

STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS
Grimes State Office Building, State Board Room
400 E. 14th Street
Des Moines, IA

2022-2023 BoEE Goals

- Goal 1: Explore options for conditional licensure for non-prepared individuals enrolled in preparation programs.
- Goal 2: Expand remediation trainings available for ethical violations.
- Goal 3: Expansion of ethics and grooming presentations to LEA's.

BOARD MEETING AGENDA
Friday, December 16, 2022

TIMES ARE APPROXIMATE

8:30 a.m.

Call Meeting to Order

Approve the Agenda

Tab A

Approve the Consent Agenda

- a. Minutes for November 9, 2022 board meeting

Tab B

Professional Practices - Licensee Discipline - Closed Session - Board Members Only (roll call)

Open Session

- a. Results of closed session announced
- b. Approve closed session minutes for November 9, 2022
- c. Reinstatement(s)
 - 1. Case No. 21-58 Bethany Taylor

Communication from the Public

Board Communications

- a. Board Member Reports
- b. Executive Director's Report
 - 1. Legislative Update
 - 2. Agency Update
 - 3. Licensure Update
 - 4. Financial Update
 - a. FY 22 – Hold Over Rpt.
 - b. FY 23 - September
 - c. FY 23 – October
 - 5. NASDTEC Professional Educator Standards Board Association (PESBA) Winter Meeting, December 12-13, 2022, (Nevada Dept. of Education, Las Vegas, NV)
 - 6. NASDTEC Annual Conference, June 11-13, 2023 (Phoenix, AZ)
 - 7. Legislative Reception – January 19, 2023

Tab C

Tab D

Tab E

12:00 p.m.

Lunch for Board Members

12:30 p.m.

Rules [Iowa Administrative Code – Chapter 282 (272)]

a. *Adopt*

1. None

b. *ARRC Review Pending*

1. IAC 282 Chapters 13, 18, 22, 27 Reciprocity (ARC 6677C)
2. IAC 282 Chapter 22 Work-Based Learning (ARC 6678C)
3. IAC 282 Chapter 14 Special Education (ARC 6679C)
4. IAC 282 Chapters 13, 22, 27 Advanced Degrees, Out of Country, Counseling (ARC 6680C)

**Tab F
Tab G
Tab H
Tab I**

c. *Notice*

1. None

d. *Items for Discussion*

1. None

Waivers

1. PFW 22-09 Rose Aira Fajardo
2. PFW 22-10 Nick Mulder
3. PFW 22-11 Dayton Leazer

**Tab J
Tab K
Tab L**

Reports/Approvals

1. Home Base Iowa Report – 2022 (Joanne Tubbs)
2. Licensure Renewal Program Summary – 2022 (Joanne Tubbs)

**Tab M
Tab N**

1:30 p.m.

Adjournment

UPCOMING MEETINGS

Thursday, January 19, 2023

**7:30-9:00 a.m. Legislative Reception – Capitol Rotunda
9:30 a.m. Board Meeting – Grimes Bldg., State Board Rm.**

Friday, February 24, 2023

Wednesday, March 22, 2023 (Zoom Mtg., if needed)

1 Kathy Behrens moved, with a second by Dave Harper, that in **case number 21-147**,
2 the Board accept the agreement submitted by the parties, and issue an Order
3 incorporating the agreement of the parties and imposing the agreed upon sanction.
4 **MOTION CARRIED UNANIMOUSLY.**

5
6 Kristen Rickey moved, with a second by Eric St Clair, that in **case number 22-66**, the
7 Board accept the agreement submitted by the parties, and issue an Order
8 incorporating the agreement of the parties and imposing the agreed upon sanction.
9 **MOTION CARRIED UNANIMOUSLY.**

10
11 Dave Harper moved, with a second by Kathy Behrens, that in **case number 22-93**, the
12 Board accept the agreement submitted by the parties, and issue an Order
13 incorporating the agreement of the parties and imposing the agreed upon sanction.
14 **MOTION CARRIED UNANIMOUSLY.**

15
16 Kathy Behrens moved, with a second by Dave Harper, that in **case number 22-98**, the
17 Board accept the agreement submitted by the parties, and issue an Order
18 incorporating the agreement of the parties and imposing the agreed upon sanction.
19 **MOTION CARRIED UNANIMOUSLY.**

20
21 Eric St Clair moved, with a second by Kristen Rickey, that the Board accept the
22 respondent's waiver of hearing and voluntary surrender in **case number 21-55**, and
23 that the Board issue an order permanently revoking the license with no possibility of
24 reinstatement. **MOTION CARRIED UNANIMOUSLY.**

25
26 Dave Harper moved, with a second by Kristen Rickey, that the Board accept the
27 respondent's waiver of hearing and voluntary surrender regarding **folder number**
28 **1113761**, and that the Board issue an order permanently revoking the license with no
29 possibility of reinstatement. **MOTION CARRIED UNANIMOUSLY.**

30
31 (Kristi Traynor left the room during the discussion of the 180-day extensions in closed
32 session.)

33

1 Eric St Clair moved, with a second by Kristen Rickey, that the Board extend the 180-
2 day deadline for issuance of the final decision in case number 22-103, based upon
3 the need to schedule the hearing and conclude the contested case process. **MOTION**
4 **CARRIED UNANIMOUSLY.**

5
6 Kathy Behrens moved, with a second by Kristen Rickey, that the Board extend the
7 180-day deadline for issuance of the final decision in case number 22-107, based
8 upon the need to hold the hearing and conclude the contested case process. **MOTION**
9 **CARRIED UNANIMOUSLY.**

10
11 Eric St Clair moved, with a second by Kathy Behrens, that the Board extend the 180-
12 day deadline for issuance of the final decision in case number 22-108, based upon
13 the need to schedule the hearing and conclude the contested case process. **MOTION**
14 **CARRIED UNANIMOUSLY.**

15
16 Kristen Rickey moved, with a second by Eric St Clair, that the Board extend the 180-
17 day deadline for issuance of the final decision in case number 22-109, based upon
18 the need to schedule the hearing and conclude the contested case process. **MOTION**
19 **CARRIED UNANIMOUSLY.**

20
21 Dave Harper moved, with a second by Kristen Rickey, that the Board extend the 180-
22 day deadline for issuance of the final decision in case number 22-110, based upon
23 the need to hold the hearing and conclude the contested case process. **MOTION**
24 **CARRIED UNANIMOUSLY.**

25
26 Kathy Behrens moved, with a second by Eric St Clair, that the Board extend the 180-
27 day deadline for issuance of the final decision in case number 22-111, based upon
28 the amount of time needed to complete the investigation and conclude the contested
29 case process. **MOTION CARRIED UNANIMOUSLY.**

30
31 Kristen Rickey moved, with a second by Dave Harper, that the Board extend the 180-
32 day deadline for issuance of the final decision in case number 22-112, based upon

1 the amount of time needed to complete the investigation and conclude the contested
2 case process. **MOTION CARRIED UNANIMOUSLY.**

3
4 Eric St Clair moved, with a second by Kathy Behrens, that the Board extend the 180-
5 day deadline for issuance of the final decision in **case number 22-118**, based upon
6 the need to hold the hearing and conclude the contested case process. **MOTION**
7 **CARRIED UNANIMOUSLY.**

8
9 Kristen Rickey moved, with a second by Dave Harper, that the Board extend the 180-
10 day deadline for issuance of the final decision in **case number 22-119**, based upon
11 the amount of time needed to complete the investigation and conclude the contested
12 case process. **MOTION CARRIED UNANIMOUSLY.**

13
14 Kathy Behrens moved, with a second by Eric St Clair, that the Board extend the 180-
15 day deadline for issuance of the final decision in **case number 22-120**, based upon
16 the amount of time needed to complete the investigation and conclude the contested
17 case process. **MOTION CARRIED UNANIMOUSLY.**

18
19 Kristen Rickey moved, with a second by Kathy Behrens, that the Board extend the
20 180-day deadline for issuance of the final decision in **case number 22-121**, based
21 upon the amount of time needed to complete the investigation and conclude the
22 contested case process. **MOTION CARRIED UNANIMOUSLY.**

23
24 Kristen Rickey moved, with a second by Eric St Clair, that the Board extend the 180-
25 day deadline for issuance of the final decision in **case number 22-122**, based upon
26 the amount of time needed to complete the investigation and conclude the contested
27 case process. **MOTION CARRIED UNANIMOUSLY.**

28
29 Dave Harper moved, with a second by Kathy Behrens, that the Board approve the
30 closed session minutes for October 14, 2022. **MOTION CARRIED UNANIMOUSLY.**

31
32 Communication from the Public

33 None.

1 Board Member Reports

2 None.

3

4 Executive Director's Report

5 None.

6

7 There being no further business, Kristen Rickey moved, with a second by Dave Harper,
8 to adjourn the meeting at 4:27 p.m. **MOTION CARRIED UNANIMOUSLY.**

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To: BoEE - Executive Director, Mike Cavin
cc: Dave Heuton, Mirela Jusic

From: Mike Cornelison

Date: October 5, 2022

Re: **FY 2022 FINANCIAL ANALYSIS**
Period 15 - September 2022

NOTE 1: Cash Balance Review

Unit	Current Cash Balance	Projected FYE Carry Forward
9397 - BoEE	\$0	\$1,434,767
	<u>\$0</u>	<u>\$1,434,767</u>

Areas to Monitor:

RED:

YELLOW:

GREEN:

Partial Carry Forward to FY23 completed July 1.
Year-End Carry Forward to FY23 completed August 31.
FY23 Budget true-up entered in 1/3 Budget.

Outstanding issues that may affect the financial statements

Questions and review of financials:

Accounting conventions:

Financial statements have been prepared on the cash basis.
For Fiscal 2022, November & May are "3 Payroll" months.
Budget or forecast updates will be discussed during the monthly financial review meetings and will be included in the next months financials.

Other Information:

mike.cornelison@iowa.gov

515-336-9435

Fund: 0001 General Fund

Unit: 9397
Sub Unit: Blank

Appropriation: WZ9 Board of Educational Examiners

FY 2022

EDas Customer Number: 1100
Percent of Year Complete: 125%

Obj/Rev Class	Obj/Rev Class Name	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	HO13	HO14	HO15	YTD	End of Year Forecast	Annual Budget	Percent of Budget	Percent of Budget
		Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	(C=A+B)	(D)	To Date
	Balance Brought Forward from Prior Year	100,000	1,136,409	5,451													1,241,860	1,241,860	1,194,214		
	Balance Carried Forward to Next Year													(100,000)	(1,334,767)		(1,434,767)	(1,434,767)	(1,217,121)		
Revenue Collected																					
234	Gov Transfer In Other Agencies	-	-	139	724	-	-	1,364	-	-	-	-	-	-	74	-	2,300	2,300	7,500	31%	31%
401	Fees, Licenses & Permits	173,645	220,325	116,441	121,618	129,021	116,677	154,249	138,207	151,056	134,639	194,287	232,402	236	-	-	1,882,802	1,882,802	1,835,000	103%	103%
704	Other	49,240	63,275	40,345	44,605	55,880	48,885	59,980	52,860	59,430	50,397	57,282	58,580	610	-	-	641,369	641,369	660,000	97%	97%
Total Revenues:		322,885	1,420,010	162,376	166,947	184,901	165,562	215,593	191,067	210,486	185,036	251,569	290,982	(99,154)	(1,334,693)	-	2,333,565	2,333,565	2,479,593	94%	94%
Expenditures																					
101	Personal Services	72,401	102,822	105,204	106,555	174,880	96,735	113,668	118,412	124,492	124,567	196,814	133,667	26,880	-	-	1,497,099	1,497,099	1,618,813	92%	92%
202	In State Travel	-	30	2,090	1,132	508	1,689	2,581	710	1,701	1,286	1,882	1,618	-	169	-	15,397	15,397	17,000	91%	91%
203	State Vehicle Operation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	0%
205	Out Of State Travel	-	-	1,880	-	383	1,089	-	-	-	1,070	184	-	1,528	-	-	6,135	6,135	17,000	36%	36%
301	Office Supplies	-	6,137	1,183	-	390	247	95	490	471	740	4,934	180	60	(4,500)	-	10,429	10,429	10,000	104%	104%
302	Facility Maintenance Supplies	60	-	-	178	-	159	-	203	-	23	61	-	-	-	-	684	684	1,500	46%	46%
303	Equipment Maintenance Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	250	0%	0%
308	Other Supplies	-	-	177	-	-	-	-	-	-	-	-	-	-	-	-	177	177	1,000	18%	18%
309	Printing & Binding	-	20	1,423	113	-	-	-	231	538	184	-	339	2,305	-	-	5,151	5,151	3,500	147%	147%
311	Food	-	-	-	-	-	-	-	75	-	100	36	-	-	50	-	260	260	-	0%	0%
313	Postage	-	757	1,000	869	721	1,019	919	1,168	929	1,140	840	900	895	-	-	11,157	11,157	11,500	97%	97%
401	Communications	-	1,563	1,563	1,590	1,534	1,563	1,562	1,563	1,562	1,711	1,613	1,613	1,613	-	-	19,051	19,051	20,000	95%	95%
402	Rentals	4,917	276	9,932	-	4,917	5,465	4,917	4,917	9,804	1,595	9,833	4,917	305	-	-	61,793	61,793	69,750	89%	89%
403	Utilities	-	127	350	-	131	230	311	381	717	-	419	162	-	-	-	2,828	2,828	3,500	81%	81%
405	Prof & Scientific Services	-	-	429	-	410	429	610	129	693	-	1,063	402	-	-	-	4,166	4,166	10,000	42%	42%
406	Outside Services	311	10	579	631	333	810	656	20	724	333	333	439	110	-	-	5,290	5,290	6,000	88%	88%
408	Advertising & Publicity	-	-	33	-	-	-	-	-	-	-	-	-	-	-	-	33	33	200	16%	16%
409	Outside Repairs/Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,500	0%	0%
414	Reimbursements To Other Agency	-	2,103	1,882	3,361	1,962	2,003	2,073	1,492	2,004	2,735	2,202	2,803	2,446	-	-	27,068	27,068	35,000	77%	77%
416	ITD Reimbursements	-	7,527	7,903	97,954	63,295	2,182	2,138	2,200	2,579	2,632	2,945	2,293	3,249	(2,480)	-	194,416	194,416	225,000	86%	86%
418	IT Outside Services	-	1,306	650	1,960	650	1,311	1,948	1,305	1,305	1,568	2,965	2,342	4,038	-	-	21,349	21,349	18,000	119%	119%
432	Attorney General Reimbursement	-	-	8,333	4,167	4,208	4,175	4,169	4,185	4,175	4,545	4,621	4,174	322	-	-	51,257	51,257	50,000	103%	103%
433	Gov Transfer Auditor of State	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	400	0%	0%
434	Gov Transfer Other Agencies	-	23,427	37,387	26,098	26,085	6,656	42,676	32,053	26,469	29,485	33,287	27,347	31,303	-	-	342,274	342,274	300,000	114%	114%
502	Office Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	250	0%	0%
503	Equipment-Non Inventory	-	-	124	-	-	591	-	-	302	-	-	-	-	-	-	1,016	1,016	4,000	25%	25%
510	IT Equipment & Software	-	13,282	-	-	-	591	-	-	-	1,049	27	-	-	(1,453)	-	12,905	12,905	15,000	86%	86%
602	Other Expenses & Obligations	-	-	4,208	4,665	2,669	2,992	2,808	2,891	3,564	3,123	3,455	3,197	8,921	-	-	42,492	42,492	40,000	106%	106%
702	Fees	-	30	-	-	-	-	-	-	-	-	-	-	-	-	-	30	30	30	100%	100%
705	Refunds-Other	-	-	250	-	95	280	-	-	35	-	-	448	-	-	-	1,108	1,108	400	277%	277%
Total Expenditures:		77,689	159,417	186,581	249,273	283,174	129,623	181,132	172,352	182,139	177,787	267,578	186,884	87,827	(7,892)	-	2,333,565	2,333,565	2,479,593	94%	94%
Current Month Operations		245,197	1,260,592	(24,205)	(82,326)	(98,273)	35,939	34,460	18,715	28,346	7,248	(16,009)	104,097	(186,981)	(1,326,801)	-	-	-	-	-	-
Cash Balance		245,197	1,505,789	1,481,584	1,399,258	1,300,985	1,336,924	1,371,384	1,390,099	1,418,445	1,425,693	1,409,684	1,513,782	1,326,801	0	0	-	-	0	0	0

FOOTNOTES

Revenues
234 Gov Transfer In Other Agencies - includes WebSpec reimbursement.

Expenditures
101 Personal Services - November & May have 3 payroll warrants written.
202 In State Travel - Employee travel and Board Meeting expense.
205 Out Of State Travel - April & HO expense is for registration fees & travel for the NASDTEC conference.
301 Office Supplies - May expense includes the annual FY23 NASDTEC membership renewal. This fee was moved to FY23 during the HO period.
309 Printing & Binding - HO expense is for envelopes & the BOEE Ethics Brochure.
401 Communication - Cell phone and ICN Voice usage.
402 Rentals - Facility lease & exhibit booths for trade events. April expense is booth rentals for the School Administrators of Iowa, and the IASB events.
405 Prof & Scientific Services - payments to school districts for Board Member per diem & substitute reimbursements.
406 Outside Services - Includes the office cleaning service.
414 Reimbursements to Other Agencies - DAS services.
416 ITD Reimbursements - A budgeted document transfer project has been removed from the forecast.
418 IT Outside Services - WebSpec Design costs, & Insight desktop support. May & HO expense includes graphic design services for the BOEE homepage.
434 Gov Transfer Other Agencies - DCI criminal history & background checks.
510 IT Equipment & Software - April expense includes the annual Zoom license fee. The FY23 portion of the license fee was moved to FY23 during the HO period.
602 Other Expenses & Obligations - TOS credit card processing fees.

Job Class	Board Members
133116 14000	Kristen M Rickey
105263 14000	Timothy I McKinney
130062 14000	Anthony D Voss
105264 14000	Timothy W Bower
105265 14000	Erin K Schoening
139188 14000	Eric A St Clair DOE
105266 14000	Rhonda McRina
139184 14000	Pam Bleam
139189 14000	Vacant
133381 14000	Chad W Janzen
105267 14000	Kathy J Behrens
105268 14000	David A Harper

Job Class	Employee Name	9397
105254 00018	Clerk-Specialist	Jessica L Kurtz 1.00
105255 00018	Clerk-Specialist	Sharon S Jensen 1.00
105256 00018	Clerk-Specialist	Danielle N Brookes 1.00
142330 00018	Clerk-Specialist	Meredith Hawk 1.00
105257 00121	Info Tech Specialist 4	Jeff S Debrun 1.00
105258 00697	Investigator 3	Cynthia D Dennis 1.00
00705-801	Admin Intern	vacant 0.00
105259 01071	Education Program Consultant	Steven C Mitchell 1.00
139183 01071	Education Program Consultant	vacant (Cavin) 1.00
105260 01071	Education Program Consultant	Gregory S Horstman 1.00
144601 01071	Education Program Consultant	Geri McMahon 1.00
105262 01071	Education Program Consultant	David D Wempen 1.00
105269 31038	Executive Director/BOEE	Michael D Cavin 1.00
105270 31513	Admin Consultant	Joanne K Tubbs 1.00
144600 00645	Attorney 3	Nicole Proesch 1.00
105272 95002	Secretary 3	Kimberly K Cunningham 1.00
		Total Budgeted FTEs 15.00

Fund: 0001 General Fund
 Unit: 9397
 Sub Unit: Blank
 Appropriation: WZ9

Board of Educational Examiners

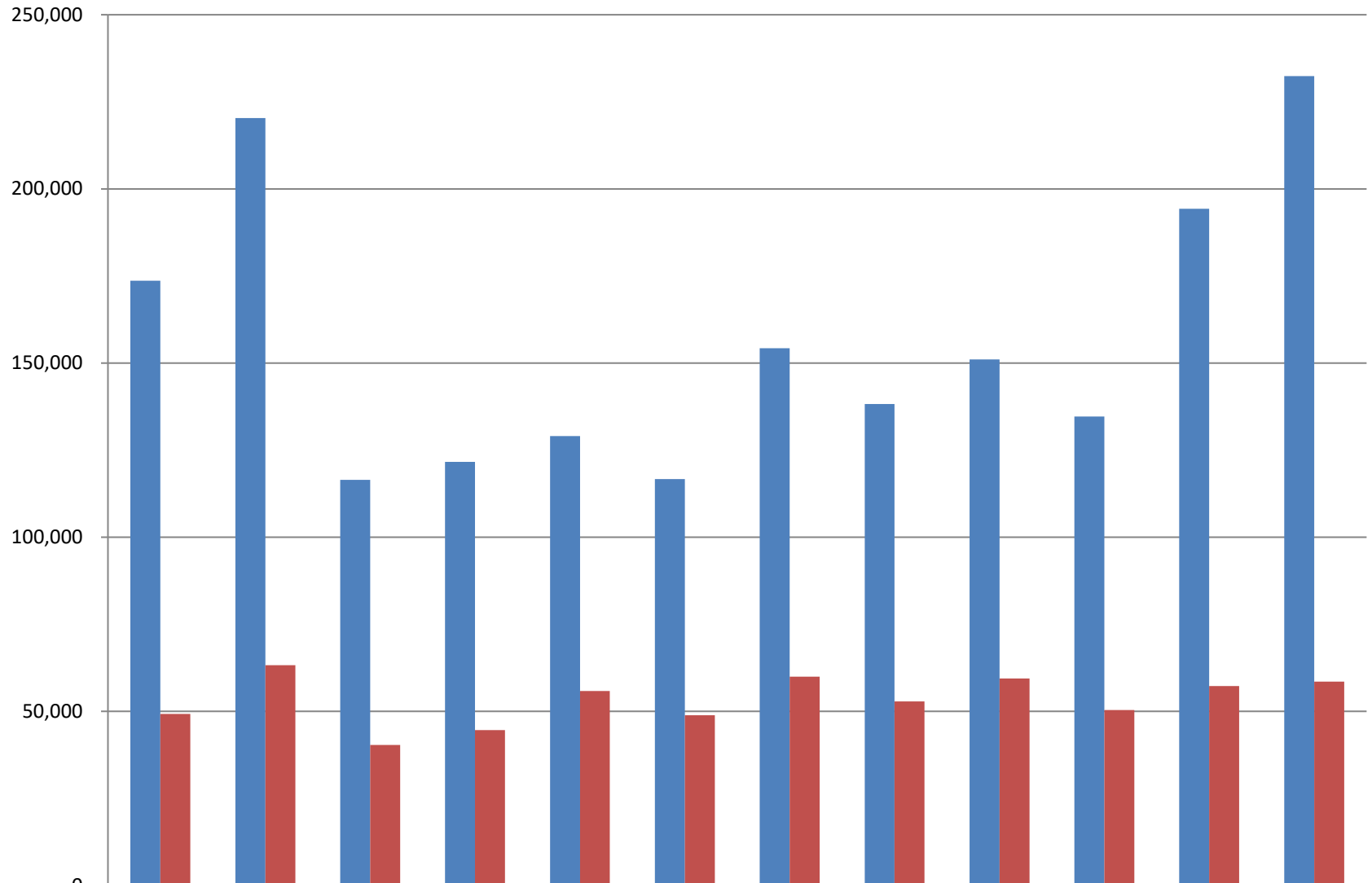
Obj/Rev Class	Obj/Rev Class Name	JULY	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	HO13	HO14	HO15	YTD
		Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Forecast	Actual
Appropriation																	
BBF																	
Revenue Collected																	
234	Gov Transfer In Other Agencies	0	0	139	724	0	0	1,364	0	0	0	0	0	0	74	0	2,300
401	Licensure Fees	173,645	220,325	116,441	121,618	129,021	116,677	154,249	138,207	151,056	134,639	194,287	232,402	236	0	0	1,882,802
704	DCI Check Fees	49,240	63,275	40,345	44,605	55,880	48,885	59,980	52,860	59,430	50,397	57,282	58,580	610	0	0	641,369
Total Revenues:		222,885	283,600	156,925	166,947	184,901	165,562	215,593	191,067	210,486	185,036	251,569	290,982	846	74	-	2,526,471
234 Gen Fund	Licensure Fees % - Other Agcy			21	21			21									64
401 Gen Fund	Licensure Fees	55,224	70,029	36,978	38,656	40,990	37,045	49,011	43,975	48,004	42,803	61,464	73,956				598,134
Total General Fund		55,224	70,029	36,999	38,678	40,990	37,045	49,033	43,975	48,004	42,803	61,464	73,956	0	0	0	598,198
Total Receipts		278,109	353,629	193,924	205,624	225,891	202,607	264,625	235,042	258,489	227,838	313,033	364,938	846	74	-	3,124,669
	<i>YTD vs Prior Year</i>	2%	5%	-3%	-8%	-6%	-6%	-5%	-3%	-2%	-1%	0%	-1%				

Note -
 General Fund 0001-996-2820

Prior Year

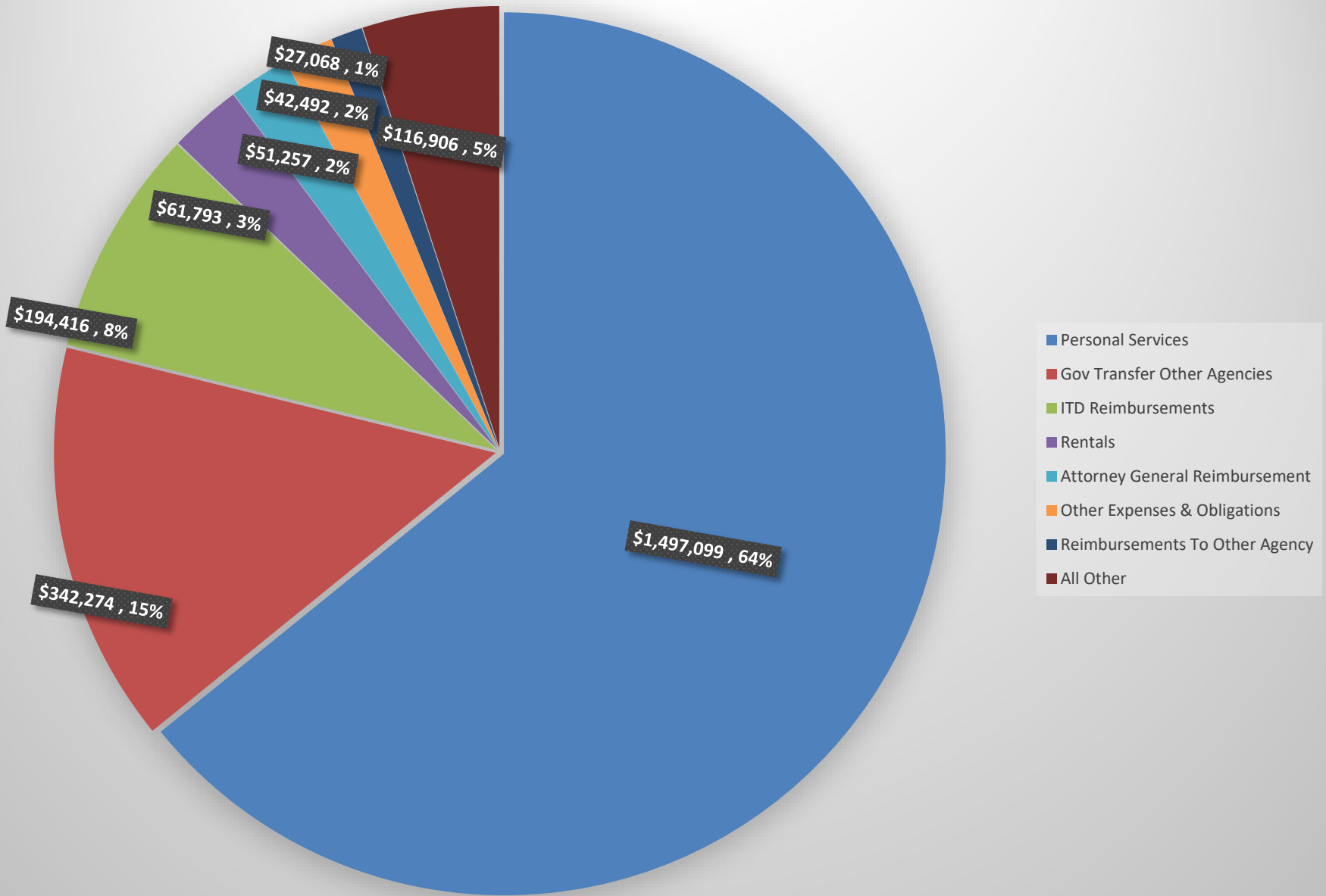
Obj/Rev Class	Obj/Rev Class Name	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	HO13	HO14	HO15	YTD
		Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Forecast	Forecast	Actual
Appropriation																	
BBF																	
Revenue Collected																	
234	Gov Transfer In Other Agencies	0	0	650	0	650	0	650	0	2,055	0	1,950	789	0	0	0	6,744
401	Licensure Fees	170,412	196,205	140,993	148,729	124,869	125,251	147,714	127,126	137,204	132,928	179,568	240,349	15	0	0	1,871,362
704	DCI Check Fees	49,150	67,065	66,475	72,108	54,769	51,860	57,707	47,275	49,657	46,190	49,070	58,502	0	0	0	669,828
Total Revenues:		219,562	263,270	208,118	220,837	180,288	177,111	206,071	174,401	188,916	179,118	230,588	299,640	15	0	0	2,547,933
234 Gen Fund	Licensure Fees % - Other Agcy	0	0	0	0	0	0	0	0	10	0	0	21				31
401 Gen Fund	Licensure Fees	54,187	62,319	44,763	47,279	39,684	39,781	46,947	40,431	43,613	42,203	57,030	76,466				594,703
Total General Fund		54,187	62,319	44,763	47,279	39,684	39,781	46,947	40,431	43,623	42,203	57,030	76,488	0	0	0	594,734
Total Receipts		273,749	325,589	252,880	268,116	219,972	216,892	253,018	214,832	232,538	221,321	287,618	376,127	15	0	0	3,142,667

Receipts July 2021-June 2022



■ Licensure Fees	173,645	220,325	116,441	121,618	129,021	116,677	154,249	138,207	151,056	134,639	194,287	232,402
■ DCI Check Fees	49,240	63,275	40,345	44,605	55,880	48,885	59,980	52,860	59,430	50,397	57,282	58,580

Expenditures July 2021-June 2022



Obligations vs. Budget Report
Budget Fiscal Year: 2022

	Actual To-Date	FY-Encumbered	Total Obligations FY-To-Date	FY 22 Budget	Budget Balance	Percent of Budget Received /Spent
Resources -						
Balance Forward	1,241,860		1,241,860	1,194,214		
234 Gov Transfer In Other Agencies	2,300		2,300	7,500		
401 Fees, Licenses & Permits	1,882,802		1,882,802	1,835,000		
704 Other	641,369		641,369	660,000		
Total Resources	\$3,768,332	\$0	\$3,768,332	\$3,696,714		
(Total Revenues)	<u>\$2,526,471</u>	<u>\$0</u>	<u>\$2,526,471</u>	<u>\$2,502,500</u>	(\$23,971)	101%
Expenditures -						
101 Personal Services	1,497,099		1,497,099	1,618,813	121,714	92%
202 In State Travel	15,397		15,397	17,000	1,603	91%
203 State Vehicle Operation	0		0	0	0	0%
205 Out Of State Travel	6,135		6,135	17,000	10,865	36%
301 Office Supplies	10,429		10,429	10,000	(429)	104%
302 Facility Maintenance Supplies	684		684	1,500	0	46%
303 Equipment Maintenance Supplies	0		0	250	250	0%
308 Other Supplies	177		177	1,000	823	18%
309 Printing & Binding	5,151		5,151	3,500	(1,651)	147%
313 Postage	11,157		11,157	11,500	344	97%
401 Communications	19,051		19,051	20,000	948	95%
402 Rentals	61,793		61,793	69,750	7,956	89%
403 Utilities	2,828		2,828	3,500	672	81%
405 Prof & Scientific Services	4,166		4,166	10,000	5,834	42%
406 Outside Services	5,290		5,290	6,000	710	88%
408 Advertising & Publicity	33		33	200	168	16%
409 Outside Repairs/Service	0		0	1,500	1,500	0%
414 Reimbursements To Other Agency	27,068		27,068	35,000	7,932	77%
416 ITD Reimbursements	194,416		194,416	225,000	30,584	86%
418 IT Outside Services	21,349		21,349	18,000	(3,350)	119%
432 Attorney General Reimbursement	51,257		51,257	50,000	(1,257)	103%
433 Gov Transfer Auditor of State	0		0	400	400	0%
434 Gov Transfer Other Agencies	342,274		342,274	300,000	(42,274)	114%
502 Office Equipment	0		0	250	250	0%
503 Equipment-Non Inventory	1,016		1,016	4,000	2,984	25%
510 IT Equipment & Software	12,905		12,905	15,000	2,095	86%
602 Other Expenses & Obligations	42,492		42,492	40,000	(2,492)	106%
702 Fees	30		30	30	0	100%
705 Refunds-Other	1,108		1,108	400	(708)	277%
Total Expenditures	\$2,333,305	\$0	\$2,333,305	\$2,479,593	\$145,473	94%
CY Revenue Less Expenditures	<u>\$193,167</u>					
Estimated Carry Forward	<u>\$1,435,027</u>					

To: BoEE - Executive Director, Mike Cavin
cc: Dave Heuton, Mirela Jusic

From: Mike Cornelison

Date: October 5, 2022

Re: **FY 2023 FINANCIAL ANALYSIS**
Period 03 - September 2022

NOTE 1: Cash Balance Review

Unit	Current Cash Balance	Projected FYE Carry Forward
9397 - BoEE	\$1,571,547	\$1,431,821
	<u>\$1,571,547</u>	<u>\$1,431,821</u>

Areas to Monitor:

RED:

YELLOW:

GREEN:

Partial Carry Forward to FY23 completed July 1.
Year-End Carry Forward to FY23 completed August 31.
FY24 Budget submitted to DOM September 29.

Outstanding issues that may affect the financial statements

Questions and review of financials:

Accounting conventions:

Financial statements have been prepared on the cash basis.
For Fiscal 2022, November & May are "3 Payroll" months.
Budget or forecast updates will be discussed during the monthly financial review meetings and will be included in the next months financials.

Other Information:

mike.cornelison@iowa.gov

515-336-9435

Fund: 0001 General Fund

Unit: 9397
Sub Unit: Blank

Appropriation: WZ9 Board of Educational Examiners

FY 2023

EDas Customer Number: 1100
Percent of Year Complete: 25%

Obj/Rev Class	Obj/Rev Class Name	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	HO13	HO14	HO15	YTD	End of Year Forecast	Annual Budget	Percent of Budget	Percent of Budget
		Actual	Actual	Actual	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Actual	(C=A+B)	(D)	To Date
	Balance Brought Forward from Prior Year	100,000	1,334,767	-													1,434,767	1,434,767	1,427,364		
	Balance Carried Forward to Next Year													(100,000)	(1,331,821)			-	(1,431,821)	(1,217,121)	
Revenue Collected																					
234	Gov Transfer In Other Agencies	-	-	6,480	-	-	-	-	-	-	-	-	-	-	-	-	6,480	6,480	5,000	130%	130%
401	Fees, Licenses & Permits	182,210	251,971	133,519	133,952	125,798	119,871	149,617	131,468	142,827	132,575	185,239	234,240	-	-	-	567,700	1,923,288	1,860,000	31%	103%
704	Other	58,735	79,675	74,390	56,549	53,611	48,813	57,021	48,517	52,854	46,798	51,529	56,728	-	-	-	212,800	685,221	635,000	34%	108%
Total Revenues:		340,945	1,666,413	214,388	190,501	179,410	168,684	206,639	179,985	195,682	179,373	236,768	290,968	(100,000)	(1,331,821)	-	2,221,747	2,617,934	2,710,244	82%	97%
Expenditures																					
101	Personal Services	80,049	125,769	125,823	126,112	181,488	126,112	126,112	126,112	126,112	126,112	181,488	126,112	48,585	-	-	331,642	1,625,986	1,629,632	20%	100%
202	In State Travel	-	805	1,889	1,600	500	2,000	2,500	1,000	2,000	1,300	2,000	2,500	2,500	-	-	2,694	20,594	20,000	13%	103%
205	Out Of State Travel	-	2,195	-	2,300	-	2,000	2,500	-	1,500	2,000	1,000	4,000	2,500	-	-	2,195	19,995	20,000	11%	100%
301	Office Supplies	164	6,000	391	100	500	500	-	500	500	750	5,000	500	(4,500)	-	-	6,554	10,404	10,350	63%	101%
302	Facility Maintenance Supplies	-	-	-	200	-	200	-	300	-	100	100	-	500	-	-	-	1,400	1,500	0%	93%
308	Other Supplies	-	-	-	-	-	-	-	-	-	-	-	200	-	-	-	-	200	400	0%	50%
309	Printing & Binding	-	228	1,420	100	200	-	200	300	600	200	-	200	100	-	-	1,648	3,548	3,540	47%	101%
311	Food	-	-	18	-	200	-	100	-	200	-	100	-	200	-	-	18	818	1,000	2%	82%
313	Postage	-	1,045	1,482	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	-	2,527	12,527	12,000	21%	104%
401	Communications	-	1,614	1,614	1,750	1,650	1,650	1,650	1,650	1,650	1,750	1,650	1,650	1,650	-	-	3,228	19,928	20,000	16%	100%
402	Rentals	4,917	4,917	5,017	4,920	5,320	5,750	5,250	5,250	5,750	7,250	6,250	8,420	250	-	-	14,850	69,260	69,750	21%	99%
403	Utilities	182	187	178	300	350	350	350	350	350	350	350	300	300	-	-	547	3,897	4,000	14%	97%
405	Prof & Scientific Services	-	-	495	500	500	500	500	500	500	500	500	500	500	-	-	495	5,495	6,000	8%	92%
406	Outside Services	333	333	333	500	500	500	500	500	600	10,500	20,500	10,500	500	-	-	999	46,099	46,200	2%	100%
408	Advertising & Publicity	-	-	-	-	-	50	-	-	50	-	-	50	-	-	-	-	150	200	0%	75%
409	Outside Repairs/Service	-	-	-	-	-	500	-	-	-	-	-	500	-	-	-	-	1,000	1,000	0%	100%
414	Reimbursements To Other Agency	-	3,434	2,523	2,900	2,500	2,900	2,900	2,900	3,000	3,000	2,900	2,900	2,900	-	-	5,957	34,657	35,000	17%	99%
416	ITD Reimbursements	-	173,582	2,695	8,000	57,500	2,500	2,500	2,500	3,000	3,000	3,500	3,000	3,000	-	-	176,277	264,777	270,000	65%	98%
418	IT Outside Services	-	4,558	3,450	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	-	-	8,008	23,008	18,000	44%	128%
432	Attorney General Reimbursement	-	-	9,183	4,585	4,585	4,585	4,585	4,585	4,585	4,585	4,585	4,585	4,585	-	-	9,183	55,033	50,500	18%	109%
434	Gov Transfer Other Agencies	-	26,409	42,223	28,000	30,000	24,000	24,000	30,000	29,000	30,000	32,000	25,000	25,000	-	-	68,632	345,632	330,000	21%	105%
502	Office Equipment	-	-	-	-	250	-	-	-	-	-	-	250	-	-	-	-	-	250	0%	100%
503	Equipment-Non Inventory	-	-	-	-	-	1,000	-	-	1,000	-	-	-	1,000	-	-	-	3,000	4,000	0%	75%
510	IT Equipment & Software	8,386	1,453	-	-	-	1,500	-	-	-	1,500	-	-	(1,500)	-	-	9,839	11,339	15,000	66%	76%
602	Other Expenses & Obligations	-	-	4,343	3,250	3,250	3,500	3,250	3,250	3,500	3,250	3,250	3,500	3,250	-	-	4,343	37,593	40,000	11%	94%
702	Fees	-	-	-	-	30	-	-	-	-	-	-	-	-	-	-	-	30	30	0%	100%
705	Refunds-Other	-	160	405	-	-	250	-	-	250	-	-	250	-	-	-	565	1,315	1,000	57%	132%
Total Expenditures:		94,031	352,689	203,481	187,617	291,823	182,847	179,397	182,197	186,547	198,647	267,673	197,167	93,820	-	-	650,200	2,617,934	2,609,311	25%	100%
Current Month Operations		246,915	1,313,724	10,908	2,885	(112,413)	(14,163)	27,242	(2,212)	9,135	(19,274)	(30,905)	93,801	(193,820)	(1,331,821)	-	1,571,547	0	100,933		
Cash Balance		246,915	1,560,639	1,571,547	1,574,431	1,462,018	1,447,855	1,475,096	1,472,884	1,482,019	1,462,745	1,431,840	1,525,641	1,331,821	0	0			100,933		

FOOTNOTES

Revenues
234 Gov Transfer In Other Agencies - Includes WebSpec Reimbursement.

Expenditures
101 Personal Services - November & May have 3 payroll warrants written.
202 In State Travel - Employee travel and Board Meeting expense.
205 Out of State Travel - August expense includes travel expenses & registration for a NASDTEC event for C Dennis & N Proesch.
301 Office Supplies - August expense includes the FY23 NASDTEC membership fee & PESBA dues.
309 Printing & Binding - September expense is for catalog and window envelopes.
401 Communication - Cell phone and ICN Voice usage.
402 Rentals - Facility lease & exhibit booths for trade events.
405 Prof & Scientific Services - payments to school districts for Board Member per diem & substitute reimbursements.
406 Outside Services - Includes the office cleaning service. Forecast includes cost for a Professional Practices update & migration to the Salesforce system.
414 Reimbursements to Other Agencies - DAS services.
416 ITD Reimbursements - August expense includes the annual Google e-mail renewals, and the FY23 Salesforce renewal.
418 IT Outside Services - WebSpec Design costs, & Insight desktop support.
434 Gov Transfer Other Agencies - DCI criminal history & background checks.
510 IT Equipment & Software - July expense is for the IDEMIA maintenance & support. August includes the FY23 portion of the Zoom license fee.
602 Other Expenses & Obligations - TOS credit card processing fees.

Job Class	Board Members
133116 14000	Kristen M Rickey
105263 14000	Timothy I McKinney
130062 14000	Anthony D Voss
105264 14000	Timothy W Bower
105265 14000	Erin K Schoening
139188 14000	Eric A St Clair DOE
105266 14000	Rhonda McRina
139184 14000	Pam Bleam
139189 14000	Vacant
133381 14000	Chad W Janzen
105267 14000	Kathy J Behrens
105268 14000	David A Harper

Job Class	Employee Name	9397
105254 00018	Clerk-Specialist	Jessica L Kurtz 1.00
105255 00018	Clerk-Specialist	Sharon S Jensen 1.00
105256 00018	Clerk-Specialist	Danielle N Brookes 1.00
142330 00018	Clerk-Specialist	Meredith Hawk 1.00
105257 00121	Info Tech Specialist 4	Jeff S Debruin 1.00
105258 00697	Investigator 3	Cynthia D Dennis 1.00
00705-801	Admin Intern	vacant 0.00
105259 01071	Education Program Consultant	Steven C Mitchell 1.00
139183 01071	Education Program Consultant	vacant (Cavin) 0.00
105260 01071	Education Program Consultant	Gregory S Horstman 1.00
144601 01071	Education Program Consultant	Geri McMahon 1.00
105262 01071	Education Program Consultant	David D Wempen 1.00
105269 31038	Executive Director/BOEE	Michael D Cavin 1.00
105270 31513	Admin Consultant	Joanne K Tubbs 1.00
144600 00645	Attorney 3	Nicole Proesch 1.00
105272 95002	Secretary 3	Kimberly K Cunningham 1.00
		Total Budgeted FTEs 14.00

Fund: 0001 General Fund
 Unit: 9397
 Sub Unit: Blank
 Appropriation: WZ9

Board of Educational Examiners

Obj/Rev Class	Obj/Rev Class Name	JULY	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	HO13	HO14	HO15	YTD
		Actual	Actual	Actual	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Actual
Appropriation BBF																	
Revenue Collected																	
234	Gov Transfer In Other Agencies	0	0	6,480	0	0	0	0	0	0	0	0	0	0	0	0	6,480
401	Licensure Fees	182,210	251,971	133,519	0	0	0	0	0	0	0	0	0	0	0	0	567,700
704	DCI Check Fees	58,735	79,675	74,390	0	0	0	0	0	0	0	0	0	0	0	0	212,800
Total Revenues:		240,945	331,646	214,388	-	-	-	-	-	-	-	-	-	-	-	-	786,980
234 Gen Fund	Licensure Fees % - Other Agcy			21													21
401 Gen Fund	Licensure Fees	57,934	80,056	49,298													187,288
Total General Fund		57,934	80,056	49,319	0	0	0	0	0	0	0	0	0	0	0	0	187,309
Total Receipts		298,879	411,702	263,707	-	-	-	-	-	-	-	-	-	-	-	-	974,288

YTD vs Prior Year

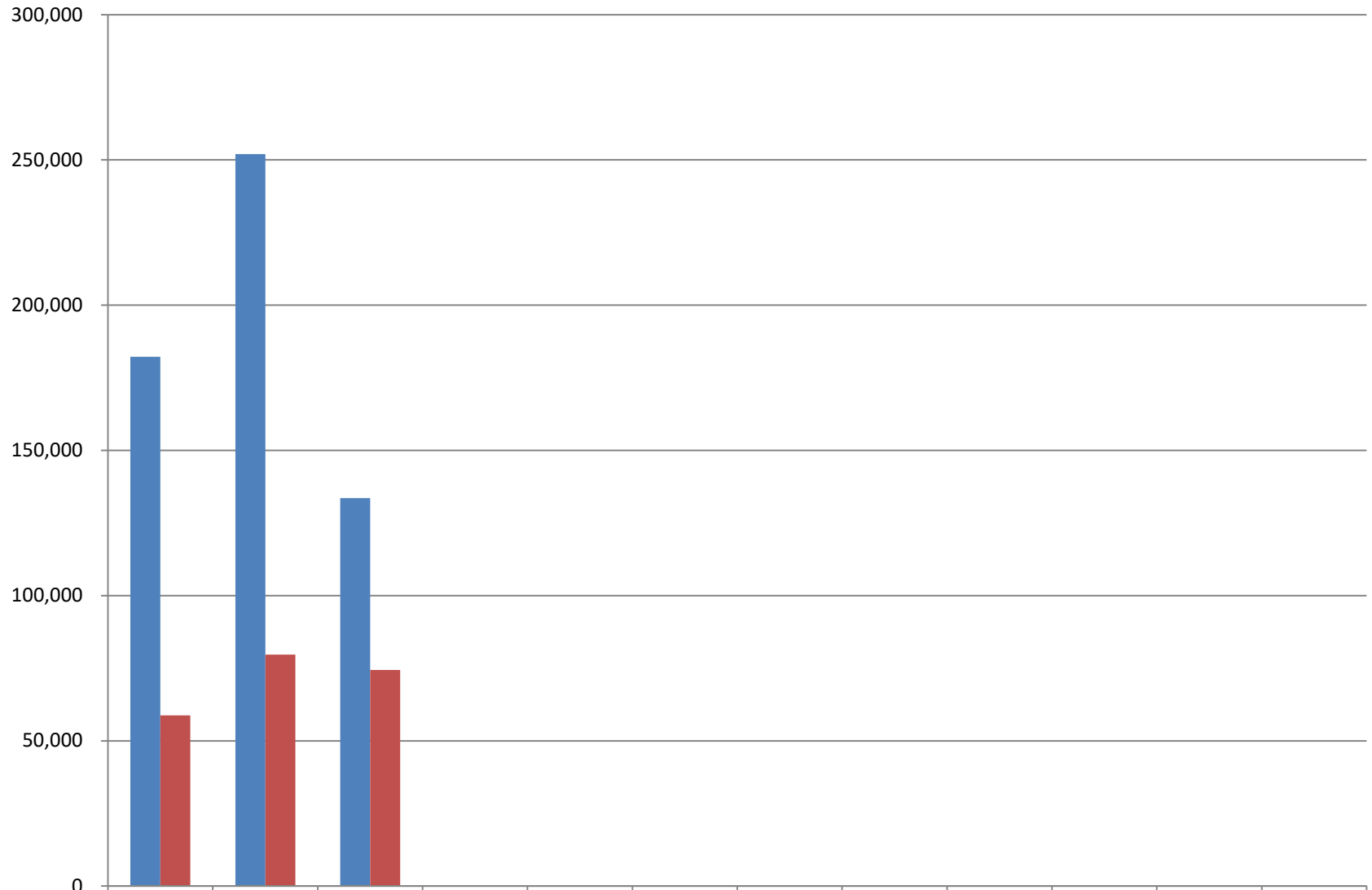
7% 12% 18%

Note -
General Fund 0001-996-2820

Prior Year

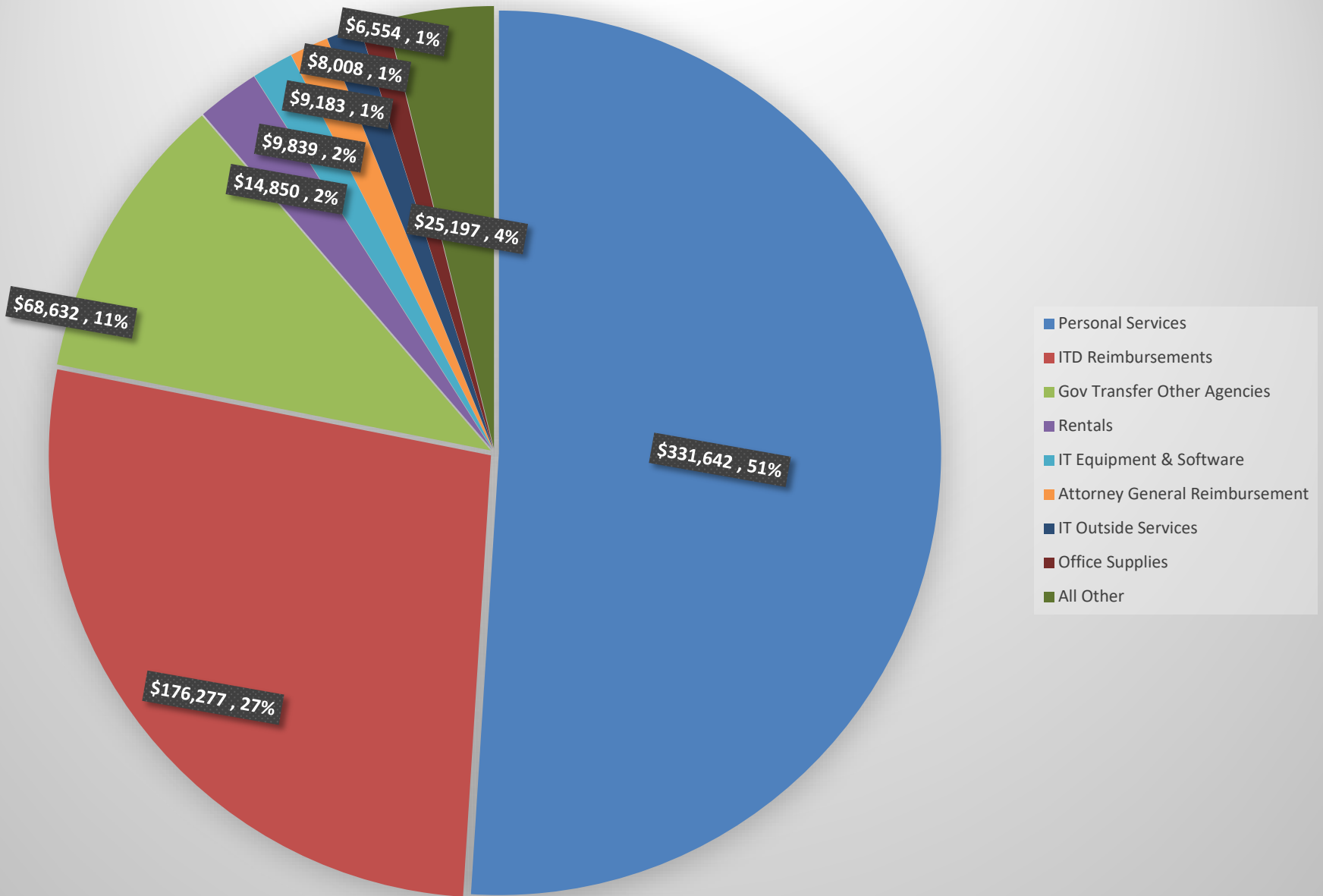
Obj/Rev Class	Obj/Rev Class Name	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	HO13	HO14	HO15	YTD
		Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual
Appropriation BBF																	
Revenue Collected																	
234	Gov Transfer In Other Agencies	0	0	139	724	0	0	1,364	0	0	0	0	0	0	0	0	2,226
401	Licensure Fees	173,645	220,325	116,441	121,618	129,021	116,677	154,249	138,207	151,056	134,639	194,287	232,402	0	0	0	1,882,566
704	DCI Check Fees	49,240	63,275	40,345	44,605	55,880	48,885	59,980	52,860	59,430	50,397	57,282	58,580	0	0	0	640,759
Total Revenues:		222,885	283,600	156,925	166,947	184,901	165,562	215,593	191,067	210,486	185,036	251,569	290,982	0	0	0	2,525,551
234 Gen Fund	Licensure Fees % - Other Agcy			21	21			21									64
401 Gen Fund	Licensure Fees	55,224	70,029	36,978	38,656	40,990	37,045	49,011	43,975	48,004	42,803	61,464	73,956				598,134
Total General Fund		55,224	70,029	36,999	38,678	40,990	37,045	49,033	43,975	48,004	42,803	61,464	73,956	0	0	0	598,198
Total Receipts		278,109	353,629	193,924	205,624	225,891	202,607	264,625	235,042	258,489	227,838	313,033	364,938	0	0	0	3,123,749

Receipts July 2022-June 2023



	JULY	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Licensure Fees	182,210	251,971	133,519	0	0	0	0	0	0	0	0	0
DCI Check Fees	58,735	79,675	74,390	0	0	0	0	0	0	0	0	0

Expenditures July 2022-June 2023

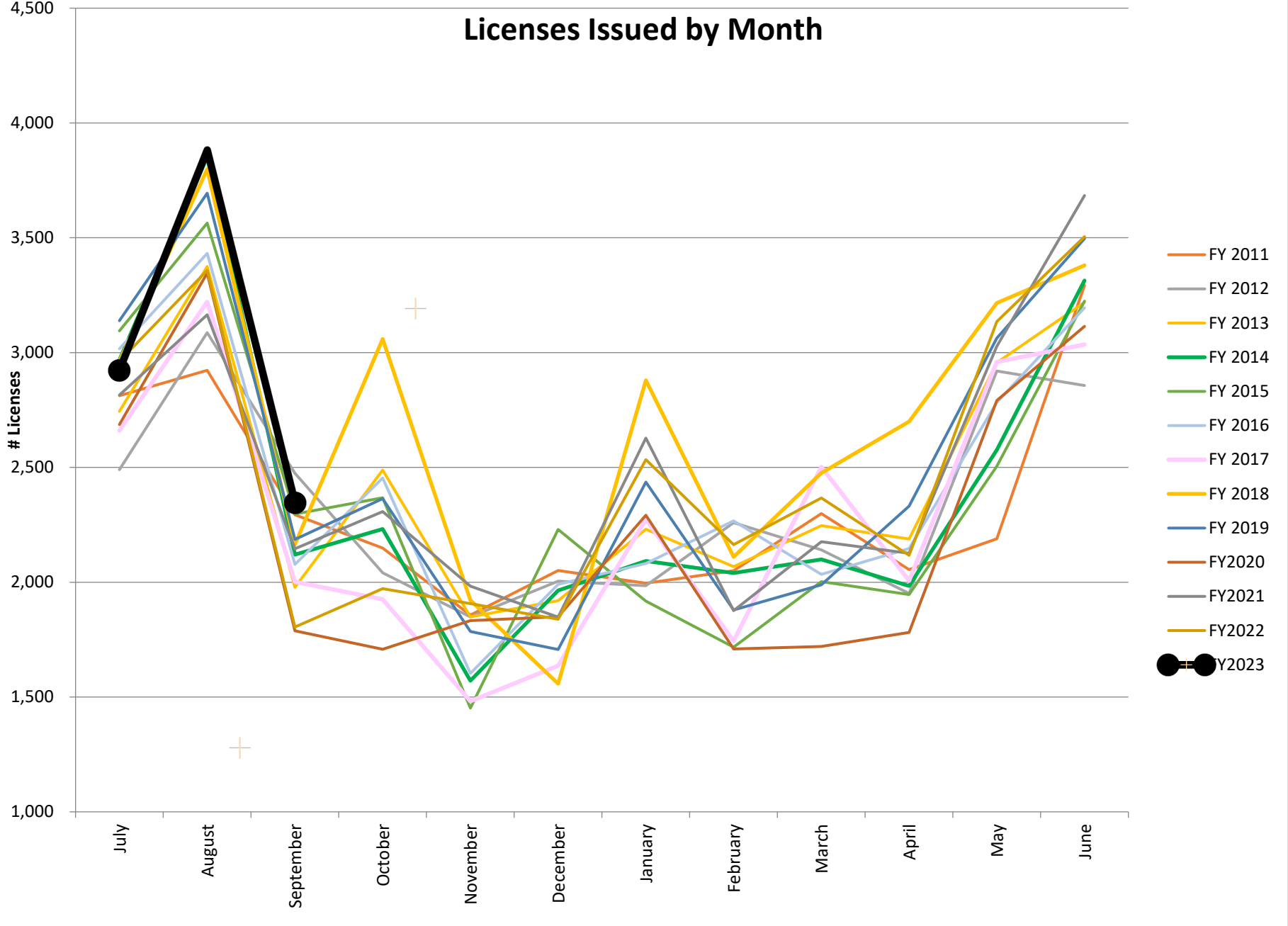


Obligations vs. Budget Report

Budget Fiscal Year: 2023

	Actual To-Date	FY-Encumbered	Total Obligations FY-To-Date	FY 23 Budget	Budget Balance	Percent of Budget Received /Spent
Resources -						
Balance Forward	1,434,767		1,434,767	1,427,364		
234 Gov Transfer In Other Agencies	6,480		6,480	5,000		
401 Fees, Licenses & Permits	567,700		567,700	1,860,000		
704 Other	212,800		212,800	635,000		
Total Resources	\$2,221,747	\$0	\$2,221,747	\$3,927,365		
(Total Revenues)	<u>\$786,980</u>	<u>\$0</u>	<u>\$786,980</u>	<u>\$2,500,000</u>	\$1,713,021	31%
Expenditures -						
101 Personal Services	331,642		331,642	1,629,632	1,297,990	20%
202 In State Travel	2,694		2,694	20,000	17,306	13%
205 Out Of State Travel	2,195		2,195	20,000	17,806	11%
301 Office Supplies	6,554		6,554	10,350	3,796	63%
302 Facility Maintenance Supplies	0		0	1,500	0	0%
308 Other Supplies	0		0	400	400	0%
309 Printing & Binding	1,648		1,648	3,500	1,852	47%
313 Postage	2,527		2,527	12,000	9,473	21%
401 Communications	3,228		3,228	20,000	16,772	16%
402 Rentals	14,850		14,850	69,750	54,900	21%
403 Utilities	547		547	4,000	3,454	14%
405 Prof & Scientific Services	495		495	6,000	5,505	8%
406 Outside Services	999		999	46,200	45,200	2%
408 Advertising & Publicity	0		0	200	200	0%
409 Outside Repairs/Service	0		0	1,000	1,000	0%
414 Reimbursements To Other Agency	5,957		5,957	35,000	29,043	17%
416 ITD Reimbursements	176,277		176,277	270,000	93,724	65%
418 IT Outside Services	8,008		8,008	18,000	9,992	44%
432 Attorney General Reimbursement	9,183		9,183	50,500	41,316	18%
434 Gov Transfer Other Agencies	68,632		68,632	330,000	261,368	21%
502 Office Equipment	0		0	250	250	0%
503 Equipment-Non Inventory	0		0	4,000	4,000	0%
510 IT Equipment & Software	9,839		9,839	15,000	5,161	66%
602 Other Expenses & Obligations	4,343		4,343	40,000	35,657	11%
702 Fees	0		0	30	30	0%
705 Refunds-Other	565		565	1,000	435	57%
Total Expenditures	<u>\$650,182</u>	<u>\$0</u>	<u>\$650,182</u>	<u>\$2,608,311</u>	<u>\$1,956,629</u>	25%
CY Revenue Less Expenditures	<u>\$136,798</u>					
Estimated Carry Forward	<u>\$1,571,565</u>					

Licenses Issued by Month



Number of Licenses Issued by Month

	July	August	September	October	November	December	January	February	March	April	May	June	Total number of Licenses Issued
FY 2023	2,923	3,880	2,348										9,151
Running Total	2,923	6,803	9,151	9,151	9,151	9,151	9,151	9,151	9,151	9,151	9,151	9,151	
FY 2022	2,962	3,358	1,805	1,972	1,907	1,839	2,534	2,164	2,367	2,117	3,135	3,505	29,665
Running Total	2,962	6,320	8,125	10,097	12,004	13,843	16,377	18,541	20,908	23,025	26,160	29,665	
FY 2021	2,815	3,165	2,146	2,308	1,983	1,848	2,628	1,876	2,176	2,126	3,027	3,684	29,782
Running Total	2,815	5,980	8,126	10,434	12,417	14,265	16,893	18,769	20,945	23,071	26,098	29,782	
FY 2020	2,687	3,346	1,788	1,708	1,833	1,850	2,292	1,709	1,720	1,781	2,791	3,114	26,619
Running Total	2,687	6,033	7,821	9,529	11,362	13,212	15,504	17,213	18,933	20,714	23,505	26,619	
FY 2019	3,139	3,694	2,186	2,364	1,785	1,707	2,436	1,879	1,989	2,331	3,063	3,496	30,069
Running Total	3,139	6,833	9,019	11,383	13,168	14,875	17,311	19,190	21,179	23,510	26,573	30,069	
FY 2018	2,962	3,799	2,165	3,059	1,922	1,558	2,879	2,110	2,476	2,700	3,216	3,380	32,226
Running Total	2,962	6,761	8,926	11,985	13,907	15,465	18,344	20,454	22,930	25,630	28,846	32,226	
FY 2017	2,660	3,221	2,002	1,926	1,482	1,636	2,273	1,744	2,502	2,007	2,959	3,035	27,447
Running Total	2,660	5,881	7,883	9,809	11,291	12,927	15,200	16,944	19,446	21,453	24,412	27,447	
FY 2016 Actual	3,017	3,432	2,078	2,454	1,603	1,991	2,082	2,267	2,034	2,147	2,783	3,195	29,083
Running Total	3,017	6,449	8,527	10,981	12,584	14,575	16,657	18,924	20,958	23,105	25,888	29,083	
FY 2015 Actual	3,095	3,564	2,297	2,368	1,452	2,230	1,918	1,717	2,003	1,946	2,505	3,224	28,319
Running Total	3,095	6,659	8,956	11,324	12,776	15,006	16,924	18,641	20,644	22,590	25,095	28,319	
FY 2014 Actual	2,968	3,852	2,120	2,232	1,571	1,964	2,092	2,040	2,099	1,984	2,576	3,314	28,812
Running Total	2,968	6,820	8,940	11,172	12,743	14,707	16,799	18,839	20,938	22,922	25,498	28,812	
FY 2013 Actual	2,744	3,375	1,978	2,488	1,849	1,920	2,231	2,068	2,246	2,188	2,956	3,219	29,262
Running Total	2,744	6,119	8,097	10,585	12,434	14,354	16,585	18,653	20,899	23,087	26,043	29,262	
FY 2012 Actual	2,490	3,087	2,475	2,041	1,849	2,005	1,985	2,259	2,141	1,951	2,920	2,857	28,060
Running Total	2,490	5,577	8,052	10,093	11,942	13,947	15,932	18,191	20,332	22,283	25,203	28,060	
FY 2011 Actual	2,812	2,923	2,294	2,149	1,857	2,051	1,996	2,050	2,299	2,055	2,189	3,293	27,968
Running Total	2,812	5,735	8,029	10,178	12,035	14,086	16,082	18,132	20,431	22,486	24,675	27,968	
FY 2010 Actual	2,804	2,899	2,626	2,210	1,842	1,944	1,843	2,321	2,158	2,037	2,211	2,976	27,871
Running Total	2,804	5,703	8,329	10,539	12,381	14,325	16,168	18,489	20,647	22,684	24,895	27,871	

To: BoEE - Executive Director, Mike Cavin
cc: Dave Heuton, Mirela Jusic

From: Mike Cornelison

Date: November 1, 2022

Re: **FY 2023 FINANCIAL ANALYSIS**
Period 04 - October 2022

NOTE 1: Cash Balance Review

Unit	Current Cash Balance	Projected FYE Carry Forward
9397 - BoEE	\$1,571,547	\$1,403,810
	<u>\$1,571,547</u>	<u>\$1,403,810</u>

Areas to Monitor:

RED:

YELLOW:

GREEN:

Partial Carry Forward to FY23 completed July 1.
Year-End Carry Forward to FY23 completed August 31.
FY24 Budget submitted to DOM September 29.

Outstanding issues that may affect the financial statements

Questions and review of financials:

Accounting conventions:

Financial statements have been prepared on the cash basis.
For Fiscal 2022, November & May are "3 Payroll" months.
Budget or forecast updates will be discussed during the monthly financial review meetings and will be included in the next months financials.

Other Information:

mike.cornelison@iowa.gov

515-336-9435

Fund: 0001 General Fund

Unit: 9397

Sub Unit: Blank

Appropriation: WZ9 Board of Educational Examiners

FY 2023

EDas Customer Number: 1100
Percent of Year Complete 33%

Obj/Rev Class	Obj/Rev Class Name	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	HO13	HO14	HO15	YTD	End of Year Forecast	Annual Budget	Percent of Budget	Percent of Budget
		Actual	Actual	Actual	Actual	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Actual	(C=A+B)	(D)	To Date
	Balance Brought Forward from Prior Year	100,000	1,334,767	-													1,434,767	1,434,767	1,318,052		
	Balance Carried Forward to Next Year													(100,000)	(1,303,810)			-	(1,403,810)	(1,217,121)	
Revenue Collected																					
234	Gov Transfer In Other Agencies	-	-	6,480	-	-	-	-	-	-	-	-	-	-	-	-	6,480	6,480	5,000	130%	130%
401	Fees, Licenses & Permits	182,210	251,971	133,519	129,308	125,798	119,871	149,617	131,468	142,827	132,575	185,239	234,240	-	-	-	697,008	1,918,644	1,969,312	35%	97%
704	Other	58,735	79,675	74,390	57,195	53,611	48,813	57,021	48,517	52,854	46,798	51,529	56,728	-	-	-	269,995	685,867	635,000	43%	108%
Total Revenues:		340,945	1,666,413	214,388	186,503	179,410	168,684	206,639	179,985	195,682	179,373	236,768	290,968	(100,000)	(1,303,810)	-	2,408,250	2,641,947	2,710,244	89%	97%
Expenditures																					
101	Personal Services	80,049	125,769	125,823	125,754	181,488	132,435	133,222	126,112	126,112	126,112	181,488	126,112	48,585	-	-	457,396	1,639,062	1,629,632	28%	101%
202	In State Travel	-	805	1,889	2,092	500	2,000	2,000	1,000	2,000	1,300	2,000	2,000	2,500	-	-	4,786	20,086	20,000	24%	100%
205	Out Of State Travel	-	2,195	-	186	2,000	-	2,500	1,000	1,500	2,000	2,000	4,000	2,500	-	-	2,380	19,880	20,000	12%	99%
301	Office Supplies	164	6,000	391	209	500	500	-	500	500	750	5,000	500	(4,500)	-	-	6,763	10,513	10,350	65%	102%
302	Facility Maintenance Supplies	-	-	-	-	-	200	-	300	-	100	100	-	500	-	-	-	1,200	1,500	0%	80%
308	Other Supplies	-	-	-	-	-	200	-	-	-	-	-	200	-	-	-	-	400	400	0%	100%
309	Printing & Binding	-	228	1,420	104	200	-	200	300	600	200	-	200	100	-	-	1,752	3,552	3,500	50%	101%
311	Food	-	-	18	33	200	-	100	-	200	-	100	-	200	-	-	51	851	1,000	5%	85%
313	Postage	-	1,045	1,482	1,323	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	-	3,851	12,851	12,000	32%	107%
401	Communications	-	1,614	1,614	1,613	1,650	1,650	1,650	1,650	1,650	1,750	1,650	1,650	1,650	-	-	4,841	19,791	20,000	24%	99%
402	Rentals	4,917	4,917	5,017	5,222	5,320	5,750	5,250	5,250	5,750	7,250	6,250	8,420	250	-	-	20,072	69,562	69,750	29%	100%
403	Utilities	182	187	178	137	350	350	350	350	350	350	350	300	300	-	-	684	3,734	4,000	17%	93%
405	Prof & Scientific Services	-	-	495	350	500	500	500	500	500	500	500	500	500	-	-	845	5,345	6,000	14%	89%
406	Outside Services	333	333	333	561	500	500	500	500	600	10,500	20,500	10,500	500	-	-	1,561	46,161	46,200	3%	100%
408	Advertising & Publicity	-	-	-	-	-	50	-	-	50	-	-	50	-	-	-	-	150	200	0%	75%
409	Outside Repairs/Service	-	-	-	-	-	500	-	-	-	-	-	500	-	-	-	-	1,000	1,000	0%	100%
414	Reimbursements To Other Agency	-	3,434	2,523	3,605	2,500	2,900	2,900	2,900	2,900	3,000	2,900	2,900	2,900	-	-	9,562	35,362	35,000	27%	101%
416	ITD Reimbursements	-	173,582	2,695	2,714	57,500	2,800	2,800	2,800	3,000	3,000	3,500	3,000	3,000	-	-	178,991	260,391	270,000	66%	96%
418	IT Outside Services	-	4,558	3,450	6,913	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	-	-	14,921	28,421	18,000	83%	158%
432	Attorney General Reimbursement	-	-	9,183	4,586	4,585	4,585	4,585	4,585	4,585	4,585	4,585	4,585	4,585	-	-	13,769	55,034	50,500	27%	109%
434	Gov Transfer Other Agencies	-	26,409	42,223	32,800	30,000	24,000	24,000	30,000	29,000	30,000	32,000	25,000	25,000	-	-	101,432	350,432	330,000	31%	106%
502	Office Equipment	-	-	-	-	250	-	-	-	-	-	-	-	-	-	-	-	250	250	0%	100%
503	Equipment-Non Inventory	-	-	-	-	-	1,000	-	-	1,000	-	-	-	1,000	-	-	-	3,000	4,000	0%	75%
510	IT Equipment & Software	8,386	1,453	-	-	-	1,500	-	2,000	-	1,500	-	-	(1,500)	-	-	9,839	13,339	15,000	66%	89%
602	Other Expenses & Obligations	-	-	4,343	5,564	3,250	3,500	3,250	3,250	3,500	3,250	3,250	3,500	3,250	-	-	9,908	39,908	40,000	25%	100%
702	Fees	-	-	-	-	30	-	-	-	-	-	-	-	-	-	-	-	30	30	0%	100%
705	Refunds-Other	-	160	405	330	-	250	-	-	250	-	-	250	-	-	-	895	1,645	1,000	90%	165%
Total Expenditures:		94,031	352,689	203,481	194,096	293,823	187,670	186,307	185,497	186,547	198,647	268,673	196,667	93,820	-	-	844,296	2,641,946	2,609,311	32%	101%
Current Month Operations		246,915	1,313,724	10,908	(7,593)	(114,413)	(18,986)	20,332	(5,512)	9,135	(19,274)	(31,905)	94,301	(193,820)	(1,303,810)	-	1,563,953	0	100,933		
Cash Balance		246,915	1,560,639	1,571,547	1,563,953	1,449,540	1,430,554	1,450,886	1,445,374	1,454,509	1,435,234	1,403,330	1,497,631	1,303,810	0	0			100,933		

FOOTNOTES

Revenues
234 Gov Transfer In Other Agencies - Includes WebSpec Reimbursement.

Expenditures
101 Personal Services - November & May have 3 payroll warrants written.
202 In State Travel - Employee travel and Board Meeting expense.
205 Out of State Travel - August expense includes travel expenses & registration for a NASDTEC event for C Dennis & N Proesch.
301 Office Supplies - August expense includes the FY23 NASDTEC membership fee & PESBA dues.
309 Printing & Binding - September expense is for catalog and window envelopes.
401 Communication - Cell phone and ICN Voice usage.
402 Rentals - Facility lease & exhibit booths for trade events.
405 Prof & Scientific Services - payments to school districts for Board Member per diem & substitute reimbursements.
406 Outside Services - Includes the office cleaning service. Forecast includes cost for a Professional Practices update & migration to the Salesforce system.
414 Reimbursements to Other Agencies - DAS services.
416 ITD Reimbursements - August expense includes the annual Google e-mail renewals, and the FY23 Salesforce renewal.
418 IT Outside Services - WebSpec Design costs, & Insight desktop support.
434 Gov Transfer Other Agencies - DCI criminal history & background checks.
510 IT Equipment & Software - July expense is for the IDEMIA maintenance & support. August includes the FY23 portion of the Zoom license fee.
602 Other Expenses & Obligations - TOS credit card processing fees.

Job Class	Board Members
133116 14000	Kristen M Rickey
105263 14000	Timothy I McKinney
130062 14000	Anthony D Voss
105264 14000	Timothy W Bower
105265 14000	Erin K Schoening
139188 14000	Eric A St Clair DOE
105266 14000	Rhonda McRina
139184 14000	Pam Bleam
139189 14000	Vacant
133381 14000	Chad W Janzen
105267 14000	Kathy J Behrens
105268 14000	David A Harper

Job Class	Employee Name	9397
105254 00018	Clerk-Specialist	Jessica L Kurtz 1.00
105255 00018	Clerk-Specialist	Sharon S Jensen 1.00
105256 00018	Clerk-Specialist	Danielle N Brookes 1.00
142330 00018	Clerk-Specialist	Meredith Hawk 1.00
105257 00121	Info Tech Specialist 4	Jeff S Debruin 1.00
105258 00697	Investigator 3	Cynthia D Dennis 1.00
00705-801	Admin Intern	vacant 0.00
105259 01071	Education Program Consultant	Steven C Mitchell 1.00
139183 01071	Education Program Consultant	vacant (Cavin) 0.00
105260 01071	Education Program Consultant	Gregory S Horstman 1.00
144601 01071	Education Program Consultant	Geri McMahon 1.00
105262 01071	Education Program Consultant	David D Wempen 1.00
105269 31038	Executive Director/BOEE	Michael D Cavin 1.00
105270 31513	Admin Consultant	Joanne K Tubbs 1.00
144600 00645	Attorney 3	Nicole Proesch 1.00
105272 95002	Secretary 3	Kimberly K Cunningham 1.00
		Total Budgeted FTEs 14.00

Fund: 0001 General Fund
 Unit: 9397
 Sub Unit: Blank
 Appropriation: WZ9

Board of Educational Examiners

Obj/Rev Class	Obj/Rev Class Name	JULY	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	HO13	HO14	HO15	YTD
		Actual	Actual	Actual	Actual	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Actual
Appropriation																	
BBF																	
Revenue Collected																	
234	Gov Transfer In Other Agencies	0	0	6,480	0	0	0	0	0	0	0	0	0	0	0	0	6,480
401	Licensure Fees	182,210	251,971	133,519	129,308	0	0	0	0	0	0	0	0	0	0	0	697,008
704	DCI Check Fees	58,735	79,675	74,390	57,195	0	0	0	0	0	0	0	0	0	0	0	269,995
Total Revenues:		240,945	331,646	214,388	186,503	-	-	-	-	-	-	-	-	-	-	-	973,483
234 Gen Fund	Licensure Fees % - Other Agcy			21													21
401 Gen Fund	Licensure Fees	57,934	80,056	42,561	41,151												221,703
Total General Fund		57,934	80,056	42,583	41,151	0	0	0	0	0	0	0	0	0	0	0	221,724
Total Receipts		298,879	411,702	256,971	227,654	-	-	-	-	-	-	-	-	-	-	-	1,195,206

YTD vs Prior Year

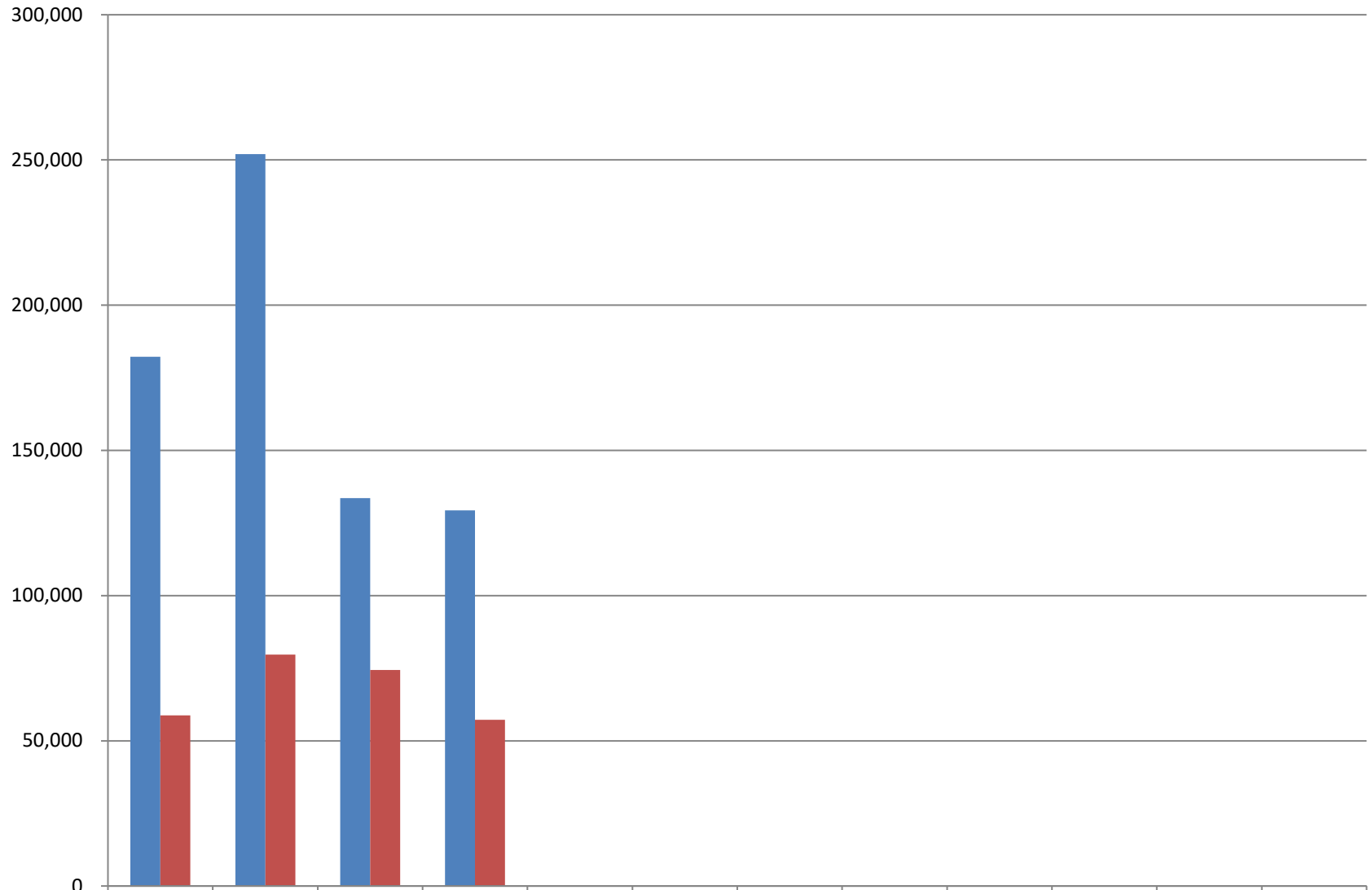
7% 12% 17% 16%

Note -
 General Fund 0001-996-2820

Prior Year

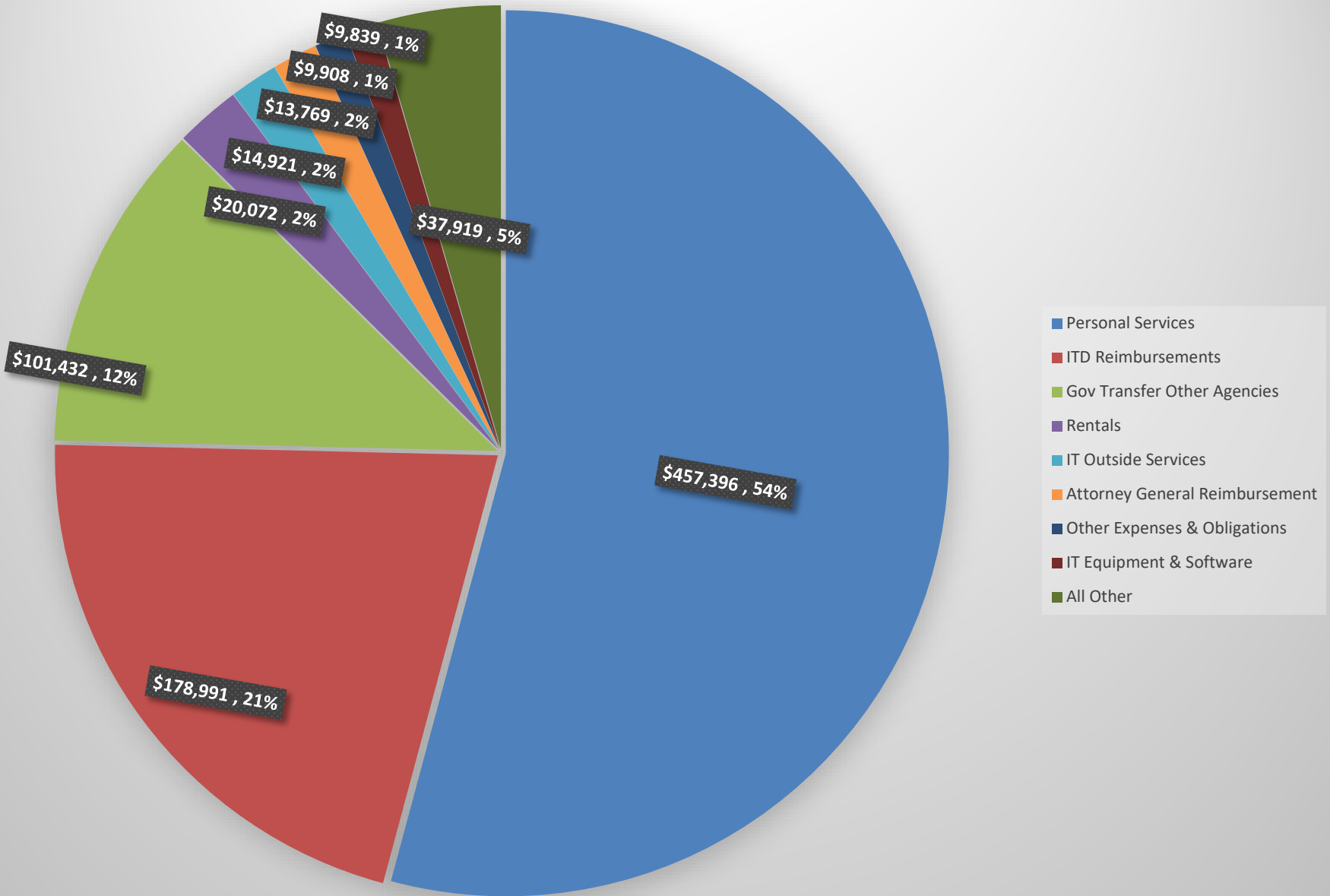
Obj/Rev Class	Obj/Rev Class Name	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	HO13	HO14	HO15	YTD
		Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual
Appropriation																	
BBF																	
Revenue Collected																	
234	Gov Transfer In Other Agencies	0	0	139	724	0	0	1,364	0	0	0	0	0	0	0	0	2,226
401	Licensure Fees	173,645	220,325	116,441	121,618	129,021	116,677	154,249	138,207	151,056	134,639	194,287	232,402	0	0	0	1,882,566
704	DCI Check Fees	49,240	63,275	40,345	44,605	55,880	48,885	59,980	52,860	59,430	50,397	57,282	58,580	0	0	0	640,759
Total Revenues:		222,885	283,600	156,925	166,947	184,901	165,562	215,593	191,067	210,486	185,036	251,569	290,982	0	0	0	2,525,551
234 Gen Fund	Licensure Fees % - Other Agcy			21	21			21									64
401 Gen Fund	Licensure Fees	55,224	70,029	36,978	38,656	40,990	37,045	49,011	43,975	48,004	42,803	61,464	73,956				598,134
Total General Fund		55,224	70,029	36,999	38,678	40,990	37,045	49,033	43,975	48,004	42,803	61,464	73,956	0	0	0	598,198
Total Receipts		278,109	353,629	193,924	205,624	225,891	202,607	264,625	235,042	258,489	227,838	313,033	364,938	0	0	0	3,123,749

Receipts July 2022-June 2023



■ Licensure Fees	182,210	251,971	133,519	129,308	0	0	0	0	0	0	0	0
■ DCI Check Fees	58,735	79,675	74,390	57,195	0	0	0	0	0	0	0	0

Expenditures July 2022-June 2023

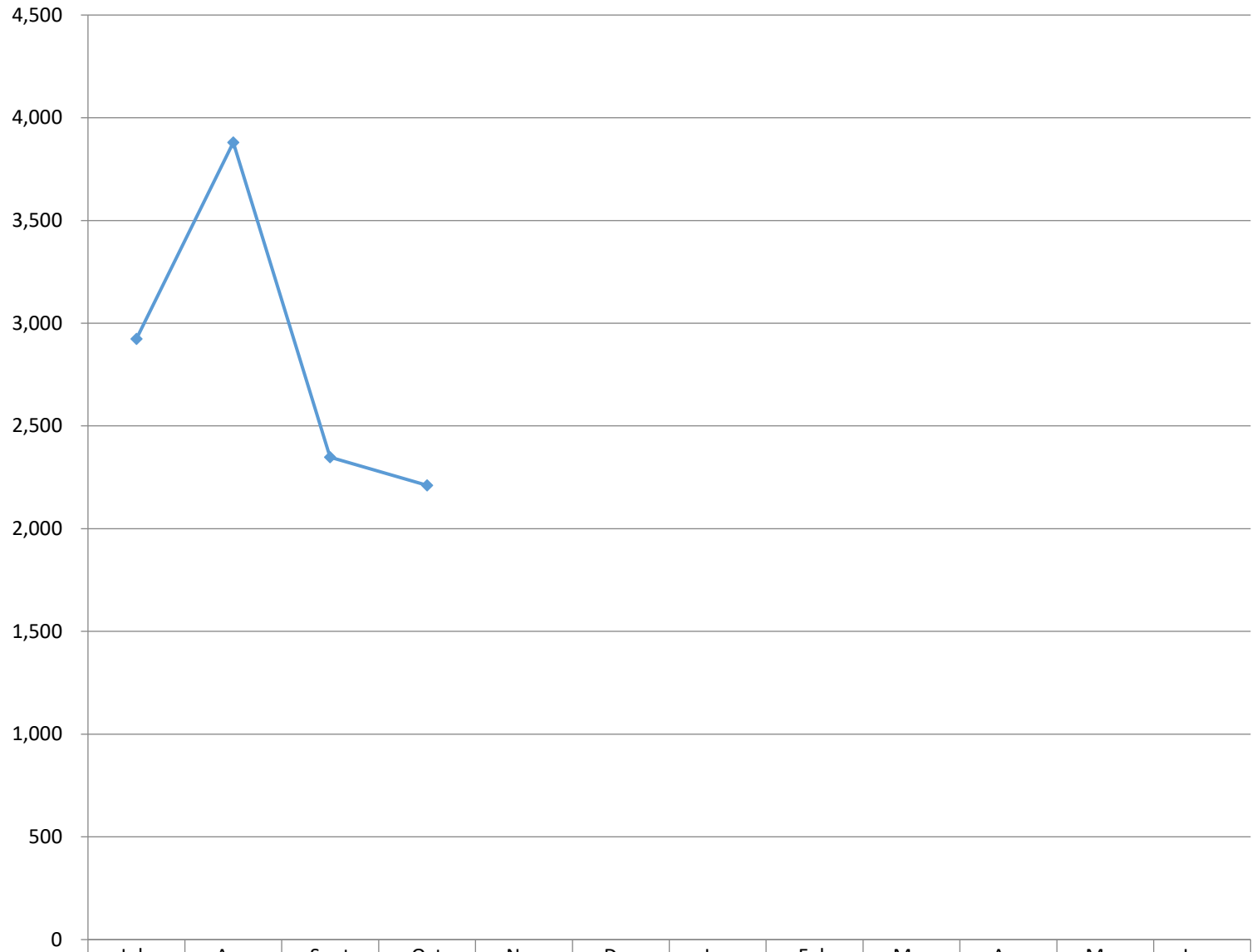


Obligations vs. Budget Report

Budget Fiscal Year: 2023

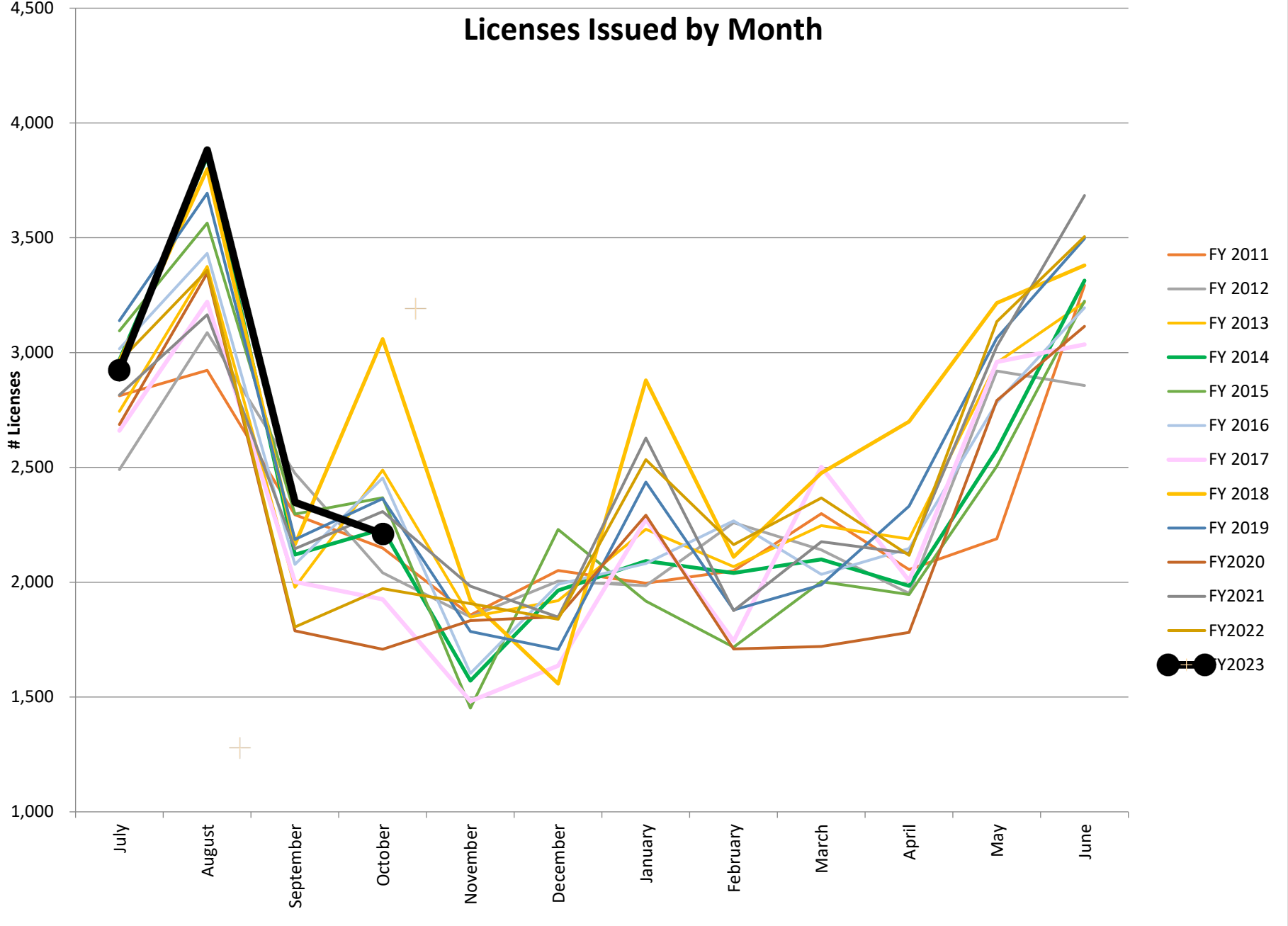
	Actual To-Date	FY- Encumbered	Total Obligations FY-To-Date	FY 23 Budget	Budget Balance	Percent of Budget Received /Spent
Resources -						
Balance Forward	1,434,767		1,434,767	1,318,052		
234 Gov Transfer In Other Agencies	6,480		6,480	5,000		
401 Fees, Licenses & Permits	697,008		697,008	1,969,312		
704 Other	269,995		269,995	635,000		
Total Resources	\$2,408,250	\$0	\$2,408,250	\$3,927,365		
(Total Revenues)	<u>\$973,483</u>	<u>\$0</u>	<u>\$973,483</u>	<u>\$2,609,313</u>	\$1,635,830	37%
Expenditures -						
101 Personal Services	457,396		457,396	1,629,632	1,172,236	28%
202 In State Travel	4,786		4,786	20,000	15,215	24%
205 Out Of State Travel	2,380		2,380	20,000	17,620	12%
301 Office Supplies	6,763		6,763	10,350	3,587	65%
302 Facility Maintenance Supplies	0		0	1,500	0	0%
308 Other Supplies	0		0	400	400	0%
309 Printing & Binding	1,752		1,752	3,500	1,748	50%
313 Postage	3,851		3,851	12,000	8,149	32%
401 Communications	4,841		4,841	20,000	15,159	24%
402 Rentals	20,072		20,072	69,750	49,679	29%
403 Utilities	684		684	4,000	3,316	17%
405 Prof & Scientific Services	845		845	6,000	5,155	14%
406 Outside Services	1,561		1,561	46,200	44,639	3%
408 Advertising & Publicity	0		0	200	200	0%
409 Outside Repairs/Service	0		0	1,000	1,000	0%
414 Reimbursements To Other Agency	9,562		9,562	35,000	25,438	27%
416 ITD Reimbursements	178,991		178,991	270,000	91,010	66%
418 IT Outside Services	14,921		14,921	18,000	3,079	83%
432 Attorney General Reimbursement	13,769		13,769	50,500	36,731	27%
434 Gov Transfer Other Agencies	101,432		101,432	330,000	228,567	31%
502 Office Equipment	0		0	250	250	0%
503 Equipment-Non Inventory	0		0	4,000	4,000	0%
510 IT Equipment & Software	9,839		9,839	15,000	5,161	66%
602 Other Expenses & Obligations	9,908		9,908	40,000	30,092	25%
702 Fees	0		0	30	30	0%
705 Refunds-Other	895		895	1,000	105	90%
Total Expenditures	\$844,246	\$0	\$844,246	\$2,608,311	\$1,762,565	32%
CY Revenue Less Expenditures	<u>\$129,237</u>					
Estimated Carry Forward	<u>\$1,564,004</u>					

Total # Licenses Issued FY23



Total # Transactions Processed	2,923	3,880	2,348	2,211								
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Licenses Issued by Month



Number of Licenses Issued by Month

	July	August	September	October	November	December	January	February	March	April	May	June	Total number of Licenses Issued
FY 2023	2,923	3,880	2,348	2,211									11,362
Running Total	2,923	6,803	9,151	11,362	11,362	11,362	11,362	11,362	11,362	11,362	11,362	11,362	
FY 2022	2,962	3,358	1,805	1,972	1,907	1,839	2,534	2,164	2,367	2,117	3,135	3,505	29,665
Running Total	2,962	6,320	8,125	10,097	12,004	13,843	16,377	18,541	20,908	23,025	26,160	29,665	
FY 2021	2,815	3,165	2,146	2,308	1,983	1,848	2,628	1,876	2,176	2,126	3,027	3,684	29,782
Running Total	2,815	5,980	8,126	10,434	12,417	14,265	16,893	18,769	20,945	23,071	26,098	29,782	
FY 2020	2,687	3,346	1,788	1,708	1,833	1,850	2,292	1,709	1,720	1,781	2,791	3,114	26,619
Running Total	2,687	6,033	7,821	9,529	11,362	13,212	15,504	17,213	18,933	20,714	23,505	26,619	
FY 2019	3,139	3,694	2,186	2,364	1,785	1,707	2,436	1,879	1,989	2,331	3,063	3,496	30,069
Running Total	3,139	6,833	9,019	11,383	13,168	14,875	17,311	19,190	21,179	23,510	26,573	30,069	
FY 2018	2,962	3,799	2,165	3,059	1,922	1,558	2,879	2,110	2,476	2,700	3,216	3,380	32,226
Running Total	2,962	6,761	8,926	11,985	13,907	15,465	18,344	20,454	22,930	25,630	28,846	32,226	
FY 2017	2,660	3,221	2,002	1,926	1,482	1,636	2,273	1,744	2,502	2,007	2,959	3,035	27,447
Running Total	2,660	5,881	7,883	9,809	11,291	12,927	15,200	16,944	19,446	21,453	24,412	27,447	
FY 2016 Actual	3,017	3,432	2,078	2,454	1,603	1,991	2,082	2,267	2,034	2,147	2,783	3,195	29,083
Running Total	3,017	6,449	8,527	10,981	12,584	14,575	16,657	18,924	20,958	23,105	25,888	29,083	
FY 2015 Actual	3,095	3,564	2,297	2,368	1,452	2,230	1,918	1,717	2,003	1,946	2,505	3,224	28,319
Running Total	3,095	6,659	8,956	11,324	12,776	15,006	16,924	18,641	20,644	22,590	25,095	28,319	
FY 2014 Actual	2,968	3,852	2,120	2,232	1,571	1,964	2,092	2,040	2,099	1,984	2,576	3,314	28,812
Running Total	2,968	6,820	8,940	11,172	12,743	14,707	16,799	18,839	20,938	22,922	25,498	28,812	
FY 2013 Actual	2,744	3,375	1,978	2,488	1,849	1,920	2,231	2,068	2,246	2,188	2,956	3,219	29,262
Running Total	2,744	6,119	8,097	10,585	12,434	14,354	16,585	18,653	20,899	23,087	26,043	29,262	
FY 2012 Actual	2,490	3,087	2,475	2,041	1,849	2,005	1,985	2,259	2,141	1,951	2,920	2,857	28,060
Running Total	2,490	5,577	8,052	10,093	11,942	13,947	15,932	18,191	20,332	22,283	25,203	28,060	
FY 2011 Actual	2,812	2,923	2,294	2,149	1,857	2,051	1,996	2,050	2,299	2,055	2,189	3,293	27,968
Running Total	2,812	5,735	8,029	10,178	12,035	14,086	16,082	18,132	20,431	22,486	24,675	27,968	
FY 2010 Actual	2,804	2,899	2,626	2,210	1,842	1,944	1,843	2,321	2,158	2,037	2,211	2,976	27,871
Running Total	2,804	5,703	8,329	10,539	12,381	14,325	16,168	18,489	20,647	22,684	24,895	27,871	

PENDING MEMO

Date: December 16, 2022

To: Board Members

From: Mike Cavin, Executive Director

RE: Amend IAC 282 Chapters 13, 18, 22, 27 Reciprocity

2022 Iowa Acts, SF 2383 provides updated language for reciprocity laws. This proposed rulemaking implements the legislation.

ARC 6677C

EDUCATIONAL EXAMINERS BOARD[282]

Notice of Intended Action

**Proposing rule making related to licensure reciprocity
and providing an opportunity for public comment**

The Educational Examiners Board hereby proposes to amend Chapter 13, “Issuance of Teacher Licenses and Endorsements,” Chapter 18, “Issuance of Administrator Licenses and Endorsements,” Chapter 22, “Authorizations,” and Chapter 27, “Issuance of Professional Service Licenses,” Iowa Administrative Code.

Legal Authority for Rule Making

This rule making is proposed under the authority provided in Iowa Code section 272.2 and 2022 Iowa Acts, Senate File 2383.

State or Federal Law Implemented

This rule making implements, in whole or in part, 2022 Iowa Acts, Senate File 2383.

Purpose and Summary

2022 Iowa Acts, Senate File 2383, provides updated language for reciprocity laws. This proposed rule making implements those updates.

Fiscal Impact

This rule making has no fiscal impact to the State of Iowa.

Jobs Impact

This rule making will have a positive impact on jobs because it will allow others to easily come to work in Iowa.

Waivers

Any person who believes that the application of the discretionary provisions of this rule making would result in hardship or injustice to that person may petition the Board for a waiver of the discretionary provisions, if any, pursuant to 282—Chapter 6.

Public Comment

Any interested person may submit written comments concerning this proposed rule making. Written comments in response to this rule making must be received by the Board no later than 4:30 p.m. on December 6, 2022. Comments should be directed to:

Kimberly Cunningham
Board of Educational Examiners
701 East Court Avenue, Suite A
Des Moines, Iowa 50319-0147
Fax: 515.281.7669
Email: kim.cunningham@iowa.gov

Public Hearing

A public hearing at which persons may present their views orally or in writing will be held as follows:

December 6, 2022
1 to 2 p.m.

Board Room
701 East Court Avenue, Suite A
Des Moines, Iowa

Persons who wish to make oral comments at the public hearing may be asked to state their names for the record and to confine their remarks to the subject of this proposed rule making.

Any persons who intend to attend the public hearing and have special requirements, such as those related to hearing or mobility impairments, should contact the Board and advise of specific needs.

Review by Administrative Rules Review Committee

The Administrative Rules Review Committee, a bipartisan legislative committee which oversees rule making by executive branch agencies, may, on its own motion or on written request by any individual or group, review this rule making at its [regular monthly meeting](#) or at a special meeting. The Committee's meetings are open to the public, and interested persons may be heard as provided in Iowa Code section 17A.8(6).

The following rule-making actions are proposed:

ITEM 1. Amend subrule 13.1(1) as follows:

13.1(1) Definitions.

"Coursework" means requirements completed for semester hour credit through a college or university accredited by an institutional accrediting agency as recognized by the U.S. Department of Education.

"Degree" means a specific qualification earned by a college or university accredited by an institutional accrediting agency as recognized by the U.S. Department of Education.

"Nontraditional" means any method of teacher preparation that falls outside the traditional method of preparing teachers.

"Proficiency," for the purposes of paragraph 13.5(2) *"e,"* means that an applicant has passed all parts of the standard.

"Recognized non-Iowa teacher preparation institution" means an institution that is state approved and accredited by an institutional accrediting agency as recognized by the U.S. Department of Education.

"State-approved" means a program for teacher preparation approved for state licensure.

"Traditional" means a one- or two-year sequenced teacher preparation program of instruction taught at a state approved college or university accredited by an institutional accrediting agency as recognized by the U.S. Department of Education that includes commonly recognized pedagogy classes coursework and requires a student teaching component.

ITEM 2. Amend subrule 13.5(2) as follows:

13.5(2) Applicants from non-Iowa institutions.

a. Original application. Applicants under this subrule have completed a teacher preparation program outside the state of Iowa and are applying for their first Iowa teaching license. An applicant from a non-Iowa institution:

(1) Shall submit a copy of a valid or expired regular teaching certificate or license exclusive of a temporary, emergency or substitute license or certificate. Endorsements shall be granted based on comparable Iowa endorsements, and endorsement requirements may be waived in order to grant the most comparable endorsement.

(2) Shall provide verification of successfully passing the mandated assessment(s) in the state in which the applicant is currently licensed, if applicable.

(3) Shall not be subject to any pending disciplinary proceedings in any state or country.

(4) Shall comply with all requirements with regard to application processes and payment of licensure fees.

b. ~~In addition to the requirements set forth in subrule 13.5(1), an applicant from a non-Iowa institution:~~

~~(1) Shall submit a copy of a valid or expired regular teaching certificate or license exclusive of a temporary, emergency or substitute license or certificate.~~

~~(2) Shall provide verification of one of the following:~~

~~1. Successfully passing the Iowa mandated assessment(s) by meeting the minimum score set by the Iowa department of education if the teacher preparation program was completed on or after January 1, 2013; or~~

~~2. Successfully passing the mandated assessment(s) in the state in which the applicant is currently licensed; or~~

~~3. Three years of teaching experience while holding a valid teaching license.~~

~~(3) Shall provide an official institutional transcript(s) to be analyzed for the requirements necessary for Iowa licensure. An applicant must have completed at least 75 percent of the coursework as outlined in 281—subrules 79.15(2) to 79.15(5) and an endorsement requirement through a two— or four—year institution in order for the endorsement to be included on the license. An applicant who has not completed at least 75 percent of the coursework for at least one of the basic Iowa teaching endorsements completed will not be issued a license. An applicant seeking a board of educational examiners transcript review must have achieved a C—grade or higher in the courses that will be considered for licensure. An applicant who has met the minimum coursework requirements in this subrule will not be subject to additional coursework deficiency requirements if the applicant provides verification of ten years of successful teaching experience or if the applicant provides verification of five years of successful experience and a master's degree.~~

~~(4) Shall demonstrate recency of experience by providing verification of either one year of teaching experience or six semester hours of college credit during the five—year period immediately preceding the date of application.~~

~~(5) Shall not be subject to any pending disciplinary proceedings in any state or country.~~

~~(6) Shall comply with all requirements with regard to application processes and payment of licensure fees.~~

~~e. If through a transcript analysis, the teacher preparation coursework as outlined in 281—subrules 79.15(2) to 79.15(5) or one of the basic teaching endorsement requirements for Iowa is not met, the applicant may be eligible for the equivalent Iowa endorsement areas, as designated by the Iowa board of educational examiners, based on current and valid National Board Certification.~~

~~d. If the teacher preparation program was considered nontraditional, candidates will be asked to verify the following:~~

~~(1) That the program was for secondary education;~~

~~(2) A baccalaureate degree with a cumulative grade point average of 2.50 on a 4.0 scale; and~~

~~(3) The completion of a student teaching or internship experience or three years of teaching experience.~~

~~e. If the teacher preparation coursework as outlined in 281—subrules 79.15(2) to 79.15(5) cannot be reviewed through a traditional transcript evaluation, a portfolio review and evaluation process may be utilized.~~

~~(1) An applicant must demonstrate proficiency in a minimum of at least 75 percent of the teacher preparation coursework as outlined in 281—subrules 79.15(2) to 79.15(5).~~

~~(2) An applicant must meet with the board of educational examiners to answer any of the board's questions concerning the portfolio.~~

~~f. An applicant under this subrule or subrule 13.5(3) shall be granted an Iowa teaching license and will not be subject to additional assessments or coursework deficiencies if the following additional requirements have been met:~~

~~(1) Verification of Iowa residency, or, for military spouses, verification of a permanent change of military installation.~~

~~(2) Valid or expired regular teaching certificate or license in good standing from another state without pending disciplinary action, valid for a minimum of one year, exclusive of a temporary, emergency or substitute license or certificate. Endorsements shall be granted based on comparable Iowa~~

~~endorsements, and endorsement requirements may be waived in order to grant the most comparable endorsement.~~

~~(3) Passing test scores for the required assessments for the state where the teaching license was issued.~~

~~g. b.~~ Holders of an Iowa regional exchange license issued prior to ~~January 1, 2021~~ June 16, 2022, may submit a new application if the requirements in this subrule would have been met at the time of their initial application.

ITEM 3. Rescind subrules **13.6(1)** to **13.6(3)**.

ITEM 4. Amend subrule 13.17(1) as follows:

13.17(1) Teacher exchange license.

a. For an applicant applying under subrule 13.5(2), a two-year nonrenewable exchange license may be issued to the applicant under any of the following conditions:

(1) The applicant has met the minimum coursework requirements for licensure but has some coursework deficiencies. An applicant must have completed a minimum of a bachelor's degree and at least 75 percent of the coursework as outlined in 281—subrules 79.15(2) to 79.15(5) and an endorsement requirement. Any coursework deficiencies must be completed for college credit, with the exception of human relations which may be taken for licensure renewal credit through an approved provider.

(2) The applicant submits verification that the applicant has applied for and will receive the applicant's first teaching license and is waiting for the processing or printing of a valid and current out-of-state license. The lack of a valid and current out-of-state license will be listed as a deficiency.

~~(3) The applicant has not met the requirement for recency set forth in 13.5(2) "b"(4).~~

b. ~~After the term of the exchange license has expired~~ At any time during the term of the exchange license, the applicant may apply to be fully licensed if the applicant has completed all requirements and is eligible for full licensure.

ITEM 5. Amend rule 282—18.6(272) as follows:

282—18.6(272) Specific requirements for an administrator prepared out of state. An applicant seeking Iowa licensure who completes an administrator preparation program from a recognized non-Iowa institution shall verify the requirements of rules 282—18.1(272) and 282—18.4(272) through a transcript review. Applicants must hold and submit a copy of a valid or expired regular administrator certificate or license in another state, exclusive of a temporary, emergency or substitute license or certificate.

18.6(1) and **18.6(2)** No change.

18.6(3) License without deficiencies. An applicant under this rule shall be granted an Iowa administrator license and will not be subject to coursework deficiencies if the ~~following additional requirements have been met:~~

~~a. Verification of Iowa residency, or, for military spouses, verification of a permanent change of military installation.~~

b. ~~Valid applicant provides a valid or expired administrator certificate or license in good standing without pending disciplinary action from another state, valid for a minimum of one year,~~ exclusive of a temporary, emergency or substitute license or certificate. Endorsements shall be granted based on comparable Iowa endorsements, and endorsement requirements may be waived in order to grant the most comparable endorsement.

~~18.6(4)~~ Holders of an Iowa administrator exchange license issued prior to ~~January 1, 2021~~ June 16, 2022, may submit a new application if the requirements in this rule would have been met at the time of their initial application.

ITEM 6. Rescind paragraph **22.1(2)"d."**

ITEM 7. Amend subrule 22.2(1) as follows:

22.2(1) Application process. Any person interested in the substitute authorization shall submit records of credit to the board of educational examiners for an evaluation in terms of the required

courses or contact hours. Application materials are available from the office of the board of educational examiners, online at www.boee.iowa.gov or from institutions or agencies offering approved courses or contact hours. Degrees and semester hour credits shall be completed through a college or university accredited by an institutional accrediting agency as recognized by the U.S. Department of Education.

a. No change.

~~*b.* Additional requirements. An applicant under this subrule shall be granted a substitute authorization and will not be subject to the authorization program coursework if the following additional requirements have been met:~~

~~(1) Verification of Iowa residency or, for military spouses, verification of a permanent change of military installation.~~

~~(2) Valid or expired substitute authorization in good standing from another state without pending disciplinary action, valid for a minimum of one year, exclusive of a temporary, emergency license or certificate.~~

~~*e.* *b.* Validity. The substitute authorization shall be valid for five years.~~

~~*d.* *c.* Renewal. The authorization may be renewed upon application and verification of successful completion of:~~

~~(1) Renewal units. Applicants for renewal of the substitute authorization must provide verification of a minimum of two licensure renewal units or semester hours of renewal credits.~~

~~(2) Child and dependent adult abuse trainings. Every renewal applicant must submit documentation of completion of the child and dependent adult abuse trainings pursuant to 282—subrule 20.3(4).~~

ITEM 8. Amend rule 282—22.4(272) as follows:

282—22.4(272) Licenses—issue dates, corrections, duplicates, and fraud, and reciprocity.

22.4(1) to 22.4(4) No change.

22.4(5) Reciprocity. Applicants who hold a license, certificate, or authorization under this chapter from at least one other issuing jurisdiction in another state will not be subject to additional coursework if the following requirements have been met:

a. The applicant holds a valid or expired equivalent license in good standing from another state without pending disciplinary action, exclusive of a temporary or emergency certificate.

b. The applicant provides verification of passing the mandated assessment(s) in the state in which the applicant is currently licensed, if applicable.

ITEM 9. Amend rule 282—27.2(272) as follows:

282—27.2(272) Requirements for a professional service license.

27.2(1) Initial professional service license. An initial professional service license valid for a minimum of two years with an expiration date of June 30 may be issued to an applicant for licensure to serve as a school audiologist, school psychologist, school social worker, speech-language pathologist, supervisor of special education (support), director of special education of an area education agency, or school counselor who:

a. to c. No change.

~~*d.* Meets the recency requirement of 282—subparagraph 13.5(2)“b”(4).~~

~~*e. d.* Completes the background check requirements set forth in rule 282—13.1(272).~~

27.2(2) Standard professional service license. A standard professional service license valid for five years may be issued to an applicant who:

a. Completes requirements listed under 27.2(1)“a” to “d.” paragraphs 27.2(1)“a” to “c.”

b. No change.

~~*e.* Meets the recency requirement of 282—subparagraph 13.5(2)“b”(4).~~

27.2(3) Renewal. Renewal requirements for this license are set out in 282—Chapter 20.

27.2(4) Professional service exchange license.

~~*a.* For an applicant applying with out-of-state preparation under rule 282—27.1(272), a two-year nonrenewable exchange license may be issued to the applicant if the applicant has met at least 75 percent~~

of the minimum coursework requirements for licensure but has some coursework deficiencies. At any time during the term of the exchange license, the applicant may apply to be fully licensed if the applicant has completed all requirements and is eligible for full licensure.

~~b.~~ An applicant under this ~~section~~ subrule shall be granted an Iowa professional service license and will not be subject to coursework deficiencies if the ~~following additional requirements have been met:~~ applicant provides a

(1) ~~Verification of Iowa residency, or, for military spouses, verification of a permanent change of military installation.~~

(2) ~~Valid~~ valid or expired equivalent license in good standing from another state without pending disciplinary action, ~~valid for a minimum of one year,~~ exclusive of a temporary, emergency or substitute license or certificate. Endorsements shall be granted based on comparable Iowa endorsements, and endorsement requirements may be waived in order to grant the most comparable endorsement.

27.2(5) No change.

PENDING MEMO

Date: December 16 , 2022

To: Board Members

From: Mike Cavin, Executive Director

RE: Amend IAC 282 Chapter 22

2022 Iowa Acts, SF 2383 directs the board of educational examiners to create a work-based learning program supervisor authorization. This proposed rulemaking implements the legislation.

ARC 6678C

EDUCATIONAL EXAMINERS BOARD[282]

Notice of Intended Action

Proposing rule making related to work-based learning program supervisor authorization and providing an opportunity for public comment

The Educational Examiners Board hereby proposes to amend Chapter 22, “Authorizations,” Iowa Administrative Code.

Legal Authority for Rule Making

This rule making is proposed under the authority provided in Iowa Code section 272.2 and 2022 Iowa Acts, Senate File 2383.

State or Federal Law Implemented

This rule making implements, in whole or in part, Iowa Code section 272.2 and 2022 Iowa Acts, Senate File 2383.

Purpose and Summary

This proposed rule making directs the Board to create a work-based learning program supervision authorization.

Fiscal Impact

This rule making has no fiscal impact to the State of Iowa.

Jobs Impact

This rule making will have a positive impact on jobs because it will allow more persons to be able to supervise students in a work-based learning program.

Waivers

Any person who believes that the application of the discretionary provisions of this rule making would result in hardship or injustice to that person may petition the Board for a waiver of the discretionary provisions, if any, pursuant to 282—Chapter 6.

Public Comment

Any interested person may submit written comments concerning this proposed rule making. Written comments in response to this rule making must be received by the Board no later than 4:30 p.m. on December 6, 2022. Comments should be directed to:

Kimberly Cunningham
Board of Educational Examiners
701 East Court Avenue, Suite A
Des Moines, Iowa 50319-0147
Fax: 515.281.7669
Email: kim.cunningham@iowa.gov

Public Hearing

A public hearing at which persons may present their views orally or in writing will be held as follows:

December 6, 2022
1 to 2 p.m.

Board Room
701 East Court Avenue, Suite A
Des Moines, Iowa

Persons who wish to make oral comments at the public hearing may be asked to state their names for the record and to confine their remarks to the subject of this proposed rule making.

Any persons who intend to attend the public hearing and have special requirements, such as those related to hearing or mobility impairments, should contact the Board and advise of specific needs.

Review by Administrative Rules Review Committee

The Administrative Rules Review Committee, a bipartisan legislative committee which oversees rule making by executive branch agencies, may, on its own motion or on written request by any individual or group, review this rule making at its [regular monthly meeting](#) or at a special meeting. The Committee's meetings are open to the public, and interested persons may be heard as provided in Iowa Code section 17A.8(6).

The following rule-making action is proposed:

Adopt the following **new** rule 282—22.14(272):

282—22.14(272) Work-based learning program supervisor authorization.

22.14(1) Authorization. The work-based learning program supervisor authorization is only valid for service or employment as a work-based learning program supervisor in grades 9-12.

22.14(2) Application process. Any person interested in the work-based learning program supervisor authorization shall submit an application to the board of educational examiners for an evaluation. Application materials are available from the office of the board of educational examiners online at www.boee.iowa.gov.

22.14(3) Specific requirements for the work-based learning program supervisor authorization.

a. The applicant must complete the background check requirements set forth in rule 282—13.1(272).

b. The applicant must provide verification of completion of the work-based learning program supervisor course. The course must be approved by the board of educational examiners, shall not require more than 15 contact hours, shall be available over the Internet, and shall include content in the fundamentals of career education, curriculum, assessment, and the evaluation of student participation.

c. The applicant must provide verification of completion of child and dependent adult abuse trainings as stated in 282—subrule 20.3(4).

22.14(4) Validity. The work-based learning program supervisor authorization is valid for five years. No Class B license or license based on executive director decision may be issued to an applicant holding the work-based learning program supervisor authorization. No additional endorsement areas may be added to the work-based learning program supervisor authorization.

22.14(5) Renewal. An applicant for renewal of the work-based learning program supervisor authorization must provide verification of completion of child and dependent adult abuse trainings as stated in 282—subrule 20.3(4).

22.14(6) Temporary authorization. A one-year temporary work-based learning program supervisor authorization may be issued to applicants who have met all other requirements with the exception of the work-based learning program supervisor course. This temporary authorization is nonrenewable and cannot be extended.

22.14(7) Revocation and suspension. Criteria of the professional practice and rules of the board of educational examiners shall be applicable to holders of the work-based learning program supervisor authorization.

PENDING MEMO

Date: December 16, 2022

To: Board Members

From: Mike Cavin, Executive Director

RE: Amend IAC 282 Chapter 14

The proposed rule making will create an optional K-12 Special Education – All endorsement.

ARC 6679C

EDUCATIONAL EXAMINERS BOARD[282]

Notice of Intended Action

**Proposing rule making related to special education instructional strategist endorsement
and providing an opportunity for public comment**

The Educational Examiners Board hereby proposes to amend Chapter 14, “Special Education Endorsements,” Iowa Administrative Code.

Legal Authority for Rule Making

This rule making is proposed under the authority provided in Iowa Code section 272.2.

State or Federal Law Implemented

This rule making implements, in whole or in part, Iowa Code section 272.2.

Purpose and Summary

This proposed rule making creates an optional K-12 Special Education Instructional Strategist—All endorsement.

Fiscal Impact

This rule making has no fiscal impact to the State of Iowa.

Jobs Impact

After analysis and review of this rule making, no impact on jobs has been found.

Waivers

Any person who believes that the application of the discretionary provisions of this rule making would result in hardship or injustice to that person may petition the Board for a waiver of the discretionary provisions, if any, pursuant to 282—Chapter 6.

Public Comment

Any interested person may submit written comments concerning this proposed rule making. Written comments in response to this rule making must be received by the Board no later than 4:30 p.m. on December 6, 2022. Comments should be directed to:

Kimberly Cunningham
Board of Educational Examiners
701 East Court Avenue, Suite A
Des Moines, Iowa 50319-0147
Fax: 515.281.7669
Email: kim.cunningham@iowa.gov

Public Hearing

A public hearing at which persons may present their views orally or in writing will be held as follows:

December 6, 2022
1 to 2 p.m.

Board Room
701 East Court Avenue, Suite A
Des Moines, Iowa

Persons who wish to make oral comments at the public hearing may be asked to state their names for the record and to confine their remarks to the subject of this proposed rule making.

Any persons who intend to attend the public hearing and have special requirements, such as those related to hearing or mobility impairments, should contact the Board and advise of specific needs.

Review by Administrative Rules Review Committee

The Administrative Rules Review Committee, a bipartisan legislative committee which oversees rule making by executive branch agencies, may, on its own motion or on written request by any individual or group, review this rule making at its [regular monthly meeting](#) or at a special meeting. The Committee's meetings are open to the public, and interested persons may be heard as provided in Iowa Code section 17A.8(6).

The following rule-making action is proposed:

Adopt the following **new** subrule 14.2(10):

14.2(10) K-12 instructional strategist I and II: all. This endorsement authorizes instruction for students in K-12 mild and moderate instructional special education programs, students with behavior disorders and learning disabilities, and students with intellectual disabilities, from age 5 to age 21. The applicant must present evidence of having completed the following program requirements.

a. Foundations of special education. The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, exceptional child, and including individuals from culturally and linguistically diverse backgrounds. A review of special education law, including progress monitoring, data collection, and individualized education plans.

b. Characteristics of learners. Preparation which includes various etiologies of disabilities, an overview of current trends in educational programming for students with disabilities, educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming from age 5 to age 21. This preparation must include the psychological characteristics of students with disabilities, including classroom learning, cognition, perception, memory, and language development; medical complications including seizure management, tube feeding, catheterization and CPR; the social-emotional aspects of disabilities including adaptive behavior, social competence, social isolation, and learned helplessness; and the social and emotional aspects including dysfunctional behaviors, mental health issues, at-risk behaviors, social imperceptiveness, and juvenile justice.

c. Assessment, diagnosis and evaluation. Legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. Application of assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions. A review of special education law, including progress monitoring, data collection, and individualized education plans.

d. Methods and strategies. Methods and strategies which include numerous models for providing curricular and instructional methodologies utilized in the education of individuals with disabilities. Curricula for the development of cognitive, academic, social, language and functional life skills for individuals with exceptional learning needs, and related instructional and remedial methods and techniques, including appropriate assistive technology. The focus of these experiences is for students at all levels from age 5 to age 21. This preparation must include alternatives for teaching skills and strategies to individuals with disabilities who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction. Proficiency in adapting age-appropriate curriculum to facilitate instruction within the general education setting, to include partial participation of students in tasks, skills facilitation, collaboration, and support from peers with and without disabilities; the ability to select and use augmentative and alternative communications methods and systems. An understanding of the impact of speech-language development on behavior

and social interactions. Approaches to create positive learning environments for individuals with special needs and approaches to utilize assistive devices for individuals with special needs. The design and implementation of age-appropriate instruction based on the adaptive skills of students with disabilities; integrate selected related services into the instructional day of students with disabilities. Knowledge of culturally responsive functional life skills relevant to independence in the community, personal living, and employment. Use of appropriate physical management techniques including positioning, handling, lifting, relaxation, and range of motion and the use and maintenance of orthotic, prosthetic, and adaptive equipment effectively.

e. Managing student behavior and social interaction skills. Preparation in individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Theories of behavior problems in individuals with intellectual disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.

f. Communication and collaborative partnerships. Awareness of the sources of unique services, networks, and organizations for individuals with disabilities including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.

g. Transitional collaboration. Sources of services, organizations, and networks for individuals with intellectual disabilities, including career, vocational and transitional support to postschool settings with maximum opportunities for decision making and full participation in the community.

h. Student teaching. Student teaching in special education programs across the age levels of this endorsement.

PENDING MEMO

Date: December 16, 2022

To: Board Members

From: Mike Cavin, Executive Director

RE: Amend IAC 282 Chapters 13, 22, 27

The proposed rulemaking would allow out-of-country applicants to be exempt from Praxis testing if they hold a license in another country, would allow candidates with a master's degree or higher to obtain a content specialist authorization, and would change the requirements for a Class G license to 75% of coursework completion.

ARC 6680C

EDUCATIONAL EXAMINERS BOARD[282]

Notice of Intended Action

**Proposing rule making related to requirements for licenses and authorizations
and providing an opportunity for public comment**

The Educational Examiners Board hereby proposes to amend Chapter 13, “Issuance of Teacher Licenses and Endorsements,” Chapter 22, “Authorizations,” and Chapter 27, “Issuance of Professional Service Licenses,” Iowa Administrative Code.

Legal Authority for Rule Making

This rule making is proposed under the authority provided in Iowa Code section 272.2.

State or Federal Law Implemented

This rule making implements, in whole or in part, Iowa Code section 272.2.

Purpose and Summary

This proposed rule making would allow out-of-country applicants to be exempt from Praxis testing if they hold a license in another country or a degree in education, would allow candidates with a master’s degree or higher to obtain a content specialist authorization, and would change the requirements for a Class G license to 75 percent of coursework completion.

Fiscal Impact

This rule making has no fiscal impact to the State of Iowa.

Jobs Impact

After analysis and review of this rule making, no impact on jobs has been found.

Waivers

Any person who believes that the application of the discretionary provisions of this rule making would result in hardship or injustice to that person may petition the Board for a waiver of the discretionary provisions, if any, pursuant to 282—Chapter 6.

Public Comment

Any interested person may submit written comments concerning this proposed rule making. Written comments in response to this rule making must be received by the Board no later than 4:30 p.m. on December 6, 2022. Comments should be directed to:

Kimberly Cunningham
Board of Educational Examiners
701 East Court Avenue, Suite A
Des Moines, Iowa 50319-0147
Fax: 515.281.7669
Email: kim.cunningham@iowa.gov

Public Hearing

A public hearing at which persons may present their views orally or in writing will be held as follows:

December 6, 2022
1 to 2 p.m.

Board Room
701 East Court Avenue, Suite A
Des Moines, Iowa

Persons who wish to make oral comments at the public hearing may be asked to state their names for the record and to confine their remarks to the subject of this proposed rule making.

Any persons who intend to attend the public hearing and have special requirements, such as those related to hearing or mobility impairments, should contact the Board and advise of specific needs.

Review by Administrative Rules Review Committee

The Administrative Rules Review Committee, a bipartisan legislative committee which oversees rule making by executive branch agencies, may, on its own motion or on written request by any individual or group, review this rule making at its [regular monthly meeting](#) or at a special meeting. The Committee's meetings are open to the public, and interested persons may be heard as provided in Iowa Code section 17A.8(6).

The following rule-making actions are proposed:

ITEM 1. Amend subrule 13.5(3) as follows:

13.5(3) Applicants from foreign institutions. An applicant for initial licensure whose preparation was completed in a foreign institution must additionally obtain a course-by-course credential evaluation report completed by one of the board-approved credential evaluation services and then file this report with the Iowa board of educational examiners for a determination of eligibility for licensure. After receiving the notification of eligibility by the Iowa board of educational examiners, the applicant must provide verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education. If the applicant submits a teaching credential from another country or a credential evaluation report that verifies the completion of a full teacher preparation program from an accredited institution, the testing requirement may be waived.

ITEM 2. Adopt the following **new** rule 282—22.15(272):

282—22.15(272) Content specialist authorization.

22.15(1) Authorization. This authorization is provided to applicants who have not completed a teacher preparation program but who hold a master's degree or higher in an endorsement area.

22.15(2) Application process. Any person interested in the content specialist authorization shall submit an application to the board of educational examiners for an evaluation. Application materials are available from the office of the board of educational examiners online at www.boee.iowa.gov. Degrees and semester hour credits shall be completed through a college or university accredited by an institutional accrediting agency as recognized by the U.S. Department of Education.

22.15(3) Specific requirements for the initial content specialist authorization.

a. The applicant must have completed a master's degree or higher in an endorsement area through a college or university accredited by an institutional accrediting agency as recognized by the U.S. Department of Education.

b. Background check. The applicant must complete the background check requirements set forth in rule 282—13.1(272).

c. The applicant must obtain a recommendation from a school district administrator verifying that the school district wishes to hire the applicant. Before the applicant is hired, the school district administrator must verify that a diligent search was completed to hire a fully licensed teacher for the position.

d. During the term of the authorization, the applicant must complete board-approved training in the following:

(1) Methods and techniques of teaching. Develop skills to use a variety of learning strategies that encourage students' development of critical thinking, problem solving, and performance skills. The

methods course must include specific methods and techniques of teaching a foreign language and must be appropriate for the level of endorsement.

(2) Curriculum development. Develop an understanding of how students differ in their approaches to learning and create learning opportunities that are equitable and adaptable to diverse learners.

(3) Measurement and evaluation of programs and students. Develop skills to use a variety of authentic assessments to measure student progress.

(4) Classroom management. Develop an understanding of individual and group motivation and behavior which creates a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.

(5) Code of ethics. Develop an understanding of how to foster relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development and become aware of the board's rules of professional practice and code of ethics.

(6) Human relations. Develop an understanding of diverse groups found in a pluralistic society, including students from diverse ethnic, racial, and socioeconomic backgrounds; students with disabilities and the gifted and talented; students who are struggling with literacy including those with dyslexia; students who are English learners; and students who are at risk of not succeeding in school.

e. The applicant must be assigned a mentor by the hiring school district. The mentor must have four years of teaching experience in a related subject area.

22.15(4) Validity—initial authorization. The initial content specialist authorization is valid for three years.

22.15(5) Renewal. The initial content specialist authorization may be renewed once if the candidate can demonstrate that coursework progress has been made.

22.15(6) Conversion. The initial content specialist authorization may be converted to a content specialist authorization if the applicant has completed the required coursework set forth in paragraph 22.15(3)“*d.*”

22.15(7) Specific requirements for the content specialist authorization.

a. This authorization is valid for five years.

b. An applicant for this authorization must first meet the requirements for the initial content specialist authorization.

c. Renewal requirements for the content specialist authorization. Applicants for renewal must meet the requirements set forth in 282—subrule 20.5(1) and 282—paragraphs 20.5(2)“*a*” through “*d.*”

22.15(8) Revocation and suspension. Criteria of professional practice and rules of the board of educational examiners shall be applicable to the holders of the initial career and technical secondary authorization or the career and technical secondary authorization. If a school district hires an applicant without a valid license or authorization, a complaint may be filed against the teacher and the superintendent of the school district.

ITEM 3. Amend paragraph **27.2(5)“c”** as follows:

c. Verification that the individual has completed at least 75 percent of the coursework and competencies required prior to the practicum or internship.

**PUBLIC
COMMENTS**



Cunningham, Kim <kim.cunningham@iowa.gov>

Potential Rules Changes

1 message

Leanne Fluckey <fluckeyl@redoakschools.org>

Fri, Nov 4, 2022 at 3:20 PM

To: kim.cunningham@iowa.gov

Good afternoon!

I am emailing to provide some feedback on the potential rules changes for educator licensure. I appreciate the time and thought put into these changes to help address the staggering shortage the state and nation are facing.

I would like to see PK added to the K-12 Special Education Endorsement. I was also wondering if it was possible to reduce the percent of coursework required for the teacher exchange license from 75 to 50. I really appreciate the reciprocity addition for licenses from another state. That is a wonderful addition. Thank you for the opportunity to give some feedback!

--

Regards,

Leanne Fluckey

Curriculum Coordinator

Red Oak Community School District

2011 N 8th St

Red Oak, IA 51566

Ph. 712-623-6610 ext. 4008



Cunningham, Kim <kim.cunningham@iowa.gov>

Support for rule changes

1 message

Steve Hanson <shanson@msswarriors.org>

Fri, Nov 4, 2022 at 4:19 PM

To: kim.cunningham@iowa.gov

The Meskwaki Settlement School supports the proposed rule changes. The ALL endorsement for K-12 SpEd will help immensely, especially a school our size where the numbers in Strat II do not necessarily make it practical to hire a different or extra teacher.

Alternative pathways for holders of master degrees in a content area = excellent. It might help us get another math teacher that we haven't been able to find for a few years. We have not been able to offer sufficient offerings in math and science due to the inability to find licensed staff.

Streamlined rules for out of state/country are good. It is one thing to have undergraduate preparation. It is another thing to have actual professional experience. The experience teaching in another state outweighs the issue of not having the same undergrad preparation as Iowa.

Work-based learning is becoming increasingly important because of a lack of skilled workers prepared to take those jobs.

Thanks for thinking outside the box.

Steve Hanson, Superintendent
Meskwaki Settlement School

--

Steve Hanson, Superintendent
Meskwaki Settlement School



Cunningham, Kim <kim.cunningham@iowa.gov>

Fwd: Support Changes to Licensure

1 message

Tubbs, Joanne <joanne.tubbs@iowa.gov>
To: Kim Cunningham <kim.cunningham@iowa.gov>

Mon, Nov 7, 2022 at 1:13 PM

Comments for rule proposals.
Thanks,

Joanne Tubbs, Lead Consultant
Iowa Board of Educational Examiners
701 E. Court Ave., Suite A
Des Moines, IA 50309
515 281 3611
<https://boee.iowa.gov/>
Follow us on Twitter: iowaboee
Apply online here for all licensure transactions

NOTICE TO RECIPIENT: This communication and any response to it may constitute a public record, and therefore, may be available upon request in accordance with Iowa public records law, Iowa Code chapter 22.

----- Forwarded message -----

From: **Stutting, Joe** <joe.stutting@north-scott.k12.ia.us>
Date: Mon, Nov 7, 2022 at 12:00 PM
Subject: Support Changes to Licensure
To: Tubbs, Joanne [BOEE] <joanne.tubbs@iowa.gov>

I want to send you an email that the North Scott Community School District supports the 4 proposed rule changes

1. The creation of the K-12 Special Education - All endorsement
2. Alternative Pathway for master degrees and higher
3. Streamlined rules for out-of-state and country applicants
4. Creation of a work-based learning supervision authorization

We need to continue to look for ways to get more qualified people in education due to the extreme teacher shortage.

Joe Stutting
Superintendent
563-212-2324 Cell
563-285-9081 Office



RSAI Support: Special Education Generalist Credential and Other BOEE Rules

November 7, 2022

Thank you to members of the Iowa Board of Educational Examiners and staff for your recommendation to have the Board Notice proposed administrative rules in three different areas that all address flexibility in meeting the staffing and educational needs of school districts as we collectively struggle with the teacher and counselor shortages likely to continue for years, if not indefinitely.

The Rural School Advocates of Iowa (RSAI), comprised of over 160 Iowa public school districts, provides the following comments regarding the subject proposed rules indicating our complete support:

Notice of Rules Change to IAC 282 Chapter 14 Special Education. The proposed rulemaking will create an optional K-12 Special Education – All endorsement.

RSAI has included language in our legislative platform for several years asking for the special education generalist (K-12) credential. Particularly in smaller school districts, including those that have one K-12 building or those that have only 1-2 sections at elementary, middle or high school buildings would benefit greatly from the flexibility to have an educator with the generalist K-12 endorsement. Currently, with a shortage in teachers credentialed in special education at all levels, having the option to assign a staff member with that generalist credential creates capacity to move other credentialed staff into the class assigned to their credential maximizes our districts' abilities to have teachers assigned to classrooms appropriately. We appreciate that this credential does not replace the others, leaving school boards the option to require a license more specific to grade levels if they believe that meets their expectations. We also appreciate the opportunity to support our current staff, already committed to our rural schools, toward this generalist special education credential, which will help us address the needs of our students requiring special education services.

Notice of Rules Change to IAC 282 Chapter 13 Applications from Foreign Institutions. The proposed rulemaking would allow out-of-country applicants to be exempt from PRAXIS testing if they hold a license in another country or if their transcripts show completion of a teacher preparation degree.

Rural school districts (indeed, many school districts regardless of geography in Iowa) have immigrants and refugees who were successful teachers in their prior countries of residence before coming to Iowa. This additional flexibility aligns with recent policy changes for made by the Iowa Legislature and makes good sense in helping to address the teacher shortage. Especially for teachers of foreign language, the challenge of passing the PRAXIS when it's given in the teacher's second language proves an unnecessary barrier to licensure of committed and qualified teachers. RSAI supports this proposal.

Notice of Rules Change to IAC 282 Chapter 22 Content Specialist Authorization. The proposed rulemaking would allow candidates with a masters' degree or higher to obtain a content specialist authorization.

RSAI additionally supports this proposed rule for all of the same reasons listed above to address educator shortages which now apply across the state.



Rural school leaders also fully acknowledge that additional flexibility require an additional commitment from principals, mentor teachers and other staff to support newly credentialed educators as they build their skill set and expertise to meet the needs of students.

At the Oct. 25, 2022 RSAI Annual Meeting, members unanimously approved the following legislative priority (which also translates to support for flexibility that can be accomplished through administrative rules proposals such as these noticed above.)

Education Staff Shortage: In addition to sufficient SSA, strategies to rebuild Iowa’s education workforce must address two areas during an unprecedented staff shortage:

Recruitment: to rebuild the pipeline of interest into education, the Legislature, BOEE and DE must provide additional flexibility for school districts to provide hiring incentives, ongoing investment in CTE programs for high school students to study and experience work in education, provide resources for grow-your-own educators and appropriate certifications, provide means-tested tuition assistance and minimize the economic costs of unpaid student teaching, provide more loan forgiveness, and change the culture of political speech to restore education to a respected profession.

Retention: to slow the out-migration of staff from schools to other professions or retirement, the Legislature, BOEE and DE must provide maximum flexibility to hire staff to deliver great instruction; additional flexibility for retention incentives, flexibility to meet offer and teach requirements, opportunities for teaching expanded courses within existing and/or competency based licensure, institute a special education generalist credential, allow districts to hire retirees without a negative IPERS impact, and maintain the commitment to resources for mentoring, training and supporting staff.

Thank you for the opportunity to comment.

Contacts

RSAI Professional Advocate, Margaret Buckton, margaret@iowaschoolfinance.com
515.201.3755

RSAI Grassroots Advocate, Dave Daughton, dave.daughton@rsaia.org

RSAI Leadership Group;

Paul Croghan, CAM/Nodaway Valley CSD, Superintendent, (Chair, SW Region 3 Director),
paul.croghan@rsaia.org

Laurie Noll, Fairfield CSD, Superintendent, (Secretary/Treasurer, SE Region 4 Director),
laurie.noll@rsaia.org

Justin Daggett, Manson NW Webster CSD, Superintendent, (NW Region 1 Director),
justin.daggett@rsaia.org

Dan Peterson, Central DeWitt CSD, Superintendent, (At-large Director),
dan.peterson@rsaia.org

Nick Trenkamp, Central CSD, Superintendent (NE Region 2 Director), nick.trenkamp@rsaia.org

Scott Williamson, Eddyville-Blakesburg-Fremont CSD, Superintendent, (At-large Director),
scott.williamson@rsaia.org

Kimberly Lingenfelter, Cherokee CSD, Superintendent, (At-large Director),
klingenfelter@ccsd.k12.ia.us



**UEN Comments Regarding Administrative Rules
BOEE: Special Education K-12 Credential, International
Teachers, Reciprocity and Others**

December 8, 2022

Thank you to the members of the Legislative Administrative Rules Review Committee for considering the Iowa Board of Educational Examiners proposed administrative rules. These rules address and expand flexibility in meeting the staffing and educational needs of school districts as we collectively struggle with teacher and counselor shortages likely to continue for years, if not indefinitely. Additionally, ARC 6678C, proposals to implement the new position of Work-based Learning Program Supervisor and Content Specialist Authorization, provide for the necessary steps toward credentialing, and we have no concerns about these proposals.

The Urban Education Network, comprised of 23 Iowa public school districts educating over 40% of the students in Iowa, provides the following comments regarding the subject proposed rules indicating our complete support:

ARC 6677C Notice of Rules Change to IAC 282 Chapter 13 Issuance of Teacher Licenses and Endorsements, Chapter 18 Administrators and Chapter 27 Professional Service Licenses. The proposed rulemaking implements updated language for reciprocity laws pursuant to SF 2383 enacted in the 2022 Session.

UEN has advocated for simplified licensure reciprocity with other states for many years. We supported the subject legislation and supported the rules as proposed here by BOEE. We are grateful to see in the proposal clear provisions for documentation of licensure in good standing, requirement to pass a licensure exam in another state if that is the origin state's requirements, verification of no pending disciplinary proceedings in any state or country, and application and fee requirements the same as any teacher licensed in Iowa. Especially in recruiting a diverse teaching workforce, being able to make an offer and hire teachers as they graduate with their other state credential, but before working for a year and establishing roots and connections in the other state, will be very beneficial to Iowa school districts.

ARC 6679C Notice of Rules Change to IAC 282 Chapter 14 Special Education. The proposed rulemaking will create an optional K-12 Special Education – All endorsement.

UEN has included language in our legislative platform for several years, asking for the special education generalist (K-12) credential. Even large urban districts are increasingly challenged to staff the programs and services for special education students with increasing shortages. Currently, with a shortage of teachers credentialed in special education at all levels, having the option to assign a staff member with a generalist credential creates capacity to move other credentialed staff into the classes aligned with their credential, which maximizes our districts' abilities to have teachers assigned to classrooms appropriately. We appreciate that this credential does not replace the others, leaving school boards the option to require a license more specific to grade levels if necessary. We also value this opportunity to support our current staff, already committed to our urban school districts and communities, toward this generalist special education credential, which will help us address the needs of our students requiring special education services.

ARC 6680C Notice of Rules Change to IAC 282 Chapter 13 Out-of-country applicants. The proposed rulemaking would allow out-of-country applicants to be exempt from PRAXIS testing if they hold a license in another country or if their transcripts show completion of a teacher preparation degree.

Although our UEN member school districts enroll just over 40% of students in Iowa, we educate 70% of students requiring English Learner supports. Our districts have many educated and talented adults from around the world living in our UEN communities, some of whom were successful teachers in their prior countries before coming to Iowa. This additional flexibility aligns with recent policy changes made by the Iowa Legislature and makes good sense in helping to address the teacher shortage. Especially for teachers of world languages, the challenge of passing the PRAXIS when it's given in the teacher's second language proves an unnecessary barrier to licensure of committed and qualified teachers. UEN enthusiastically supports this proposal, which also helps urban districts work toward their goal of a more diverse teaching staff.

ARC 6680C Notice of Rules Change to IAC 282 Chapter 22 and 27 Content Specialist Authorization. The proposed rulemaking would allow candidates with a masters' degree or higher to obtain a content specialist authorization.

UEN supports this proposed rule for all of the same reasons listed above to address educator shortages across the state. Urban school leaders fully acknowledge that additional flexibility requires a commitment from principals, mentor teachers and other staff to support newly credentialed educators as they build the skill set and expertise to meet student needs.

At the Nov. 16 UEN Steering Committee meeting, members unanimously approved the following legislative priority which encourages us to support the flexibility accomplished through administrative rules proposals such as these noticed above.

Teacher, Administrator, Staff Shortage

Adequate funding is essential for public schools to compete with the private sector in hiring new and retaining experienced employees. Recent steps to simplify licensure reciprocity with other states and eliminate IPERS barriers to rehiring retirees are welcome relief, but insufficient to eliminate staff shortages urban schools experience today. New policies should be implemented to help schools meet the challenge of attracting and retaining tomorrow's educators and recruiting teachers that mirror our diverse students. UEN supports flexibility in certification requirements such as a K-12 special education credential, minimizing barriers for educators with international experience to teach in our schools, additional teacher intern programs that include adequate pedagogy/on-the-job classroom exposure, and continued support for grow-your-own programs, para and teacher apprenticeships, tuition support and loan forgiveness programs. Iowa's Future Ready Workforce efforts should include an educator focus to replenish the talent pool and attract high school and college students to a career in education. UEN supported last year's discussion in the Iowa Senate to use the Management Fund for loan forgiveness and recruitment programs. Of critical importance is the dedication of state and local leaders to generate enthusiasm for teaching by speaking about and treating educators with the respect the profession deserves and keeping great Iowa teachers in classrooms in Iowa.

UEN Contacts:

UEN Executive Director, Margaret Buckton, margaret@iowaschoolfinance.com (515) 201-3755
 UEN Chair, Matt Degner, Superintendent, Iowa City CSD, degner.matt@iowacityschools.org
 (319) 688-1000



Cunningham, Kim <kim.cunningham@iowa.gov>

Fwd: SAI support for Proposed BOEE Rules 12/12/22

1 message

Cavin, Mike <mike.cavin@iowa.gov>

Mon, Dec 12, 2022 at 12:08 AM

To: Kim Cunningham <Kim.Cunningham@iowa.gov>, Nicole Proesch <Nicole.Proesch@iowa.gov>, Joanne Tubbs <Joanne.Tubbs@iowa.gov>

----- Forwarded message -----

From: **Dave Daughton** <dadaughton@sai-iowa.org>

Date: Sun, Dec 11, 2022 at 8:40 PM

Subject: SAI support for Proposed BOEE Rules 12/12/22

To: waylon.brown@legis.iowa.gov <waylon.brown@legis.iowa.gov>, Pam [LEGIS] <pam.jochum@legis.iowa.gov>, julian.garrett@legis.iowa.gov <julian.garrett@legis.iowa.gov>, Jesse [LEGIS] <jesse.green@legis.iowa.gov>, Rob [LEGIS] <rob.hogg@legis.iowa.gov>, Megan [LEGIS] <megan.jones@legis.iowa.gov>, Mike [LEGIS] <mike.bousselot@legis.iowa.gov>, Amy [LEGIS] <amy.nielsen@legis.iowa.gov>, Rick [LEGIS] <rick.olson@legis.iowa.gov>, Mike.Sexton@legis.iowa.gov <Mike.Sexton@legis.iowa.gov>, Kristin [LEGIS] <Kristin.Rozeboom@legis.iowa.gov>, jeff.mitchell@legis.iowa.gov <jeff.mitchell@legis.iowa.gov>, laura.book@legis.iowa.gov <laura.book@legis.iowa.gov>, adam.broich@legis.iowa.gov <adam.broich@legis.iowa.gov>, Bridget [LEGIS] <bridget.godes@legis.iowa.gov>, chris.ubben@legis.iowa.gov <chris.ubben@legis.iowa.gov>, Jillian [LEGIS] <jillian.carlson@legis.iowa.gov>, David [LEGIS] <Dave.Epley@legis.iowa.gov>, Mike <mike.cavin@iowa.gov>
Cc: Lisa Remy <lremy@sai-iowa.org>

To: Members of the ARRC and staff, and BOEE Director Cavin

This correspondence is intended to reflect support of the BOEE rules proposals regarding Notices 6677C, 6678C, 6679C, and 6680C. These rules proposals are on the agenda for the 12/12 committee meeting, and pertain to licensure of school staff.

The School Administrators of Iowa(SAI) have as one of their top priorities the ability to **recruit and retain employees**, and have stated in the rationale, the following:

SAI supports **additional tools to attract individuals to the teaching profession**. Flexibility within the Management Fund to recruit and/or retain teachers, and **flexibility with the BoEE regarding licensure requirements** would assist with this.(Emphasis added)

A link to the SAI website page with the entirety of the 2023 Legislative priorities can be found at this link: <http://www.sai-iowa.org/sai-legislative-priorities.cfm>

We believe that the proposals, if approved, will provide a simpler pathway for licensure for many individuals, without reducing the quality of the potential applicants. School districts are struggling to find teaching staff, and these rules would act as an additional tool for filling important positions.

Thank you for your consideration.

Dave Daughton
Government Relations Director
School Administrators of Iowa
641-344-5205(cell)

Date: December 16, 2022

To: Board Members

From: Nicole M. Proesch

Re: Reminders regarding petitions for waiver

The administrative rule that sets forth the criteria you must consider in deciding whether to grant a petition for waiver is as follows:

282—6.4(17A) Criteria for waiver. In response to a petition completed pursuant to rule 282—6.6(17A), the board may in its sole discretion issue an order waiving in whole or in part the requirements of a rule if the board finds, based on clear and convincing evidence, all of the following:

1. The application of the rule would impose an undue hardship on the person for whom the waiver is requested;
2. The waiver from the requirements of the rule in the specific case would not prejudice the substantial legal rights of any person;
3. The provisions of the rule subject to the petition for a waiver are not specifically mandated by statute or another provision of law; and
4. Substantially equal protection of public health, safety, and welfare will be afforded by a means other than that prescribed in the particular rule for which the waiver is requested.

The Board must find **all four factors** exist in a given case in order to grant the petition for waiver. Therefore, discussion of the petition should focus on the four factors listed in the rule, address them individually, and conclude with a finding on each one.

The attached summary has been prepared by Board staff to aid in your discussion, and any recommendations it may contain are not binding.

Petition for Waiver

Name: Rose Aira Fajardo

License: Folder number 1125431

Fajardo applied for a 7-12 teaching license as an out of country applicant. The applicant is from the Philippines.

Reason for Waiver: Fajardo is seeking a waiver of the requirement that the applicant take and pass the Praxis exam. In the spring of 2022 HF 2081 passed, once enacted it eliminated the requirement that in-state applicants be required to take and pass the praxis exam. The applicant completed educational studies in the Philippines and is unable to locate a testing area to offer Praxis.

The applicant was recruited by Prince of Peace Catholic Schools in Clinton, Iowa to teach preschool and elementary classes. She has 6 years of teaching experience in Singapore and relocated from there to Clinton, Iowa in October to take this position.

Rule Citation: 282—13.5(3)(272) Teacher Licenses - Applicants from foreign institutions

An applicant for initial licensure whose preparation was completed in a foreign institution must additionally obtain a course-by-course credential evaluation report completed by one of the board-approved credential evaluation services and then file this report with the Iowa board of educational examiners for a determination of eligibility for licensure. After receiving the notification of eligibility by the Iowa board of educational examiners, the applicant must provide verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education.

Staff recommendation: No recommendation to the board.

Rationale: The Board has previously granted a waiver of this requirement for an applicant from a foreign institution. *See Waiver 22-08.* Waivers of other requirements have been granted to other applicants who had remaining coursework to take.

Date: December 16, 2022
To: Board Members
From: Nicole Proesch
Re: Reminders regarding petitions for waiver

The administrative rule that sets forth the criteria you must consider in deciding whether to grant a petition for waiver is as follows:

282—6.4(17A) Criteria for waiver. In response to a petition completed pursuant to rule 282—6.6(17A), the board may in its sole discretion issue an order waiving in whole or in part the requirements of a rule if the board finds, based on clear and convincing evidence, all of the following:

1. The application of the rule would impose an undue hardship on the person for whom the waiver is requested;
2. The waiver from the requirements of the rule in the specific case would not prejudice the substantial legal rights of any person;
3. The provisions of the rule subject to the petition for a waiver are not specifically mandated by statute or another provision of law; and
4. Substantially equal protection of public health, safety, and welfare will be afforded by a means other than that prescribed in the particular rule for which the waiver is requested.

The Board must find **all four factors** exist in a given case in order to grant the petition for waiver. Therefore, discussion of the petition should focus on the four factors listed in the rule, address them individually, and conclude with a finding on each one.

The attached summary has been prepared by Board staff to aid in your discussion, and any recommendations it may contain are not binding.

Petition for Waiver

Name: Nick Mulder

License: Folder #1118841

Mulder applied for a First Activities Administrators license and was denied.

Reason for Waiver: Mulder is seeking a waiver of the degree requirement for a First Activities Administrators License. The applicant spoke to the director and attorney Proesch on several occasions last year about how to obtain a waiver. However, he did not submit a waiver petition.

The applicant was offered a position with Okoboji Schools as the Activities Director in August of 2022 and accepted the position. He did not have his license at the time and had not completed the educational requirements either. In the meantime, he took all required athletic administration coursework. The applicant reached out to the Director again in November 2022 from his Okoboji email with his signature indicating he is the Activities Director and has been since August of 2022.

On December 5, 2022, the applicant applied for a waiver from the requirements for this license. The applicant does not have the required degree, but has completed required coursework. He will have his coaching authorization completed in December.

Rule Citation: 282—22.8 (272) Activities Administration Authorization. An activities administration authorization allows an individual to administer any pupil activity program in a K-12 school setting. (See attached.)

Staff recommendation: No recommendation to the board.

Rationale: The Board has not previously granted a waiver of this requirement for an applicant.

Date: December 16, 2022
To: Board Members
From: Nicole M. Proesch
Re: Reminders regarding petitions for waiver

The administrative rule that sets forth the criteria you must consider in deciding whether to grant a petition for waiver is as follows:

282—6.4(17A) Criteria for waiver. In response to a petition completed pursuant to rule 282—6.6(17A), the board may in its sole discretion issue an order waiving in whole or in part the requirements of a rule if the board finds, based on clear and convincing evidence, all of the following:

1. The application of the rule would impose an undue hardship on the person for whom the waiver is requested;
2. The waiver from the requirements of the rule in the specific case would not prejudice the substantial legal rights of any person;
3. The provisions of the rule subject to the petition for a waiver are not specifically mandated by statute or another provision of law; and
4. Substantially equal protection of public health, safety, and welfare will be afforded by a means other than that prescribed in the particular rule for which the waiver is requested.

The Board must find **all four factors** exist in a given case in order to grant the petition for waiver. Therefore, discussion of the petition should focus on the four factors listed in the rule, address them individually, and conclude with a finding on each one.

The attached summary has been prepared by Board staff to aid in your discussion, and any recommendations it may contain are not binding.

Petition for Waiver

Name: Dayton Leazer (Elliott)

License: Folder number 1111193

Reason for Waiver: The Board's administrative rules require that all coursework for the counseling endorsement (except for the internship) be completed prior to the issuance of the Class G license. Leazer has not completed all coursework required for an issuance of a Class G License. She has completed a bachelor's degree and is working on finishing her Masters. She is currently enrolled in all academic classes that are required and he will complete them in May of 2023. She is currently working as a long-term substitute teacher at Edward Stone Middle School. The school has a position open for a school counselor.

She applied for a waiver in May 2022 and was denied. Since that time, she has completed all coursework except two remaining courses. She will take the remaining courses, Developing, Organizing & Managing School Counseling Programs/Services and Substance Abuse Counseling in Spring 2023.

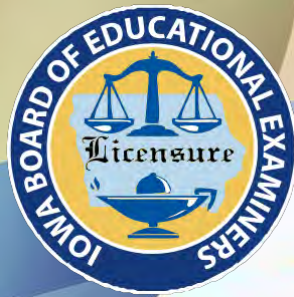
Rule Citation: **282-27.2(5) Class G license.** A nonrenewable Class G license valid for one year may be issued to an individual who must complete a school counseling practicum or internship in an approved program in preparation for the professional school counselor endorsement. The Class G license may be issued under the following limited conditions:

- a. Verification of a baccalaureate degree from a regionally accredited institution.
- b. Verification from the institution that the individual is admitted and enrolled in a school counseling program.
- c. Verification that the individual has completed the coursework and competencies required prior to the practicum or internship.**
- d. Written documentation of the requirements listed in paragraphs 27.2(5) "a" to "c," provided by the official at the institution where the individual is completing the approved school counseling program and forwarded to the Iowa board of educational examiners with the application form for licensure.

Staff Input: Staff has no input at this time - this would be a Board decision. This individual will have completed 45 hours of a 60 hours program by the end of December 22'. She has two classes left, a practicum and an internship (9 hours). She will be over 75% compete which is what our new noticed rule would allow. Staff shortage is severe in Counseling (as well as other areas of education). The Class G is solely under the BoEE rules, and modifications can be made under rule. This was a topic of discussion at the June retreat.

Home Base Iowa
Licensed Professions and Occupations

Annual Legislative Report
December 1, 2022



Iowa Board of Educational Examiners
Michael D. Cavin, Executive Director
701 East Court Avenue, Suite A,
Des Moines, Iowa 50309

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Tim McKinney, Interstate 35 CSD, Reading Interventionist

Rhonda McRina, Waterloo, Public Member

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BACKGROUND OF MILITARY EXCHANGE LICENSES AND BOARD OF EDUCATIONAL EXAMINERS

The Board of Educational Examiners (BoEE) developed the Military Exchange License in 2013 to assist with portability of teacher licensure for military spouses and recent veterans. This allows the BoEE to waive the testing requirement for any military veterans or spouses for three years, and allows additional time to meet any course requirements. The rule went into effect August 28, 2013, prior to the Governor's Home Base Iowa initiative. Amendments to these rules were then adopted to ensure full compliance with Senate File 303. During the first two years of these new administrative rules (2014 – 2015), 50 military exchange and military career and technical licenses were issued.

The 2022 data shows that 39 military applicants received benefits. The data for the 39 military family applicants in 2022 are presented below. The benefits available to military families applying for teacher license fall into two categories. Testing requirements and additional coursework for licensure can be waived for three years, allowing the teacher to move into a teaching position more quickly and without the testing or coursework expense. Seven individuals took advantage of this and received a Military Exchange license. The other 32 applicants qualified for a regular Iowa license, without needing testing, due to experience or reciprocity. They did benefit, however, from the reduced fees for licensure. The processing fee for a license (\$85) is waived for all military family applicants.

Iowa Code Section 272C.4.13:

Beginning December 15, 2016, annually file a report with the governor and the general assembly providing information and statistics on credit received by individuals for education, training, and service pursuant to subsection 11 information and statistics on licenses and provisional licenses issued pursuant to subsection 12.

SUBSECTION 11: CREDIT RECEIVED BY INDIVIDUALS FOR EDUCATION, TRAINING, AND SERVICE IN 2022

Two veterans received licensure based on credit for military experience and education:

- Folder numbers 1121729 and 345219 received Career and Technical Licenses in Military Science, based on hours of work-related experience in the military.

SUBSECTION 12: LICENSES AND PROVISIONAL LICENSES ISSUED IN 2022

Fifteen veterans received benefits toward getting their Iowa teaching license:

Status	License	Folder #		Status	License	Folder #
Veteran	Initial Teaching License	1117332		Veteran	Master Educator License	1121717
Veteran	Initial Teaching License	1101510		Veteran	Master Educator License	1107149
Veteran	Initial Teaching License	1120731		Veteran	Military Exchange License	1124104
Veteran	Initial Teaching License	1116535		Veteran	Military Exchange License	1018214
Veteran	Initial Teaching License	1107643		Veteran	Military Exchange License	1112756
Veteran	Master Educator License	1116923		Veteran	Military Exchange License	1116732
Veteran	Master Educator License	1115815		Veteran	Standard License	1122113
Veteran	Master Educator License	1122412				

Twenty-two military spouses received benefits toward getting their Iowa teaching license:

Status	License	Folder #		Status	License	Folder #
Spouse	Initial Teaching License	110208 1		Spouse	Master Educator License	1111991
Spouse	Initial Teaching License	111841 8		Spouse	Master Educator License	1100173
Spouse	Initial Teaching License	112184 7		Spouse	Military Exchange License	1119411
Spouse	Initial Teaching License	112320 2		Spouse	Military Exchange License	1115135
Spouse	Initial Teaching License	110035 8		Spouse	Military Exchange License	1120437
Spouse	Initial Teaching License	969380		Spouse	Standard License	1114333
Spouse	Initial Teaching License	112180 8		Spouse	Standard License	1119617
Spouse	Initial Teaching License	112313 5		Spouse	Standard License	1120906
Spouse	Initial Teaching License	112018 4		Spouse	Standard License	1120277
Spouse	Initial Teaching License	112023 0		Spouse	Standard License	1115177

Spouse	Initial Teaching License	112026 9	Spouse	Standard License	1035562
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QUALITATIVE REPOSENSE FROM MILITARY EXCHANGE FAMILY WHO RECEIVED LICENSES



My family and I are very grateful and humbled by the Iowa assistance that was given when we relocated to the state. After twenty years in the Air Force my husband retired and we decided to transition out of our military life. There were many changes and difficulties we faced and keeping up with my teaching credentials was on that list. I stayed at home with our twins for many years, but it was perfect timing for me to go back to teaching. I was pleasantly surprised how streamlined and affordable it was to obtain my Iowa teaching certificate and it helped ease some of the financial burden that came with retiring and relocating. My family and I have settled into Iowa living and I can't imagine living or teaching in any other state.

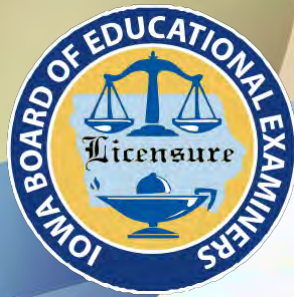
– Michelle Wenger

2022 Annual Report

Iowa Licensure Renewal Programs

Executive Summary

December 1, 2022



Iowa Board of Educational Examiners
Michael D. Cavin, Executive Director
701 East Court Avenue, Suite A,
Des Moines, Iowa 50309

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Licensure Renewal Annual Report

1. Approved Iowa Licensure Renewal Programs

AEA Learning Online
Central Rivers AEA
Grant Wood AEA (GWAEA)
Great Prairie AEA (GPAEA)
Green Hills AEA (GHAEA)
Heartland AEA
Keystone AEA
Mississippi Bend AEA (MBAEA)
Northwest AEA (NWAEA)
Prairie Lakes AEA (PLAEA)
Iowa Safe Schools
Iowa State Education Association (ISEA)
Members Impacting Students/Improving Curriculum (MISIC)
Professional Educators of Iowa (PEI)
School Administrators of Iowa (SAI)
Cedar Rapids Community School District
Norwalk Community Schools
Waterloo Community School District
West Des Moines Community Schools

2. Course Offerings from October 1, 2021 to September 30, 2022:

Approved teacher licensure renewal programs must conduct a minimum of ten different courses for teachers during the calendar year. Agencies providing only administrative licensure renewal must provide a minimum of five different courses during the calendar year.

AEA Learning Online: AEA Learning Online: From October 1, 2021 to September 30, 2022, we offered 356 catalog courses (103 unique offerings). This included courses for both teachers and administrators, and in 21 different subject areas. In addition, we offered 44 different self-paced courses. For a full list of the courses, please contact me at eabbey@aealearningonline.org.

Central Rivers AEA (CRAEA): For the year from October 1st, 2021 to September 30th, 2022, CRAEA has offered 179 License Renewal Courses. We offered courses ranging from TAG, to multiple content areas, social-emotional, special education, ELs, SDI, Early Childhood, Substitute Authorization, in addition to offerings for instructional coaches and administrators.

Grant Wood AEA (GWAEA): 167 of 491 Professional Learning Opportunities at GWAEA were offered for License Renewal Credit. These courses represented a wide range of topics including curriculum content areas (math, literacy science, social studies, art, music, physical education), school improvement areas, social emotional behavioral health, professional administrator topics, diverse learning needs (English language learners, students on the Autism spectrum, Dyslexia) early childhood, technology integration, equity and culture diversity.

Great Prairie AEA (GPAEA): GPAEA offered 240 in-district and outside of district course offerings with 170 of the offerings being held. The offerings included a wide variety of content such as behavior, science, early childhood, paraeducator certification, social emotional learning, English Learners, substitute authorization, coaching cycles, evaluator approval, assistive technology, social studies, technology, CTE, autism, math and ELA. GPAEA also partnered with Southeastern Community College and Indian Hills Community College to offer a conference for school counselors.

Green Hills AEA (GHAEA): A total of 128 different courses were offered covering the content of Career and Technical, Early Childhood, Fine Arts, Human Relations, Instructional Practices, Leadership, Literacy, Mathematics, Mentoring/Induction, Science, Social Emotional, Special Education, and Technology.

Heartland AEA: 134 different courses offered 213 times.

Keystone AEA: Keystone AEA offered a total of [141 courses](#) offered for credit during the period from October 1, 2021 to September 30, 2022. There were a total of 584 participants in the classes that were held. Of the classes offered, 97 were actually held and 44 were cancelled. The class topics ranged from social emotional learning, science through Open SciEd courses partnered with other AEA's. Manual Mills and Lathes, Manufacturing Processes for CTE and many more.

Mississippi Bend AEA (MBAEA): 155 total PD MBAEA Offered which included: 67 re-licensure (22 cancelled); 2 Learning Team, 17 Graduate credit (4 cancelled); 87 workshops (22 cancelled)
Link to data: <https://bit.ly/3zlpGZg>

Northwest AEA (NWAEA): Northwest AEA offered 109 unique courses during the 2021-2022 school year with a total of 972 sections. The courses were on many different topics, such as substitute authorization, paraeducator training, SEBH, autism spectrum disorder, crucial conversations, SIOP, science of reading, building numeracy, and school gardens, to name a few.

Prairie Lakes AEA (PLAEA): 138 Area-wide and In-District courses were offered in a variety of areas to support teachers preschool through Grade 12, librarians, para-educators, substitute teachers, administrator, etc. including but not limited to the following: Substitute Authorization, Para-educator Training, Cognitive Coaching, Fierce Conversations, LETRS, Differentiated Learning Opportunities Based on Teacher Inquiry

Iowa Safe Schools: Iowa Safe Schools offers 57 courses through Safe Schools Academy. These courses are broken into three main categories: Safety, Support, and Wellness; Diversity and Inclusion; and Civic and Social Engagement. These courses prioritize curriculum about student mental and emotional health and well-being, and social and academic skills, with an emphasis on students from diverse backgrounds.

The Iowa State Education Association (ISEA): The ISEA Academy offered 168 License Renewal courses from October 2021 to September 2022. Many courses are offered on a cyclical basis and for graduate credit. ISEA partners with National Education Association (NEA) as a state affiliate to provide the NEA Microcredentials that are created by national subject-matter experts and facilitated and graded by NEA-trained assessors. ISEA courses represented a wide range of topics including curriculum content areas (literacy, social studies, art, health, music) social-emotional behavioral health, teacher leadership, technology supports for the classroom, support classes for National Board Certification, ethics in education, STEM, and classroom management.

Members Impacting Students/Improving Curriculum (MISIC): For the year 2021-2022, MISIC offered courses in three major categories:

- Courses developed and facilitated by the MISIC team (2)
- Courses offered in partnership with other organizations (4)
- Building Trauma Sensitive Schools, Jen Alexander
- ISASP Rangefinding, Pearson
- Technology in our School, Next Gen Technology
- MISIC's micro-credential bundles (10)

Professional Educators of Iowa (PEI): PEI provided ten course offerings on a variety of educational issues. These offerings included educator ethics, structured literacy, legal issues, leadership, human trafficking, and dyslexia.

School Administrators of Iowa (SAI): SAI provides school leaders the opportunity to engage in a variety of credit-bearing, learning opportunities. Our members can bundle any 3 full day workshops or Short Stack Series for a renewal credit. From October 1, 2021 to September 30, 2022, members could choose from 19 options (some repeats) covering a range of topics from brain-aligned discipline to legal issues to creating a contagious culture to teacher evaluation and plans of awareness/assistance to leading while female to leading for equity. Additionally, we provided credit-bearing opportunities to those involved as mentors in our mentoring program. We continue to partner with ISFLC to provide credit for a professional development program for Iowa superintendents to deepen their financial knowledge and develop fiscal management and leadership skills. This was the final year for our members to bundle our district meeting learning for a renewal credit.

Cedar Rapids Community School District: The Cedar Rapids Community School District conducted 17 different courses from October 1, 2021- September 28, 2022. The focus of these courses was Intercultural Competence, Learner-Centered Grading Practices, teacher well-being, technology integration, and supporting Core instruction in Math, Reading, and Science.

Norwalk Community Schools: Norwalk Community Schools offered 10 courses to teachers and one course to administrator in the 21-22 school year. Courses were developed in Canvas for teachers to address on-going learning with standards-based teaching and learning as well as coursed related to building initiatives.

Waterloo Community School District: We offered a total of 37 courses based on a few different factors:
-Our district strategic plan (P.A.C.E) -Student achievement data -Teacher feedback -Administrator feedback - Instructional coach feedback

West Des Moines Community Schools: We offered 25 courses during this time span, supporting our district strategic plan and goals. Courses varied in content, including courses to support technology integration and infusing culturally responsive practices, as well as core content specific learning opportunities.

3. How many courses were offered within local school districts to meet that school district's improvement goals?

AEA Learning Online: 25 of the courses were offered within a specific site or target group of teachers, and an additional 4 self-paced courses were offered by the local district.

Central Rivers AEA: 72 License Renewal courses were offered in district

Grant Wood AEA (GWAEA): 72

Great Prairie AEA (GPAEA): 72 of 170 offerings were held specifically within districts and were in alignment with district improvement goals.

Green Hills AEA (GHAEA): 35

Heartland AEA: 228 total courses

Keystone AEA: [11 courses were offered for district only](#)

Mississippi Bend AEA (MBAEA): Some of these classes were offered for more than one subject area and for all credit types including, district only, workshops, Licensure Renewal, Graduate credit (Drake, Morningside, and Grand View University). Not all classes offered have been ran due to a variety of reasons, including; change in schedule, low enrollment, etc. Link to Subject Category Summary: <https://t.ly/NHi8>
OR review the Subject Category Summary tab in the main data sheet found here: <https://bit.ly/3zlpGZg>

Northwest AEA (NWAEA): Local school districts offered 30 courses to meet their district's improvement goals.

Prairie Lakes AEA (PLAEA): 64 In-District Learning Teams (Closed Audience) classes were offered.

Iowa Safe Schools: Educators from all 99 counties participate in Iowa Safe Schools courses, but we do offer some course sections specifically to school districts who have chosen to use Safe Schools Academy courses to meet their professional development goals. Those districts include: Clear Creek Amana - 6 courses; Cedar Rapids - 1 course; DMPS - 2 courses; and Waukee - 2 courses

Iowa State Education Association (ISEA): ISEA Academy offered 20 courses within local school districts to meet that school district's improvement goals.

Members Impacting Students/Improving Curriculum (MISIC): 21

Professional Educators of Iowa (PEI): Ethics for Educators - Grand View Christian School

Cedar Rapids Community School District: 17

Norwalk Community Schools: All courses were directly related to our district improvement goals.

Waterloo Community School District: Each course that is offered directly connects with our district strategic plan in one of the primary focus areas.

West Des Moines Community Schools: All courses supported the district's improvement goals and strategic plan.

4. Explain the ongoing needs assessment process, including data sources used.

AEA Learning Online: We utilize several methods to update our licensure renewal program. Some of those are listed below:

- AEA Learning Online Advisory Council informal input
- AEA Learning Online Governance Council informal input
- Superintendents' Online Survey
- Teachers' Online Survey
- End-of-course Participant Evaluation Survey
- AEA Learning Online Blog input on website (<http://www.aealearningonline.org>)
- AEA Learning Online Instructor Feedback Survey
- Analysis of evaluation data

Central Rivers AEA: Through a review of district ESSA plans, advisories and networks Central Rivers AEA has identified needs in supporting schools in implementing teacher leadership, core content and pedagogy, competency based learning and grading, along with school improvement processes. In the spring of 2022 we gave a survey to educators in CRAEA with 279 responses. This data was reviewed by multiple CRAEA departments to determine future needs. <https://app.awesome-table.com/-N1ssHPCFgWUxH5Lmdpa/view>

Grant Wood AEA (GWAEA): GWAEA uses data collected from a variety of sources as part of an on-going needs assessment process. All Regional Administrators meet with districts annually to complete an annual district service plan. Information related to professional learning and district/building goals is shared with the PL office as appropriate. Additionally, a third of our districts participate in annual focus group conversations. Professional learning needs is one of several topics discussed. Feedback and recommendations are communicated to our office. Curriculum consultant groups (Science, Literacy, Math, Social Studies), school improvement, instructional coaching and administrator groups, and groups that support diverse learning needs (special education, ELL, T&G, AT, Tech Integration, etc.) provide feedback on current learning needs for AEA staff and district staff based on their on-going feedback on current learning needs continuous improvement process. Learning survey information is collected after each course and workshop and formative assessment data is encouraged during each workshop. This data is reviewed regularly for feedback and recommendations.

Great Prairie AEA (GPAEA): GPAEA gathers ongoing input from several stakeholders including members of the PD Advisory, Superintendent Network, Curriculum Network, etc and utilizes data sources such as EdInsight, Panorama, and Iowa School Performance Profiles to make decisions regarding professional development offerings. The survey data collected through the Professional Learning System is also reviewed to determined professional development needs. Below is a link to survey data collected from substitutes in Feb 2022 as an example but survey data is collected in all renewal credit courses. <https://bit.ly/3SSLYiq>

Green Hills AEA (GHAEA): We use the Iowa Professional Development Model as our continuous improvement model. We ask for district feedback once each year regarding PL opportunities and the match to current and future district needs. We require each of our GHAEA disciplinary teams to submit a Continuous Improvement Plan which indicates the team's personal growth needs, the needs of our agency overall, and the needs of the stakeholders we serve.

Heartland AEA: We use feedback from various groups including Curriculum Network, Superintendent’s Advisory, internal Heartland staff groups, para course participants, sub authorization participants, instructors feedback, meetings with individuals, LRC meetings, PL surveys we collect and phone calls we receive.

We also collect and look through all of our course offerings and evaluation data to determine future needs and improvements to programming here at Heartland. We do have a low rate of return on evaluations of courses, but our new system has a feature that reminds participants to fill out an evaluation. We asked the group to provide feedback on the evaluation process and give us ideas for improvement in this area. As always, our staff is attuned to the needs of the schools and educators and is on the cutting edge of offering professional learning to meet those needs. Our staff brings ideas from the districts to us and we try to find instructors to teach the courses they would like to see.

Keystone AEA: The Licensure Renewal team receives input from AEA staff and LEA individuals as to district and area-wide needs; reviews those suggestions and shares it with appropriate AEA contacts, and looks at feedback from PD courses offered during the current year. For example, because new requirements for CTSO from the state and numerous requests for skill development for CTE educators, our CTE consultant has added new courses that provide needed training while earning LR credits. This has been done in partnership with Northeast Iowa Community College. This becomes a dual enrollment course for added value to the district employing that staff member. The team has continued to work with instructors and districts to create virtual courses so that learning and training can continue with the lack of subs for teachers to travel to participate.

Mississippi Bend AEA (MBAEA): The Professional Learning team receives feedback and requests from our AEA staff, SDAC, LEA individuals and/or teams for Agency wide district needs. Surveys are also collected within the Professional Learning system for each class and reviewed by the instructor and department.

Northwest AEA (NWAEA): A survey (<https://bit.ly/htt/3RDnxbQ>) was sent the end of March 2022 to all teachers. 61 responses were received. Additionally, input from our Advisory Committee members, including our graduate partners and paraeducators is used to assess the ongoing needs.

Prairie Lakes AEA (PLAEA): We collect data from multiple sources to determine the needs of our AEA, Districts, and educators for professional development with Licensure Renewal Credit. This data includes AEA Customer Satisfaction Survey, professional development evaluation feedback, PD Advisory feedback as well as other State agencies. PLAEA Licensure Renewal Team systematically receives feedback through Regional Administrators and Consultants. Regional Administrators receive and share feedback in the form of a needs assessment process from their District Superintendents, Principals, and Collaborative Teams. This feedback is communicated and used to determine ongoing needs. PLAEA consultants work collaboratively with Districts to establish learning opportunities that support school goals. Course syllabus are created and sections are developed to offer Licensure Renewal Credit for the needed learning opportunity. The Professional Development office reviews data to determine which Districts are served and reach out to all Districts to provide learning for credit. The Licensure Renewal Team and Collaborative Teams analyze needs based on the data and make recommendations on priorities for focus of professional development. PLAEA Systemic Improvement Committee is consistently reviewing data and determining how to systematically collect data to improve learning.

Iowa Safe Schools: Every participant has the opportunity to take an optional survey upon completion of a Safe Schools Academy course. Each survey is specific to the course the participant recently concluded, but does include space at the end for general feedback on the course catalog as a whole. We measure feedback on a scale of 1 (strongly disagree) - 5 (Strongly agree). The survey checks for things such as course relevance, clarity of course objectives, whether or not the course increased participant confidence and knowledge of course subject matter, course organization, and responsiveness from Iowa Safe Schools staff. Additionally, there are a number of short answer questions that ask participants to explain how they would identify the course objectives, in order to ensure we are clearly communicating course concepts.

Iowa State Education Association (ISEA): The ISEA Academy advisory (BBTLE) committee represents regions and ISEA member voices from across the state to assess the needs of the ISEA regional units in their role on the committee. These representatives provide information from focus groups, unit meetings, and one-to-one targeted conversations with educators related to the continuous improvement process for the ISEA Academy related to professional learning needs. The survey data analysis from current course participants is regularly reviewed and offers additional information for improvement changes and suggestions for new course offerings.

Members Impacting Students/Improving Curriculum (MISIC): The ongoing needs assessment process includes input from the LRC Advisory Committee (twice a year), MISIC’s Board of Directors (3 times a year), MISIC’s Regional Steering Committee Members, MISIC staff (monthly), LRC participants through surveys upon course completion, feedback from conference and workshop participants, and feedback from partner-providers.

Professional Educators of Iowa (PEI): PEI conducts an annual survey of our membership related to educational issues. The survey questions are used to help assess teacher needs and what can be offered to help those needs.

<https://tinyurl.com/37ebzt3>

School Administrators of Iowa (SAI): SAI continues to engage in a bi-annual needs assessment survey from which data are collected that inform the professional learning planning process. Additionally, data related to professional learning needs are collected from members as a component of the evaluation of each learning event. The SAI annual conference survey also provides data regarding the learning needs of members. We also depend on the formal and informal feedback we collect from both our Executive Committee, which meets monthly, and Representative Council, which meets five times per year. Each of these meetings provides a forum for gathering feedback about learning needs of Iowa's Pre-K-12 administrators. We also gather feedback from our Executive Leaders group comprised of approximately 275 superintendents. Finally, our professional learning advisory helps keep us abreast of emerging needs in the field. We also included a feedback component for our SAI District Meetings (held in the fall and spring in our efforts to continue to identify needs of our members and respond accordingly). Data we collect from our mentoring program also serves to inform our professional learning platform.

Cedar Rapids Community School District: We provided a survey to all staff seeking input on why they choose courses and what courses they would like to see. We also provided the opportunity for my instructors to apply to teach courses to gain more variety.

Norwalk Community Schools: Our LRC annually reviews courses and the data to make recommendations for improving professional learning to support the implementation of the district professional learning plan. Data sources being utilized to assess on-going professional learning needs are: iObservation data, HRS survey data, building professional learning evidence, student achievement data, TLC survey data.

Waterloo Community School District: We will continue to solicit feedback from the different groups to gauge the needs for continued professional development. This will including FAST scores and EOU assessment data from different content areas.

West Des Moines Community Schools: Needs assessment is based on data analysis of courses taken, requests for additional courses, and needs identified by teachers through professional learning surveys and our mentoring and induction program.

5. What changes were made to the licensure renewal program based on the data collected?

AEA Learning Online: Changes include:

- Updating and implementing the new Mandatory Reporter trainings, including the Spanish version
- Developing and implementing self-paced Substitute Authorization
- Adding more choice to self-paced courses, allowing participants to select different modules or different entry points
- Developing professional learning courses for CTE teachers

Central Rivers AEA: [Based on the data collected](#), we recognized a need to support districts in classroom management. One result of this data was to hold a Behavior Summit. This summit was mostly led by LEA who were willing to share their successes and challenges as they work to meet student needs. We also recognized a need to support instructional coaches and offered a two-day Connecting the Dots Conference. This conference featured Diane Sweeney and her team as well as Ann Mausbach. LEAs were also the featured session speakers. Lastly- another huge change was how we provide professional learning. We began the process of developing an on-demand learning system and rolled it out to the "public" this August. Currently there are over 150 learning pieces in various categories such as well-being, leadership, paraeducator, future ready, special education, school improvement, and curriculum instruction and assessment.

Grant Wood AEA (GWAEA): We have continued to emphasize the importance of MTSS structures and SEBH content and critical components of student engagement, social emotional learning, student voice and choice, and feedback. We have also increased our substitute authorization courses and are able to offer paraeducator certification training again. While moving more courses back to face-to-face in 2021, we are still offering options via hybrid (zoom) when applicable. The biggest piece of feedback we are getting right now is that schools are unable to find substitute teachers, which is preventing them from attending face-to-face classes. Our PL office is also working on building on a microcredential library to meet the needs of teachers, where they can engage in short pieces of learning on their own time while still having the option of earning renewal credits if they choose.

Great Prairie AEA (GPAAE): With the increase of participants getting Substitute Authorization Certifications, it is recognized that the need for renewal courses for this population has increased. Substitute needs are slightly different than teacher needs because they are not required to develop content as teachers are and many do not have an educational background therefore need some basics on working with students. We offered 14 courses throughout the year and summer

however, many were cancelled due to low attendance. We will continue to assess the needs, develop courses to support substitutes and continue to offer/advertise those courses in hopes of increasing attendance. <https://bit.ly/3E9cZKw> (Courses for subs are in bold print) Districts have asked for more support around Dyslexia and we currently have a Literacy Consultant working on a degree in Dyslexia, so we can offer courses in that area. Additionally, the in-district courses offered are a result of input from our district stakeholders.

Green Hills AEA (GHAEA): A main focus has been creating additional opportunities for educators to learn how to accelerate learning for all students. We continue to add additional courses that offer educators digital tools to enhance classroom instruction. We continue to add micro-credentials to our library in order to personalize learning for educators. Micro-credentials can be redeemed as a license renewal credit if eligible and approved

Heartland AEA: Based on feedback from districts during various agency meetings we drastically increased our offerings for both Para certification and Substitute Authorization. Due to the Covid 19 Pandemic the Governor released an emergency declaration changing the requirements for sub auth. We responded by adding many sections to our courses. Another big change we made due to the pandemic in response to need and requests was to make our courses available in more flexible formats. We offer many more courses in a hybrid format with the use of Zoom, Google, and Canvas. Based on district feedback we use Canvas as our LM tool to align with what districts and the state will be using. Many more course instructors are using Canvas as their LMS now. We also added more options for evaluator approval courses from feedback we received from administrators. Another big change out of the LRC group was to offer graduate level courses alongside LRC level courses simultaneously, so participants can choose the credit level they want to take for courses vs everyone having to do the same level of work regardless of the credit they choose. Based on instructor feedback we also increased the pay for instructors teaching Grad level courses. The LRC group is also looking into new registration systems to make registration easier and more seamless for participants.

Keystone AEA: Keystone has continued to offer virtual as well as face-to-face courses for renewal. Teachers appreciate not having to travel and districts appreciate not having to look for subs. Keystone has also continued to offer the substitute authorization course to meet district needs. The micro credential course has continued to be a good fit for our teachers so Keystone continues to add new and relevant micro credential offerings from literacy, social emotional health, computer science and more. (Follow this link for more information on [micro credentials at Keystone](#):). With the addition of computer science to the curriculum Keystone has written and received CS grants to provide training for K-12 teachers and has included opportunities for credit as most of the work is done during the summer. This is also the case with the increase in CTE offerings. The statewide LR group has also increased the pay for instructors of grad credit courses to try to support and offer more courses at that higher level.

Mississippi Bend AEA (MBAEA): The Staff Development Advisory Committee is an integral part of our course design and deciding factor for needs. Based on requests from LEA's and collaborative conversations throughout the year, professional development increases and adjusts to meet needs.

Northwest AEA (NWAEA): The survey responses indicated that behavior supports and classroom management was needed at all levels. Three different courses were offered for behavior supports. The survey also indicated that more courses be offered for the Science of Reading. We offered 16 sessions of this course.

Prairie Lakes AEA (PLAEA): PLAEA consultants' collaborative work with Districts indicated an increased need for licensure renewal credit in the area of support for the LETTERS® (Language Essentials for Teachers of Reading and Spelling), and ACHIEVE, Iowa's new data system for special education. We also continue to focus on instructional coaching with the use of a Scope and Sequence for courses. Flexibility in delivery and timing of course offerings has been of heightened importance due to substitute teacher shortages. PLAEA recognized a need to improve communication of learning opportunities. A document which includes links to Area Wide professional learning opportunities was created. Each option listed includes a link to a flyer with more information, including registration links, time/date, and whether or not the opportunity has licensure renewal credit offered with it.

Iowa Safe Schools: Previous feedback indicated that participants would like to hear from a wider variety of content experts during these courses. We have begun implementing webinar-style recorded lectures in a number of our courses, and plan to do more over the next year.

Iowa State Education Association (ISEA): Based on a review of data collected, the ISEA Academy Advisory Committee (BBTLE) recommended that more courses be offered on the Social-Emotional Well Being of Students and Educators, the use of technology in the classroom, mentoring and instructional coaching, teaching diverse students, and support for paraeducators and teachers in completing the NEA Microcredential rigorous requirements without having to resubmit so much of their portfolio for a second review. It was also recommended that more marketing be done so Iowa educators were aware of the vast offerings from the NEA Microcredential stacks. New classes were added on dealing with student anxiety, mental health issues/trauma, and well-being as well as creating professional learning communities for support systems for those educators' wishing assistance while attempting to create a portfolio of assignment requirements for the NEA Microcredentials. Several local associations created professional learning groups to create learning around social justice

issues and improve intercultural competency. A new class was created on mentoring and instructional coaching based on Danielson's instructional model. More courses were offered in a live zoom format or hybrid version of live zoom meetings with asynchronous online learning considering the need for social distancing and pandemic protocols during this time.

Members Impacting Students/Improving Curriculum (MISIC): Data from districts indicated a high need to "reset and reinvent" following the disruption to learning from the COVID-19 pandemic. In response to the long-term after affects and recovery initiatives of our school districts, MISIC's licensure renewal program included

- a focus on social and emotional learning and responding to trauma,
- addressing learning gaps by a "reset" to better align instruction with the Iowa Core Standards,
- and the intentional use of technology tools to enhance learning.

In response to the expressed needs, MISIC developed course offerings, worked with districts to fulfill their learning needs through district courses, and partnered with other entities to provide learning opportunities focused on

- Social emotional learning which includes mental health, cultural responsiveness, trauma sensitivity, inter-personal relationships, and family engagement
- Assessing student progress and using student data to inform instructional adjustments
- Mitigating learning loss and accelerating learning through improved student engagement, enhanced instructional coaching practices and skills, and professional learning community collaboration processes and skills
- Deepening student engagement in a variety of learning platforms, including the use of technology

Professional Educators of Iowa (PEI): Dyslexia is still an ongoing topic for teachers. PEI added 3 new classes, two on dyslexia and one on structured literacy to address those needs.

Our annual conference was around the topic of neuroplasticity and how physical activity increases brain function which impacts overall health. Teachers have been reflecting on stress and burnout since COVID.

School Administrators of Iowa (SAI): We have had positive and affirming responses to our Short Stack offerings (3, 2-hour sessions offered virtually), so we continue to provide opportunities for members to access a variety of topics through this medium. At the same time, feedback has indicated that members still prefer to have face-to-face options, so we continue to identify those topics best suited for in-person learning and provide this option. We have added our pre-conference event as another learning option available to be bundled for credit.

Strong interest has surfaced from our feedback in problem-solving, learning-focused networks, so we are moving forward this 2022-23 school year with a pilot Mastermind Cohort, which meets virtually for an hour on six occasions in alternate weeks. We look forward to gathering additional information from this pilot to determine next steps in expanding this learning opportunity.

Cedar Rapids Community School District: Yearly, we survey our staff to see what courses are needed to help empower teachers to meet our strategic plan goals. During the course of the 2021-2022 school year, we found more teachers were needing supporting with incorporating SEBH and universal design for learning. Additionally, we saw an increase in teachers wanting self-care strategies. Our classes that focus on these concepts are some of the most popular course offerings. Additionally, with our focus on equity and social justice, we offered more courses and opportunities for staff to explore these topics in a safe environment. Finally, with our achievement scores in reading and math, we implemented a system wide LETRs training with the goal of all staff being LETRs certified by 2022, Demystifying Fluency

2004 22 001

Teaching Adolescents with the Neuroscience in Mind 1943 22 001

Designing and Delivering Lessons that are standard-based and incorporate the Instructional Shifts 1944 22 001

Using GWAEA Online Resources for Instruction 2007 22 001

Norwalk Community Schools: Courses continue to be more focused on our High Reliability Schools school improvement framework and the Marzano instructional framework. Courses are being developed in a blended learning platform in Canvas to address the learning needs of teachers. We currently have 9 Canvas course offerings for teachers. Our collaborative PLC teams are focusing on personalized professional learning aligned to student needs this year. courses will continue to be developed to support the needs of collaborative teams and improvement efforts.

Waterloo Community School District: The most significant change what the addition of more PD focused on equity. As we surveyed the different groups, that was the focus that each group said they wanted and needed more of. We have already implemented more PD during our monthly time with our administrators and instructional coaches, and plan to offer outside of work equity PD as well.

West Des Moines Community Schools: New classes were added and some were offered again based on needs that were identified through the school improvement process, as well as aligning to our district strategic plan and priority six. These included courses to support technology integration and supporting culturally diverse and immigrant populations.