



## Idaho Perkins V State Plan

Approved by the State Board of Career Technical Education April 18, 2024

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# Narrative Descriptions – Plan Development and Consultation

## **1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.**

The initial Idaho Perkins V State Plan was developed and posted in fiscal year 2019. The following describes stakeholder engagement for that plan. IDCTE has reviewed and updated this current version based on internal feedback, stakeholder consultation, and public comment building on the original plan development work. That process is described in further detail below.

During 2019 the Idaho Division of Career Technical Education (Division) engaged in a series of outreach efforts designed to collect input from as many stakeholder groups as possible, including:

- Outreach sessions for secondary and postsecondary stakeholder groups including sessions during the Division’s annual statewide conferences. This annual conference brings approximately 900 secondary and postsecondary educators and industry stakeholders to Boise for a three-day training, and is Idaho’s largest CTE professional development opportunity. The summer conference alternates every other year with regionally based conferences held around the state.
- The 2019 conference included several sessions specific to labor market information and understanding Perkins V requirements.
- During our spring 2019 and winter 2020 outreach, the Division hosted community forums in each of Idaho’s six education regions. Members of the community, including family members, community organizations, and business members were invited to attend. Business members were represented from each region.
- Various meetings with the Idaho Workforce Developmental Council (WDC) were held to discuss a combined Workforce Innovation and Opportunity Act (WIOA) plan and development of a labor market tool designed to help grant recipients identify high-skill, high-wage, and in-demand occupations. While the ultimate decision was not to pursue a combined plan at that time. It was agreed to that common labor market data would be used to discuss regional labor market trends. Newly developed labor market tools allowed recipients to use readily available data to help reduce the data burden associated with the Comprehensive Local Needs Assessment (CLNA) and to help ensure consistent data analyses statewide.
- As a part of outreach efforts, directors from each of our Centers for New Direction were invited to the regional meetings, and were provided with additional information on how the Perkins V projects could expand services (including individual services) through the Centers. Center Directors were connected with postsecondary representatives to ensure additional special populations were considered in the planning and project process.
- In conjunction with the WDC Council, the Division conducted 14 regional listening sessions to better understand the needs of local communities and small business owners. Division staff also met with representatives of Idaho Business for Education, including a 90-minute listening session with Scott Stump who oversaw the federal Office of Career, Technical, and Adult Education. Additionally, the Division reached out to the Idaho Association for Commerce and Industry, as well as numerous Chambers of Commerce around the state.
- To help expand CTE access for more students, both the spring and fall 2019 outreach included a specific focus on better supporting students in need. This included recommendations that recipients connect with local foster care advocates, local homeless support entities, and local

outreach organizations. Idaho Division of Juvenile Corrections was included in the outreach efforts and is working to expand CTE programming to help reduce recidivism for juvenile offenders. The winter 2020 outreach sessions included agencies related to special populations in an effort to expand knowledge of CTE programs and foster collaboration.

- The outreach included multiple contacts with state tribal leaders including the Idaho State Board of Education's Indian Education Committee, individual tribes, and listening sessions. At the request of the tribes, the Division conducted individual meetings with leaders from three of Idaho's five tribes. Follow-up meetings were requested, including joint meetings between the tribes and local school districts and postsecondary institutions have been scheduled to identify strategies for collaboration. The Division continues to engage with this group and work with recipients of funding to increase engagement.
- As part of WIOA listening tours, Division staff met with representatives of Idaho Division of Vocational Rehabilitation, as well as regional advocacy groups representing individuals with physical disabilities, blind and visually impaired, cognitive disabilities, and seniors.
- The Division is also a member of the Idaho Interagency Council on Student Transition (IICST), a group devoted to helping students with disabilities transition from secondary to postsecondary life. The Division attended a conference hosted by the National Technical Assistance Center on Transition (NTACT) with other members of IICST centered on incorporating assistance for students with disabilities into Perkins V state plans.
- The Division held Idaho's first Rural District Symposium centered around helping rural and remote districts strengthen student learning outcomes and align district priorities with Perkins V.
- During the 2023 calendar year, Division staff held sessions during the summer annual conferences where stakeholders were given the opportunity to provide feedback on the current administration of Perkins V funding. This feedback was used to inform updates that were incorporated into the updated plan. The updated plan was then provided to secondary and postsecondary education stakeholders and posted on the Division's website for 30 days for public comment. Near the conclusion of the public comment period the Division held a statewide virtual hearing to provide an additional opportunity for the public to provide comment.

**2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)**

The Division is the state agency responsible for career technical education in Idaho, including secondary, postsecondary and other adult training programs. The Idaho State Board for Career Technical Education, pursuant to Section 33-2205, Idaho Code, is the designated agency for implementing the provisions of the Smith Hughes Act of 1917 and any subsequent amendments as well as all other federally or state funded career technical education programs. The State Board is the Division's governing board and Idaho's state education agency. The State Superintendent of Public Instruction sits on the State Board and administers the State Department of Education (SDE).

**3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d) (14) of Perkins V)**

During the Spring 2019 outreach, the Division hosted community forums in each of Idaho's six education regions. Members of the community, including, adult students, family members, community organizations, and business members were invited to attend.

In conjunction with the WDC, the Division conducted 14 regional listening sessions to better understand the needs of local communities and small business owners.

During our winter 2020 outreach, the Division hosted more community forums in each of Idaho's six education regions. Members of the community, including, adult students, family members, community organizations, and business members were invited to attend. During the summer of 2023 the Division conducted a number of stakeholder meetings in conjunction with the Divisions annual summer conferences held around the state as well as meetings conducted with secondary and postsecondary education groups who were specifically asked to provide feedback to the state plan and performance level descriptors.

Prior to submission of the updated draft State plan to the State Board for Career Technical Education in April 2024, the draft State plan was made available on the Divisions website for review in accordance with the 30-day public comment period required by the Act. Comments have been and will continue to be collected via email to [stakeholderinput@cte.idaho.gov](mailto:stakeholderinput@cte.idaho.gov).

## Narrative Descriptions – Program Administration and Implementation

### 1. State's Vision for Education and Workforce Development

**a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)**

Idaho's vision for CTE is to provide premier educational opportunities for students and adults to gain relevant workforce and leadership skills in applied settings; to provide a gateway to meaningful careers and additional education opportunities; and to educate a strong talent pipeline that meets Idaho business workforce needs.

The WDC arrived at three broad goals for the State's workforce system, which are outlined below. Under each of these goals, the WDC identified several strategies that relate more specifically to the populations, services, policies, and priorities within the workforce development system. The strategies cited under each goal below are a priority subset of the WDC's strategic plan that directly relate to the foundational analysis within the State's WIOA plan.

1. Promote policies that align workforce, education, economic development, and entrepreneurship to meet industry and employer's workforce needs.

- Leverage public and private resources (in order to provide greater levels of service to those with barriers to employment and in rural communities).

2. Facilitate development of an Idaho workforce that is highly skilled and committed to continuous learning.

- Provide access to low-skilled and at-risk youth and adults, dislocated workers and others with barriers to employment to a full range of information and supports to prepare for work that leads to economic self-sufficiency.
- Enhance opportunities for lifelong learning by expanding delivery options such as: 1) stackable credentials, 2) compressed scheduling, 3) on-line and distance learning, 4) modularized curriculum and 5) other alternative learning modalities
- Encourage the use of workplace flexibility options such as job sharing, job restructuring, part-time worker pools, flex-time and telecommuting to increase employment opportunities and retain quality workers
- Promote employment practices and workplace environments that encourage a culture of diversity and inclusiveness

3. Support a comprehensive education and workforce delivery system.

- Maintain a quality One-Stop Career System that connects employers and workers and facilitates access to workforce services, education services and information.
- Enhance coordination among workforce system partners and streamline services by eliminating duplication and ineffective or unnecessary practices.
- Provide access to information, financial aid and other supportive services that allow all workers to obtain education and training that leads to employment.
- Coordinate a system of work supports for low-income workers to encourage economic self-sufficiency (e.g., food stamps, child care, and housing) and provide safety nets to those who are in transition in the workforce.

Idaho's WDC identified four focus areas for the purposes of improving Idaho's workforce system.

- Serving Rural Communities.
- Attracting, Training, and Retaining Quality Staff.
- Career Pathways.
- Connecting Youth.

The Division, which administers both the WIOA Title II and Carl D. Perkins programs and administers both secondary and postsecondary career technical education in Idaho, is essential in connecting workforce programs with career technical education, engaging the State's technical colleges, and administering the development of meaningful career pathways. To this end, the Division aligns its efforts with the WDC's goals.

The Division connects education to Idaho's workforce in three essential ways, through the microcredential process, technical advisory committees, and the Centers for New Directions.

The Division is currently aligning all secondary CTE programs of study to postsecondary CTE programs using a microcredential system called SkillStack®. SkillStack® is a digital badging/microcredentialing platform that allows Idaho's educators to validate the skills their students demonstrate proficiency in.

The State Board requires Idaho's public postsecondary institutions to use SkillStack® for all CTE and non-CTE badges and microcredentials.

Program standards are developed for each badge through a collaborative process that engages industry, postsecondary faculty, secondary faculty, and other critical stakeholders. As students provide evidence of the competencies for each skill, educators evaluate the competencies based on common assessments. Once all skills are validated for a particular badge, the information is entered in the SkillStack® platform and badges are awarded.

Secondary students may earn postsecondary credit through successful completion of dual credit courses, articulation agreements between high school and postsecondary institutions for achieved outcomes, and by earning microcredentials and badges in SkillStack® combined with the postsecondary institutions prior learning assessment process.

Originally, Idaho's high school, college, university, and workforce training educators were the only individuals allowed to validate skills in SkillStack®. These entities gain authorization to validate skills upon verification and training from the Division. Since the original State Plan, we now have other educational and non-CTE entities using the system.

Employers can access SkillStack® and search the database for individuals that have been awarded badges aligned to the jobs and skills they are trying to find. The SkillStack® platform can then invite those individuals identified to learn more about the company's open position by visiting the company's website or location where the job is posted.

As of June 2023, 32,000 unique students have earned over 115,000 microcredentials in the SkillStack® platform.

Successful career technical education programs maintain close ties with business and industry, and must be integrally linked to their communities and state. Career technical education programs in Idaho are required to incorporate active input from applicable business and industry technical advisory committees (TACs).

The TAC advises the program to ensure it stays up to date in terms of content and training. TAC members also assist in, and advocate for, student, faculty, and program need. TACs strengthen the working relationships between the career technical education programs and the communities they serve.

The Division also administers the Center for New Directions programs. Through these program, single parents and displaced homemakers receive services to help them move from dependence to independence. Services include personal, career, and education counseling, assessment and testing, and preparation for employment and training. The program also promotes gender equity in the Division's programs by supporting nontraditional career fields through grants, scholarships, and other methods. The Centers for New Directions are on Idaho Technical College System campuses.

**b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)**

Idaho State Board for Career Technical Education and IDCTE Objectives (fiscal years 2024-2028).

## MISSION STATEMENT

CTE system's mission is to prepare Idaho's youth and adults for high-skill, in-demand careers.

## VISION STATEMENT

The Division's vision is to be:

1. A premier educational opportunity for students and adults to gain relevant workforce and leadership skills in an applied setting;
2. A gateway to meaningful careers and additional educational opportunities; and
3. A strong talent pipeline that meets Idaho business workforce needs.

**GOAL 1 EDUCATIONAL SYSTEM ALIGNMENT** – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

**Objective A:** Support State Board Policy III.Y by aligning CTE programs among the technical colleges and ensuring that secondary program standards align to those postsecondary programs.

**Objective B:** Technical assistance and support for CTE programs – Provide timely, accurate, and comprehensive support to CTE programs that meets the needs of administrators and instructors at both the secondary and postsecondary levels.

**Objective C:** Data-informed improvement – Develop quality and performance management practices that will contribute to system improvement, including current research, data analysis, and strategic and operational planning.

**Objective D:** Funding Quality Programs – Secondary and postsecondary programs will include key components that meet the definition of a quality program and are responsive to the needs of business and industry.

**Objective E:** Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements.

**GOAL 2 EDUCATIONAL READINESS** – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn at the next educational level.

**Objective A:** Workforce Training – Non-credit training will provide additional support in delivering skilled talent to Idaho's employers.

**Objective B:** Adult Education (AE) – AE will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.

**Objective C:** Centers for New Directions (CND) – CNDs will help foster positive student outcomes, provide community outreach events and workshops, as well as collaborate with other agencies.

**GOAL 3 EDUCATIONAL ATTAINMENT** – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

Objective A: Talent Pipelines/Career Pathways – CTE students will successfully transition from high school and postsecondary education to the workplace through a statewide career pathways model.

Objective B: Higher Level of Educational Attainment – Increase completion of microcredentials.

GOAL 4 WORKFORCE READINESS- The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

Objective A: CTE concentrators will demonstrate college and career readiness.

Objective B: CTE teachers will track student progress for pathway completion through the microcredential platform.

Goals and objectives are reviewed annually and updated at a minimum of every four years.

**c. Describe the State’s strategy for any joint planning, alignment, coordination, and leveraging of funds between the State’s career and technical education programs and programs of study with the State’s workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2) (B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)**

The Division and the WDC are partner agencies in developing and executing Idaho’s Workforce Development State Plan. The WDC, in conjunction with the Idaho Department of Labor, is an important stakeholder in the Perkins V State Plan, providing crucial labor market information, to all Perkins V eligible recipients and working with the Centers for New Directions to provide education opportunities for special population students within through Idaho’s six technical colleges.

**d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)**

The Division will use leadership funds in accordance with Section 112(a)(2)(B) of the Act to:

- Support non-traditional students through an equal distribution of \$10,000 to each of the six eligible postsecondary recipients. Any unspent funds from prior year will be targeted towards non-traditional student activities;
- Support programs at the Idaho Department of Corrections not to exceed 1 percent of the total allocation for the State;
- Provide additional funds equal to 0.5 percent to be distributed to the Idaho Department of Juvenile Corrections and Idaho Educational Services for the Deaf and Blind at a base amount of \$7,500 per facility with the remainder split evenly between the two agencies;
- Support enrollment of special populations into CTE programs through coordination with other State agencies including, but not limited to, the Division of Vocational Rehabilitation and the Idaho State Department of Education (an amount equal to 0.1 percent).

Remaining leadership funds will be used to provide statewide professional development and leadership development; provide technical assistance to recipients; develop statewide programs and programs of study; support Career and Technical Student Organizations (CTSOs); support development of valid and reliable assessments of competencies and technical skills; program alignment; and enhanced data use capabilities.

## 2. Implementing Career and Technical Education Programs and Programs of Study

**a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)**

### Secondary

The Idaho Division of Career Technical Education (Division) currently supports fifty-seven (57) approved programs of study for secondary programs in seven (7) program areas representing fifteen (15) of the sixteen (16) career clusters as described in the National Career Clusters® Framework as presented by Advance CTE (excluding Government career cluster). All Idaho public secondary schools are required to provide career technical education courses.

The seven program areas are:

1. Agriculture, Food, and Natural Resources
2. Business and Marketing Education
3. Engineering and Technology Education
4. Family and Consumer Sciences and Human Services
5. Health Professions and Public Safety
6. Trades and Industry
7. Individualized Occupational Training

### Middle School

Students may also participate in career exploration starting in middle school. Idaho public schools are required to provide career exploration courses to students grades 7 and 8. Career technical education programs may be delivered starting in grade 7.

### Postsecondary

The technical colleges support over 200 programs representing all seven of the identified secondary program areas.

**b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 1328 will—**

- i. promotes continuous improvement in academic achievement and technical skill attainment;

**ii. expand access to career and technical education for special populations; and**

**iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4) (B) of Perkins V)**

i. The Division collects data related to local education agencies (LEA) through the Idaho System for Educational Excellence (ISEE) operated and maintained by the Office of the State Board of Education (OSBE). ISEE is a robust data system allowing for the collection of disaggregated data down to the student and course level at each public school within the state. Each CTE course is assigned a unique code by OSBE associated with federally accepted School Codes for Exchange of Data (SCED) codes. Postsecondary CIP codes are then aligned to the SCED codes. School administrators are responsible for accurate entry of data into ISEE.

The Division collects postsecondary disaggregated data directly from the institutions. Each CTE program is assigned a unique program ID associated with federally accepted CIP codes. Institutions are required to certify that information provided to the Division is accurate and complete. The Division validates all postsecondary data tied to approved programs.

Pursuant to Section 33-2202, Idaho Code, the Division, through the Administrator for Career Technical Education, is responsible for administering all public CTE programs in Idaho. As such, the Division is authorized to set the process and procedures for establishing approved CTE programs of study. The secondary portion of a program of study is called a pathway and consists of a sequence of courses culminating in a capstone course. Through consultation with industry leaders, postsecondary institutions, and LEAs, the Division establishes program standards to align with industry standards. It is through the standards setting process that the Division develops programs of study for the State of Idaho.

ii. All eligible recipients must verify that special populations have access to all program areas offered in their school through the application process. The Division works with organizations that focus on support for special populations to help identify and eliminate barriers for special populations to participate in CTE programs.

iii. Successful career technical education programs maintain close ties with business and industry, and must be integrally linked to their communities and the state. Career technical education programs in Idaho are required to incorporate active input from an appropriately qualified business and industry TAC.

An effective TAC reveals local career opportunities, prepares students to enter the workforce, and helps upgrade the skills of workers already employed. The TAC advises the program to ensure it stays up to date in terms of content and training. TAC members also assist in, and advocate for, student, faculty, and program need. TACs strengthen the working relationships between the career technical education programs and the communities they serve.

TACs at the secondary level are established by a program representative, which is typically the local CTE administrator, teacher, or departmental chairperson. TACs must meet Division guidelines.

**c. Describe how the eligible agency will—**

**i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent**

enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;

iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

i. Approved program areas are listed on the Division website. Information is also disseminated at career fairs, student assemblies, and through the Next Steps Idaho website. Next Steps is Idaho's comprehensive clearinghouse of information and resources pertaining to college and career. The website features a grade-by-grade timeline to help students prepare for life after high school. Resources provided on the website are designed to assist students in exploring careers, obtaining postsecondary credits through advanced opportunities, and inform students of the availability of funding sources for their career development.

Postsecondary institutions provide a course catalog available in hard copy and online. Institutions employ transition coordinators to provide guidance to secondary students seeking to obtain certifications or degrees in their chosen profession. Each coordinator is responsible for disseminating information about available programs to LEAs within the region associated with their postsecondary institution.

Information regarding secondary approved programs of study and associated standards may be found on the Division website.

ii. The state of Idaho supports collaboration through the implementation of horizontal and vertical program alignment, by promoting content alignment to postsecondary career technical programs. Secondary programs of study are the primary focus of alignment with postsecondary CTE programs.

The Division's annual professional development conference, provides multiple training and collaboration opportunities to foster the development of strong programs. Additionally, it provides the opportunity for ancillary stakeholders to access state level program managers and agency directors that oversee program development and delivery.

Division staff uses the information gathered to help guide agency collaboration efforts throughout the year with key stakeholder groups. These groups include:

- Centers for New Directions.
- Dual Credit and Transition Coordinators.
- Postsecondary Presidents, Provosts, and Deans.
- Department of Corrections.
- Department of Juvenile Corrections.
- Idaho Bureau of Education Services for the Deaf and Blind.
- Department of Education, Special Education Secondary Transition.
- Division of Vocational Rehabilitation.
- High school counselors and college and career advisors.
- Teachers, instructors, and administrators.
- Department of Labor.
- Workforce Training Centers.
- Fire service trainers.
- Local Adult Education directors.

Through Idaho's advanced opportunities programs, secondary students can participate in programs and courses designed to provide a postsecondary experience or deliver postsecondary level instruction. Most of these programs, when successfully completed, result in secondary students earning postsecondary credits while in high school or when they matriculate to a public Idaho postsecondary institution. These programs require secondary and postsecondary programs to collaborate to assure success.

iii. The Idaho Department of Labor developed a labor market information tool in collaboration with the Division and the WDC. The labor market tool is a sortable database accessible to all recipients that may be used to identify in-demand occupations at the statewide level or refined down to occupations within each region.

iv. The Division works with organizations to focus on support for special populations to help identify and eliminate barriers for special populations to participate in CTE programs.

v. Section 33-2202, Idaho Code, establishes the Idaho State Board for Career Technical Education and the role of the State Administrator for career technical education in Idaho. The State Board, established in Section 33-101, Idaho Code, serves as the Idaho State Board for Career Technical Education. The State Board of Education has governance and oversight over all publicly funded education in Idaho (elementary, secondary, and postsecondary) and is Idaho's State Education Agency. Section 33-107, Idaho Code, authorizes the Board to approve all non-CTE programs leading to a degree and section 33-2202, Idaho Code authorizes the State Board for Career Technical Education authority to approve CTE programs and set policy for all CTE programs. Through Board Policy III.G. the Board has established the process for the approval and discontinuation of all postsecondary programs. Through this process, the Division reviews and approves programs of study and career pathways aligned with the approved CTE program standards or forwards the requests to the full Board for approval with recommendation.

vi. As part of the new program application process, all new secondary program applications are required to demonstrate the existence of a relevant and participatory TAC. These committees are designed to help ensure program delivery aligns with industry needs and to help provide real world experiences to CTE students as part of their program experience. When possible, secondary programs are encouraged to partner with their postsecondary counterparts to create regional, program specific advisory committees.

The Division requires work-based learning standards in all Idaho programs of study and also requires a Workplace Readiness Assessment.

In addition to the work-based learning courses available in each CTE program of study, the WDC has an initiative tied to work-based learning and established a statewide definition in collaboration with a variety of stakeholders.

The Division provides disaggregated performance data annually for recipient analysis by program of study. Performance gaps will necessitate a performance improvement plan with a description of strategies that will be employed (professional development, micro-messaging, etc.) to address issues. The Division will review, assess, and approve all performance improvement plans.

The Division works with organizations to focus on support for special populations to help identify and eliminate barriers for special populations to participate in CTE programs.

**d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)**

Secondary and postsecondary career technical education programs provide opportunities for students to earn college credit as outlined in State Board Advanced Opportunities policies and procedures. The State Board recognizes four advanced opportunities programs. Additionally, Section 33-4602, Idaho Code, establishes the state funded advanced opportunities program. This program provides each Idaho public school student with access to funds to reimburse public schools for the cost of eligible advanced opportunities costs. These include dual credit courses per credit fees, Advanced Placement exams, CLEP exams, CTE exams that lead to an industry-recognized certificate, license, or degree and CTE workforce training courses. The Stat Board has set the dual credit course fee at \$75/per credit for courses taken though the high school. Dual credit courses include CTE courses.

In addition, articulation agreements as well as badges awarded in Idaho's microcredentialing platform, administered by the Division, link secondary career technical education programs and postsecondary programs that may lead to: Microcredentials; Basic Technical Certificate; Intermediate Technical Certificate; Advanced Technical Certificate; or an Associate of Applied Science Degree (A.A.S.). Completion of an A.A.S. degree may lead to a Bachelor of Applied Technology Degree (B.A.T.) or Bachelor of Applied Science Degree (B.A.S.).

The Division is currently aligning all secondary CTE programs of study to postsecondary CTE programs using a microcredentialing system called SkillStack®. SkillStack® is a digital badging and microcredentialing platform that allows Idaho's educators to validate the skills their students demonstrate proficiency leading to industry-relevant badges and microcredentials. Microcredentials may be stacked. Public postsecondary institutions may then award credits and or credentials through the Board's established credit for prior learning process.

Program standards are developed for each badge through a collaborative process that engages industry, postsecondary faculty, secondary faculty, and other critical stakeholders. As students provide evidence of the competencies for each skill, educators evaluate the competencies based on common assessments. Once all skills are validated for a particular badge, the information is entered in the SkillStack® platform and badges are issued.

Through Idaho Advanced Opportunities program and credit for prior learning policies secondary students can receive postsecondary credit for work accomplished during their high school tenure.

Originally, Idaho's high school, college, university, and workforce training educators were the only individuals allowed to validate skills in SkillStack®. These individuals gain authorization to validate skills upon verification and training from the Division. Since the original Perkins V State Plan, we now have other educational and non-CTE entities using the system.

Employers can search the database for individuals that have been awarded badges aligned to the jobs they are trying to fill. The SkillStack® platform will invite those individuals to learn more about the open position by visiting the company's website or location where the job is posted.

**e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d) (12) of Perkins V)**

In Idaho, the secondary portion of a program of study is called a pathway and consists of a sequence of courses culminating in a capstone course. Capstone courses are primarily limited to juniors and seniors and require Technical Skills Assessments (TSAs) that test a student's understanding of program standards. The Division, through consultation with industry leaders, postsecondary institutions, and LEAs establishes program standards to align with industry standards, and it is through the standards setting process that the Division develops programs of study for the State of Idaho.

All eligible recipients must verify that special populations have access to all program areas offered in their school through the application process. The Division will work with others to promote and develop resources and training for identifying and eliminating barriers for special populations.

Successful career technical education programs maintain close ties with business and industry and must be integrally linked to their communities and state. Career technical education programs in Idaho are required to incorporate active input for an appropriately qualified business and industry TAC.

An effective TAC reveals local career opportunities, prepares students to enter the workforce, and helps upgrade the skills of workers already employed. The TAC advises the program to ensure it stays up to date in terms of content and training. TAC members also assist in, and advocate for, student, faculty, and program need. TACs strengthen the working relationships between the career technical education programs and the communities they serve.

TACs at the secondary level are established by a program representative, which is typically the local CTE administrator, teacher, or departmental chairperson. TACs must meet Division guidelines.

**f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.**

Copies of the secondary and postsecondary applications are available on the Division's Educator Portal.

**g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.**

Copies of the comprehensive local needs assessment template and guidelines are available on the Division's Educator Portal.

**h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.**

### **SIZE**

As defined by the Division, at the secondary level, means the recipient must offer a minimum of one Division approved program of study aligned to one state authorized CTSO. LEAs can also be in the application process as determined by the Division to be eligible for funding. Individual courses that constitute a program of study should take into consideration the available space, equipment, technology, safety, and teacher to student ratio for a quality student experience.

At the postsecondary level, means a program approved by the Idaho State Board for Career Technical Education in compliance with Board policy III.G, Postsecondary Program Approval and Discontinuance, that meets the enrollment requirements established by the postsecondary institution and offers a recognized postsecondary credential.

### **SCOPE**

At the secondary level means a program must provide opportunity for postsecondary advancement as evidenced by: at least opportunity to earn college credits under Idaho's Advanced Opportunities program; alignment with business and industry needs as identified in the CLNA; rigorous academic and technical skills aligned with challenging academic and CTE standards (including employability skills); a capstone course within a program of study; a recognized industry or postsecondary credential; participation in work based learning experiences; and identifying one (1) of the three (3) definitions of a high skill, high wage, or in demand occupation in their CLNA.

At the postsecondary level means programs that provide opportunities to earn a degree or certificate, including, but not limited to, Basic Technical Certificate (B.T.C.), Intermediate Technical Certificate (I.T.C.), Advanced Technical Certificate (A.T.C.), or Associate of Applied Science degree (A.A.S.) that: aligns with business and industry needs as identified in the CLNA; includes rigorous academic and technical skills aligned with challenging academic and CTE standards; provides work based learning experiences; and leads to a high skill, high wage, or in demand occupation.

## QUALITY

At the secondary level means an educational program that effectively uses data to inform and improve student success, including closing student equity gaps in access and completion and improving attainment of rigorous academic and technical skills. Secondary CTE concentrators, as defined by the state, demonstrate acceptable levels of proficiency as measured by TSAs. Authorized CTSOs must align with CTE course curriculum, but are not limited to programs of study offered.

Postsecondary CTE concentrators, as defined by the Division, demonstrate proficiency through earning a degree or certificate (Basic Technical Certificate (B.T.C.), Intermediate Technical Certificate (I.T.C.), Advanced Technical Certificate (A.T.C.), or Associate of Applied Science degree (A.A.S.).

All secondary and postsecondary recipients must complete or update their CLNA at least every two years, have a TAC for each program of study that meets at least once a year, annually submit program data and analysis showing progress toward performance targets, employ faculty that meet the minimum certification requirements as established by the Division, and must connect to an authorized CTSO that is aligned to course curriculum and led by qualified personnel.

## 3. Meeting the Needs of Special Populations

**a. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—**

- i. will be provided with equal access to activities assisted under this Act;**
- ii. will not be discriminated against on the basis of status as a member of a special population;**
- iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113,**
- iv. will be provided with appropriate accommodations; and**
- v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)**

i. All eligible recipients must verify that special populations have access to all program areas offered in their school through the application process. The Division works with organizations that focus on support for special populations, to help identify and eliminate barriers for special populations to participate in CTE programs.

ii. Members of special populations enroll in CTE programs in accordance with their individual interests and not on the basis of their status as members of special populations. The local application requires eligible recipients to describe specific strategies that will be used to prevent discrimination against individuals based on their status as member of special populations.

The Division will provide technical assistance to eligible recipients to enable them to identify and overcome barriers to equitable participation for each student, including barriers based on special population, or on gender, race, color, national origin, disability, and age as required by various civil rights laws. Assistance will also be provided to prevent enrolling special population students into specific career technical education programs based on status rather than interests.

iii. The Division will consult with other Idaho agencies related to special populations to gain a deeper understanding of student needs. Agencies will be invited to provide technical assistance in the Division's efforts to develop and implement training. The Division will provide technical assistance to those agencies.

iv. Secondary and postsecondary programs are required to provide reasonable accommodations in accordance with Individuals with Disabilities Education Act (IDEA)

v. The Division has connected with the Division of Vocational Rehabilitation and other statewide agencies. The Division works with these agencies to promote interagency collaboration between local Perkins recipients and agencies who serve special populations.

## 4. Preparing Teachers and Faculty

**a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)**

The Division provides professional development opportunities for teachers, faculty, school leaders, and other CTE professionals to build their capacity to use competency-based models. LEA's and postsecondary institutions are encouraged to use Perkins funds to support professional development as defined in the Act (page 5).

The Division works to ensure that school counselors and college and career advisors are equipped to help students understand the value of acquiring workplace readiness and leadership skills including: creative literacy, critical thinking, collaboration, technology, and communication skills. They will also help students take advantage of learning in applied settings, such as work-based learning, including school-based simulated work sites, mentoring, work site visits, job shadowing, project-based learning, and skills-based and paid internships. OSBE collaborates with the Division to provide resources and tools for teachers, school counselors and college and career advisors and other educators to help all students improve instruction and support college and career readiness through the Next Steps Idaho website in alignment with the state college and career readiness competencies.

The Division provides professional development through Leadership Institution. Leadership Institute is a professional development program delivered through the Division that prepares the next generation of district and state career technical education leaders. It is designed to produce forward-thinking and change-oriented leaders through a three-year professional development program. The program consists of three basic components: (1) CTE governance; (2) policy and advocacy; and (3) personal leadership development.

The Division offers new teacher training in several layers to completely support new teachers who enter the classroom directly from industry. These individuals are issued a three-year nonrenewal limited occupational specialist (LOS) teaching certificate for their first three years in the classroom while earning their standard teaching certificate. Components of the new teacher training program are: (1) Pre-service Academy, which is an online training to instruct new teachers in Idaho's teacher standards, (2) First Camp and First Camp OA (occupational analysis), (3) prescribed teacher training offer through three different formats/platforms, which the new teachers can choose, and (4) a mentoring and coaching program. The teacher training program consists of:

1. Pre-service Academy: This self-paced program is offered completely online. It instructs new teachers in the foundational standards for Idaho teachers.
2. First Camp and First Camp OA: First Camp is a four-day intensive training intended to cover many of the “firsts” of a new teacher’s experience. It embarks on the topics they will learn in more depth through their teacher training such as pedagogy, classroom management, instructional planning, and so forth. First Camp OA is a training offered during their second year intended to cover occupational analysis to help new teachers take the content they know from their industry background and turn it into curriculum.
3. Teacher training: New teachers complete a training program of their choice to learn about the learner, pedagogy, classroom management, planning for instruction, and other necessary components of teaching. One option is to complete 12 credits of prescribed university coursework. Another option is to participate in the InSplIRE Ready! program, which is underwritten by the Division. InSplIRE Ready! stands for Industry Specialist Integrating Real-world Experience. Secondary teachers complete the Non-traditional Teacher Preparation Program offered through the College of Southern Idaho. Postsecondary teachers complete a prescribed list of courses offered through CTE Learn, which is the education arm of the Association for Career Technical Education (ACTE).
4. Mentor program: During the first three years while teachers are awarded a three-year LOS certificated. The Division provides a mentor/coach who observes their teaching at least once per semester, provides feedback and coaching, and helps them through their certification process. Mentors are not evaluative, only supportive.

The Division hosts an annual summer conference that provides workshops in broad, overlapping areas such as CTE and academic integration, linking secondary and postsecondary education, workforce development, career advising, quality program improvement, program promotion and management, and current industry-based skill standards.

The Division works with organizations that focus on support for special populations to help identify and eliminate barriers for special populations to participate in CTE programs.

## Narrative Descriptions – Fiscal Responsibility

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—
  - a. each eligible recipient will promote academic achievement;
  - b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and
  - c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

Local applications and CLNAs are two separate documents used to inform projects funded through the Act. Project descriptions and budgets must be submitted on an annual basis and must include information on how needs identified in the CLNA determined which projects to fund. All applications go through a two-step process of approval. Recipients must be approved through a local application.

Applications and CLNAs will be reviewed by Program Quality Managers, the Program Director of Perkins and Methods of Administration, and other Division personnel as applicable. Reviews assess:

- The recipient's qualifying program of study.
- The accuracy of the list of programs of study in the application.
- Presence, accuracy, and reasonableness of the information as required by section 134 of the Act.

Project descriptions and budgets will be reviewed by Program Quality Managers, the Program Director of Perkins and Methods of Administration, and other Division personnel as applicable to determine:

- Connectivity to the application and CLNA.
- Completeness of project.
- Allowability and accuracy of proposed project budgets.

Eligible recipients must offer CTE programs that include rigorous, sequential CTE content aligned with state content standards as applicable to the program area.

Programs of study must meet the Division standards and will be evaluated on a regular basis by Program Quality Managers assigned to one of the seven (7) discipline areas. All secondary concentrators must demonstrate industry-determined levels of proficiency as measured by TSAs.

Postsecondary concentrators demonstrate proficiency through any of the following: earning a microcredential; Basic Technical Certificate; Intermediate Technical Certificate; Advanced Technical Certificate; or an Associate of Applied Science Degree (A.A.S.) Completion of an A.A.S. degree may lead to a Bachelor of Applied Technology Degree (B.A.T.) or Bachelor of Applied Science Degree (B.A.S.).

**2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—**

- a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and**
- b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)**

Funds made available under Section 111 of the Act will be allocated to both secondary and postsecondary and adult career technical education programs. Of the funds available under Section 112(a)(1), 15 percent will be reserved in accordance with Section 112(c). The remaining funds will be allocated 65 percent to secondary education recipients and 35 percent to postsecondary education recipients.

Idaho's allocation of funds to secondary and postsecondary recipients reflects historical data analysis with a basis in career technical education full-time equivalent (FTE) positions funded by both State and Federal agencies.

Idaho encourages any LEA, including public charter schools, not meeting the minimum allocation amount of \$15,000 (Sec. 131(c)(1)) to enter into a consortium with other LEAs for the purpose of

meeting the minimum allocation amount. LEAs, in accordance with Section 131(f)(1) of the Act, are encouraged to operate programs that are of sufficient size, scope, and quality to be effective or to participate in a Career Technical Center. Funds distributed to individual LEAs within the consortium must be pooled to meet the minimum allocation requirement. Funds shall be used only for purposes and projects mutually beneficial to all consortium members. Such funds may not be reallocated to individual members of the consortium for purposes or projects benefiting only one member of the consortium.

Waivers of the minimum allocation amount will only be granted in those instances where the LEA has an approved program of study that is of sufficient size, scope, and quality, and can demonstrate they are unable to enter into a consortium agreement. Documentation of the attempt(s) to enter into an agreement will be required. Waivers are based on the LEA's ability to enter into an agreement.

Postsecondary institutions must meet the \$50,000 minimum allocation amount (Sec. 132(c)(1)) to be eligible for Perkins funds.

Allocation amounts are calculated in accordance with section 131(a)-(e). Reserve fund amounts are provided for those districts designated as rural or remote. Values are based on the initial assumption that all local education agencies have a program of study and may be used to help determine if a program of study is appropriate. Final funding distributions are made to local education agencies with an approved program or an approved plan to start a program. Allocations will be updated annually to reflect the Idaho allotment amount as determined by the US Secretary of Education.

**3. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)**

The Division will update data annually based on the US Census data and state enrollment data to verify eligible local education agencies. This includes local education agencies without geographic borders by using actual enrollment and population data based on a percentage of the local population.

Idaho charter schools may be authorized through the Idaho Public Charter School Commission or authorized by a school district Board of Trustees. Charter schools approved by the Idaho Public Charter School Commission are separate local education agencies with attendance areas that may overlap multiple school district boundaries. Charter schools authorized by a school district may be identified as separate local education agencies, however, their attendance boundaries fall within the authorizing school district's boundaries. Virtual charter schools are approved by the Idaho Public Charter School Commission and attendance area covers the entire state.

For purposes of Perkins V funds, charter schools authorized by the school district board of trustees are considered to be the same as all other schools within the school district. Charter schools operating approved career technical education programs that are authorized by the Idaho Public Charter School Commission may qualify for separate allocations.

**4. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)–**

- a. include a proposal for such an alternative formula; and
- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 1328 will—

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Idaho is not requesting a waiver at this time.

**5. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—**

- a. include a proposal for such an alternative formula; and
- b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Idaho is not requesting a waiver at this time.

**6. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins**

**V, describe the process and criteria for awarding those funds.**

Secondary eligible recipients

The Division reserves funds in accordance with Section 112(c) of Perkins V to carry out multiple functions. Primarily, funds will be used to bring rural and remote secondary recipients with a program of study of sufficient size, scope, and quality, to a minimum level of funding. Each rural school district will receive a minimum of \$7,500 and each remote district will receive a minimum of \$15,000 in order to promote the development, implementation, and adoption of programs of study. Rural districts receiving less than the minimum amount are encouraged to enter a consortium agreement with at least one other district to meet the eligibility funding level established by Perkins V of \$15,000 (Section 131(c)(1)). Remote districts are not required to enter into a consortium, but may choose to do so.

Waivers to the minimum allocation amount will only be granted in those instances where the LEA has an approved program of study that is of sufficient size, scope, and quality, and can demonstrate they are unable to enter into a consortium agreement. Documentation of the attempt(s) to enter into an agreement will be required. Waivers are based on the LEA's ability to enter into an agreement, not their willingness.

Postsecondary eligible recipients

A portion of reserve funds will be used to facilitate the transition of career technical education students from secondary to postsecondary programs. Transition projects for reserve funds must be submitted annually.

Remaining funds will be used for additional projects as determined by the Division

Postsecondary recipients may receive reserve funds for approved CTE programs as long as they meet at least one of the following criteria in each subsection below:

(1) in—

- (a) rural areas;
- (b) areas with high percentages of CTE concentrators or CTE participants
- (c) areas with high numbers of CTE concentrators or CTE participants
- (d) areas with disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II); and

2) in order to—

- a) foster innovation through the identification and promotion of promising and proven career technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields; or
- b) promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.

Purpose of Transition Funds

- 1) Transition secondary career technical students to postsecondary CTE programs.
- 2) Primary focus on student access to advanced opportunities that directly benefits a student's postsecondary goals and reduces cost of obtaining a postsecondary credential.
- 3) This project will commit to the equivalent of at least one (1) full-time position for the oversight of the project.

**7. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)**

The Division maintains effort in aggregate expenditures and reports these expenditures on the Consolidated Annual Report. The baseline is a continuing level determined annually from the prior fiscal year's appropriation.

## Narrative Descriptions – Accountability for Results

**1. Identify and include at least one (1) of the following indicators of career and technical education program quality—**

- a. the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;
- b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or

c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of “other” program quality measure(s) is optional for States.

Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

Idaho is using the following indicators of CTE program quality: 1.b

Idaho has determined the percentage of CTE concentrators graduating high school having attained postsecondary credits as one of the indicators of program quality.

Numerator: The number of CTE concentrators who graduated from high school having attained postsecondary credits in the relevant CTE program of study earned through a dual credit or another credit transfer agreement.

Denominator: The number of CTE concentrators who graduated from high school.

ISEE: Count of CTE concentrators having College Credit issued in their relevant CTE program of study. At this time, the Division is unable to use OSBE data for credits earned since credits could be earned in a variety of classes (ex. Spanish).

SkillStack®: Includes stacked microcredentials through the Board’s established credit for prior learning process.

Idaho has also selected the applicable TSA as a measure of student success as a statewide, valid, and reliable assessment that is comparable across the State.

Numerator: The number of CTE concentrators who passed the TSA during the reporting year.

Denominator: The number of CTE concentrators who took the TSA during the reporting year.

The Division will calculate participation rates separately from federal measures. For students that left school or had a schedule change, they will be excluded from the participation rate.

Data Source/Criteria

ISEE: Student demographics (gender, race, special populations)

CTECS (assessment vendor): Provide pass rates, includes retake score.

Idaho does not currently have reliable systems for tracking performance indicators related to recognized postsecondary credential attainment or work-based learning participation. A statewide work-based learning system is in the early stages of development and may provide more opportunities for assessing program quality in the future.

**2. Provide on the form in Step 4b, for each year covered by the State plan beginning in FY 2024, State determined performance levels or each of the secondary and postsecondary core indicators, with the**

levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

| Secondary Indicators                              | 24/25 | 25/26 | 26/27 | 27/28 |
|---|-------|-------|-------|-------|
| 1S1: Four Year Graduation Rate                    | 94.8% | 94.9% | 95.0% | 95.1% |
| 2S1: Academic Proficiency – Reading/Language Arts | 64.9% | 65.9% | 66.9% | 67.3% |
| 2S2: Academic Proficiency – Mathematics           | 38.0% | 39.5% | 40.1% | 42.4% |
| 2S3: Academic Proficiency – Science               | 39.0% | 39.8% | 40.8% | 41.8% |
| 3S1: Post-Program Placement                       | 74.7% | 74.8% | 75.0% | 75.2% |
| 4S1: Non-Traditional Program Concentration        | 25.3% | 25.6% | 25.9% | 26.2% |
| 5S2: Attained Postsecondary Credits               | 43.0% | 44.0% | 44.5% | 46.0% |
| 5S4: Technical Skills Assessment                  | 73.0% | 74.0% | 74.5% | 75.0% |

| Postsecondary Indicators                        | 24/25 | 25/26 | 26/27 | 27/28 |
|---|-------|-------|-------|-------|
| 1P1: Postsecondary Retention and Placement      | 80.6% | 80.7% | 80.8% | 80.9% |
| 2P1: Earned Recognized Postsecondary Credential | 42.8% | 42.9% | 43.0% | 43.1% |
| 3P1: Non-Traditional Program Concentration      | 15.2% | 15.3% | 15.4% | 15.6% |

**3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—**

- a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);
- b. an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and
- c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d) (10) of Perkins V).

**As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.**

In the spring of 2019, the Division began outreach efforts with a discussion of performance measure definitions and the selection of which quality of program measure Idaho would use for secondary concentrators. In October of 2019, based on feedback received from stakeholders, the Division selected postsecondary credits as our quality measure. Measurement Guides were developed in November based on feedback before analyzing baseline data in December. Baseline data includes an average of two to four years of data, depending on the specific measure. Secondary baseline data for academic achievement is dependent upon data entered into the statewide system in compliance with federal and state code, including demographic information.

In January 2020, the Division finalized baseline performance levels and announced the opening of the public comment period by email to stakeholders and posting to the Division website. The Division’s winter outreach included a workshop for secondary and postsecondary stakeholders to assist in the

review and analysis of their individualized data reports, including a reminder of the timeline for public comment periods for performance levels and the state plan.

In January 2024, the Division updated baseline measures using data collected over the prior three school years (20/21 to 22/23) and proposed State determined performance levels for the next four years. This was announced along with the public comment period as part of the revised State Plan. Secondary and postsecondary programs were provided the proposed baseline measures and given an opportunity to provide additional comment. The Division will be reviewing recipient's individualized reports for the CLNA and disaggregated data analysis.

**4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).**

**As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.**

Comments for the 2024 Idaho State Plan are found in Appendix A.

**5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3) (C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d) (11) of Perkins V)**

As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP),<sup>9</sup> the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.

The Division uses evidence-based research to provide technical assistance to address disparities and gaps in performance.

## GLOSSARY

### CAREER AND TECHNICAL STUDENT ORGANIZATION (CTSO) (Perkins Sec. 3.6)

An organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.

### CAREER PATHWAY (Perkins Sec. 3.8)

The term “career pathways” has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

(Workforce Innovation and Opportunity Act (WIOA) Sec. 3.7)

(7) CAREER PATHWAY. —The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—

(A) aligns with the skill needs of industries in the economy of the State or regional economy involved;

(B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171);

(C) includes counseling to support an individual in achieving the individual’s education and career goals;

(D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

(E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

(F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

(G) helps an individual enter or advance within a specific occupation or occupational cluster.

### CLUSTER PROGRAM (SBOE Policy VII.B.2.)

As defined by the Board policy, cluster program: provides introductory and intermediate courses as an introduction to a career technical area and the opportunity to learn workplace readiness expectations.

i. Consist of a variety of foundational and intermediate courses within a single Career Cluster. The program does not culminate in a capstone course.

ii. Offer a program that is three or more semesters (or the equivalent) in length.

iii. Demonstrate a strong career/workplace readiness skills alignment.

iv. Participate in a related Career Technical Student Organization.

v. Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.

vi. Require a nationally validated, industry-based Workplace Readiness Assessment created to evaluate skills and attitudes needed for success in the workplace administered by an approved developer as part of the program.

### CREDIT TRANSFER AGREEMENT (Perkins Sec. 3.11)

A formal agreement, such as an articulation agreement, among and between secondary and postsecondary education institutions or systems that grant students transcribed postsecondary credit, which may include credit granted to students in dual or concurrent enrollment programs or early college high school, dual credit, articulated credit, and credit granted on the basis of performance on technical or academic assessments.

### CTE CONCENTRATOR (Perkins Sec. 3.12)

- (A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and
- (B) at the postsecondary level, a student enrolled in an eligible recipient who has—
  - (i) earned at least 12 credits within a career and technical education program or program of study; or
  - (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

**CTE PARTICIPANT (Perkins Sec. 3.13)**

An individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient.

**DISPLACED HOMEMAKER (Workforce Innovation and Opportunity Act (WIOA) Sec. 3.16)**

An individual who has been providing unpaid services to family members in the home and who has been dependent on the income of another family member but is no longer supported by that income; or is the dependent spouse of a member of the Armed Forces on active duty and whose family income is significantly reduced because of a deployment a call or order to active duty, a permanent change of station, or the service-connected death or disability of the member; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

**DUAL OR CONCURRENT ENROLLMENT (DUAL CREDIT) PROGRAM (Perkins Sec. 3.15)**

The term “dual or concurrent enrollment program” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965. (Elementary and Secondary Education Act of 1965 (ESEA) Sec. 8101.15)

A program offered by a partnership between at least one institution of higher education and at least one local educational agency through which a secondary school student who has not graduated from high school with a regular high school diploma is able to enroll in one or more postsecondary courses and earn postsecondary credit that—

- (A) is transferable to the institutions of higher education in the partnership; and
- (B) applies toward completion of a degree or recognized educational credential as described in the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.).

**ELIGIBLE INSTITUTION (Perkins Sec. 3.20)**

- (A) A consortium of 2 or more entities described in subparagraphs (B) through (F):
- (B) a public or nonprofit private institution of higher education that offers and will use funds provided under this title in support of career and technical education courses that lead to technical skill proficiency or a recognized postsecondary credential, including an industry-recognized credential, a certificate, or an associate degree, except that, for the purpose of section 132, the term “recognized postsecondary credential” as used in this subparagraph shall not include a baccalaureate degree;
- (C) a local educational agency providing education at the postsecondary level;
- (D) an area career and technical education school providing education at the postsecondary level;
- (E) an Indian Tribe, Tribal organization, or Tribal education agency that operates a school or may be present in the State;
- (F) a postsecondary educational institution controlled by the Bureau of Indian Education or operated by or on behalf of any Indian Tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination and Education Assistance Act (25 U.S.C. 5301 et seq.) or the Act of April 16, 1934 (25 U.S.C. 5342 et seq.);
- (G) a tribally controlled college or university; or
- (H) an educational service agency.

**ELIGIBLE RECIPIENT (Perkins Sec. 3.21)**

(A) A local educational agency (including a public charter school that operates as a local educational agency), an area career and technical education school, an Indian Tribe, Tribal organization, or Tribal education agency or consortium, eligible to receive assistance under 131; or  
(B) an eligible institution or consortium of eligible institution eligible to receive assistance under section 132.

**ENGLISH LEARNER (Perkins Sec. 3.22)**

(A) a secondary school student who is an English learner, as defined in section 8101 of the Elementary and Secondary Education Act of 1965; or  
(B) an adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and—  
(i) whose native language is a language other than English; or  
(ii) who lives in a family environment or community in which a language other than English is the dominant language.

**HIGH-SKILL (Division defined)**

A program that leads to a career that uses an industry validated curriculum meeting standard developed by educators and industry under direction of the Division with multiple entry and exit points resulting in industry recognized certificates, credentials, degrees or apprenticeships beyond a high school diploma.

**HIGH-WAGE (Division defined)**

A career provides a wage that meets or exceeds the county average wage.

**IN-DEMAND INDUSTRY SECTOR OR OCCUPATION (Perkins Sec. 3.26)**

The term “in-demand industry sector or occupation” has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

**(Workforce Innovation and Opportunity Act (WIOA) Sec. 3.7)**

(A) **IN GENERAL**—The term “in-demand industry sector or occupation” means—

- (i) an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or
- (ii) an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate.

**INDIVIDUAL WITH A DISABILITY (Perkins Sec. 3.28)**

(A) An individual with any disability as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102).

(B) **INDIVIDUALS WITH DISABILITIES.** —The term “individuals with disabilities” means more than 1 individual with a disability.

**INSTITUTION OF HIGHER EDUCATION (Perkins Sec. 3.30)**

The term “institution of higher education” has the meaning given the term in section 101 of the Higher Education Act of 1965.

**LOCAL EDUCATIONAL AGENCY (Perkins Sec. 3.32)**

The term “local educational agency” (LEA) has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

**NON-TRADITIONAL FIELDS (Perkins Sec. 3.33)**

Occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

**OUT-OF-SCHOOL YOUTH (Perkins Sec. 3.35)**

The term “out-of-school youth” has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

**OUT-OF-WORKFORCE INDIVIDUAL (Perkins Sec. 3.36)**

(A) An individual who is a displaced homemaker, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102); or

(B) an individual who—

(i) (I) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills, or

(II) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

**PARAPROFESSIONAL (Perkins Sec. 3.37)**

The term “paraprofessional” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965. (Elementary and Secondary Education Act of 1965 (ESEA) Sec. 8101.37)

The term “paraprofessional”, also known as a “paraeducator”, includes an education assistant and instructional assistant.

**PATHWAY PROGRAM (SBOE Policy VII.C.)**

A pathway program provides specific career area occupational preparation, the opportunity to learn workplace readiness expectations, and the knowledge and skill development required to transition into a similar postsecondary program.

**POSTSECONDARY EDUCATIONAL INSTITUTION (Perkins Sec. 3.39)**

(A) An institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor’s degree;

(B) a tribally controlled college or university; or

(C) a nonprofit educational institution offering certificate or other skilled training programs at the postsecondary level.

**PROFESSIONAL DEVELOPMENT (Perkins Sec. 3.40)**

The term “professional development” means activities that—

(A) are an integral part of eligible agency, eligible recipient, institution, or school strategies for providing educators (including teachers, principals, other school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals) with the knowledge and skills necessary to enable students to succeed in career and technical education, to meet challenging State academic standards under section 1111(b)(1) of the Elementary and Secondary Education Act, or to achieve academic skills at the postsecondary level; and

(B) are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused, to the extent practicable evidence-based, and may include activities that—

(i) improve and increase educator’—

- (I) knowledge of the academic and technical subjects;
- (II) understanding of how students learn; and
- (III) ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;
- (ii) are an integral part of eligible recipients' improvement plans;
- (iii) allow personalized plans for each educator to address the educator's specific needs identified in observation or other feedback;
- (iv) support the recruitment, hiring, and training of effective educators, including educators who became certified through State and local alternative routes to certification;
- (v) advance educator understanding of—
  - (I) effective instructional strategies that are evidence-based; and
  - (II) strategies for improving student academic and technical achievement or substantially increasing the knowledge and teaching skills of educators;
- (vi) are developed with extensive participation of educators, parents, students, and representatives of Indian Tribes (as applicable), of schools and institutions served under this Act;
- (vii) are designed to give educators of students who are English learners in career and technical education programs or programs of study the knowledge and skills to provide instruction and appropriate language and academic support services to those students, including the appropriate use of curricula and assessments;
- (viii) as a whole, are regularly evaluated for their impact on increased educator effectiveness and improved student academic and technical achievement, with the findings of the evaluations used to improve the quality of professional development;
- (ix) are designed to give educators of individuals with disabilities in career and technical education programs or programs of study the knowledge and skills to provide instruction and academic support services to those individuals, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;
- (x) include instruction in the use of data and assessments to inform and instruct classroom practice;
- (xi) include instruction in ways that educators may work more effectively with parents and families;
- (xii) provide follow-up training to educators who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the educators are implemented in the classroom;
- (xiii) promote the integration of academic knowledge and skills and relevant technical knowledge and skills, including programming jointly delivered to academic and career and technical education teachers; or
- (xiv) increase the ability of educators providing career and technical education instruction to stay current with industry standards.

#### PROGRAM OF STUDY (Perkins Sec. 3.41)

A coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

- (A) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- (B) addresses both academic and technical knowledge and skills, including employability skills;
- (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);

- (E) has multiple entry and exit points that incorporate credentialing; and
- (F) culminates in the attainment of a recognized postsecondary credential.

#### RECOGNIZED POSTSECONDARY CREDENTIAL (Perkins Sec. 3.43)

The term “recognized postsecondary credential” has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102). (WIOA) Sec. 3.7) The term “recognized postsecondary credential” means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.

#### REMOTE SCHOOL DISTRICT (Division defined)

A rural district isolated from the other districts of the state because of geographical or topographical conditions. Districts are considered remote when the distance between district offices is equal to or greater than 25 miles on a continuous all-weather surface road.

#### RURAL SCHOOL DISTRICT (Idaho Code §33-319)

(1) A school district shall be considered a rural school district if it meets one (1) of the following two (2) criteria:

- (a) There are fewer than twenty (20) enrolled students per square mile within the area encompassed by the school district’s boundaries; or
- (b) The county in which a plurality of the school district’s market value for assessment purposes is located contains less than twenty-five thousand (25,000) residents, based on the most recent decennial United States census.

(2) A public charter school shall be considered a rural public charter school if the school district in which the public charter school is physically located meets the definition of a rural school district, pursuant to subsection (1) of this section. A public charter school that is also a virtual school shall be considered a rural public charter school if over fifty percent (50%) of its enrolled students reside within school districts that meet the definition of a rural school district pursuant to subsection (1) of this section.

#### SPECIAL POPULATIONS (Perkins Sec. 3.48)

The term “special populations” means—

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

#### WORK-BASED LEARNING (Perkins Sec. 3.55)

Sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

## Public Comments Received

The following public comments were received on the Idaho State Plan Perkins V. There were no relevant public comments noted during the public hearing which took place on February 7, 2024.

**From:** Leanne Kendall  
**Sent:** Tuesday, January 30, 2024 8:15 AM  
**To:** Stakeholder Input <Stakeholderinput@cte.idaho.gov>  
**Subject:** CTE feedback

I appreciate all you do to grow our Career Technical Education Programs. I have seen first hand how they truly impact students' lives for the better. My only feedback is that I think they need to pay instructors more so that they can get qualified, quality people that stay teaching. People can make way more working in industry and I think the wages for teachers need to be more competitive.

Thank you for your consideration.

**IDCTE: Thank you for your comment.**

**From:** Brian Sullivan  
**Sent:** Tuesday, January 30, 2024 8:40 AM  
**To:** Stakeholder Input <Stakeholderinput@cte.idaho.gov>  
**Subject:** Re: We're now accepting public comments on the Perkins V State Plan

Good Morning Mr.Long,  
With the changes coming, I am wondering if Perkins funds can now be used for CTSO costs since we cannot charge students for required items and all CTSO's have fees, events, travel etc involved. If so, how would this work?  
Thank you and have a good day

**IDCTE: Thank you for your comment. Perkins V allows for career technical student organization costs. More information regarding allowable costs can be found in IDCTE resources and personnel.**

**From:** Kyle Stapleton  
**Sent:** Tuesday, January 30, 2024 11:57 AM  
**To:** Stakeholder Input <Stakeholderinput@cte.idaho.gov>  
**Subject:** Perkins V State Plan

To whom it may concern,

My name is Kyle Stapleton and I teach Agriculture Science and Technology at Nezperce High School in Nezperce, ID. I would like to thank you for opening up comments about the current Perkins V State Plan.

In 2018-2019, Idaho CTE worked with the different CTE programs in the state. However, a lot of small rural schools' concerns about the plan fell on deaf ears. The way the plan was written required CTE programs to initiate a pathway into their program and required students to take a capstone course

followed by a Technical Skill Assessment. I completely understand this concept for a large school district that can provide specific classes to follow a pathway. However, small rural schools in Idaho struggle to only teach those classes in a specific pathway. We are negating other possibilities for students by doing this. I liken the concept to a foot-wide, mile-deep education. Let me explain. If I teach an animal science pathway, students are required to take an introductory course, an intermediate course, and a capstone course only in that pathway. Therefore, it limits opportunities for students who do not want to follow that specific pathway. We lose enrollment in CTE programs by doing this. Those students are going deeper into animal science than students who may take an animal science class to capture a science credit or to see if animal science interests them. In Nezperce, we offer chemistry to juniors and seniors on alternating years as well as botany and zoology on alternating years. Students have to choose between taking chemistry or botany or physics and zoology. Therefore, students have to choose as a junior and senior on which science credits they would like to obtain. You might say it is a scheduling problem but that is the only way it can work with limited teachers and limited students. We have tried to correct the situation but it just won't work in a small rural town.

Myself, my Technical Advisory Committee, and Administration prefer the mile-wide foot-deep education at the high school level. We want to provide as many classes as possible to the different students to provide possible interest in agriculture. By limiting the classes that can be offered because of a pathway, we are limiting the different opportunities students can scratch the surface in to see if they are interested in that agricultural avenue: the more classes taught, the more chances of gaining interest in agriculture.

As it is now, I have an agriculture leadership and communications pathway and am teaching the corresponding capstone course. After doing surveys with students, I had one student interested in learning more about agriculture leadership and communications. Thus, limiting 11 other students from potential other learning avenues. I had students interested in Agriculture Sales, Agriculture Marketing, Botany, and others. However, because of the specific pathway, 11 students are taking the class to obtain an agriculture class to remain in FFA when they could be taking a class that potentially creates a career pathway.

Therefore, it would be best for small rural schools in Idaho to be allowed to continue with cluster programs and receive Perkins funding.

I do know that the state can write the plan in how it best suits students as other states surrounding Idaho have continued with cluster programs and received Perkins funding. Idaho recognizes the Workplace Readiness Technical Skill Assessment which I have used for the last 4 years. However, this will be the first year that students will take the Agriculture Leadership and Communication Technical Skill Assessment as I was forced to follow the pathway to receive Perkins V funding.

Small rural schools have an added cost budget of typically \$15,000. Perkins funding is generally utilized to keep up with industry-quality equipment so students can go directly into the workplace and be confident to work with newer industry-standard equipment.

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[Kyle Stapleton](#)

**IDCTE: Thank you for your comment. Perkins V requires eligible recipients to have not less than 1 program of study (Perkins V Sec. 1349(b)(2). Funding for career technical education is further directed by allowability costs and a local education agency's comprehensive local needs assessment.**

**From:** Brian Sullivan

**Sent:** Tuesday, February 20, 2024 10:17 AM

**To:** Stakeholder Input <Stakeholderinput@cte.idaho.gov>

**Subject:** Comment on the Idaho Perkins V State Plan by Feb. 23

Greetings,

The following is related to the Proposed Perkins V plan and how it translates to programs statewide.

#### Middle School

Students may also participate in career exploration through middle school. Idaho public schools are required to provide career exploration courses to students in grade 7 and grad 8.

*This would be a great time for the state to introduce the course for 7-8 Middle School 221510 First Steps: Understanding the World of Work through Career and Technical Education (CTE) 7,8*

QUALITY As defined by the Division, means at the secondary level an educational program that effectively uses data to inform and improve student success including closing student equity gaps in access and completion and improving attainment of rigorous academic and technical skills. Secondary CTE concentrators, as defined by the state, demonstrate acceptable levels of proficiency as measured by TSAs. Authorized CTSOs must align with CTE course curriculum, but are not limited to programs of study offered.

*With a recent test security violation, is there any provision in Perkins V or beyond for programs that may not be able to administer the TSA due to circumstances beyond their control.*

All secondary and postsecondary recipients must complete or update their (CLNA) at least every two years, have a TAC for each program of study that meets at least once a year, annually submit program data and analysis showing progress toward performance targets, employ faculty that meet the minimum certification requirements as established by the Division, must connect to an authorized CTSO that is aligned to course curriculum and led by qualified personnel

*It was recently observed in proposed standards (pharmacy technician) that CTSO participation and competing in at least the state leadership conference (SLC) is required. So, if program quality is judged on the standards; then the question arises, how will the membership fees, travel and other associated costs be paid for. I recently observed a CTSO board conversation relating to the significant costs related to CTSO participation and travel. Since CTSO's are co-curricular and we cannot charge students for this, all programs will need funding for participation, how will this be provided?*

*Thank you and have a good day*

**IDCTE: Thank you for your comment. Perkins V allows for career technical student organization costs. More information regarding allowable costs can be found in IDCTE resources and personnel.**

**From:** Stephanie Lathrop  
**Sent:** Friday, February 23, 2024 6:00 PM  
**To:** Stakeholder Input <Stakeholderinput@cte.idaho.gov>  
**Cc:** Jeffrey Ober <jrober@lcsc.edu>  
**Subject:** 3P1 Percentage increase concern

Good Afternoon,

I would like to submit a comment about raising the 3P1 SPDL to 15.1% (90%=13.59%) along with the subsequent increases.

In Nez Perce and Asotin County (WA), where the majority of our population comes from, there is a large wage disparity between NTBG populations. When tasked with addressing barriers for this population, I put together a task force of my peers (and a student representative) who work directly with students as well as upper administration. We further analyze these percentages of male and female attendees, look for gaps/barriers and discuss how we can improve the presence of males in traditionally female careers and continue to promote females in traditionally male careers. It was in one of these meetings that a member postulated that the reason we do not have enough males in traditionally female careers, is due to a large wage disparity.

It is true; males in traditionally female careers make substantially less money than their female counterparts. I've attached an analysis of our local employment annual wage distribution for comparison that shows the average median annual income is \$18,144.70 less for males in these NTBG careers.

This has been an ongoing trend as the following analysis, completed in 2021, shows a similar wage disparity.

| Average Salary for:          | Lewiston 10th | Lewiston Median | Lewiston 90th | Regional 10th | Regional Median | Regional 90th | State 10th | State Median | State 90th |
|------------------------------|---------------|-----------------|---------------|---------------|-----------------|---------------|------------|--------------|------------|
| Males in Trad Female Careers | 34,182.64     | 39,760.14       | 59,010.44     | 31,269.22     | 44,427.92       | 62,795.59     | 28,296.67  | 41,641.87    | 72,109.29  |
| Females in Trad Male Careers | 34,259.05     | 53,378.85       | 82,762.22     | 36,400.77     | 57,079.11       | 86,574.58     | 38,953.47  | 59,790.91    | 93,794.80  |

As expected, LCSC exceeds the percentage of females in traditionally male CTE programs, however male attendance in traditionally female CTE programs is exceedingly low. Given the current economy, I would expect to see that trend, as well as overall low numbers in this category to continue as it has since 2015.

| ID State CTE SDPL<br>LCSC Performance    |  | FY15<br>Perf<br>Level    | FY16<br>Perf<br>Level    | FY17<br>Perf<br>Level    | FY18<br>Perf<br>Level    | FY18/19<br>Perf<br>Level | State<br>Perf<br>Levels |
|--|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------|
| 1P1                                      | Technical Skill Attainment                 | 92.31%                   | 85.14%                   | 84.11%                   | 89.13%                   | NA                       | 92.50%                  |
| 1P1 b)                                   | Technical Skill Participation              | NA                       | NA                       | NA                       | 85.19%                   | NA                       | 90.00%                  |
| 2P1                                      | Credential, Certificate or Degree          | 36.68%                   | 69.11%                   | 84.31%                   | 100.00%                  | 67.60%                   | 74.40%                  |
| 3P1                                      | Student Retention or Transfer              | 85.26%                   | 69.85%                   | 76.62%                   | 75.58%                   | 81.00%                   | 74.50%                  |
| 4P1                                      | Student Placement                          | 56.52%                   | 91.21%                   | 97.12%                   | 98.68%                   | 90.90%                   | 95.50%                  |
| 5P1                                      | Nontraditional Participation               | 5.36%                    | 5.71%                    | 9.97%                    | 7.33%                    | NA                       | 15.00%                  |
| 5P2                                      | Nontraditional Completion                  | 2.41%                    | 3.41%                    | 6.74%                    | 5.88%                    | 3.80%                    | 13.00%                  |
| <b>Updated ICTE Performance Measures</b> |  |                          |                          |                          |                          |                          |                         |
| POSTSECONDARY INDICATORS                 |  | Baseline                 | 2020-21                  | 2021-22                  | 2022-23                  | 2023-24                  |                         |
| 1P1                                      | Postsecondary Retention & Placement        | 69.0%                    | 69.0%                    | 69.0%                    | 69.2%                    | 69.5%                    |                         |
| 2P1                                      | Earned Recognized Postsecondary Credential | 54.0%                    | 54.1%                    | 42.5%                    | 42.6%                    | 42.7%                    |                         |
| 3P1                                      | Non-Traditional Program Concentration      | 16.0%                    | 16.0%                    | 13.9%                    | 14.0%                    | 14.1%                    |                         |
| ID State CTE SDPL<br>LCSC Performance    |  | FY19/20<br>Perf<br>Level | FY20/21<br>Perf<br>Level | FY21/22<br>Perf<br>Level | FY22/23<br>Perf<br>Level | FY23/24<br>Perf<br>Level |                         |
| 1P1                                      | Postsecondary Retention & Placement        | 96.90%                   | 59.09%                   | 64.49%                   | 73.33%                   |                          |                         |
| 2P1                                      | Earned Recognized Postsecondary Credential | 92.00%                   | 31.29%                   | 73.51%                   | 40.08%                   |                          |                         |
| 3P1                                      | Non-Traditional Program Concentration      | 8.50%                    | 9.28%                    | 9.86%                    | 6.97%                    |                          |                         |
| 1P1 @ 90%                                | Postsecondary Retention & Placement        | 62.1%                    | 62.1%                    | 62.1%                    | 62.3%                    | 62.6%                    |                         |
| 2P1@ 90%                                 | Earned Recognized Postsecondary Credential | 48.6%                    | 48.7%                    | 38.3%                    | 38.3%                    | 38.4%                    |                         |
| 3P1@ 90%                                 | Non-Traditional Program Concentration      | 14.4%                    | 14.4%                    | 12.5%                    | 12.6%                    | 12.7%                    |                         |

Another challenge that adds to the low percentages in this category, is that Region 2 is comprised of many rural towns which may inadvertently lead to occupational gender segregation, poverty, and gaps in education before attending college. This may also result in the discouragement of one entering a non-traditional by gender field.

Those issues, along with the overall CTE enrollment challenges, makes achieving this SDPL extremely challenging.

Thank you for your time and consideration. Please let me know if you have any questions.

Best Regards,

Stephanie

**Stephanie Lathrop M.S. Ed**



IDCTE: Thank you for your comment.