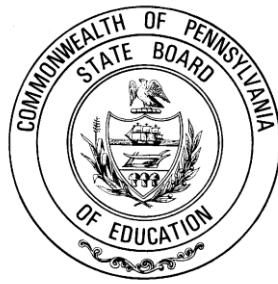


PENNSYLVANIA
STATE BOARD OF EDUCATION



2022 ANNUAL REPORT

January 2023

Dear Governor Wolf and Members of the General Assembly:

On behalf of the State Board of Education, it is my pleasure to present you with our Annual Report that summarizes the Board's work and actions during the 2022 calendar year. I would like to thank Governor Wolf for entrusting me with the responsibility to serve in this statewide leadership role. It has been an honor to serve the Wolf Administration and to work collaboratively to advance access to high-quality, equitable education for all learners across the Commonwealth. The Board looks forward to working with the Shapiro Administration and with the General Assembly to ensure that the schools of this Commonwealth meet the needs of all of our children and to ensure that citizens across the Commonwealth have access to affordable postsecondary education opportunities.

Sincerely,

A handwritten signature in cursive script that reads "Karen Farmer White". The signature is written in black ink and is positioned to the right of the word "Sincerely,".

Karen Farmer White, Chair

MEMBERSHIP

The State Board of Education consists of 21 voting members, ten of whom serve on the Board's Council of Basic Education and ten of whom serve on the Board's Council of Higher Education. Seventeen members are appointed by the Governor, with the advice and consent of the Senate, for overlapping terms of six years, or until their successors are appointed and confirmed. Four members of the Board are members of the General Assembly who serve as long as they hold the position of majority and minority chairs of the House and Senate Education Committees. The Chairperson of the Board and its Councils are designated by the Governor and serve at his pleasure. The 21 voting members of the board also serve as the State Board for Career and Technical Education.

The Board meets at least six times per year. Additional Council or Board meetings are held at the call of the chairpersons or at the request of a majority of members. The chairperson of the Board and any of the members are entitled to attend the meetings of the Councils. Board committees are appointed by the chairperson of the Board to formulate policy proposals in those areas which fall within the purview of the Board. Council committees are appointed by the chairperson of each respective Council to formulate policy proposals in those areas which fall within the purview of either Council.

The Secretary of Education is the head of the Department of Education and the chief executive officer of the State Board of Education. The Secretary is a member of the executive department of the Commonwealth and is appointed by and serves at the pleasure of the Governor with the advice and consent of the Senate. The Secretary of Education, or the Secretary's designated representative, is entitled to attend all meetings of the Board and Councils and has the right to speak on all matters before the Board and the Councils, but not to vote.

The chairperson of the Professional Standards and Practices Commission (PSPC), or a PSPC member designated by the chairperson, serves as an ex officio, non-voting member of the Board. Likewise, a member of the State Board serves in the same capacity on the PSPC.

Four student representatives serve as non-voting, advisory members of the Board – two high school students who sit on the Council of Basic Education and two postsecondary students who sit on the Council of Higher Education. Annually, two new students are selected to serve a two-year term on each respective Council. High school students are selected through an application process managed by the Pennsylvania Association of Student Councils. Postsecondary students are selected to represent the various sectors of higher education in the Commonwealth on a rotating basis. Student members were added by the Board in 2008, and their participation is supported through private grant funds.

The following are listings of the State Board of Education’s membership, reflecting transitions throughout the 2022 calendar year.

State Board of Education

January 2022

Ms. Karen Farmer White (Pittsburgh)
Chair, State Board of Education

Dr. Noe Ortega
Secretary of Education & Chief
Executive Officer of the Board

Council of Basic Education

Dr. A Lee Williams (Slippery Rock)
Chairman, Council of Basic Education

Hon. Carol Aichele (Malvern)

Mr. Nathan Barrett (Scranton)

Ms. Reva Gandhi
Junior Student Member

Dr. Jeffrey Keeling (Hadley)

Hon. Maureen Lally-Green (Mars)

Representative Mark Longietti
Minority Chair, House Education Committee

Senator Scott Martin
Chair, Senate Education Committee

Ms. Eva Rankin
Senior Student Member

Council of Higher Education

Dr. Jonathan Peri (Glen Mills)
Chairman, Council of Higher Education

Mr. James R. Agras (Pittsburgh)

Dr. Jamie Bracey-Green (Philadelphia)

Ms. Sandra Dungee Glenn (Philadelphia)

Ms. Sarah Jordan
Junior Student Member

Dr. Pamela Gunter-Smith (York)

Representative Curtis Sonney
Chair, House Education Committee

Ms. Taiba Sultana
Senior Student Member

Senator Lindsey Williams
Minority Chair, Senate Education Committee

Dr. Nicole Hill
PSPC Ex-officio Member

Ms. Karen Molchanow
Executive Director

Ms. Stephanie Jones
Administrative Assistant

State Board of Education

March 2022

Ms. Karen Farmer White (Pittsburgh)
Chair, State Board of Education

Council of Basic Education

Dr. A Lee Williams (Slippery Rock)
Chairman, Council of Basic Education

Hon. Carol Aichele (Malvern)

Mr. Nathan Barrett (Scranton)

Ms. Reva Gandhi
Junior Student Member

Dr. Jeffrey Keeling (Hadley)

Hon. Maureen Lally-Green (Mars)

Representative Mark Longietti
Minority Chair, House Education Committee

Senator Scott Martin
Chair, Senate Education Committee

Ms. Eva Rankin
Senior Student Member

Dr. Noe Ortega
Secretary of Education & Chief
Executive Officer of the Board

Council of Higher Education

Mr. James R. Agras (Pittsburgh)

Dr. Jamie Bracey-Green (Philadelphia)

Ms. Sandra Dungee Glenn (Philadelphia)

Ms. Sarah Jordan
Junior Student Member

Dr. Pamela Gunter-Smith (York)

Representative Curtis Sonney
Chair, House Education Committee

Ms. Taiba Sultana
Senior Student Member

Senator Lindsey Williams
Minority Chair, Senate Education Committee

Dr. Nicole Hill
PSPC Ex-officio Member

Ms. Karen Molchanow
Executive Director

Ms. Stephanie Jones
Administrative Assistant

State Board of Education

July 2022

Ms. Karen Farmer White (Pittsburgh)
Chair, State Board of Education

Hon. Eric Hagarty
Acting Secretary of Education & Chief
Executive Officer of the Board

Council of Basic Education

Dr. A Lee Williams (Slippery Rock)
Chairman, Council of Basic Education

Hon. Carol Aichele (Malvern)

Mr. Nathan Barrett (Scranton)

Ms. Claire Chi
Junior Student Member

Dr. Jeffrey Keeling (Hadley)

Ms. Reva Gandhi
Senior Student Member

Hon. Maureen Lally-Green (Mars)

Representative Mark Longietti
Minority Chair, House Education Committee

Senator Scott Martin
Chair, Senate Education Committee

Council of Higher Education

Hon. Pedro A. Rivera (Lancaster)
Chairman, Council of Higher Education

Mr. James R. Agras (Pittsburgh)

Dr. Nicole Carnicella (Bellefonte)

Dr. Jamie Bracey-Green (Philadelphia)

Ms. Sandra Dungee Glenn (Philadelphia)

Ms. Sarah Jordan
Senior Student Member

Dr. Pamela Gunter-Smith (York)

Ms. Natalie Imhoof
Junior Student Member

Representative Curtis Sonney
Chair, House Education Committee

Senator Lindsey Williams
Minority Chair, Senate Education Committee

Dr. Nicole Hill
PSPC Ex-officio Member

Ms. Karen Molchanow
Executive Director

Ms. Stephanie Jones
Administrative Assistant

State Board of Education

November 2022

Ms. Karen Farmer White (Pittsburgh)
Chair, State Board of Education

Hon. Eric Hagarty
Acting Secretary of Education & Chief
Executive Officer of the Board

Council of Basic Education

Dr. A Lee Williams (Slippery Rock)
Chairman, Council of Basic Education

Hon. Carol Aichele (Malvern)

Mr. Nathan Barrett (Scranton)

Ms. Claire Chi
Junior Student Member

Dr. Jeffrey Keeling (Hadley)

Ms. Reva Gandhi
Senior Student Member

Hon. Maureen Lally-Green (Mars)

Representative Mark Longietti
Minority Chair, House Education Committee

Senator Scott Martin
Chair, Senate Education Committee

Dr. Monica Taylor (Drexel Hill)

Council of Higher Education

Hon. Pedro A. Rivera (Lancaster)
Chairman, Council of Higher Education

Mr. James R. Agras (Pittsburgh)

Dr. Nicole Carnicella (Bellefonte)

Ms. Sandra Dungee Glenn (Philadelphia)

Mrs. Amanda Hetrick (Titusville)

Ms. Sarah Jordan
Senior Student Member

Dr. Pamela Gunter-Smith (York)

Ms. Natalie Imhoof
Junior Student Member

Representative Curtis Sonney
Chair, House Education Committee

Senator Lindsey Williams
Minority Chair, Senate Education Committee

Dr. Nicole Hill
PSPC Ex-officio Member

Ms. Karen Molchanow
Executive Director

Ms. Stephanie Jones
Administrative Assistant

There are currently 4 vacancies on the State Board of Education.

INTRODUCTION

The Pennsylvania State Board of Education was created by the General Assembly in 1963 and reestablished in 1988. It is the principal administrative regulatory body for both elementary and secondary education and higher education in the Commonwealth. It has the power and duty to review and adopt regulations that govern educational policies and principles and establish standards governing the educational programs of the Commonwealth, upon recommendation of its Councils. The Board also has the authority and duty to approve or disapprove an application for the creation of a new school district, or change in the boundaries of an existing school district; establish committees of professional and technical advisors to assist the councils in performing research studies undertaken by them; manage and have custody of the State School Fund; apply for, receive and administer Federal grants, appropriations, allocations and programs within its purview; adopt policies with regard to institutions of higher education; and, adopt master plans for basic and higher education.

The State Board of Education engages in constant review and appraisal of education in the Commonwealth. The Board's evaluation takes into account such matters as educational objectives, alternative organizational patterns, alternative programs of study, and the operating efficiency of the education system. The chairperson of the State Board refers all studies and investigations to one of its Councils, and receives and places on the agenda the findings and recommendations of the Council for appropriate action by the Board.

For purposes of studying issues and developing policy proposals, the Board is divided into two councils – the Council of Basic Education and the Council of Higher Education. The Council of Basic Education has the power and duty to develop a master plan for basic education in the Commonwealth for adoption by the Board; investigate programs, conduct research studies and formulate policy programs in all educational areas not within the purview of higher education; encourage and promote such agricultural, industrial, career and technical education programs as the needs of this Commonwealth may require; and investigate and make recommendations pertaining to the work of any schools of design, schools of industrial arts or industrial schools to which the General Assembly may make an appropriation.

The Council of Higher Education has the power and duty to develop a master plan for higher education in the Commonwealth for adoption by the Board; develop standards for the approval of colleges and universities for granting of certification and degrees; develop standards for all higher education building projects involving the use of state funds or the funds of any Commonwealth instrumentality; and, investigate programs, conduct research studies and formulate policy proposals in all areas pertaining to higher education in the Commonwealth, including a system of community colleges and technical institutions as provide by law.

The Board also serves as the State Board of Career and Technical Education and, in this capacity, sets policy and promulgates regulations regarding career and technical education in Pennsylvania at both the secondary and postsecondary levels. The Board met for the first time as the State Board of Career and Technical Education in January 2020 following the passage of Act 76 of 2019 that updated terminology throughout the Public School Code of 1949 by replacing references to “vocational-technical education” with “career and technical education”. Prior to January 2020, the Board was referred to as the State Board for Vocational-Technical Education.

Much of the Board’s work occurs in meetings of its standing committees, including the Committees on Academic Standards/Chapter 4; Teacher and School Leader Effectiveness; and Career and Technical Education. Ad Hoc and Special Committees also are established from time to time to oversee special projects.

Board committees are the bodies that conduct public meetings to solicit comments, concerns and questions from members of the general public, as well as those involved in the education enterprise on a particular education regulation or issue. When the Board decides to review a current regulation or develop a new one, it typically begins the process with roundtable discussions or public hearings conducted in several locations throughout the state. The committee takes the information it learns during this exercise and develops recommendations that can take the form of a report or revised regulations.

Proposed regulations are published in the *Pennsylvania Bulletin*. Additional public comments on a proposed regulation, as well as comments received from the House and Senate Education Committees and the Independent Regulatory Review Commission, are considered and, based on this stakeholder input, the Board may make further refinements to the regulation that it deems necessary in crafting a final regulation.

State Board of Education Activity: 2022

Pursuant to Section 2603-B of the Public School Code of 1949, 24 P.S. § 26-2603-B, the State Board of Education (Board) is pleased to provide a report on its activities for the 2022 calendar year.

Chapter 4 (Academic Standards and Assessment)

New academic standards for science, environment, ecology, technology, and engineering were approved as final by the Board in January of 2022 and, later in the spring, were approved by the Independent Regulatory Review Commission. The new standards were adopted as part of final amendments to 22 Pa. Code Chapter 4 (Academic Standards and Assessment) that also made technical revisions to the Chapter to conform certain provisions of the regulation with statutory changes enacted by the General Assembly to high school graduation requirements, compulsory school age, and terminology replacing references to “vocational-technical education” with “Career and Technical Education.” These final-form amendments to 22 Pa. Code Chapter 4 were published in the *Pennsylvania Bulletin* on July 16, 2022.

The substantive changes approved to Chapter 4 replaced the Commonwealth’s *Academic Standards for Science and Technology* (2002) and *Academic Standards for Environment and Ecology* (2002) with the *Pennsylvania Integrated Standards for Science, Environment, Ecology, Technology and Engineering (Grades K-5)*, *Pennsylvania Integrated Standards for Science, Environment and Ecology (Grades 6-12)*, and *Pennsylvania Technology and Engineering Standards (Grades 6-12)*. The Board committed to providing schools in the Commonwealth with a three-year window to fully integrate the new standards into classroom instruction. As such, the new standards will take effect on July 1, 2025.

The new standards were developed in consultation with external workgroups of content experts that were appointed by the Board to serve in an advisory role. Members of those external advisory committees were selected based on their depth and breadth of expertise in curriculum and standards development, understanding of the existing science standards and current research, equity and access in education and meeting the needs of diverse learners, and overall education

experience. The advisory committees included teachers from public schools in the Commonwealth, higher education faculty, environmental organizations, the Pennsylvania Commission for Agricultural Education, and the Departments of Community and Natural Resources and Environmental Protection. The new standards further were informed by additional stakeholder outreach conducted by both the Department of Education and by the Board.

Updates to the state's academic standards for science were necessary in order to align the standards with current research and best practices in learning and teaching science that prioritize a shift away from memorization of facts to having student productively participate in scientific discourse and practices, involving students in sustained investigation to support deeper understanding, and recognizing that even young children are capable of more sophisticated scientific reasoning than originally thought. Further, the Board recognized that, since Pennsylvania's initial science standards were adopted in 2002, 44 states and the District of Columbia had updated their science standards to align with seminal documents on current research and best practices in science instruction. Since that time, 20 states and the District of Columbia adopted the Next Generation Science Standards and another 24 states adopted standards based on the same framework. Thus, the Board recognized that updating these standards was essential to help create the conditions for all students to be scientifically, technologically, environmentally, and engineering literate, both to support Pennsylvania's economic vitality and its civic strength.

Additional consideration was given to national and regional data that demonstrated that Pennsylvania needs to have a STEM-ready workforce to compete in the global economy. The Pennsylvania Workforce Needs Assessment for 2016-2026 projected that there will be nearly 600,000 new and replacement jobs in Pennsylvania through 2026, with STEM jobs growing at approximately 9 percent, and more than 13,000 unfilled jobs in computer science and software development. That jobs outlook demonstrated a sense of urgency for Pennsylvania to create pathways for equitable access to STEM experiences, to ensure that all students are learning the knowledge and skills necessary for future careers, and to position the Commonwealth to retain current businesses in the STEM fields and to compete to attract new STEM-related industries by

preparing our future workforce with the skills and competencies necessary to support growth in these industries.

The Board will continue to monitor implementation of these new standards through periodic updates provided by the Department of Education. In November of 2022, the Department presented the first of these updates to the Board's Council of Basic Education. The Board received a copy of the Department's Standards Implementation Map, which identifies a framework for actions that will be taken to support implementation of the state's new science standards related to curriculum, assessment, professional development, leveraging cross-content connections, and assessment. Goals within the Standards Implementation Map are identified over a three-year period. The Department also previewed a resource being developed for educators to support the use of the new standards in classroom instruction. That resource will connect the new standards with disciplinary core ideas, science and engineering practices, and crosscutting concepts, as well as making connections to PA Career Ready Skills and other related standards and practices.

Chapter 11 (Student Attendance) and Chapter 12 (Students and Student Services)

In July, the Board approved final-omitted technical amendments to 22 Pa. Code Chapters 11 (Student Attendance) and 12 (Students and Student Services). Each of these Chapters includes provisions that reference requirements for compulsory attendance in school. In Act 16 of 2019, the General Assembly amended the definition of "compulsory school age" in the Public School Code of 1949. Amendments made by the General Assembly lowered the age by which students must begin school from age 8 to age 6 and raised the age until which students must remain in school from age 17 to age 18, unless a student already has graduated from high school. These changes took effect with the 2019-2020 school year, but corresponding amendments were not made to the Board's regulations to reflect this underlying change in the compulsory school age. As such, the Board adopted final-omitted technical amendments that make references to the ages for compulsory attendance in Chapters 11 and 12 consistent with the definition of compulsory school age as previously amended by the General Assembly. Following approval by the Office of the Attorney General, these final-omitted amendments were approved by the

Independent Regulatory Review Commission on October 20, 2022, and took effect upon publication in the *Pennsylvania Bulletin* on November 5, 2022.

Public Postsecondary Career and Technical Education Accreditation

The State Board of Career and Technical Education (SBCTE) holds the authority to accredit public postsecondary career and technical education programs through approval granted by the U.S. Department of Education (ED). In order to maintain its status as an approved accreditor, the SBCTE must be reevaluated by ED every five years. In January of 2022, the SBCTE approved a petition to ED seeking renewal of its recognition as a public postsecondary career and technical education accrediting authority. Upon review of the petition, ED approved SBCTE's petition to continue serving in this capacity.

The SBCTE's scope of authority is limited to accrediting career and technical centers that offer non-degree granting career and technical programs for adults approved by the Pennsylvania Department of Education (Department) that are 300 hours or longer in duration. The SBCTE evaluates institutions that seek voluntary accreditation under this authority through a partnership with the Bureau of Career and Technical Education (BCTE) within the Department. The SBCTE, through the Pennsylvania Secretary of Education, authorizes BCTE to manage the state's accreditation program.

Throughout 2022, the SBCTE considered applications for accreditation from four public postsecondary career and technical centers. The Board considered findings from a review of each application by BCTE, considered a recommendation developed on each application from an external advisory body (the Institutional Accreditation Advisory Group), and deliberated on whether each application met the established accreditation standards. The Board found the following accreditation applications to be favorable and granted either re-accreditation or accreditation to these institutions for a five-year period: York County School of Technology, Lehigh Career and Technical Institute, Central Pennsylvania Institute of Science and Technology, and Jefferson County-Dubois Vocational School.

High School Graduation Requirements

In 2021, the Board acted to approve the COVID-19 pandemic as an extenuating circumstance for graduation waivers on a time-limited basis for the graduating class of 2023 only. Under Act 158, a superintendent may issue a graduation waiver for students in grade 12 or to accommodate a student with extenuating circumstances. The Secretary can recommend, and the State Board of Education can approve, additions to the list of extenuating circumstances set forth in Section 121 of the School Code. In 2021, Secretary of Education Noe Ortega recommended that the Board approve the COVID-19 pandemic as an extenuating circumstance under Section 121 to allow local school entities to provide an additional option to students most effected by the pandemic in order to select the appropriate graduation pathway before late into their junior year.

In May of 2022, the Board received another recommendation from the Secretary of Education seeking to expand the application of the COVID-19 pandemic as an extenuating circumstance for graduation waivers to the graduating classes of 2024 and 2025. The request to extend the waiver to additional graduating classes was made due to the continuing effects of the COVID-19 pandemic and due to significant feedback the Department of Education received from school leaders about the effects of COVID mitigation on students in these cohorts, including the U.S Department of Education's waiver of the requirement to administer statewide assessments during the 2019-20 school year and the implementation of Act 136 of 2020. The Board agreed with the Secretary's recommendation and approved the COVID-19 pandemic as an extenuating circumstance for the graduating classes of 2024 and 2025.

Pennsylvania Alternate System of Assessment (PASA) Performance Level Descriptors

In May of 2022, the Department of Education's Bureau of Special Education (BSE) presented an update to the Board on the Pennsylvania Alternate System of Assessment (PASA). The PASA are state assessments administered to students with the most significant cognitive disabilities. The PASA is aligned with Alternate Eligible Content standards, which are approved by the State Board of Education, that reflect a reduction in the depth and breadth of the academic

standards in Chapter 4 to which they are aligned. BSE reported that it was slated to contract with a new vendor for the PASA, the Dynamic Learning Maps (DLM) Consortium, effective July 1, 2022. DLM is facilitated through the Accessible Teaching, Learning, and Assessment Systems (ATLAS) at the University of Kansas.

The Department reviewed the design and administrative revisions that will be made to the PASA under the new vendor. The PASA DLM will be designed to be adaptive and offer multiple levels of complexity based on student profile and performance, will be chunked into shorter segments called “testlets”, and will provide more information through a learning profile for each student. BSE also reviewed other necessary actions due to the change in assessment design, including completing alignment studies to the existing alternate eligible content, adopting new performance level descriptors (PLDs), and adopting new cut scores. PLDs are narrative statements that describe the knowledge and skills a student should demonstrate at each performance level of a state assessment. For the PASA DLM, the performance levels are: Emerging, Novice, Proficient, and Advanced. In addition to providing an update on the PASA, BSE also presented updated PLDs for the new PASA DLM and the updated PLDs were approved by the Board.

Master Plan for Higher Education

The Public School Code of 1949 directs the Board to adopt a Master Plan for Higher Education every ten years for the purpose of providing guidance to the Governor, the General Assembly, and all higher education institutions that are financed wholly or in part by state appropriations. The Public School Code tasks the Board’s Council of Higher Education with developing a new Master Plan for adoption by the Board.

In January of 2021, the Council of Higher Education (Council) initiated an effort to update the Master Plan for Higher Education. In determining how to structure its work to develop a new Master Plan, the Council reviewed the requirements for a Master Plan set forth in the Public School Code and discussed strategic priorities around which a new Plan would be centered. The following five strategic priorities were identified:

- 1) Increase credential completion to meet the Commonwealth's need for talent
- 2) Erase equity gaps in postsecondary access, progression, and completion by race, ethnicity, income, age, and geography
- 3) Increase college affordability for all Pennsylvanians
- 4) Innovate and redesign postsecondary institutions for today's learners
- 5) Increase transparency on the value of postsecondary credentials to individuals, communities, and the Commonwealth

The Council also appointed an Advisory Committee to consult with in the development of a new Master Plan. The Master Plan for Higher Education Advisory Committee was comprised of representatives of all sectors of higher education in the Commonwealth, voices from Pennsylvania's workforce development community, the Department of Labor and Industry, and the Department of Education. The Advisory Committee and the Council held joint working sessions bimonthly throughout 2021 and for the first half of 2022 with each session focused on one of the five strategic priorities around which a new Master Plan will be centered. In July of 2022, the Council and the Advisory Committee held a working session dedicated to gathering input from Council and Advisory Committee members on a draft of the Master Plan, as well as to review feedback from the postsecondary community on the draft Master Plan.

In September, the Council transmitted a Master Plan to the State Board of Education for its consideration and, upon review, the Board referred the Plan back to the Council for additional deliberations. The Council convened a Special Meeting in October of 2022 and invited all Board members to participate in dedicated discussion about the draft Master Plan. An updated version of the draft Master Plan was presented to the Council of Higher Education in November of 2022 and was tabled for action at a later date. Work related to the draft Master Plan will continue into 2023.

Chapter 49 (Certification of Professional Personnel)

Final amendments to 22 Pa. Code Chapter 49 (Certification of Professional Personnel) were approved by the Independent Regulatory Review Commission on March 10, 2022, and took

effect upon their publication in the *Pennsylvania Bulletin* on April 23, 2022. The published final-form rulemaking reflects amendments made as part of a major review of Chapter 49 that was initiated by the Board in 2019. Final-form amendments to Chapter 49 were informed by input from a wide array of stakeholders – including higher education faculty, teachers and school administrators, school directors, parents, and the Secretary of Education – that was collected at different points in time as modifications were made to proposed updates to Chapter 49 in response to their feedback.

The majority of amendments in the approved final-form rulemaking are technical to align the regulation to statutory changes, clarify ambiguous language, and update language for relevancy. Among the substantive changes, the final-form rulemaking establishes new training requirements to ensure that all current classroom teachers have a foundation in culturally relevant and sustaining education (including mental wellness, cultural awareness, and trauma-informed approaches to instruction) and in professional ethics. The rulemaking also establishes new training requirements in structured literacy, grounded in the science of reading, for educators who currently hold one of the following certificates: Early Childhood, Elementary/Middle, Special Education (PreK-12), Reading Specialist, and English as a Second Language. Final-form amendments to Chapter 49 also require individuals preparing to enter the education profession to receive preservice instruction in culturally relevant and sustaining education, professional ethics, and structured literacy.

College Textbook Policies Advisory Committee

In January 2011, the Board formed the College Textbook Policies Advisory Committee, a Standing Committee of the Board established by Act 104 of 2010. The Committee is comprised of higher education faculty, textbook publishers, college booksellers, postsecondary students, members of the General Assembly, and the Deputy Secretary for Postsecondary and Higher Education. The Advisory Committee is tasked with issuing a report to the Governor and the General Assembly with recommendations to improve college textbook affordability and accessibility. With the support of the Department of Education, the Advisory Committee has continued to meet quarterly since its inception to consider these issues and, per statute, to update

its report every three years. An updated report from the Advisory Committee was presented in November of 2021 and transmitted to the Governor and the General Assembly. The updated report also is posted publicly on the Board's website.