

# Lewis-Clark State College

2026 CAEP Accountability Measures  
Reporting on data from the 2024–2025 Academic Year

## Measure 4: Ability of Completers to be Hired in Education Positions for Which They Have Been Prepared

### Ability of initial program completers to be hired

The data below shows the preparation of initial completers by placement rates of different regions and the resulting district placements in education positions for which they have been prepared.

### Rates of Placement In Idaho by Region

Of those completers who chose to go into teaching, the placement analysis in Table 1 includes the count and percentage of completers who are teaching in Idaho by school type and region.

Table 1

Idaho Placement	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25	Total by Each Region
Region 1	11	11	13	8	13	56
Region 2	15	11	10	16	19	71
Region 3	10	6	9	4	3	32
Region 4	3	1	3	2	1	10
Region 5	0	0	0	1	0	1
Region 6	1	0	0	0	0	1
Charter	1	1	1	2	1	6

Other (IDLA, Juvenile Education, Private)	1	0	0	0	1	2
Total by Each Academic Year	42	30	36	33	38	179

## Rates of Placement in Idaho School Districts within Region 2

The placement analysis in Table 2 includes the count and percentage of completers who are teaching in Idaho's Region 2 by the school district. This is where the EPP is located and where the highest percentage of completers are typically hired after earning certification.

**Table 2**

District	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25	Total by Each District
171- Orofino	2	1	0	1	3	7
242- Cottonwood	0	0	0	0	2	2
243 - Salmon River	0	0	0	0	0	0
244 - Mountain View	0	1	1	1	4	7
281 - Moscow	1	1	0	0	0	2
282 - Genesee	1	0	0	1	0	2
283 - Kendrick	0	0	1	0	1	2
285- Potlatch	1	0	0	0	0	1
287 - Troy	0	0	0	0	1	1
288 - Whitepine	0	0	0	0	0	0
302 - Nezperce	0	0	0	0	0	0
304 - Kamiah	0	0	0	0	0	0
305 - Highland	0	0	0	0	0	0
340 - Lewiston	8	7	7	13	8	43
341 - Lapwai	2	1	1	0	0	4
342 - Culdesac	0	0	0	0	0	0
472 - Palouse Prairie Charter	0	0	0	1	0	1
534 - Gem Prep: Online	0	0	0	0	0	0
813 - Moscow Charter	0	0	0	0	0	0
618 - Pinecrest Academy	0	0	1	1	0	2
Total by Each Academic Year	15	11	11	18	19	74

# Hiring Rates

The hiring rate percentage in table 3 shows how often our % graduates are hired into teaching positions the year after graduation

**Table 3**

Year Graduated	# Hired into Teaching Positions	Total # Graduated	% Graduated Hired into Teaching Positions in Idaho
2016	34	36	94
2017	31	34	91
2018	31	33	94
2019	16	22	72
2020	33	44	75
2021	47	58	81
2022	44	51	86
2023	42	43	97
2024	24	42	48
2025	30	52	57

## limitations

While Table 3 provides insight into completer employment outcomes, several important limitations affect the interpretation of these data.

First, hiring rates only reflect completers employed in teaching positions within the state of Idaho. Graduates who secure positions out of state are not systematically tracked and therefore are excluded from the reported percentages. As a result, the hiring rates likely underestimate the total employment of program completers.

Second, the state does not maintain a comprehensive or fully reliable system for tracking educator preparation program completers into the workforce. Employment data are compiled using available state records and institutional follow-up, which may be incomplete or inconsistently reported across years.

Third, variations in hiring rates across years, particularly the decline observed in 2024 and 2025, may be influenced by data collection gaps rather than actual decreases in employment outcomes. Delays in reporting, incomplete matches between completers and state employment records, and mobility of graduates contribute to potential undercounts.

Finally, the data do not capture alternative career pathways (e.g., private schools, charter schools not reported through state systems, or education-related roles outside of P–12 classrooms), further limiting the scope of employment outcomes represented.

Taken together, these limitations suggest that the hiring rates presented should be interpreted as a conservative estimate of completer employment, rather than a comprehensive measure of program effectiveness.

## Teach for Lewiston Scholarship

Lewis-Clark State College (LC State) Teacher Education & Mathematics Division, in partnership with Independent School District No. 1 of Lewiston, has established the **Teach for Lewiston Scholarship** to strengthen the local educator pipeline and address regional teacher workforce needs.

### *Purpose and Partnership Alignment*

The Teach for Lewiston Scholarship is a targeted recruitment and retention initiative designed to identify, support, and retain high-quality teacher candidates who are committed to serving the Lewiston community. The scholarship reflects sustained collaboration between the Educator Preparation Provider (EPP) and a key P–12 partner, aligning candidate preparation with district workforce priorities.

This initiative supports both program completion and employment within the district, creating a structured pathway from preparation to professional placement.

### *Eligibility and Academic Standards*

To ensure candidate quality and readiness, applicants must:

- Be provisionally admitted to LC State’s Teacher Education Program
- Maintain a cumulative GPA of 3.00 or higher
- Be enrolled full-time (12 or more credits per semester)
- Be in their junior or senior year and within three semesters of completing degree and certification requirements
- Commit to employment with Independent School District No. 1 upon program completion
- Successfully complete the district’s pre-internship screening process

These requirements reinforce academic rigor, program progression benchmarks, and alignment with district hiring standards.

### *Candidate Quality Measures*

The application process incorporates multiple measures to evaluate candidate readiness and professional dispositions:

- Documentation of cumulative GPA and academic standing
- Evidence of academic readiness (RSAT/ACT scores or Praxis exams passed)
- A structured essay in which candidates articulate:

- Their motivation for entering the teaching profession
- The skills and abilities that will support their effectiveness as educators
- A signed and dated letter of recommendation from a faculty member affirming the candidate's potential to be an effective teacher
- Authorization for review of academic and enrollment data to ensure compliance with eligibility criteria

Applications are reviewed by a joint committee composed of representatives from LC State and the Lewiston School District, ensuring shared governance, transparency, and district input in candidate selection.

### *Impact on Recruitment, Preparation, and Retention*

The Teach for Lewiston Scholarship strengthens the educator preparation pipeline by:

- Incentivizing strong academic performance and program progression
- Encouraging early commitment to local district employment
- Supporting strategic recruitment in response to documented teacher shortages
- Enhancing collaboration between the EPP and a key P–12 partner
- Promoting workforce stability through intentional placement of prepared graduates

By integrating academic benchmarks, professional dispositions, faculty evaluation, and district-level screening, the scholarship demonstrates a comprehensive and collaborative approach to candidate recruitment, preparation, and retention. This initiative reflects ongoing efforts to align educator preparation with community workforce needs while maintaining rigorous standards for candidate quality.

## Teach for Eastern Washington Scholarship

Lewis-Clark State College (LCSC) Teacher Education & Mathematics Division administers the **Teach for Eastern Washington Scholarship**, a targeted workforce initiative designed to strengthen the regional educator pipeline in partnership with local school districts and sponsored by Washington State School Retirees' Association (WSSRA).

### *Purpose and Regional Alignment*

The Teach for Eastern Washington Scholarship supports the recruitment, preparation, and retention of high-quality teacher candidates who are committed to serving rural and regional districts in Eastern Washington. The scholarship aligns the Educator Preparation Provider's (EPP) program outcomes with documented workforce needs in the partner districts of:

- Asotin School District
- Clarkston School District
- Pomeroy School District

This initiative creates a structured pathway from program completion to district employment, contingent upon available positions and successful completion of district screening processes.

### *Eligibility and Academic Standards*

To ensure candidate readiness and program integrity, applicants must:

- Be formally admitted to LCSC's Teacher Education Program
- Maintain a cumulative GPA of 3.00 or higher
- Be in their junior or senior year and within two semesters of completing degree and certification requirements
- Commit to employment in one of the identified Eastern Washington partner districts upon completion (provided a position is available)
- Successfully complete the respective district's pre-internship screening process

These criteria reinforce academic rigor, program progression benchmarks, and alignment with district hiring standards.

## *Candidate Quality Measures*

The application process incorporates multiple measures to assess professional commitment and effectiveness:

- A structured written response addressing:
  - Motivation for entering the teaching profession
  - Personal abilities and skills that support effective teaching
- A signed and dated one-page letter of recommendation from a faculty member affirming the candidate's readiness for the profession
- A formal student release authorizing review of relevant academic and enrollment records

Incomplete applications are not considered, ensuring procedural integrity and consistency in candidate review.

## *Impact on Recruitment, Preparation, and Retention*

The Teach for Eastern Washington Scholarship advances continuous improvement and regional partnership efforts by:

- Supporting academically strong candidates nearing program completion
- Encouraging intentional placement in high-need rural districts
- Strengthening collaboration between the EPP and regional P–12 partners
- Promoting workforce stability in Eastern Washington communities
- Aligning candidate preparation with district-specific hiring needs

By integrating academic standards, faculty evaluation, professional commitment measures, and district screening processes, the scholarship demonstrates a comprehensive, partnership-driven approach to educator workforce development. This initiative reflects LCSC's commitment to preparing well-qualified graduates who are ready to serve regional schools and meet community needs.