipes.

"We don't want to repeat ourselves, but the goal is always the same: Teach them to build something that matters."

–John Kramer, construction instructor, Elevate Academy East

"We want them to see how everything connects," he said. "English isn't just essays—it's how you communicate with a client."

The success of Give a Dog a Home and Pasta for Paws even earned Elevate Academy East Project of the Year honors across the Elevate network of schools statewide. The Snake River Animal Shelter has already asked to partner again.

"They were hesitant at first," Kramer said. "But once they saw what the kids could do, they were blown away."

Next year, Kramer says the project will change but the spirit will stay the same.

"We don't want to repeat ourselves, but the goal is always the same: Teach them to build something that matters."

HOW ARE CTE PROGRAMS FUNDED?

IDCTE offers several funding opportunities to strengthen and expand CTE programs across the state:

Career Technical Center (CTC) Funding: Allocated based on administrative rule, this funding supports operational costs and performance-based program delivery at CTCs.

Idaho Quality Program Standards (IQPS) Grants: Awarded to agriculture science teachers who meet "Distinguished" standards on the IQPS rubric; recipients may earn up to $10,000 annually. Two start-up grants of $25,000 are also awarded each year to exceptional new AFNR programs.

Program Quality Initiative (PQI) Establishment Grants: Offered to help schools purchase essential equipment for newly approved CTE programs during their first two years. Each program may receive this grant once.

Postsecondary Program Funding: Distributed to Idaho's technical colleges to support instruction, program delivery, equipment purchases and facility improvements. Funding is allocated through a base plus model and targeted grants that strengthen alignment with workforce demand.

PQI Incentive Awards: Awarded to high-performing CTE pathways based on student completion and assessment scores. Funds may be used for materials, equipment or professional development.

PQI Technical Assistance Grants: Available to programs seeking to improve assessment pass rates through targeted support and strategic improvements.

Program Added-Cost Funding: Allocated based on the teacher FTE for the program delivered in the prior year. Funds may be used for CTE-specific equipment, materials, and instructional needs.

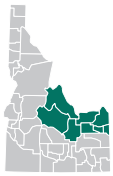
Perkins V Funding: Allocated through a federal formula to support local programs identified through a comprehensive local needs assessment, helping schools strengthen and expand CTE opportunities.

Workforce Readiness Incentive Awards: Awarded to pathways that demonstrate high student performance and strong teacher retention, with award amounts based on qualifying results.

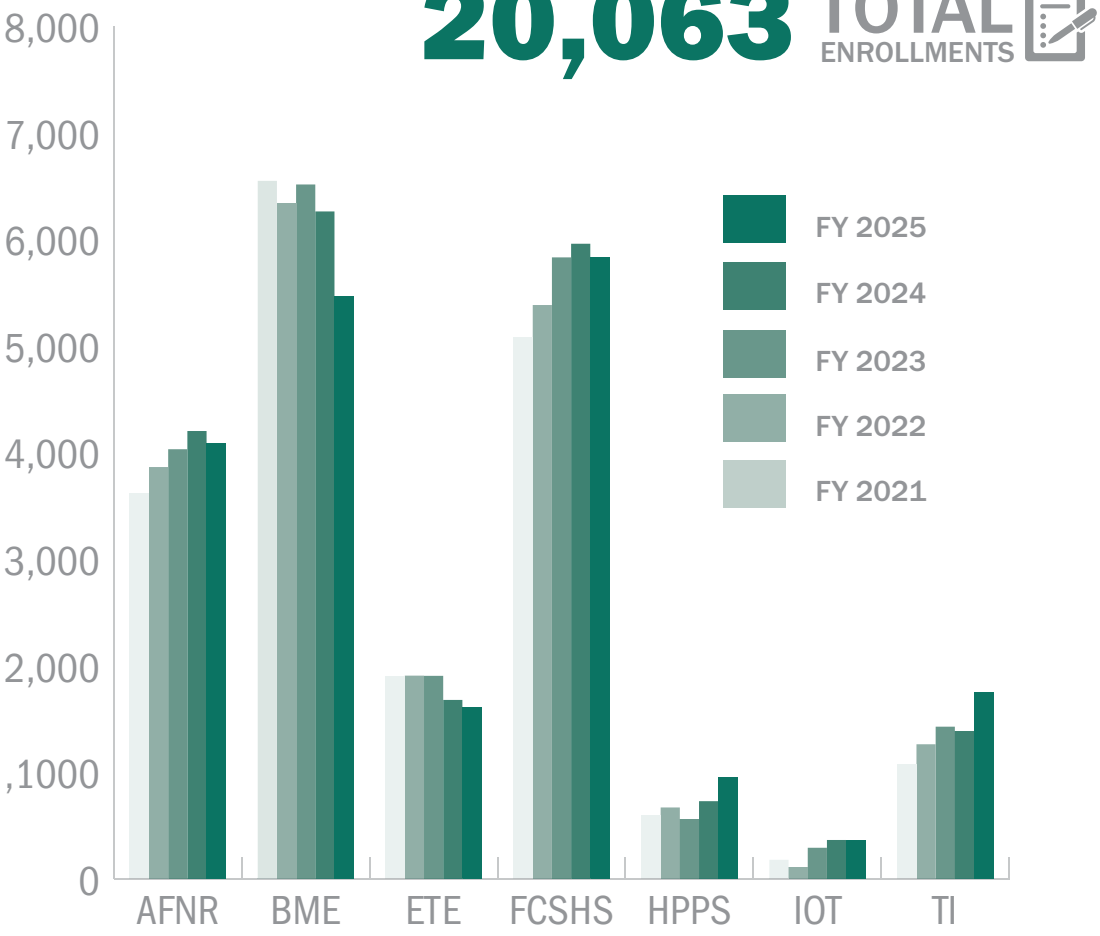
Together, these funding sources help Idaho schools deliver high-quality CTE programs, improve workforce readiness and create clear pathways from education to career success.

REGION 6

secondary



20,063 TOTAL ENROLLMENTS



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1,627 CTE CAPSTONE STUDENTS

2 CAREER TECHNICAL CENTERS

74% OF SECONDARY STUDENTS TOOK A CTE COURSE

191 TOTAL PROGRAMS

6% INCREASE FROM FY 2024

490 CTE DIPLOMAS AWARDED AS REPORTED BY LEAs

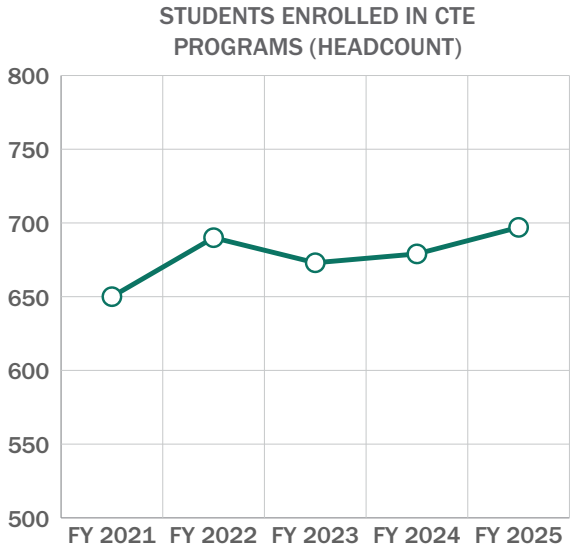
12,382 SKILL STACK® BADGES ISSUED

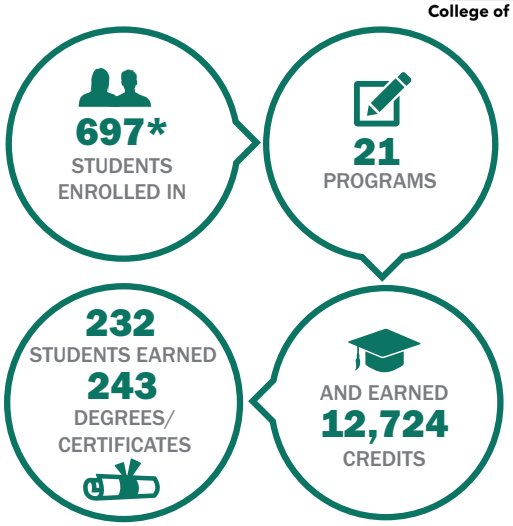
24 LEAs WERE RURAL

71%

technical college system

College of Eastern Idaho





*424 full-time equivalent enrollments

WORKFORCE TRAINING CENTER

12,039
ENROLLMENTS

455
APPRENTICESHIP STUDENTS*

*Registered apprenticeships offered: Electrical, HVAC, Plumbing and Welding

EMPLOYER SPOTLIGHT

Teton Toyota, Idaho Falls

Type of industry: Automotive

Number of employees: 100

Training need: Teton Toyota wanted to provide its automotive technicians with in-depth training to achieve Automotive Service Excellence (ASE) certification, the industry standard in automotive service.

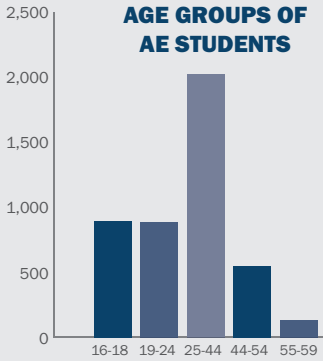
How the WTC delivered: The WTC worked closely with Teton Toyota and Design Lab on a grant that created a pathway for employees to receive technical instruction through CEI while gaining on-the-job experience at the dealership. Teton Toyota's leadership supported the program by allowing employees to leave work early for classes and focus on hands-on training that complemented their coursework. The dealership also provided pay incentives for employees who passed the ASE certification exam and played a key role in helping bring ASE testing to CEI's campus. This collaboration gave technicians a clear route to advance their skills while building a stronger, more qualified workforce for Idaho Falls' growing automotive industry.

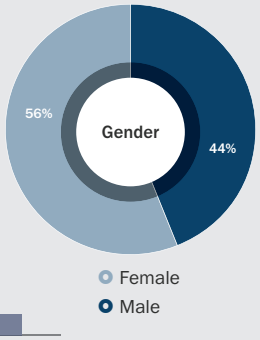
"Because I'd seen what the school had done with its nursing program—partnering with hospitals to help build degrees at all levels—I asked how we could do the same for our techs. The school handles the classroom work, and we handle the lab work at the dealership. We pay for our employees to take the ASE exam, and when they pass, they earn a raise."

—Crystal Zmak, chief operating officer, Teton Toyota

Adult Education

Adult Education (AE) collaborates with employers, workforce training and CTE to prepare students for in-demand career pathways. AE provides several services to the six technical colleges and the Idaho Department of Correction.



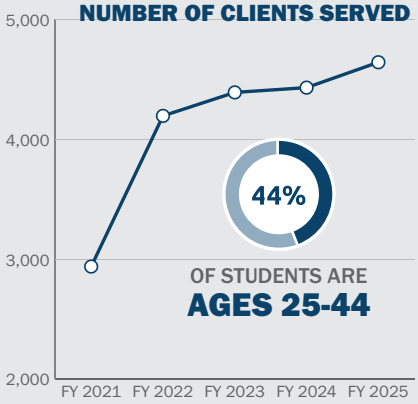


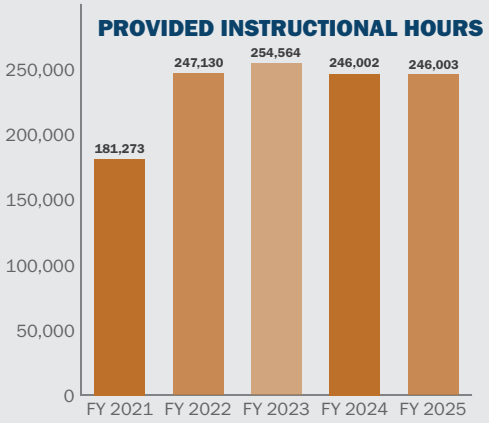
INTEGRATED EDUCATION AND TRAINING PARTICIPANTS

PASSED AN **OCCUPATIONAL OR TECHNICAL SKILLS EXAM**

OBTAINED TRAINING OR **CREDENTIALS THAT LED TO A PROMOTION**

QUARTERLY INCOME | **$11,451** MEDIAN VERSUS **$5,200** TARGET

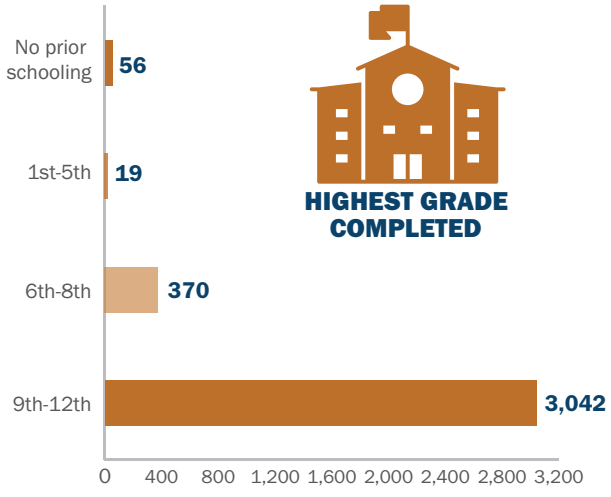




GED

OF GED TEST PASSERS ACHIEVED A SCORE OF "COLLEGE READY" ON THE GED

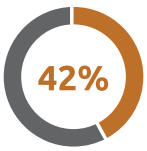
1,945 OF 2,349 GED COMPLETERS† **PASSED THEIR GED TEST**



HIGHEST GRADE COMPLETED

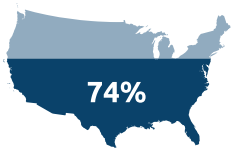
AGE GROUPS OF GED PASSERS*

16-19



20+

IDAHO **PASS RATE** COMPARED TO NATIONAL **PASS RATE**



OF GED TEST TAKERS **USED AE TO PREPARE**

36

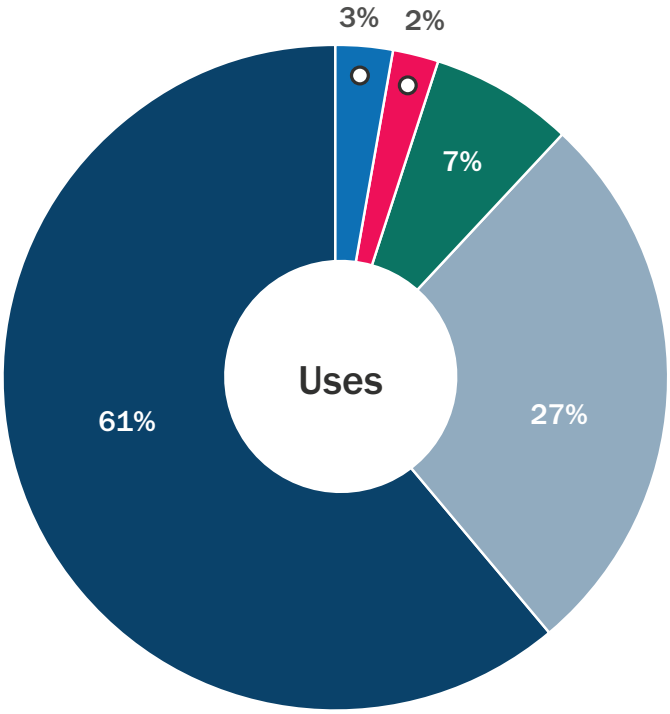
*Defined as a learner who passed all four GED subject tests and earned the credential.
†Defined as a learner who completed all test sections but may not have achieved passing scores.

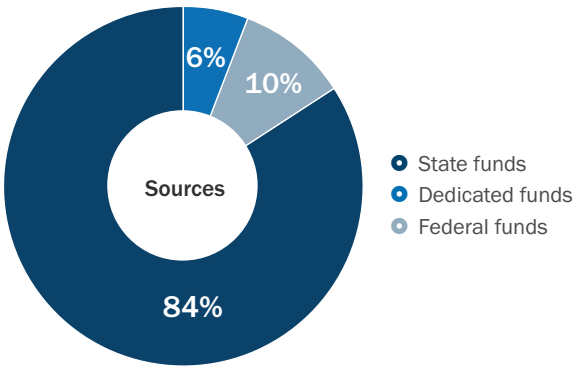
Financial overview

IDCTE RECEIVED $94,616,500 IN APPROPRIATIONS AND HAD 60 EMPLOYEES FOR FY 2025

Administrative services	**$3,131,900**
Operating expenses	$749,200
Personnel costs	$2,367,700
Capital expenses	$15,000
Secondary and general programs	**$25,555,300**
Operating expenses	$542,000
Personnel costs	$1,994,900
Federal funds	$4,025,400
Program distribution	$23,018,400
Added-cost operating support	$18,727,500
Agriculture and Natural Resources	$462,500
Program Quality Incentives	$686,000
Secondary Perkins grant programs	$2,985,400
Workforce Readiness Incentives	$157,000
Technical college system	**$57,172,600**
Federal funds (distributed)*	$2,685,500
Operating expenses	$5,200,300
Personnel costs	$49,286,800
Program distribution (trustee benefits)	$2,685,500
Related programs	**$6,587,000**
Dedicated funds	$252,800
Federal funds	$2,862,000
Operating expenses	$278,100
Personnel costs	$1,119,100
Program distribution	$5,189,800
Adult Education	$2,971,600
Centers for New Directions	$170,000
Workforce Training Centers	$1,208,400
Educator services	**$2,169,700**
Connect Summer Conference*	$275,000
Operating expenses	$509,100
Personnel costs	$958,100
Program distribution	$702,500

*Duplicated numbers





Looking ahead

Idaho's vision for career technical education is clear: align, elevate and accelerate. Our strategic plan for fiscal years 2026-2030 charts a bold course that prioritizes opportunity, innovation and measurable results.

Idaho's vision for CTE is simple but ambitious: align, elevate and accelerate. Our strategic plan for fiscal years 2026-2030 lays out a clear path forward—one that focuses on opportunity and innovation—to make a real difference for learners and employers.

The first goal is system alignment. IDCTE is connecting CTE programs across high schools, colleges and the workforce so students experience a seamless path from classroom to career. When standards, curricula and credentials work together, learners get training that's relevant and immediately applicable in the real world.

The second goal is educational attainment. IDCTE is strengthening programs, supporting adult learners, expanding access to microcredentials and investing in a strong teacher pipeline. These efforts ensure every Idahoan—at any stage of life—has a path to upward mobility and personal growth.

The third goal is workforce readiness. IDCTE is deepening partnerships with employers, expanding work-based learning opportunities and strengthening career pathways that lead to high-skill, in-demand jobs. These initiatives ensure students don't just graduate—they transition into meaningful careers that power Idaho's economy.

Progress will be measured through clear, trackable outcomes such as credential attainment, graduation rates and positive placement—meaning learners secure employment, enroll in further education or training, or enter military or service programs after completing their studies. At IDCTE, we're preparing learners for more than a job. We're helping them build futures—and building a stronger Idaho along the way.

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linkedin.com/company/idaho-career-and-technical-education

IDAHO
Division of Career Technical Education

2025/500/AR25

2026 IDCTE Annual Report State Board Presentation

Peter Risse, State Administrator

IDAHO Division of Career Technical Education

Our mission:

We connect learners with hands-on education and training to prepare them for in-demand careers and high-quality jobs that strengthen our state's workforce.

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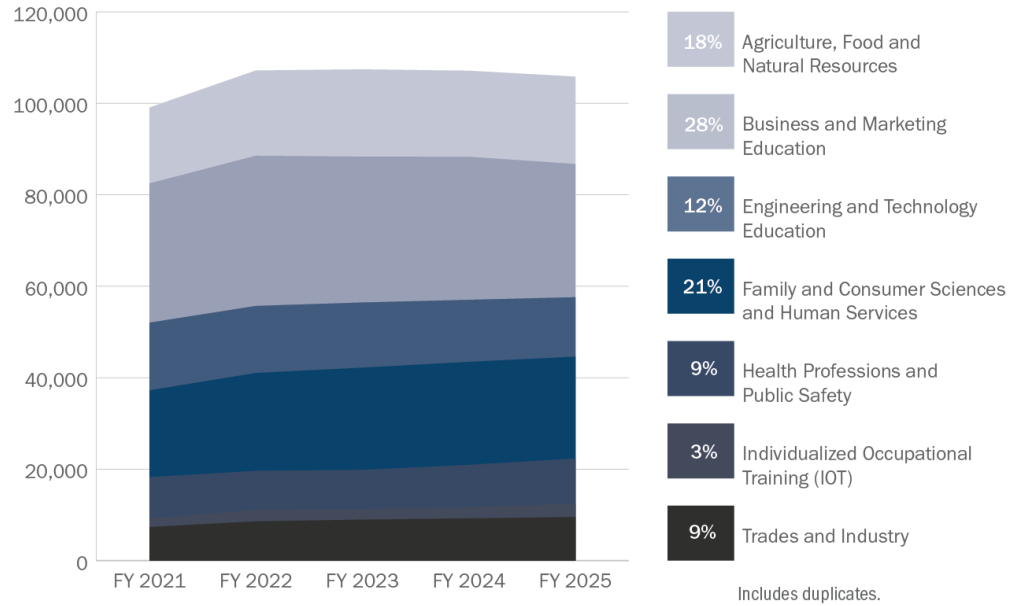
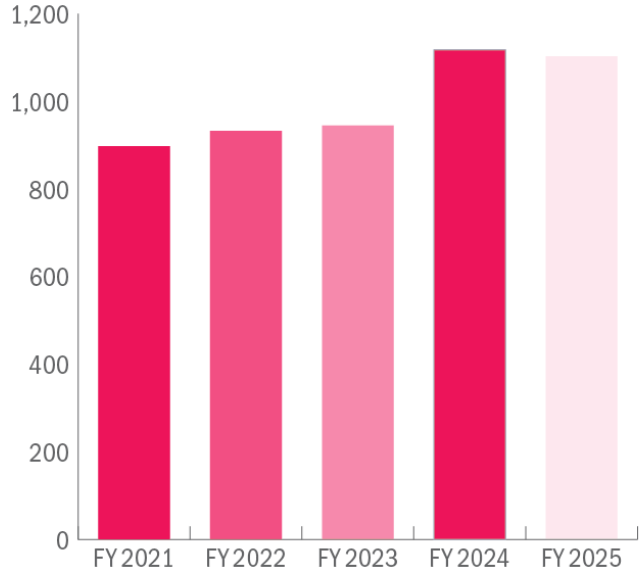
Secondary Snapshot

1,103 TOTAL PROGRAMS





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Source: IDCTE 2025 Annual Report

Secondary Snapshot

NEARLY 71K

STUDENTS ENROLLED IN CTE PROGRAMS

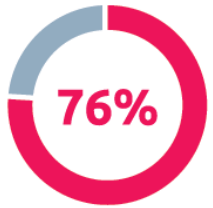
OF **ALL HIGH SCHOOL STUDENTS** TOOK A **CTE COURSE**

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

New Secondary Program Applications

Program area	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026
Agriculture, Food and Natural Resources	14	13	25	36	19
Business and Marketing	10	9	30	20	15
Engineering Technology Education	18	13	24	21	5
Family Consumer Sciences and Human Services	10	17	32	11	8
Health Professions and Public Safety	3	12	18	9	11
Trades and Industry	2	6	11	15	3
Individualized Occupational Training	2	3	11	5	15
	59	73	151	117	76

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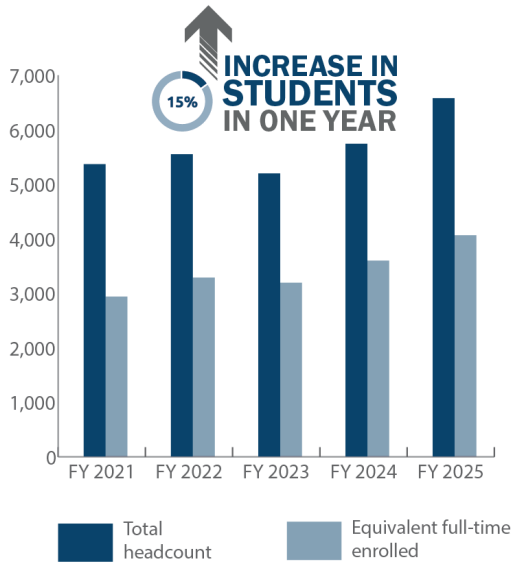
Division of Career Technical Education

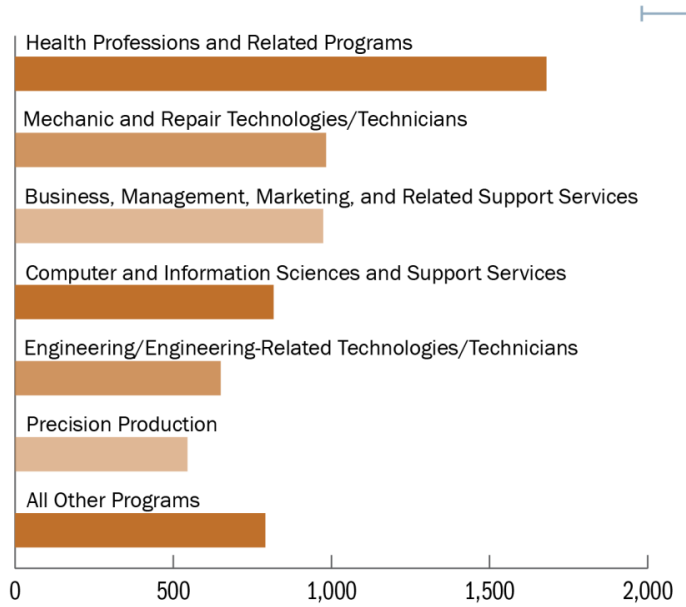
Technical College System Snapshot

223 ACTIVE PROGRAMS

CERTIFICATE/DEGREE PROGRAMS



ENROLLMENTS BY PROGRAM AREA



93% OF STUDENTS ARE ENROLLED IN A PROGRAM THAT LEADS TO AN IN-DEMAND CAREER

TOP IN-DEMAND CAREERS AREAS WITH THE HIGHEST STUDENT ENROLLMENT ACROSS PROGRAMS

- Management Occupations
- Installation, Maintenance, and Repair Occupations
- Healthcare Practitioners and Technical Occupations
- Production Occupations
- Healthcare Support Occupations
- Computer and Mathematical Occupations
- Architecture and Engineering Occupations
- Office and Administrative Support Occupations
- Business and Financial Operations Occupations
- Arts, Design, Entertainment, Sports, and Media Occupations

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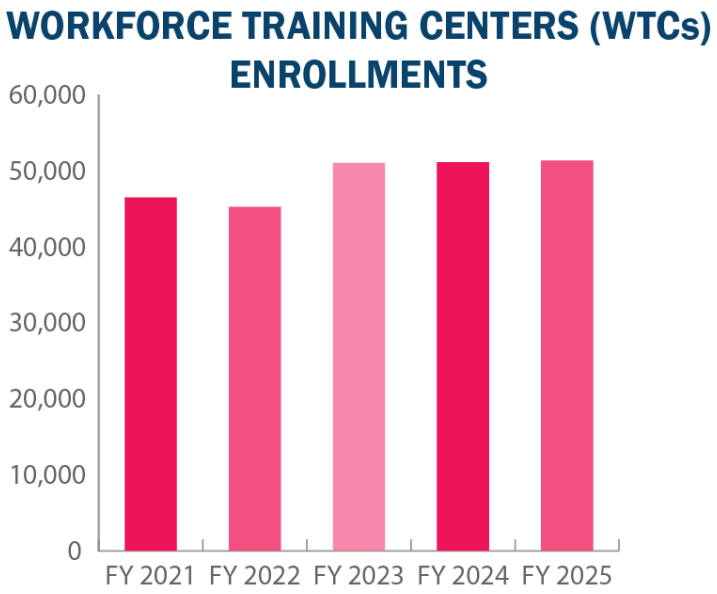
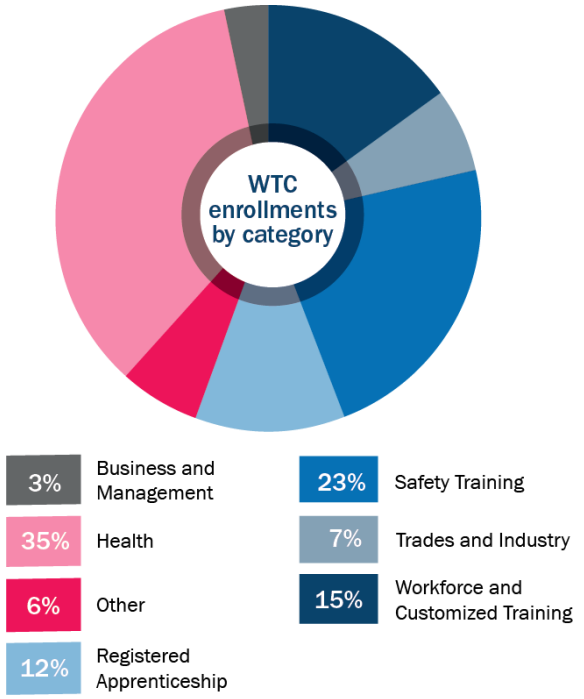
Source: IDCTE 2025 Annual Report, Institution enrollment data, the Workforce Development Council's 2025 In-Demand Career List , CIP-SOC crosswalk (PCRN)

Technical College System Snapshot





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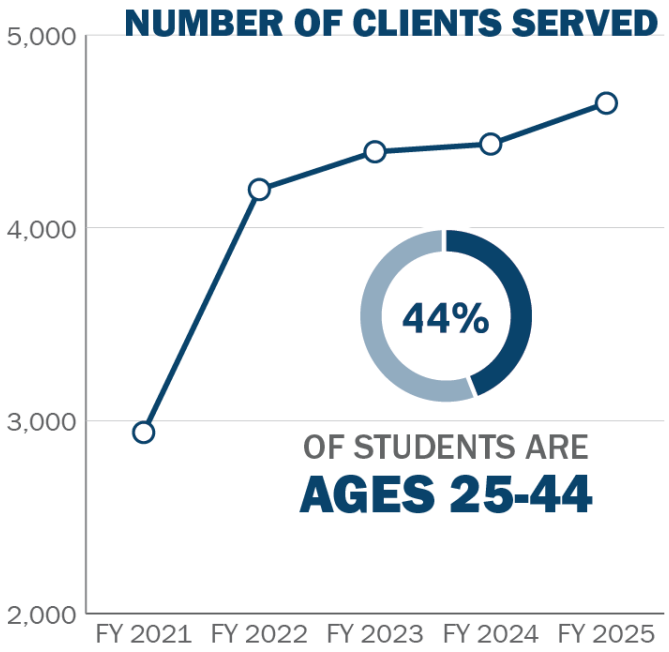
Source: IDCTE 2025 Annual Report

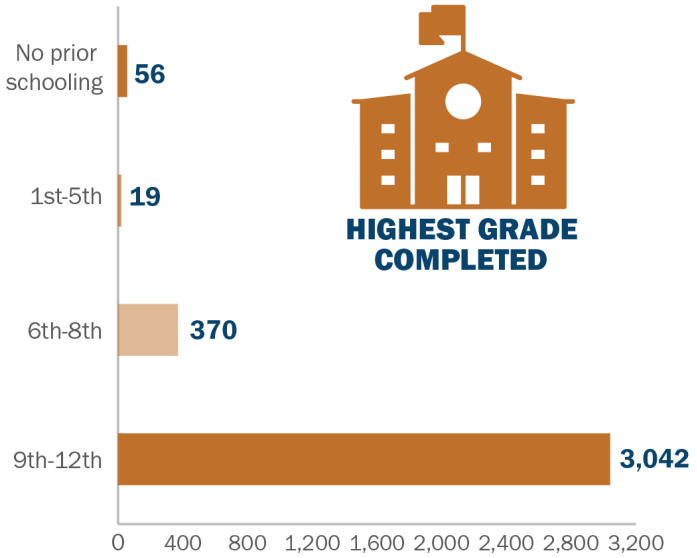
Career Technical Student Organizations

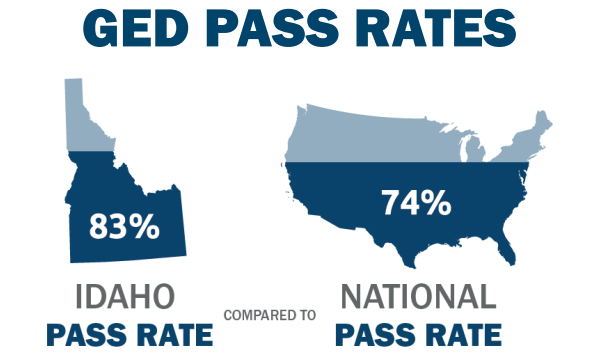
- 14,393 affiliate members
- 425 total chapters
- 6,383 members attended state conferences
- 1,944 members attended national and international conferences
- One national officer was elected

IDAHO Division of Career Technical Education

Adult Education







Source: IDCTE 2025 Annual Report

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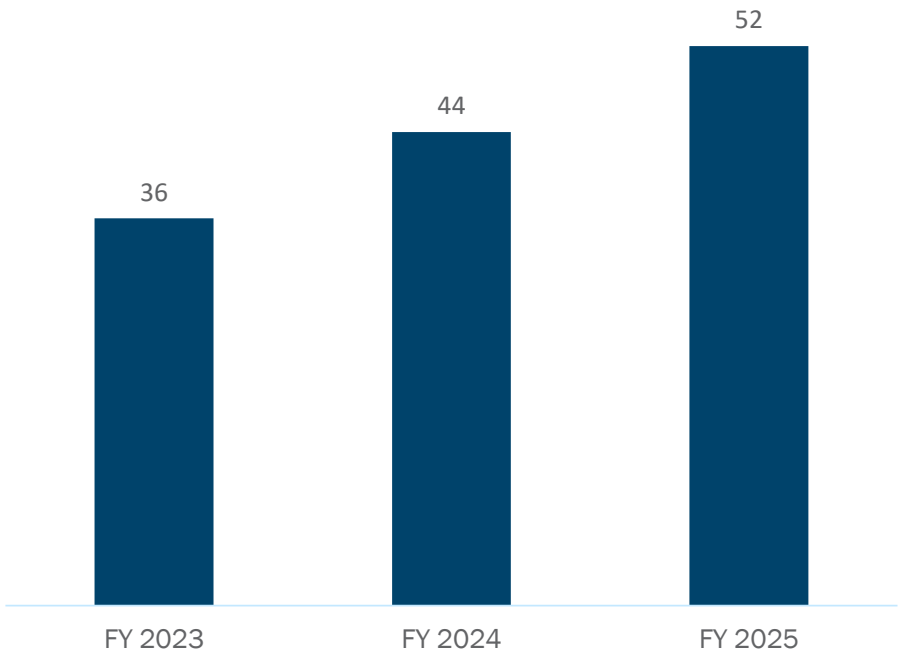
Fire Service Training



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Source: IDCTE 2025 Annual Report

Fiscal Year 2025 Achievements

Revalidated 12 programs

Made progress on system modernization

Received 161 applications for middle school programs

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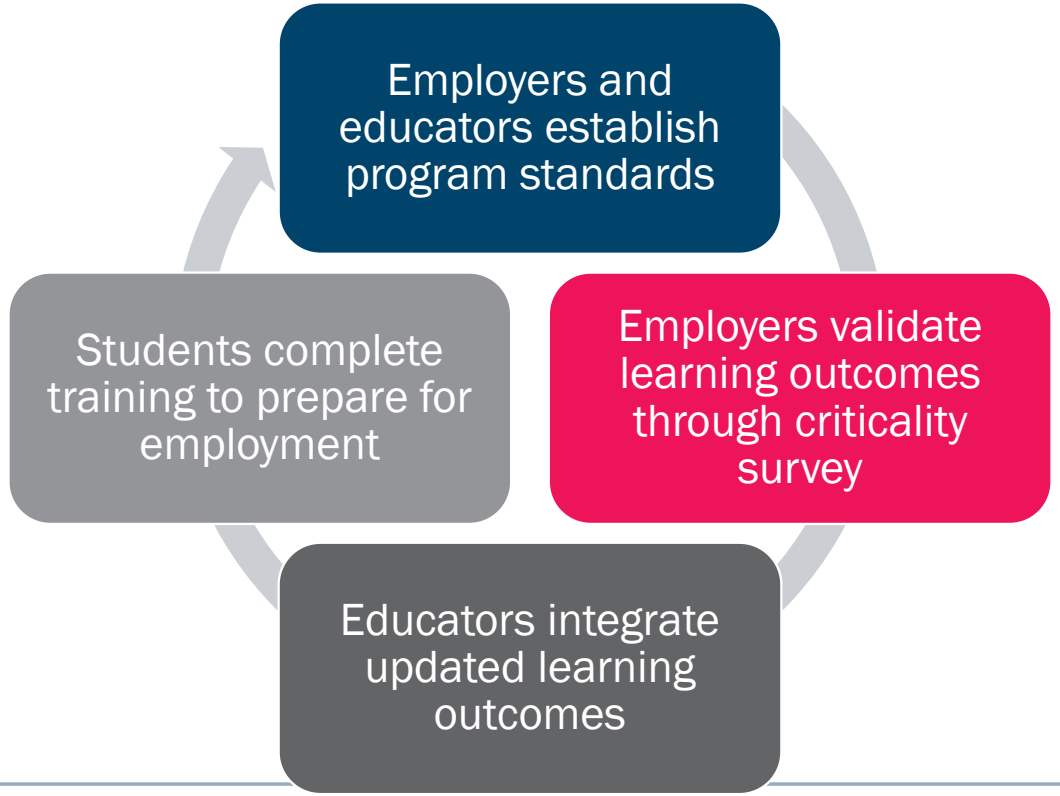
Division of Career Technical Education

Program Alignment



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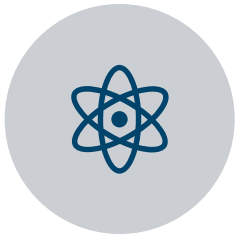
Emerging Pathways

Aircraft Maintenance

Aviation

Forest Products



Military Science

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Secondary Standards Revalidation

- Agriculture Small Engine Repair
- Agriculture Welding
- Aircraft Maintenance—NEW
- Business Management
- Computer Support
- Cosmetology
- Electronics Technology
- Network Support
- Nursing Assistant
- Plant and Soil
- Programming and Software Development
- Welding

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System Modernization

- Provide transparency in funding
- Automate manual processes
- Increase efficiency
- Reduce human error
- Increase transparency

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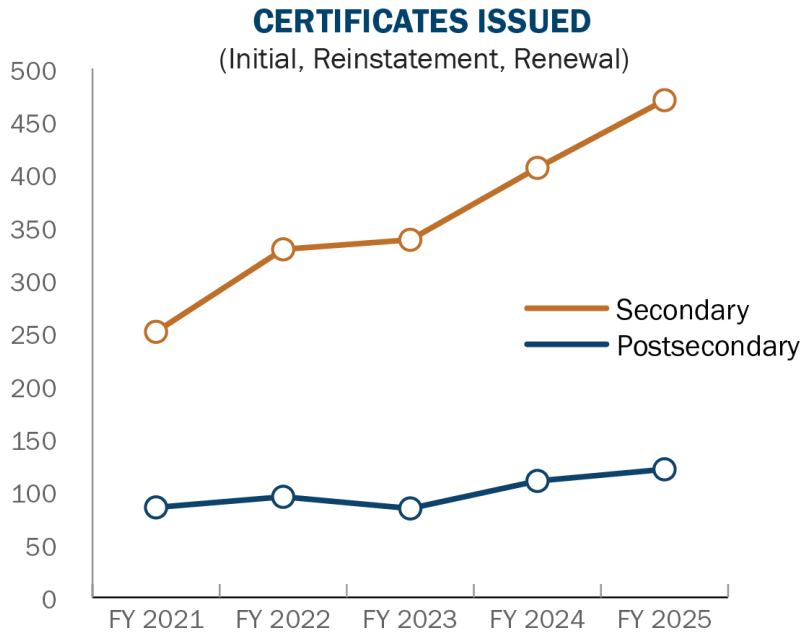
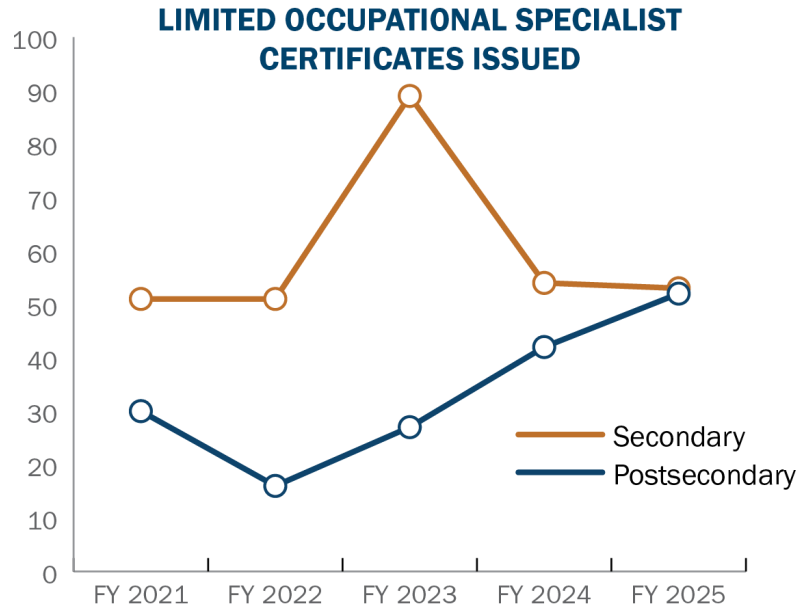
CTE Certificates Issued





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Source: IDCTE 2025 Annual Report

Looking Ahead

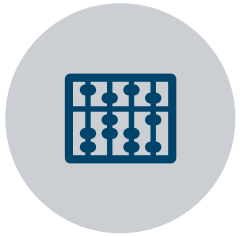
IDAHO Division of Career Technical Education

Fiscal Years 2026-30 Strategic Plan

Looking Ahead: System Alignment

Launching Centralized Operations Reporting and Analytics Environment (CORE)

Evaluating program funding sustainability



Updating formula for added-cost funding

Increasing board engagement

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July 13-15
Riverside Hotel
Boise

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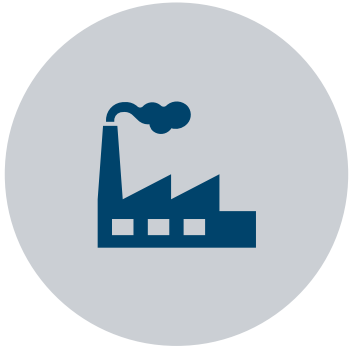
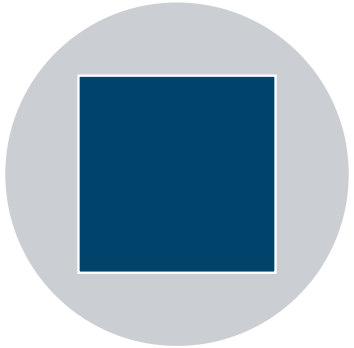
Division of Career
Technical Education

Looking Ahead: Educational Attainment



Transitioning InspireReady! to reimagined Industry to Educator (I2E)



Creating CTE-specific professional development courses

Modernizing and streamlining educator certification process

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Looking Ahead: Workforce Readiness

Prioritizing in-demand careers to reflect emergent workforce needs

Revising Perkins state plan

Supporting Workforce Pell

Sponsoring the educator apprenticeship program

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Questions?

Peter Risse
peter.risse@cte.idaho.gov| 208-429-5531 | cte.idaho.gov

DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT
CTE Pedagogy Assessment for Certification

REFERENCE
N/A

APPLICABLE STATUTE, RULE OR POLICY
IDAPA 08.02.02.021 – Rules Governing Uniformity: Endorsements

BACKGROUND/DISCUSSION
NOCTI (National Occupational Competency Testing Institute) is a nationally recognized provider of career and technical education (CTE) assessments that measure student knowledge and technical skill attainment across multiple career pathways. Founded in 1969, NOCTI develops industry-aligned written and performance-based assessments in collaboration with educators and industry experts. State and school systems use NOCTI assessments to support Perkins V accountability requirements, evaluate program effectiveness, and ensure consistent, standardized measurement of student readiness for employment and postsecondary education. NOCTI assessments provide reliable data to inform instructional improvement, statewide reporting, and alignment with workforce expectations.

The Division convened a group of content specialists to evaluate the rigor and alignment of the written NOCTI Construction 5463 assessment with the state's Construction program standards. The review concluded that the written assessment adequately measures the knowledge, skills, and abilities expected within the construction pathway. Approval of this assessment will allow currently certified CTE teachers to use the NOCTI Construction 5463 assessment to obtain a Construction endorsement, supporting educator credentialing and alignment with workforce needs.

Based on these findings, the Division recommends approval of the NOCTI Construction 5463 assessment as an acceptable technical skills measure and recommends implementation through a three-year initial implementation with conditional approval to assess its impact on student outcomes, instructional alignment, and statewide consistency before long-term adoption. The cost of the assessment, including remote proctoring, is $175 per test and subject to change. The written assessment cut score is 66.1. There is no cost for state membership. The assessment is administered online, reviewed on a three-year revision cycle with interim health checks, and provides the state with access to testing data.

IMPACT
Conditional approval of the NOCTI Construction 5463 written assessment and implementation of a three-year initial implementation period will provide a consistent, standards-aligned measure of technical skill attainment while

supporting statewide accountability and program quality. The initial implementation period and conditional approval will allow the Division to assess the assessment's impact on instruction, student outcomes, and reporting consistency before making a long-term adoption decision.

ATTACHMENTS

Attachment 1 – NOCTI Blueprint Building Construction

BOARD STAFF COMMENTS AND RECOMMENDATIONS

NOCTI assessments are recognized and used across many states to support educator preparation for career technical education. By gathering content experts for an addition review of the NOCTI Construction 5463 written assessment, the Division has confirmed that it appears to be an appropriate measure of knowledge. Further, the Division's has presented a sound plan to review the data in three years to ensure the assessment is providing accurate and valuable information.

Board staff recommends approval.

BOARD ACTION

I move to conditionally approve adoption of the NOCTI Construction 5463 Written Assessment for CTE industry endorsement use for an initial implementation period of three years, with a required review at the conclusion of the initial implementation period.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

NOCTI

Teacher Credential Blueprint

Building Construction Occupations

Code: 5463 / Version: 01

General Assessment Information

Blueprint Contents

Test Type: The Building Construction Occupations assessment is included in NOCTI's Teacher assessment battery. Teacher assessments measure an individual's technical knowledge and skills in a proctored proficiency examination format. These assessments are used in a large number of states as part of the teacher licensing and/or certification process, assessing competency in all aspects of a particular industry. NOCTI Teacher tests typically offer both a written and performance component that must be administered at a NOCTI-approved Area Test Center. Teacher assessments can be delivered in an online or paper/pencil format.

Revision Team: The assessment content is based on input from secondary, post-secondary, and business/industry representatives from the states of Montana, New York, Pennsylvania, Texas, Wyoming.

CIP Code

46.0415- Building Construction Technology

Learning that works for America CTE™

Career Cluster - Architecture and Construction

O*NET™ in*it

47-2031.01- Construction Carpenters

Association for Career and Technical Education ACTE®

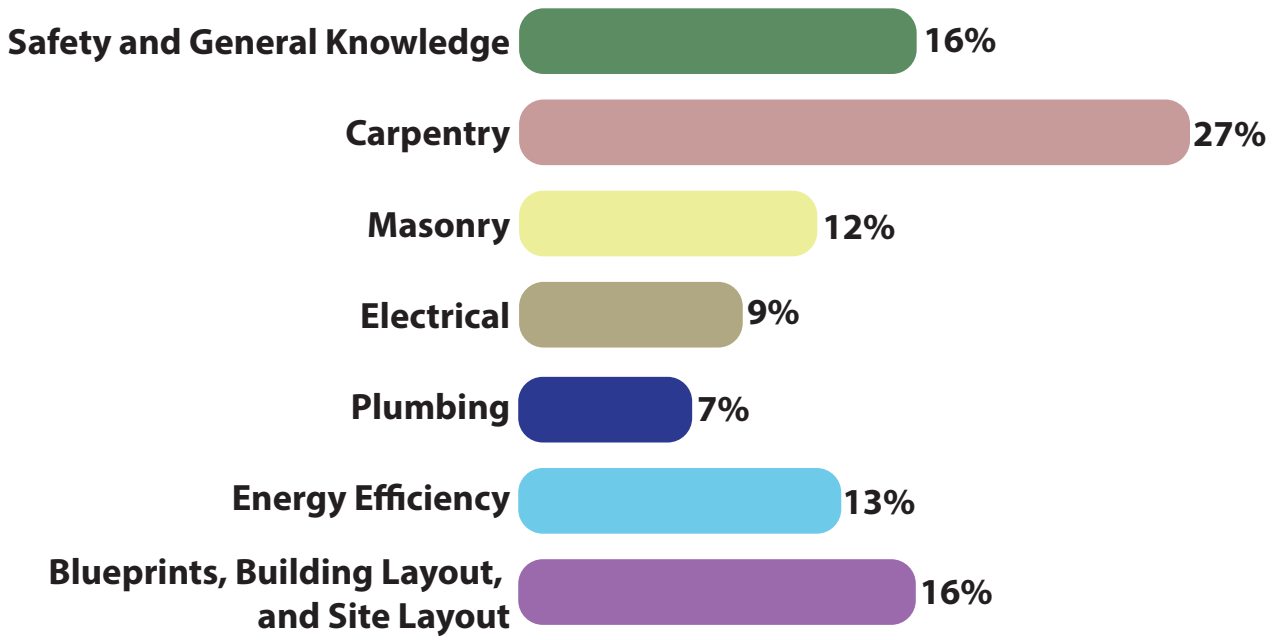
The Association for Career and Technical Education (ACTE), the leading professional organization for career and technical educators, commends all students who participate in career and technical education programs and choose to validate their educational attainment through rigorous technical assessments. In taking this assessment you demonstrate to your school, your parents and guardians, your future employers and yourself that you understand the concepts and knowledge needed to succeed in the workplace. Good Luck!

Written Assessment

NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

Administration Time: 3 hours
Number of Questions: 159
Number of Sessions: This assessment may be administered in one, two, or three sessions.

Areas Covered



Specific Standards and Competencies Included in this Assessment

Safety and General Knowledge
- Recognize and adhere to worksite safety rules (health related)
- Utilize appropriate personal protective equipment (PPE)
- Demonstrate understanding of ladder and scaffold safety
- Recognize and adhere to governmental regulations (e.g., OSHA, SDS)
- Demonstrate safe and appropriate use of hand tools
- Demonstrate safe and appropriate use of power tools
- Demonstrate safe and appropriate use of stationary shop tools

Carpentry
- Identify carpentry materials
- Describe, lay out, and construct wood floor framing
- Calculate, lay out, and construct stairs
- Identify, lay out, and construct wood wall framing
- Describe, calculate, and construct ceiling and roof framing
- Identify and install roofing materials (e.g., shingles, flashings)
- Differentiate various styles of roofs
- Identify, estimate, and install exterior windows and doors
- Identify, measure, calculate, and apply exterior finishes (e.g., sidings, trims)
- Describe and install interior finishes (e.g., drywall, doors, trims)

Masonry
- Identify, calculate quantities, and install footings and foundations
- Identify, calculate quantities, and install brick and block
- Identify, calculate quantities, and install various types of tiles
- Identify, calculate quantities, place, and finish concrete applications

(Continued on the following page)

Specific Standards and Competencies (continued)

Electrical
- Identify, estimate, and install rough electrical
- Identify, calculate quantities, and install finish electrical
- Identify various electrical components and their use

Plumbing
- Identify, estimate, design, and install rough plumbing (e.g., PVC, copper)
- Identify, calculate quantities, and install finish plumbing fixtures
- Identify various plumbing components and their use

Energy Efficiency
- Identify, estimate, and install insulation and understand R-values
- Recognize various ventilation applications
- Identify "green" construction technology (e.g., lighting, Energy Star)

Blueprints, Building Layout, and Site Layout
- Recognize blueprint terms, symbols, and abbreviations
- Interpret blueprints and calculate quantities
- Demonstrate use of architect's scale
- Lay out buildings using various calculations, squaring, and leveling methods

Sample Questions

SDS documents should be examined

A. before working with a chemical
B. after a fire or explosion
C. in the event of a spill
D. when inspectors are on site

The leading cause of fatalities in the construction industry is

A. falls
B. lacerations
C. electrical shock
D. structure fires

Roof trusses are typically spaced _____ on center.

A. 10 inches
B. 15 inches
C. 20 inches
D. 24 inches

Which is a pre-cut length of rolled fiberglass insulation.

A. filler
B. batt
C. cricket
D. standard

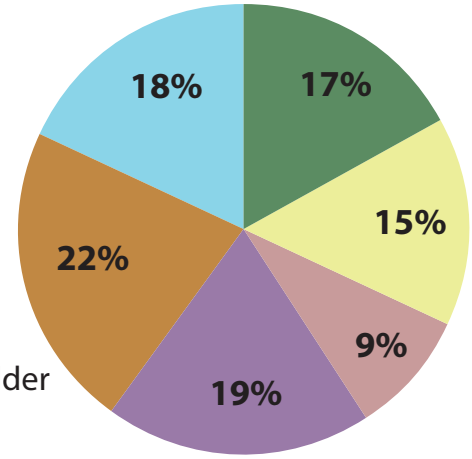
The height of the window header is found in the

A. site section
B. plot plan
C. wall section
D. mechanical plan

Performance Assessment

NOCTI performance assessments allow individuals to demonstrate their acquired skills by completing actual jobs using the tools, materials, machines, and equipment related to the technical area.

Administration Time: 3 hours
Number of Jobs: 6



Areas Covered:

17% Solder Pipe
Participant will correctly cut, ream, clean, flux, and solder copper tubing into a complete, finished product.

15% Lay Out Rafter
Participant will position the rafter crown, create the correct rafter line length and overhang length, place and cut the bird's mouth correctly, and cut the tail plumb and ridge plumb correctly.

9% Calculate and Cut a Stud
Participant will cut the stud to the correct length and shape.

19% Rough and Finish Electrical
Participant will correctly set boxes, choose and install cables, pre-wire boxes, choose, wire, and install switch properly, split and wire the receptacle correctly.

(Continued on the following page)

Areas Covered (continued)

22% 8-Inch Block Wall Construction
Construct the block course correctly, with correct wall length, height, and straightness. Ensure wall is plumb, and joints are full and free of voids and finished and tooled properly.

18% PVC Pipe Assembly
Participant will measure, mark, and cut PVC pipe into three sections, present the cut sections to evaluator, dry fit the assembly, prime and glue the pipes, make sure the project will lay flat, and clean up the workstation.

Sample Job

8-Inch Block Wall Construction

Maximum Time: 45 minutes

Participant Activity: The participant is to construct a block wall 47-5/8 inches long by 24 inches high, strike all joints using a convex jointer, and finish wall with a clean appearance.

SUBJECT

Board Policy VII.A. CTE General Policies – First Reading

REFERENCE

August 2023	Board approved the second reading of proposed amendments to Board policy moving policies specific to the Division of Career Technical Education from Subsection IV.E. to Section VII.
June 2024	Board approved the second reading of proposed amendments to Board policy VII.A. and VII.B., setting out the process and reporting requirements for updating career technical education program standards.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Policies and Procedures, Section VII.A. General Policies and Procedures
Chapter 22, Title 33, Idaho Code

BACKGROUND/DISCUSSION

Proposed amendments to Board Policy VII.A. updates definitions to align them to Perkins V. The "concentrator student" definition shifts from a focus on capstone course enrollment to setting a minimum number of courses for secondary students and a minimum number of credits for postsecondary students. The second proposed change is the addition of a definition for "technical advisory committee (TAC)" as "industry experts that advise CTE programs."

IMPACT

Approval of the amendments will align state definitions with federal law, and it will allow the Division to be more responsive to the needs expressed by our secondary CTE Administrators and teachers.

ATTACHMENTS

Attachment 1 – Board Policy VII.A. Redline

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments to Board Policy VII.A. improve clarity and align definitions to federal law. Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of amendments to Board Policy VII.A. as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: VII. DIVISION OF CAREER TECHNCIAL EDUCATION
Subsection: A. General Policies and Definitions ~~June 2024~~August 2026

1. Purpose

   The Division of Career Technical Education (Division) provides leadership and coordination for programs in career technical education in various parts of the state. The general purpose of the Division is to carry out the governing policies and procedures of the Board and the applicable provisions of state and federal career technical education regulations assigned to the Division and the implementation of Chapter 22, Title 33, Idaho Code.

2. Delegation of Authority

   The Administrator is the chief program and administrative officer of the Division, is appointed by, and serves in this position at the pleasure of the Board. The Administrator of the Division of Career Technical Education serves as the chief executive officer of the statewide career technical education system with the responsibility to supervise and manage career technical education programs in Idaho within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services pursuant to Board Policy I.E. Executive Officers. Matters brought before the Board in its capacity as the State Board of Career Technical Education shall follow the same policies and procedures established by the Board for all agencies and institutions under its governance.

3. Internal Policies and Procedures

   The chief executive officer may establish additional policies and procedures for the internal management of the Division of Career Technical Education that complement, but do not supplant, the Governing Policies and Procedures of the Board. Such internal policies and procedures are subject to Board review and action.

3. Definitions

   a. Concentrator Student means a secondary student ~~enrolled in a capstone course~~who has completed at least two courses in a single career technical education program or program of study, or a postsecondary student who has earned at least 12 credits within a career technical education program or program of study or completed a postsecondary program if the program encompasses few than 12 credits or the equivalent in total.

b. Local Education Agencies means a public-school district or charter school, including specially chartered districts.

c. Technical Advisory Committee (TAC) mean a group of industry experts who work with educators to advise career technical education programs on up-to-date knowledge and skills necessary for students to move into the workforce or complete industry recognized certification or educational requirements. TAC's may be established for a single program area with representatives from multiple industries withing the program area or at the industry level. TACs are encouraged to include secondary and postsecondary educators within the local area.

~~c~~d. Technical College Leadership Council (TCLC) means the career technical education deans of the six regional public technical colleges in Idaho.

~~d~~e. Technical Skill Assessment means an assessment given at the culmination of a pathway program during the capstone course and measures a student's understanding of the technical requirements of the occupational pathway.

~~e~~f. Workplace Readiness Assessment means an assessment of a career technical education student's understanding of workplace expectations.

4. Functions

The Division provides statewide leadership, administration, supervision, planning, and coordination for career technical education activities in Idaho. The major functions include:

a. Statewide Administration: maintaining a qualified professional staff to provide statewide leadership and coordination for career technical education and the programs offered in accordance with applicable state and federal regulation, Fire Service Training and STAR Motorcycle Safety Program.

b. Supervisory and Consultative Services: providing technical assistance to local education agencies to assist in the implementation and maintenance of career technical education programs including support and leadership for student organizations and education equity.

c. Planning: assisting local education agencies in the development of annual plans and data collection and analyzing services for the establishment of a five-year plan, annual plans, and accountability reports from the local education agencies.

d. Evaluation: conducting and coordinating career technical education evaluations in accordance with state and federal guidelines to monitor program activities and to determine the status of program quality in relation to established standards and access.

e. Budget Preparation: preparing annual budgets and maintaining a statewide finance and accountability system.

f. Program and Professional Improvement: initiating and coordinating research, curriculum development, process improvement, and staff development statewide.

g. Management Information: collecting, analyzing, evaluating and disseminating data and program information which provides a comprehensive source of accurate, current, and easily accessible information for statewide decision making.

h. Coordination: providing liaison with related state agencies and organizations, business and industry, and community-based organizations.

5. Organization.

The programs and services of the Division are organized into two (2) broad segments: (a) Regular Occupational Programs and (b) Special Programs and Support Services.

a. Regular Occupational Programs are programs designed to prepare students at the secondary and postsecondary levels with the skills, knowledge, attitudes, and habits necessary for entry-level employment in recognized occupations in Idaho regions, and may extend to the Northwest and nationally. These programs also provide the supplemental training to upgrade the skills of those citizens of Idaho who are currently employed. Regular programs include, but are not limited to, clusters and pathways in the following program areas:

i. Agriculture, Food and Natural Resources;
ii. Business and Marketing;
iii. Engineering and Technology Education;
iv. Family and Consumer Sciences and Human Services;
v. Health Professions and Public Safety;
vi. Trades and Industry;
vii. Individualized Occupational Training;
viii. Workplace Readiness; and
ix. First Steps: Understanding the World of Work (career pathways)

A program quality manager is employed in each program area to provide leadership and technical assistance to local education agencies. Program areas and pathways may be added in emergent areas as identified through the comprehensive local needs assessment processes. Emergent areas may be added on a conditional basis pending development of appropriate standards. The Administrator shall report to the Board, no less than annually, the standards that have been reviewed, the standards that have been updated, and any emergent or new program areas that are being developed.

b. Special Programs and Support Services are special programs designed to serve students who are considered special populations, students with special needs, and include other program activities not considered occupational in nature. These programs include Single Parent/Displaced Homemaker, Education Equity, and middle school career technical education.

c. Through state and federal regulations, or by contract for administration, the Division may supervise and manage other career technical training programs as appropriate.

SUBJECT

Board Policy VII.B. CTE Program Delivery - First Reading

REFERENCE

August 2023	Board approved second reading of proposed amendments to Board policy moving policies specific to the Division of Career Technical Education from Subsection IV.E. to Section VII.
June 2024	Board approved second reading of proposed amendments to Board Policy VII.A and VII.B., setting out the process and reporting requirements for updating career technical education program standards.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Policies and Procedures, Section VII.B. Program Delivery
Chapter 22, Title 33, Idaho Code

BACKGROUND/DISCUSSION

Approved secondary career technical education programs are eligible to receive program added-cost funds, subject to the availability of funds appropriated to the Division. Board Policy VII.D. establishes provisions governing the delivery of career technical education programs including the allowable use of program added-cost funds.

Proposed amendments to Board Policy VII.B. address two (2) aspects of the policy: language improvements based on feedback from the field to ensure accuracy and relevancy of the policy, and changes to the allowable uses of program added-cost funds. The proposed amendments in sub-section 2.g. incorporate the following changes to the use of added-cost funds:

- Clarify that added-cost funds are intended to supplement, not supplant, other district funding
- Remove restrictions on assessment re-takes
- Clarify that coverage of chaperone costs for eligible travel is allowable
- Removing the 10% cap on student transportation costs associated with participation in career technical student organization conferences or events
- Improve clarity of language related to expenses for which added-cost funds may not be used

The most significant changes in the proposed policy address travel costs for student participation in leadership opportunities and statewide skills competitions, which are a critical part of the overall CTE program experience. Increased transportation costs have had a disproportionate impact on rural programs, limiting the students' ability to participate in the state level competitions.

IMPACT

Approval of the amendments will improve the clarity of the policy and allow the Division to be more responsive to the needs expressed by our secondary CTE Administrators and teachers.

ATTACHMENTS

Attachment 1 – Board Policy VII.B. Redline

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed policy amendments improve clarity and address the needs of rural students by ensuring that travel costs do not impede their participation in CTE leadership activities and competitions.

Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of amendments to Board Policy VII.B. as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: VII. DIVISION OF CAREER TECHNCIAL EDUCATION
Subsection: B. Program Delivery ~~June 2024~~August 2026

1. Program Delivery

   Career technical education programs are made available at three (3) levels in Idaho -- secondary, postsecondary, and workforce training/adult education.

2. Secondary Programs

   a. Secondary Programs are provided through participating local education agencies and career technical centers. Secondary programs are established by the Division and may be categorized as either a cluster program or a pathway program.

   b. Cluster Program: provides introductory and intermediate courses as an introduction to a career technical area and the opportunity to learn workplace readiness expectations. A cluster program must meet the following requirements:

      i. Consist of a variety of foundation and intermediate courses within a single Career Cluster. The program does not culminate in a capstone course.
      ii. Offer a program that is three or more semesters (or the equivalent) in length.
      iii. Demonstrate a strong career/workplace readiness skills alignment.
      iv. Participate in a related Career Technical Student Organization.
      v. Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.
      vi. Requires a nationally validated, industry-based Workplace Readiness Assessment created to evaluate skills and attitudes needed for success in the workplace administered by an approved assessment developer as part of the program.

   c. Pathway Program: provides specific career area occupational preparation, the opportunity to learn workplace readiness expectations, and the knowledge and skill development required to transition into a similar postsecondary program or the workforce. A pathway program must meet the following requirements:

      i. Consist of a sequence of courses that culminate in a capstone course and aligns with career technical education pathway standards approved by the Career Technical Education State Administrator.
      ii. Offer a program that is three or more semesters (or the equivalent) in length.
      iii. Demonstrate a strong career/workplace readiness skills alignment.
      iv. Participate in a related Career Technical Student Organization.
      v. Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.
      vi. Require the Workplace Readiness Assessment as part of the program.

vii. Demonstrate alignment to similar postsecondary program outcomes as well as to relevant industry recognized standards.
viii. Offer work-based learning experience opportunities for students (paid or unpaid).
ix. Require a pathway-identified Technical Skill Assessment for all students enrolled in the capstone course ~~(concentrators)~~.
x. Require a nationally validated, industry-based technical skill assessment administered by an approved developer.

d. All junior and senior concentrators are required to take the technical skill assessment associated with their program. In the event a senior concentrator is enrolled in a pathway program that does not yet have an approved technical skill assessment, that student will take only the workplace readiness assessment until the pathway program technical skill assessment has been approved.

e. All seniors enrolled in more than one career technical education course are required to take the workplace readiness assessment.

f. Secondary Program Approval

The Division accepts applications each year from local education agencies to establish new secondary career technical programs, change a program type or reactivate an inactive program. To be considered in a given fiscal year the application must be received no later than February 15. Only approved programs are eligible to receive added-cost funds, or additional career technical education funding including, Idaho Program Quality Standards, Program Quality Initiative, Workforce Readiness Incentive Grant, and federal Perkins funding. In order to receive added-cost funds, a program must also be taught by an appropriately certified career technical education ~~teacher~~instructional staff. Career technical education ~~teacher~~ educator certification requirements are established in IDAPA 08.02.02. Applications must be submitted in a format established by the Administrator.

The Division will evaluate applications on standard criteria. Approval of new programs and reactivation of inactive programs will be based on available funding; priority will be given to pathway programs. A local education agency must demonstrate that, as part of its decision for creating, changing, or reactivating a career technical program, the local education agency has considered the recommendations from a local technical advisory committee. If such a committee does not already exist, the local education agency must create a committee for the express purpose of evaluating local and~~/or~~ regional need for the proposed career technical program and for providing guidance on the application for such program. Applications must indicate if the program is a cluster or a pathway program and will be evaluated according to the specific program type. Denial of applications will be based on failure to meet the application requirements, including but not limited to missing deadlines, information, failure to meet minimum program requirements

or failure to respond to any request for additional information within the timeframe specified in the application. Local education agencies will be notified of their application status on or before April 30 of the application year. Prior to receiving added-cost funds, the local education agency must submit the applicable statement of assurances, as outlined in the application approval letter.

i. Comprehensive high school new cluster programs will be evaluated on the following criteria:

1) Meeting minutes that reflect recommendations from the local technical advisory committee
2) Alignment with one of four approved cluster program areas
3) Provides basic workplace readiness skills
4) Connection to a Career Technical Student Organization (CTSO) supported by the Division
5) Representation on the technical advisory committee in alignment with the program area industry
6) Realistic, applied learning, provided through lab and industry-related activities
7) Facilities to accommodate the program with equipment and space
8) Agreement with the Statement of Assurances, as defined in the application

ii. Comprehensive high school new pathway programs will be evaluated on the following criteria:

1) Meeting minutes that reflect recommendations from the local technical advisory committee
2) Alignment with one of the approved pathway programs established by the Division
3) Provide basic workplace readiness skills
4) Consists of sequential, intermediate and capstone courses that meet the minimum requirements
5) Connection to a ~~Career Technical Student Organization (~~CTSO~~)~~ supported by the Division
6) Technical advisory committee that includes representatives from the identified occupational pathway
7) Realistic, applied learning, provided through lab and industry-related activities
8) Work-based learning opportunities
9) Regional need for the program, established through labor market data
10) Alignment with approved pathway standards
11) Alignment to related postsecondary program
12) Facilities to accommodate a pathway program with the appropriate and relevant equipment and space for the pathway

13) Agreement with the Statement of Assurances, as defined in the application

iii. Career Technical Center (CTC) pathway programs must meet the evaluation criteria for a new pathway program, as well as the criteria outlined in IDAPA 55.01.03.

g. Allowable Use of Program Added-Cost Funds

Program ~~A~~added-cost funds are distributed to ~~school districts~~local education agencies to cover instructor and program expenses beyond those normally encountered by Idaho public schools at the secondary level. Program added-cost funds are to be used to supplement, not supplant, other district funding resources, including public school foundation payments generated by CTE educators and students. Allocations are calculated based on career technical education ~~teacher~~ instructional staff full-time equivalency (FTE) and must be used to support all career technical education programs in the ~~school districts~~local education agency. Added-cost funds may only be used for expenses directly related to an approved career technical education program in five (5) categories:

i. Instructional ~~and Program Promotion~~ Materials and Supplies

1) Single copy reference materials, including single-user electronic reference materials
2) Consumable student lab and classroom manuals
3) Consumable materials and supplies that support the instructional program
   a) National official CTSO dress chapter set (i.e., official dress to be retained and maintained by the local chapter).
   b) Consumable materials during an instructional activity to be used for fundraising (e.g., purchasing seeds to grow hanging baskets or steel used on a plasma cutter for metal art)
4) Workplace Readiness Assessment (WRA) and Technical Skill Assessment (TSA) exam costs ~~(excluding retakes) for those exams administered outside the Division-funded testing window~~
5) Web-based licensed products to support program instruction and management
6) Materials and supplies used in CTE program and CTSO promotion

ii. Equipment

1) Industry standard ~~E~~equipment costing $500 or more ~~per unit cost and having~~ with an expected life greater than two years (software is not considered equipment)

2) Industry standard ~~C~~computers and peripherals ~~necessary for program instruction~~ above and beyond equipment provided to academic classrooms

iii. Salaries

1) Time beyond the normal academic year to be defined as the last ~~school session calendar day of the current year and before the first session calendar day of the subsequent year~~day of the academic calendar year and before the first day of the subsequent academic calendar year, which should be a documented agreement between the ~~district~~ local education agency and the CTE instructor(s)
2) Time during the normal academic year for CTSO advisors who travel and stay in hotels to attend state and national leadership conferences with their students, beyond the normal school week to include one (1) day for a state~~-~~ leadership conference and two (2) days for a national leadership conference
3) For health professions programs only, time beyond the normal school day, i.e., evenings and weekends, for licensed professionals ~~teachers~~ delivering required instruction or supervision to students at clinical sites

iv. Contracts

1) Services contracted by the ~~district~~ local education agency for maintaining and repairing CTE equipment and for operating and maintaining CTE labs and shops (e.g., equipment service contracts and hazardous waste disposal)
2) Fees and expenses for supplemental specialized instruction (e.g., certified CPR trainer, OSHA certification instructor, short-term specialized instruction from subject matter expert~~, supplemental staff to supervise students in a clinical environment~~)

v. Travel and Professional Expenses

1) Instructor travel costs and fees for CTE-related professional development (e.g., conferences, seminars, workshops, state-sponsored meetings, summer conference, and back-to-industry experiences related to the CTE program)
2) Instructor and chaperone travel costs and fees related to CTE student activities and CTSO activities (e.g., conference registration fees, mileage, per diem, lodging); must follow district travel policies
3) Instructor membership dues for professional associations and CTSO affiliations related to program area.
4) ~~Up to ten percent (10%) of the CTE added-cost funding for s~~Student transportation within the state to a state-approved CTSO leadership conference or event

vi. Added-Cost Funds may not be used for:

1) Print textbooks, electronic textbooks, ~~and/~~or other electronic media used as the primary source of content delivery
2) Technology related to general instructional delivery (e.g., projectors, cell phones)
3) Classroom equipment, supplies, and web-based licensed products that are provided to all ~~district~~ local education agency ~~teachers~~ instructional staff and classrooms
~~4) Fundraising equipment and supplies~~
~~5)~~4) Equipment ~~not~~ unrelated to program instruction
~~6)~~5) Salaries and benefits for certified employees ~~(i.e., teachers who hold certification)~~ and classified employees ~~(i.e., employees other than certified or professional teachers)~~, including those replacing furlough days, and pre-service or in-service days
~~7) Salaries and benefits to replace furlough days~~
~~8) Salaries and benefits for district pre-service and/or in-service days~~
~~9)~~6) Salaries and benefits for substitutes
~~10)~~7) Contracted salaries or benefits to provide ~~the~~ basic instructional programs
~~11)~~8) Fees to obtain or renew teaching credentials ~~and/~~or professional licenses
~~12)~~9) Tuition and transcripted credits, including professional development credits
~~13)~~10) Individual student travel fees and expenses

9. First Steps: Understanding the World of Work courses taught by an instructor holding a career technical educator certification may be included as part of a cluster or approved pathway program regardless of the content area endorsement the instructor holds.

10. Postsecondary Programs

a. Postsecondary Programs are provided through the state system of six (6) regional technical colleges. Postsecondary programs are defined in Board Policy III.E and are reviewed by the Administrator. In accordance with Board Policy III.G., the Administrator shall meet with the Technical College Leadership Council (TCLC) on a regular basis. The regional technical colleges are:

i. College of Western Idaho (Nampa)
ii. College of Southern Idaho (Twin Falls)
iii. College of Eastern Idaho (Idaho Falls)
iv. Idaho State University College of Technology (Pocatello)
v. Lewis-Clark State College (Lewiston)
vi. North Idaho College (Coeur d'Alene)

b. Workforce Training Programs are primarily provided through the six (6) regional technical colleges to provide upgrading and retraining programs for persons in the work force and to support regional industry needs. These offerings range from brief seminar classes to intensive courses which normally are fewer than 500 hours of annual instruction.

11. Pathway Standards

a. To be considered for approval, career technical education programs must meet approved pathway standards or be in an approved emergent area:

i. Agricultural, Food, and Natural Resources
ii. Business and Marketing Education
iii. Engineering and Technology Education
iv. Health Professions and Public Safety
v. Family and Consumer Sciences and Human Services
vi. Trades and Industry
vii. Workplace Readiness
viii. First Steps: Understanding the World of Work (career pathways)

b. Pathway standards shall be reviewed on a five (5) year rotating basis. Reviews shall be facilitated by the Division's applicable program quality staff. Review committees shall be made up of, at a minimum, industry representatives and secondary and postsecondary educators specific to the occupation pathway being reviewed, including State Department of Education staff as applicable to the program area. Pathway standards updates shall consist of, but are not limited to:
   i. Standards Setting - The formal process for setting standards will be "industry-driven" and will involve Program Quality Managers, as well as a diverse group of businesses and industry members, educators, and others.
   ii. Criticality Survey - Once the technical standards and student learning outcomes have been developed and vetted through the initial standards writing team, the standards are shared with a larger group of related industry representatives through a critical survey.
   iii. Standards Publishing - Draft standards are publicly posted and timeline established for implementation.
   iv. Test Item Development - Using the criticality survey as a blueprint, secondary and postsecondary instructors, assessment vendor, and program quality managers write test items for the secondary Technical Skill Assessment (TSA).
   v. Pilot - TSAs are aligned with Idaho industry-recognized standards and measure technical knowledge. The TSA is a nationally validated, industry-based assessment, administered by an approved vendor and is the end of program assessment for pathways.
   vi. Test Item Analysis - Test item analysis uses the test questions and data derived from the pilot assessment to determine the quality of the test items and to assess the test as a whole. Items that are not effective may be revised or eliminated to

include both the question and possible answers. Item analysis typically focuses on four major pieces of information: test score reliability, item difficulty, item discrimination, and distractor information.

vii. Set Cut Score - Secondary and postsecondary instructors, assessment vendor and program quality managers determine the cut or passing score for the assessment.

viii. Badge or Microcredential Creation – program quality managers will work with the Performance Management Microcredential Coordinator to develop the microcredentials aligned to the new standards and a completed list of industry-validated set of badges.

ix. Implementation Plan - The set of standards are aligned to the TSA each year. If standards are revalidated and a pilot is created during a school year, the pilot should be offered in the same school year, but the TSA for that same school year should align to the existing standards. The newly adopted standards will take affect the following school year and align with the TSA.

SUBJECT

Board Policy I.A. Policy Making Authority – First Reading

REFERENCE

N/A

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies and Procedures Section I.A.

BACKGROUND/DISCUSSION

The process for the creation of Board policies is outlined in Board Policy I.A. Policy Making Authority. Because this section of policy has not been updated since 2008, it is not aligned to current or ideal practices.

The following are the most significant proposed changes to the policy process:

- In addition to basic corrections, the Executive Director will be given the authority to approve edits for clarity or consistency.
- All policy change requests, regardless of source, will be submitted to the Policy Officer / Policy Director rather than the Executive Director, allowing staff to vet ideas before discussing them with the Executive Director and Deputy Director.
- The policy amendment process will be managed by the Policy Officer / Policy Director, Chief Academic Officer, or Chief Financial Officer. Board staff will ensure that the source institution, agency, or individual has the opportunity to provide substantial feedback during the development process.
- There will be two opportunities for feedback on proposed changes to Board Policy. To the extent feasible, stakeholders will be engaged prior to the first reading, and both stakeholders and the general public will have opportunity to comment between the first and second readings.

IMPACT

Approval of the proposed amendments will ensure the Office of the State Board of Education has a clear, consistent process to use for future policy amendments. The revised policy will all set expectations for stakeholder and public engagement.

ATTACHMENTS

Attachment 1 – Board Policy I.A. Redline

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of amendments to Board Policy I.A. Policy Making Authority, 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: A. Policy Making Authority ~~December 2008~~August 2026

1. Purpose: This policy outlines the process for maintaining and amending the the State Board of Education's Governing Policies.

2. Definitions

   a. Institutions: Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho.
   b. Agency: The Office of the State Board of Education and the agencies under the governance of the Board.
   c. Agency under the governance of the Board: The State Department of Education, the Division of Career Technical Education, the Public Charter School Commission, the Division of Vocational Rehabilitation, and Idaho Public Television.

3. Oversight

   ~~The Governing Policies provide broad basic principles that generally form the foundation for Board procedures.~~ The State Board of Education and the Board of Regents of the University of Idaho (hereinafter referred to as the Board) ~~intends each organization~~expects all institutions and its agencies ~~under its governance~~ to follow the policies ~~and procedures~~ outlined herein. ~~As used throughout these policies and procedures, unless otherwise specified, "institutions" refers to Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho. "Agencies" refers to the State Department of Education, Idaho Educational Public Broadcasting, the Idaho Division of Career Technical Education, the Idaho Division of Vocational Rehabilitation, and the Office of the State Board of Education~~.

   North Idaho College, College of Eastern Idaho, College of Southern Idaho and College of Western Idaho operate in accordance with policies established by their respective boards of trustees, except for state appropriations requests and other matters governed by the State Board of Education. For the purposes of these governing policies and procedures, North Idaho College, College of Eastern Idaho, College of Southern Idaho and the College of Western Idaho are excluded from coverage unless included by reference.

4~~2~~. Powers and Duties

   The Board, as the designated policy-making body for the institutions and agencies ~~under its governance~~, has all of the powers and duties established by the Constitution of the State of Idaho and the statutes appearing at Title 33 *et seq*. of the Idaho Code, as may be amended. Although the Board is responsible for ensuring that its policies and procedures are followed, it does not participate in the details of internal management of its institutions and agencies. That responsibility is hereby delegated to the respective agency administrators and institutional presidents~~chief executive officers~~. Members of the Board, as representatives of the State and its citizens, may

exercise official authority only when the Board is in session or when they are acting on behalf of the Board pursuant to its direction.

5~~3~~. Policy Decisions

~~Assisted in its deliberations by the executive director, the chief executive officers, and other institutional or agency constituencies, t~~The Board undertakes policy-making ~~decisions~~ in areas ~~such as~~including, but not limited to, the following:

~~a. Consideration of policy proposals of the office of the Board, chief executive officers, employees, and other interested parties in accordance with established Board procedures~~.

~~b.~~• Adoption of policies to ensure the effective internal management of the institutions or agencies, and to encourage the highest quality of service by Board employees.
• Policies that provide detailed expectations regarding implementation of state law.
~~c.~~• Review of and action on the goals and objectives, including the statements of role and mission, of each institution and agency.
~~d.~~• Evaluation of the administration and execution of Board policies.
~~e.~~• Approval or disapproval of other policy matters requiring action by the Board.

6~~4~~. Conformance with State and Federal Law

All Board Governing Policies and Procedures and the internal policies and procedures of the~~its~~ institutions, ~~and~~ agencies under the governance of the Board, and community colleges will comply with and be in conformance to applicable laws.

7~~5~~. Adoption, Amendment, or Repeal of Board Policies

a. Executive Director Authorization for Policy Corrections

The executive director is authorized to make nonsubstantive corrections and amendments to Board Governing Policies as may be necessary in such areas as edits for clarity and uniformity, typographical errors, cross-references, terminology and formatting changes for consistency, and citations of state and federal statutes.

b. Board Policy Change Requests

The following entities and individuals may submit a Board policy change request to the policy officer or director of the Board:
~~Board policies may be adopted by majority vote at any regular or special meeting of the Board. The adoption, amendment, or repeal of a Board policy may be requested by~~
• A~~a~~ny member of the Board,

- Tthe executive director,
- A~~or a~~ny member of the Office of the State Board of Education (OSBE) leadership team, ~~chief executive officer~~
- Any agency administrator or institutional president,
- Agency and institutional employees and students, through the agency administrator or institutional president. ~~Persons who are employees of the institutions or agencies, or students or student groups, must file a written request with the chief executive officer of an institution or agency~~, ~~or his or her designee, to receive Board consideration.~~
- An Idaho resident, other than those described above, through submission of a written request to the policy officer or director of the Board. ~~may file a written request with the executive director for Board consideration of a proposal. Regardless of the source, a statement of the proposed adoption, amendment, or repeal must be presented to the executive director for transmittal to the Board.~~

If the subject matter of the presentation concerns an institution, agency, or department of the Board, the policy officer or director will notify the executive director and the agency administrator or institutional president. ~~will also notify the appropriate chief executive officer of the nature of the request. Adoption, amendment, or repeal of Board policies will be submitted to the Board in a timeframe established by the Executive Director.~~

c. Management of the Board Policy Amendment Process

i. The Board policy officer or director shall receive all Board policy change requests and partner with the executive director and deputy director to determine whether change requests are acted upon and the timing of such action.

ii. The Board policy officer or director shall oversee and/or redirect all Board policy change requests. The amendment process shall be directed by the Board policy officer or director, the chief academic officer, or the chief financial officer, as appropriate.

iii. Board policy change requests submitted by a Board member, institution, or agency under the governance of the Board shall be managed by OSBE, with considerable input from the individual or entity that submitted the request.

d.~~b.~~ Board Policy Amendment Process

i. Board action on any proposal will not be taken earlier than the next regular or special meeting following Board approval for first reading.

ii. To the extent feasible, for all substantive changes to the Board's Governing Policies, OSBE will engage impacted stakeholders prior to the first reading of the proposed changes by the Board.

iii. During the interim between the first reading and Board action, the proposed policy changes will be posted on the State Board of Education website to allow members of the public to submit comment. ~~chief executive officers~~ OSBE will contact impacted institutions, agencies, and other stakeholder

groups to inform them that the policy is open for public comment. To the extent feasible, the OSBE officer or director managing the policy change will ~~seek to~~ discuss and review the proposal with faculty, staff, or other Board employees and students or student groups, as appropriate. ~~The chief executive officers will transmit summaries of oral statements and written comments on the proposal to the executive director. After thorough consideration, the proposal will be presented by the executive director to the Board for action.~~

~~c. The executive director is authorized to make nonsubstantive corrections and amendments to Board Governing Policies and Procedures as may be necessary in such areas as typographical errors, cross-references, and citations of state and federal statutes.~~

8~~6~~. ~~Catalog of Bylaws,~~Maintenance and Review of Governing Policies ~~and Procedures~~, ~~and Rules~~

~~The executive director~~OSBE shall maintain~~s~~ ~~a catalog of Board Bylaws,~~all Governing Policies and Procedures~~, and Board rules~~ and make them accessible to the public on the State Board of Education website. Governing policies will be reviewed no less than every five years per a timeline established by the policy officer or director. The scheduled review of a policy may be adjusted if the policy is amended prior to its scheduled review. ~~Official copies of Board Bylaws and Board Governing Policies and Procedures will be provided to members of the Board and the chief executive officers for their own use. In addition, official copies will be provided to each chief executive officer for use at the institution or agency. One of these official copies must be made available by each chief executive officer for use at a convenient location by employees, students, and other interested parties.~~

SUBJECT

Board Policy I.B. Board Procedures Repeal – First Reading

REFERENCE

N/A

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies and Procedures Section I.B.

BACKGROUND/DISCUSSION

Board Policy I.B. Board Procedures outlines the process for establishing procedures that detail how Board policies are executed. Board Policy I.B. has not been updated since 2008, and the Board does not currently have any established Board Procedures in use. Rather, the methods and practices for implementation are typically outlined within their appropriate policies, while additional details not needing Board approval may be outlined in non-binding guidance documents. Board staff has consulted with legal counsel on this approach. The proposed amendment is a full repeal.

IMPACT

If the proposed amendment is approved, Board Policy I.B. will be repealed.

ATTACHMENTS

Attachment 1 – Board Policy I.B. Redline

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff has confirmed that Board Policy I.B. is not necessary and that no Board Procedures are in use.

Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of amendments to Board Policy I.B. Board Procedures, 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: B. Board Procedures~~ ~~December 2008~~

1. ~~Definition~~

~~Board Procedures clarify the Governing Policies and are statements of procedure adopted by the Board concerning the management and operation of the institutions, the agencies, and the Board itself. The Procedures are intended to deal with specific methods or issues within the broad framework of the Governing Policies. Board actions directed to particular situations or intended to direct or guide an individual institution or agency are not to be construed as Board Procedures.~~

~~2. Adoption, Amendment, or Repeal of Board Procedures~~

~~a. Board procedures may be adopted by a majority vote at any regular or special meeting of the Board. The adoption, amendment, or repeal of a Board procedure may be requested by any member of the Board, the executive director, or any chief executive officer. Persons who are Board employees, or students or student groups, must file a written request with the chief executive officer at an institution or agency, or his or her designee, to receive Board consideration. An Idaho resident other than those described above, may file a written request with the executive director for Board consideration of a proposal. Regardless of the source, a statement of the proposed adoption, amendment, or repeal must be presented to the executive director for transmittal to the Board. If the subject matter of the presentation concerns an agency, institution, or department of the Board, the executive director also notifies the appropriate chief executive officer of the nature of the request.~~

~~b. Board action on any proposal is not taken earlier than the next regular or special meeting following Board approval for first reading. During the interim between the first reading and Board action, the chief executive officers seek to discuss and review the proposal with faculty, staff, or other Board employees and students or student groups, as appropriate. The chief executive officers transmit summaries of oral statements and written comments on the proposal to the executive director. After thorough consideration, the proposal is presented by the executive director to the Board for action.~~

SUBJECT

Board Policy IV.D. Certification and the Career Ladder – Second 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.
April 2026	Board approved first reading of proposed amendments to Board Policy IV.D.

APPLICABLE STATUTE, RULE OR POLICY

Idaho 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 the addition of a new sub-section to address career ladder movement for educators who take military leave and minor language changes for accuracy and clarity. No feedback or concerns were received between the first and second reading and no changes have been made.

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 second reading of amendments to Board Policy IV.D. Educator Certification and the 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 or 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.

DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Board Policy VII.C. CTE Certification – First Reading

REFERENCE

August 2025	Board approved first reading of proposed amendments, adding one new Aviation endorsement area and making technical corrections.
October 2025	Board approved second reading of proposed amendments, adding one new Aviation endorsement area and making technical corrections.

APPLICABLE STATUTE, RULE OR POLICY

State Board of Education Policy VII.C. Career Technical Educator Certification
Section 33-2201, 33-2203, and 33-2205, Idaho Code

BACKGROUND/DISCUSSION

Board Policy VII.C. outlines the endorsement areas that may be issued to individuals holding a Career Technical Educator (CTE) instructional certificate. As part of the Division's annual review process to update existing standards and develop new standards for emerging CTE programs, impacted endorsement areas are also evaluated to ensure alignment and consistency.

The proposed revisions update the endorsement language concurrently with program content standards, strengthening CTE systems alignment. Both the program content standards and endorsement changes are done based on feedback from CTE educators and industry partners. These amendments do not impact degree-based CTE certificate endorsements. The following changes to CTE endorsement areas are proposed:

- Elimination of the Business Digital Communications (6-12) endorsement
- Addition of a new Digital Communications (6-12) endorsement
- Addition of a new Forest Products (6-12) endorsement

IMPACT

The proposed revisions to CTE certificate endorsement areas will align educator qualification requirements with CTE program standards developed in collaboration with industry partners and facilitated by the Idaho Division of Career Technical Education. Adoption of the proposed amendments will allow new endorsements to be issued for Digital Communications (6-12) and Forest Products (6-12). These updates are intended to strengthen alignment between educator preparation, industry expectations, and workforce needs.

ATTACHMENTS

Attachment 1 – Board Policy VII.C. First Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed changes represent long-term strategic work by the Division in partnership with industry. The Division implemented a thorough review process to develop the proposed endorsement language aligned to the CTE program content standards. Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of Board Policy VII.C. Career Technical Educator Certification as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: VII. DIVISION OF CAREER TECHNCIAL EDUCATION
Subsection: C. Career Technical Educator Certification ~~October~~August 202~~5~~6

Pursuant to Section 33-1201, Idaho Code, every person employed in an elementary or secondary school in the capacity of a teacher must have a certificate issued under the authority of the State Board of Education. Certification requirements are established in IDAPA 08.02.02. Each certificate must have one or more endorsements indicating the occupational area the teacher is qualified to provide instruction in. Endorsement eligibility is determined by the Idaho Division of Career Technical Education (IDCTE) as applicable to the type of career technical education certification~~,~~ and industry experience as aligned to the industry-validated program standards. Career technical education certificate endorsements consist of the following:

1. Endorsements A-C
   a. Administrative Services (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: proficiency in word processing, spreadsheet, database, presentation, and technology media applications; accounting functions; legal and ethical issues that impact business; customer relations; business communication; and business office operations~~ Administrative Services program content standards and inclusive of the performance standards .
   b. Agribusiness (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: plant and animal science; agricultural economic principles; business planning and entrepreneurship; agriculture business financial concepts and recordkeeping systems; risk management in agriculture; laws related to agriculture and landowners; marketing and sales plans; and sales~~ Agribusiness program content standards and inclusive of the performance standards.
   c. Agriculture Food Science and Processing Technologies (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: properties of food; principles of processing; post-processing operations; safety practices; and equipment and tools used in food processing~~ Agriculture Food Science and Processing Technologies program content standards and inclusive of the performance standards .
   d. Agriculture Leadership and Communications (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: applied communication and leadership through agricultural education; supervised agricultural experience; career opportunities in agricultural science, communications, and leadership; agriculture's impact on society; agricultural science principles; agricultural communication principles; and agricultural leadership principles~~ Agriculture Leadership and Communication program content standards and inclusive of the performance standards .
   e. Agriculture ~~Mechanics and~~ Power, Structural, ~~and~~ Mechanical Systems (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: safety practices; tools and hardware; metal technology; power systems; electricity; mathematical applications; insulation; and careers in agricultural mechanics and powers systems~~ Agriculture Power, Structural, and Mechanical Systems program content standards and inclusive of the performance standards .
   ~~e.~~f. Aircraft Maintenance (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: aviation safety regulations, aviation industry trends; aviation career paths, skills, and qualifications; knowledge of aircraft systems including electrical, hydraulic, pneumatic, avionics, and propulsion systems, and other components; aircraft maintenance principles and practices; maintenance tools and~~

~~equipment; experience in inspecting, troubleshooting, and diagnosing issues with aircrafts; composite repair techniques, and preventative and structural maintenance~~ Aircraft Maintenance program content standards inclusive of the performance standards .

~~f.~~g. Animal Science (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: animal agricultural industries; nutritional requirements for livestock; livestock reproductive systems; principles of evaluation for animal selection; animal welfare, handling, and quality assurance; medication and care; disease transmission and care; harvesting and processing of animal products; and animal science risk management~~ Animal Science program content standards inclusive of the performance standards .

~~g.~~h. Apparel~~/~~ and Textiles (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: fashion trends; design sketches; color and fabric selection; production of clothing and accessories; and enhancement of function and safety~~ Apparel and Textiles program content standards inclusive of the performance standards .

~~h.~~i. Applied Accounting (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: accounting functions; accounting ethics; software application packages; financial statements; asset protection and internal controls; inventory records; long-term assets; and payroll procedures~~ Applied Accounting program content standards inclusive of the performance standards .

~~i.~~j. Automated Manufacturing (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: lab organization and safety practices, blueprint reading, measuring, computer-aided design (CAD); computer-aided manufacturing (CAM), computer numeric control (CNC), fundamental power system principles, manufacturing processes, electronic and instrumentation principles, machining, robotics and materials-handling systems, and additive (3D) printing~~ Automated Manufacturing program content standards inclusive of the performance standards .

~~j.~~k. Automotive Collision Repair (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: auto body collision repair practices; tools; trade skills in refinishing, welding, and painting~~ Automotive Collision Repair program content standards inclusive of the performance standards .

~~k.~~l. Automotive Maintenance and Light Repair (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: service, maintenance, and repair practices for a wide variety of vehicles; and diagnosing, adjusting, repairing, and replacing individual vehicle components and systems~~ Automotive Maintenance and Light Repair program content standards inclusive of the performance standards .

~~l.~~m. Aviation (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: aviation careers/career planning; engineering design; forces of flight; aircraft classifications; aircraft systems and design; aircraft performance; unmanned aircraft systems; aviation weather theory and services; airspace and navigation reviews; flight planning; flight instruments; aircraft documents and regulations; airport operations; pilot responsibilities; and aeromedical factors~~ Aviation program content standards inclusive of the performance standards.

~~m. Business Digital Communications (6-12). Industry experience that indicates applied competence in the majority of the following areas: elements and principles of design and visual communications; professional communication skills; editing and proofreading; copyright and intellectual property law; portfolio development; content development strategy; branding and corporate identity; graphic communication production; video editing; web page development; web page design and layout; and web-related planning and organizational standards~~.

n. Business Management (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: planning and organizing; directing, controlling and evaluating goals and accomplishments; financial decision-making; competitive analysis and marketing strategies; human resource management; customer relations; technology; project management; operations and inventory; and social responsibility~~ Business Management program content standards inclusive of the performance standards.

o. Cabinetmaking and ~~Bench Carpentry~~Fine Woodworking (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: cabinetmaking and millwork production; cutting, refinishing, installing, and shaping of various materials; knowledge of industry standards and construction applications; hardware; and blueprint reading~~ Cabinetmaking and Fine Woodworking program content standards inclusive of the performance standards.

p. Certified Welding (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: fundamental print reading; measurement and layout/fit-up techniques; properties of metals; shielded metal arc welding (SMAW); gas metal arc welding (GMAW and GMAW-S); flux cored arc welding (FCAW-G); gas tungsten arc welding (GTAW); thermal cutting processes; welding codes; inspection and testing principles; and fabrication techniques~~ Agriculture Welding and Welding program content standards inclusive of the performance standards . Instructor must demonstrate at least one American Welding Society (AWS) industry inspected and passed weld.

q. Child Development and Services (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: early childhood education career paths and opportunities for employment; ethical conduct; advocacy for children; child/human development and learning; family and community relations; child observation, documentation, and assessment; positive relationships and supportive interaction; and approaches, strategies, and tools for early childhood education~~ Early Childhood Education program content standards inclusive of the performance standards .

r. Commercial Photography (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: ethics in photography, elements and principles of design composition, cameras and lenses, exposure settings, light sources, digital workflow, presentation techniques and portfolios, and production using industry standard software~~ Commercial Photography program content standards inclusive of the performance standards .

s. Computer Support (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: basic network technologies, laptop support, PC support, printer support, operating systems, security, mobile device support, troubleshooting techniques, and trends in the industry~~ Computer Support program content standards inclusive of the performance standards.

t. Construction Trades Technology (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: comprehensive knowledge of structural systems and processes, classical and contemporary construction elements, knowledge of industry standards, knowledge of architecture, basic cabinetry and millwork, and blueprint reading~~ Construction Trades program content standards inclusive of the performance standards.

u. Cosmetology (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: hair design; skincare; nail care; industry guidelines and procedures; entrepreneurship; and communications~~ Cosmetology program content standards inclusive of the performance standards. Instructor must hold a current and valid Idaho license or certificate as a cosmetologist.

v. Culinary Arts (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: experience as a chef in a full-service restaurant; business operations experience in the culinary/catering industry; communication and organization skills with customers and vendors; industry-recognized food safety and sanitation certification; knowledge of proper food handling, ingredients, food quality and control practices; culinary tools and equipment; cooking methods; meal preparation; menu planning principles and industry trends and career options~~ Culinary Arts program content standards inclusive of the performance standards.

w. Cybersecurity (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: fundamentals of cybersecurity, cyber operations, offensive security, defense security, forensics, incident response, networking, risk management, cyber systems thinking, and advanced topics in cybersecurity~~ Cybersecurity program content standards inclusive of the performance standards.

2. Endorsements D-N.

a. Dental Assisting (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: dental professions pathways; ethics in dental practice; nutrition as related to oral health; infection control; occupational safety; dental-related anatomy and pathology; dental anesthesia; dental assisting skills; dental materials; and dental radiology~~ Dental Assisting program content standards inclusive of the performance standards. Instructor must hold a current and valid Idaho license or certificate as a dental assistant, dental hygienist, or dentist.

b. Digital Communications (6-12). Industry experience demonstrating applied competence in the majority of the Graphic Design program content standards inclusive of the performance standards.

~~b.~~c. Digital Media Production (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: graphic design industry structure; elements and principles of design composition; visual communication; industry-standard software production; ethics and graphic design; digital portfolios; mathematical skills as related to design; communication skills; editing and proofreading; video editing; digital media and production; dissemination techniques and methods; broadcasting equipment, camera, and lens operations; light sources; presentation techniques; public speaking; and writing skills~~ Digital Media Production program content standards inclusive of the performance standards.

~~c.~~d. Drafting and Design (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: technical drawings, scale drawings, architectural drafting, mechanical drafting, orthographic projection, two-and three-dimensional drawings, manual drafting, and computer-aided design~~ Drafting and Design program content standards inclusive of the performance standards.

~~d.~~e. Ecology and Natural Resource Management (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: ecological concepts and scientific principles related to natural resource systems; forest types; forest management components and practices; fire ecology and management; importance and application of GPS/GIS in natural resource management; fish and wildlife ecology; and mineral and energy resources management~~ Ecology and Natural Resource Management program content standards inclusive of the performance standards .

~~e.~~f. Electrical Technology (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: digital and solid-state circuits, DC principles, AC concepts, soldering techniques, circuits, and electrician-associated electronic components and tools. Instructor must hold a current and valid Idaho license or~~

~~certificate as an electrician~~ Electrical program content standards inclusive of the performance standards .

~~f.~~g. Electronics Technology (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: digital and solid-state circuits; DC principles; AC principles; soldering techniques; circuits; digital electronics; electronic circuits; electronic devices; and electronic digital circuitry simulations and associated electronic components and tools~~ Electronics Technology program content standards inclusive of the performance standards .

~~g.~~h. Emergency Medical Technician (EMT) (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: fundamental knowledge of the emergency management services (EMS) system; medical and legal/ethical issues in the provision of emergency care; EMS systems workforce safety and wellness; documentation; EMS system communication; therapeutic communication; anatomy and physiology; medical terminology; pathophysiology; and lifespan development (per the EMR and EMT sections of the Idaho EMS Education Standards located on the Idaho Department of Health and Welfare website)~~ Emergency Medical Technician program content standards inclusive of the performance standards . Instructor must have passed the National Registry exam. Instructor must hold a current and valid Idaho EMS license or certificate and be certified as an EMT instructor through Idaho EMS.

i. Firefighting (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: knowledge of local, state, and federal laws and regulations; firefighting procedures; firefighting tactics; firefighting equipment and vehicles; EMT basic training; first aid and CPR training; and reporting requirements under Idaho criminal code~~ Firefighting program content standards inclusive of the performance standards . Instructor must hold a current and valid Idaho license or certificate as an EMT and firefighter.

~~h.~~j. Forest Products (6-12). Industry experience demonstrating applied competence in the majority of the Forest Products program content standards inclusive of the performance standards .

~~i.~~k. Graphic Design (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: the graphic design industry; elements and principles of design and visual communication; production using industry standard software; branding and corporate identity; ethical and legal issues related to graphic design; portfolio development and evaluation; mathematics for visual communication; communication; editing and proofreading; graphic design in digital media; and applied art~~ Graphic Design program content standards inclusive of the performance standards .

~~j.~~l. HVAC Technology (6-12). Industry experience ~~that indicates~~demonstrating applied competence in technical subjects and skills related to the HVAC trade as approved by the Idaho HVAC Board and the Idaho State Board for Career Technical Education~~: installing, altering, repairing, and maintaining HVAC systems and equipment including air conditioners, venting or gas supply systems, ductwork, and boilers~~ HVAC program content standards inclusive of the performance standards . Instructor must hold a current and valid Idaho license or certificate as an HVAC Technician.

~~k.~~m. Heavy Duty Truck and Equipment (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: knowledge of diesel engine service; preliminary inspection; identification and repair of vehicle components; preventative maintenance; and heavy equipment applications~~ Heavy Duty Truck and Equipment program content standards inclusive of the performance standards .

~~l.~~n. Hospitality Management (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: business structures; economics; human resources; sales and marketing; finance and budgeting; safety and security; legal and ethical considerations; event planning and management; teamwork; communication skills; lodging operations; and food and beverage operations~~ Hospitality Management program content standards inclusive of the performance standards .

~~m.~~o. Hospitality Services (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: careers in the hospitality and tourism industry; customer service; event planning implementation; procedures applied to safety, security, and environmental issues; practices and skills involved in lodging occupations and travel-related services; and facilities management~~ Hospitality Services program content standards inclusive of the performance standards .

~~n.~~p. Industrial Mechanics (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: industrial mechanics knowledge; shop skills; diagnostic and repair techniques; welding; hydraulic; electronic systems; and maintenance and preventative maintenance~~ Industrial Maintenance Mechanics program content standards inclusive of the performance standards .

~~o.~~q. Journalism (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: legal and ethical issues related to journalism and photojournalism, principles and techniques of media design, design formats, journalistic writing, social media and digital citizenship, and media leadership~~ Journalism program content standards inclusive of the performance standards .

~~p.~~r. Law Enforcement (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: knowledge of local, state, and federal laws and regulations; defensive strategies; investigative strategies; search principles and strategies; tactical procedures; vehicle operations; knowledge of weapons and use where appropriate; first aid and CPR training; social and psychological sciences; and identification systems~~ Law Enforcement program content standards inclusive of the performance standards .

~~q.~~s. Marketing (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: economic systems; international marketing and trade; ethics; external factors to business; product/service management; pricing; distribution channels; advertising; sales promotion; public relations; retail management; market research and characteristics; digital marketing; and financing and financial analysis~~ Marketing program content standards inclusive of the performance standards .

~~r.~~t. Medical Assisting (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: human anatomy, physiology and pathology, medical terminology, pharmacology, clinical and diagnostic procedures, medication administration, patient relations, medical law and ethics, scheduling, records management, and health insurance~~ Medical Assisting program content standards inclusive of the performance standards . Instructor must hold a current and valid medical assistant certification as evidenced in the national registry.

~~s.~~u. Networking Support (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: PC hardware configuration, fundamental networking technologies, operating systems, basic networking, basic security, and basic network configurations~~ Network Support program content standards inclusive of the performance standards .

~~t.~~v. Nursing Assistant (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: scope of practice; ethics and legal issues; communication and interpersonal relationships; documentation; care practices; infection prevention; human anatomy and physiology; medical terminology; personal care~~

~~procedures; physiological measurements; nutritional requirements and techniques; procedures and processes related to elimination; quality patient environment; patient mobility; admission, transfer, and discharge procedures; care of residents with complex needs; and safety and emergency~~ Nursing Assistant program content standards inclusive of the performance standards . Instructor must hold current and valid Idaho registered nursing license and be approved as a certified primary instructor through Idaho Department of Health and Welfare.

3. Endorsements O-Z.
   a. Ornamental Horticulture (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: safety practices; plant anatomy; plant physiology; plants identification skills; growing media; plant nutrition; integrated pest management; plant propagation; ornamental horticulture crops; business concepts; plant technologies; ornamental design standards; and career opportunities in ornamental horticulture~~ Ornamental Horticulture program content standards inclusive of the performance standards .
   b. Pharmacy Technician (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: patient profile establishment and maintenance; insurance claim preparation; third-party insurance provider correspondence; prescription and over-the-counter medications stocking and inventorying; equipment and supplies maintenance and cleaning; and cash register operation~~ Pharmacy Technician program content standards inclusive of the performance standards . Instructor must be a pharmacist, registered nurse, or pharmacy technician holding a current and valid Idaho license or certification.
   c. Plant and Soil (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: plant anatomy and identification; plant processes, growth, and development; soil and water; plant nutrition; integrated pest management; careers and technology; and safety~~ Plant and Soil program content standards inclusive of the performance standards .
   d. Plumbing Technology (6-12). Industry experience ~~that indicates~~demonstrating applied competence in technical subjects and skills related to the plumbing trade as approved by the Idaho Plumbing Board and the Idaho Board for Career Technical Education~~: repairing, installing, altering, and maintaining plumbing systems and fixtures including interconnecting system pipes and traps, water drainage, water supply systems, and liquid waste/sewer facilities~~ Plumbing program content standards inclusive of the performance standards . Instructor must hold a current and valid Idaho license or certificate as a plumber.
   e. Powersports and Outdoor Power Equipment (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: workplace safety; tools and equipment; precision measuring instruments and fasteners; unit, equipment, and component identification; engine repair, lubrication, and cooling; electrical/electronic systems; fuel, ignition, and engine management systems; drives, clutches, axles, and transmission systems; wheels, tires and brake systems; chassis, suspension, and steering systems; and hydraulic systems~~ Powersports and Outdoor Power Equipment program content standards inclusive of the performance standards .
   f. Pre-Engineering Technology (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: lab safety; impacts of engineering; ethics of engineering; design process; documentation; technical drawing; 3D modeling; material science; power systems; basic energy principles; statistics; and kinematic principles~~ Pre-Engineering program content standards inclusive of the performance standards~~ and indicators~~. .

g. Precision Machining (6-12). Industry experience ~~that indicates~~ demonstrating applied competence in the majority of the ~~following areas: precision machining practices; tools used to shape parts for machines; industrial mechanics; shop skills; safety in practice; blueprint reading; and diagnostic and repair techniques~~ Precision Machining program content standards inclusive of the performance standards .

h. Programming and Software Development (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: basic programming principles; problem solving; programming logic; validation; repetition; programming classes; exceptions, events, and functionality; arrays and structure; design principles; system analysis; and implementation and support~~ Programming and Software Development program content standards inclusive of the performance standards .

i. Rehabilitation Services (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: ethical, legal, and professional responsibilities; medical terminology; anatomy and physiology; roles and responsibilities of the rehabilitation team; patient care skills; therapeutic interventions; and common pathologies~~ Rehabilitation Services program content standards inclusive of the performance standards . Instructor must be a health professional holding a current and valid Idaho license or certificate in his/her field of rehabilitation study.

j. Small Engine Repair (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: small gasoline engine construction and performance; industry-related resources; equipment used to diagnose and troubleshoot issues; repair; entrepreneurship; and customer service~~ Agriculture Small Engine Repair program content standards and inclusive of the performance standards .

k. Web Design and Development (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: web page development, webpage design and layout, integration of web pages, web planning and organizational standards, and web marketing~~ Web Design and Development program content standards inclusive of the performance standards .

l. Work-Based Learning Coordinator (6-12). Educators assigned to coordinate approved work-based experiences must hold this endorsement. Applicants must hold an occupational endorsement on the Degree Based Career Technical Certificate or Occupational Specialist Certificate~~,~~ and demonstrate completed ~~coursework~~ training in coordination of work-based learning programs.

4. Degree Based Career Technical Certificate Endorsements:
   a. 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.
   b. Business Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching business technology education, accounting, computer and technical applications in business, economics, business communication/writing, finance, marketing, business management, and office procedures. Additional coursework may include entrepreneurship or business law.
   c. Computer Science (6-12). Successful attainment of an institutional recommendation for the Computer Science (6-12) endorsement on a Standard Instructional Certificate, and completion of coursework satisfying IDAPA ~~08.02.02.015.04.a.~~IV.D.2.k, Computer Science (6-12).
   d. Cybersecurity Technology Education (6-12). Twenty (20) semester credit hours to include coursework or entry-level cybersecurity certifications in methods of teaching

cybersecurity, fundamentals of cybersecurity, cyberoperations, offensive security, defense security, forensics, incident response, networking, risk management, cyber-systems thinking, and advanced topics in cybersecurity

e. Engineering (6-12). Successful attainment of an institutional recommendation for the Engineering (6-12) endorsement on a Standard Instructional Certificate, and completion of coursework satisfying ~~IDAPA 08.02.02.015.04.a~~. IV.D.2.q, Engineering (6-12).
f. Family and Consumer Sciences (6-12). Thirty (30) semester credit hours to include coursework in methods of teaching family and consumer sciences; foundations of family and consumer sciences; consumer economics and family resources; child/human development; early childhood laboratory or practicum teaching experience; family and interpersonal relationships; food safety; the science of food preparation or culinary arts; lifespan nutrition and wellness; living environments and interior design; and apparel and textiles. Additional coursework may include hospitality and tourism, and entrepreneurship.
g. Marketing Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching marketing technology education, marketing, business management, economics, merchandising/retailing, finance, and accounting. Additional coursework may include entrepreneurship.
h. Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching technology education; communication technology; computer applications; construction technology; electronics technology; manufacturing technology; power, energy, and transportation; principles of engineering design; and other relevant emerging technologies.

5. The following career technical education endorsements awarded prior to July 1, 2020 shall be grandfathered and shall not be awarded after July 1, 2020:
   a. Agricultural Business Management (6-12)
   b. Agricultural Power Machinery (6-12)
   c. Agricultural Production (6-12)
   d. Animal Health and Veterinary Science (6-12)
   e. Aquaculture (6-12)
   f. Business Management/Finance (6-12)
   g. Child Development Care and Guidance (6-12)
   h. Culinary Arts (6-12)
   i. Dietitian (6-12)
   j. Farm and Ranch Management (6-12)
   k. Fashion and Interiors (6-12)
   l. Food Service (6-12)
   ~~m. Forestry (6-12)~~
   ~~n.~~m. Horticulture (6-12)
   ~~o.~~n. Information/Communication Technology (6-12)
   ~~p.~~o. Microcomputer Applications (6-12)
   ~~q.~~p. Natural Resource Management (6-12)
   ~~r.~~q. Networking and Computer Support (6-12)
   ~~s.~~r. Orientation to Health Professions (6-12)
   ~~t.~~s. Programming and Web Design (6-12)

6. The review and approval of professional development courses subject to the provisions of Section 33-1614, Idaho Code, will be evaluated and approved by the Division.

SUBJECT

Legislative Ideas – 2027 Legislative Session

REFERENCE

June 2021	The Board approved seven (7) legislative ideas to be submitted through the Executive Agency Legislative Process.
June 2022	The Board approved fourteen (14) legislative ideas to be submitted through the Executive Agency Legislative process.
June 2023	The Board approved three (3) legislative ideas to be submitted through the Executive Agency Legislative process.
June 2024	The Board approved four (4) legislative ideas to be submitted through the Executive Agency Legislative process.

BACKGROUND/DISCUSSION

The State Board of Education's legislative process starts with the approval of legislative ideas. Legislative ideas approved by the Board are submitted electronically to the Division of Financial Management (DFM) through the Executive Agency Legislative process. A legislative idea consists of a statement of purpose and a fiscal impact. If approved by the Board, the actual legislative language will be brought back to the Board as proposed legislation later for final approval prior to submittal to the Legislature for consideration during the 2027 legislative session. Board-approved proposed legislation is submitted to DFM and forwarded to the Governor for consideration then to the Legislative Services Office for processing and submittal to the Legislature.

All legislative ideas for the 2027 legislative session must be submitted to DFM by the end of June 2026. Therefore, legislative ideas from the institutions and agencies must be submitted for the Board's consideration at its regular June meeting.

Proposed Legislative Ideas

1. Student Records Transfers
2. Removal of Obsolete Reporting
3. Career Technical Education – Regional CTE Consortia

IMPACT

Staff will submit Board-approved legislative ideas through the Executive Agency Legislative process and will bring back legislative language to the Board once approved by the Governor's Office. Legislative ideas not approved will not be submitted through the Executive Agency Legislative process and will advance as Board-sponsored legislation for introduction to the legislature.

ATTACHMENTS

Attachment 1 – Legislative Ideas Summary

BOARD STAFF COMMENTS AND RECOMMENDATIONS

All legislative ideas have been brought forward based on the experience of staff at the Office of the State Board of Education or one of the agencies under the governance of the Board. Board staff have communicated these ideas with impacted agencies and have not received any significant concerns. If the Board approves the presented legislative ideas, Board staff will continue to gather feedback from impacted agencies and other stakeholders before bringing proposed statutory language to the Board.

Board staff recommends approval.

BOARD ACTION

I move to approve the legislative ideas presented in Attachment 1 to move forward in the Executive Agency Legislative Process;

AND

I move to authorize the Executive Director to submit these legislative ideas or to remove or amend proposals as necessary through the Governor's legislative process.

Moved by _____ Seconded by _____Carried Yes _____ No ____

2027 Legislative Session – Legislative Ideas

1. **Student Records Transfers**
   Proposed amendment to: Section 33-209, Idaho Code

   Statement of Purpose
   This change would update the expectations for K-12 student record transfers to improve ease and timeliness of transfer. Currently, records must be sent via U.S. post. Shifting this to allow secure FTP transfer would improve and expedite the process for all students, which would be particularly helpful for high mobility students, including students facing housing challenges, students in foster care, and students with parents/guardians who are migrant workers. This will also improve the sharing of behavioral threat assessments, which are critical to identifying concerning student behaviors and ensuring students receive the support they need.

   Fiscal Note
   There would be no fiscal impact.

2. **Removal of Obsolete Reporting**
   Proposed amendment to: List of sections currently being determined

   Statement of Purpose
   Over time, as legislative priorities have shifted, requirements for the State Board of Education to provide reports related to specific sections of statute have increased. However, many of the reports added five(5) to 15 years ago are no longer used by the Legislature. This proposed legislative idea would strike obsolete reports from statute.

   Fiscal Note
   There would be no fiscal impact.

3. **Career Technical Education – Regional CTE Consortia**
   Proposed amendment to: Section 33-317, Idaho Code

   Statement of Purpose
   The proposed changes to Section 33-317, Idaho Code, would streamline the process for school districts to work together to provide career technical education (CTE) programs. The current statutory language allows districts to create a cooperative services agency (CSA), but lacks key guidance regarding the responsibilities of the involved districts and the functionality of the CSA. The addition of clearer and specific language regarding the creation and operation of CTE consortia as CSAs will allow us to address existing challenges related to operations, including identification of a fiscal agent, responsibility for reporting, and how instructional staff are hired credited for years of service, and evaluated.

Fiscal Note
There would be no fiscal impact. There are already districts running consortia; this change ensures clarity and consistency in implementation.