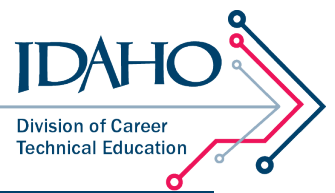


We prepare Idaho's youth and adults for high-skill, in-demand careers.



Middle School Career Technical Education

IDAHO DIVISION OF CAREER TECHNICAL EDUCATION

JANUARY 7, 2026

Middle School Career Technical Education

IMPLEMENTATION GUIDE

Executive Summary

Idaho Division of Career Technical Education (IDCTE) recognizes the importance of career technical education (CTE) courses at the middle school level that provide students the opportunity for exploration, exposure to future careers, and the development of essential skills.

Middle school CTE programs provide a foundation for secondary programs, equipping students with technical and employability skills and empowering them to make educated decisions about their future career goals. These programs connect learning to the real world, enabling students to apply and integrate academic knowledge in practical contexts.

The State of Idaho supports high-quality CTE programs by:

- Offering opportunities for both a career exploration course and a distinct CTE course for all students in grades 7 and 8
- Offering state funding for approved middle school CTE programs with properly endorsed teachers and requiring annual reporting for continued eligibility
- Establishing standards and professional development requirements for educators to ensure program quality and alignment with state goals
- Encouraging collaboration with secondary programs and Technical Advisory Committees to support transitions from middle school to high school CTE pathways

The guidance in this document collectively ensures that Local Education Agencies (LEAs) have the information needed to implement middle school CTE programs with the intent for students to have access to high-quality career technical education, preparing them for success in high school, postsecondary education, and the workforce.

The guide outlines four program options: First Steps, Exploratory, Introductory, and a Combination. Sections in the guide may identify the options to help distinguish the differences between offering options. This allows LEAs flexibility to design CTE offerings that best meet student and community needs. The document details application requirements, educator endorsements, and funding eligibility, ensuring all LEAs can implement compliant and effective middle school CTE programs.

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Roles and Responsibilities

This section outlines how the Idaho Division of Career Technical Education (IDCTE) and Local Educational Agencies (LEAs) work together to deliver high-quality middle school Career Technical Education (CTE) programs.

IDCTE

The Division delivers guidance, standards, provides oversight, and funding to eligible entities.

- Program Request and Approval
- Standards Development
- Program Quality
- Technical Assistance
- Funding

LEAs

LEA (likely school district and staff) implements CTE programs locally, ensuring assignments, teachers, and resources meet state requirements.

- Initiation
- Delivery
- Implementation
- Educator Endorsements
- Funding
- Reporting
- Transition from Middle School to High School

Initiation

The Initiation phase is where an LEA prepares to launch or update a middle school CTE program. The recommended steps are to:

1. Review this implementation guide
 - a. Understand requirements and best practices
2. Evaluate the programs
 - a. Assess what CTE courses are already offered at the school
3. Inventory the available lab or classroom space
 - a. Identify available facilities and resources for CTE instruction
4. Identify properly endorsed educators
 - a. Ensure teachers have the correct endorsements to teach CTE courses
5. Determine delivery method
 - a. Decide how Middle School CTE will be delivered (First Steps, Exploratory, Introductory combined, etc.)
6. Submit an annual [Program Request Application](#) (as applicable)
 - a. Submit by February 15, 2026

Delivery

There are a variety of options for how middle school CTE programs can be structured and offered within an LEA. LEAs can choose to offer a program independently or in combination with other options. A middle school cannot offer a full secondary cluster or pathway; instead, they must be a feeder to an approved program. Career Technical Centers (CTCs) cannot offer middle school CTE programs. LEAs must ensure proper educator endorsements for each course type. Course names and structures can be customized to fit local needs, as long as they meet state requirements.

- *Of note:* If your LEA serves only elementary grades and does not operate a high school, you may still offer career awareness or exploratory activities for students in grades 7 and 8. However, to offer state-approved middle school Career Technical Education (CTE) programs and to possibly be eligible for CTE funding, your LEA must partner with a neighboring LEA or high school that has an approved CTE pathway. Contact IDCTE if you have questions.

Middle School Program Options

Middle School Program	Focus	IDCTE Program Application	Funding Available
Option 1: First Steps (Career Exploration)	Career awareness and planning	Not Required	Yes. With a properly endorsed teacher
Option 2: Exploratory Courses	Students explore different career clusters	Required	Yes. With a properly endorsed teacher
Option 3: Introductory Courses	Extension of the high school CTE pathway program. Must follow approved standards for instruction	Required in conjunction with an approved high school program	Yes. At the approved program level (included with the approved high school pathway program)
Option 4: Combination	Varies	Varies	Varies

Option 1: First Steps: Understanding the World of Work through CTE

Overview: The First Steps Career Exploration class for middle schools is a required course for 7th or 8th graders that aligns with state adopted “First Steps” standards for career technical education. Through this class, students explore their interests and strengths, learn about different career clusters, and create a personalized career pathway plan that helps them begin thinking about high school courses and future goals.

The First Steps Standards Professional Development (PD) Course is a state-mandated training program for teachers who will deliver career exploration in middle school. Developed by the Idaho Division of Career-Technical Education (IDCTE), the course is a 15-hour, three-week online training that helps educators understand the “First Steps” Standards and how to teach them.

This PD course directly connects to the Career Explorations Class for 7th and 8th graders. Under Idaho law (Idaho Code 33-1614), every student in those grades must take a career exploration course aligned to the First Steps Standards. By completing the PD, teachers are equipped to guide students through self-assessment, exploring different career pathways (including CTE), and planning for high school and beyond – all grounded in a structured, research-based framework.

In short: the First Steps PD trains teachers in the standards and theory, while the Career Explorations class puts those standards into practice with students – helping young adolescents begin to develop their career identity and make meaningful plans for their futures.

Program Request Application: Not Required

Educator Professional Development: The [First Steps Standards Professional Development \(PD\) Course](#) is a state-mandated training program for teachers who will deliver career exploration in middle school.

Funding: Available if a CTE-endorsed educator is teaching the course/assignment. Valid CTE endorsement codes can be found in the [Assignment Credential Manual](#) (ACM). See the [Funding section](#) for additional details.

Example: All 7th graders at a middle school take “First Steps Career Exploration.” The teacher, who has completed the required First Steps Professional Development, guides students through activities such as job shadowing, guest speaker sessions, and creating a portfolio of their career interests and goals. This course fulfills the state requirement for career exploration in grades 7 or 8.

Option 2: Exploratory

Overview: Exploratory coursework is intended to provide students with a broad overview of a particular field or area of study and associated occupations. These courses help students better understand if that particular program is a good fit for them to pursue given their interests and career goals. Exploratory courses are designed to be broad and not overly focused, allowing students to explore various options and make informed decisions about their educational and career paths.

Program Request Application: Required

Funding: Available if a CTE-endorsed educator is teaching the course. Valid CTE endorsement codes can be found in the [Assignment Credential Manual](#) (ACM). See [Funding section](#) for additional details.

Example: A middle school offers “Exploratory Business and Marketing” to 8th graders. In this course, students rotate through modules on entrepreneurship, marketing, and finance, gaining hands-on experience with projects like running a mock business or designing a simple marketing campaign. The course is taught by a CTE-endorsed teacher and helps students decide if they want to pursue the Business and Marketing pathway in high school.

Option 3: Introductory (as a part of an approved high school program)

Overview: The Introductory option allows middle school students to enroll in CTE courses that are directly aligned with an approved high school CTE pathway within their Local Education Agency (LEA). Educators teaching these courses must follow the approved program standards and hold the appropriate CTE endorsement. Coordination with high school CTE staff is essential to maintain alignment and program quality.

- Any middle school introductory course must directly connect to an approved high school CTE program offered by your LEA.
- Any educator teaching this level of course must teach to or follow the approved program standards. Review the [Standards](#) section for more information.

Program Request Application: Required. To be completed in conjunction with a high school CTE program.

Funding: Available as a part of an approved high school CTE program. Funding requires a CTE-endorsed educator to teach all levels of the approved program. See [Funding section](#) for additional details.

Example: A middle school offers “Introductory Animal Science” in 8th grade as part of its CTE program. This course is aligned with the high school’s Agriculture, Food, and Natural Resources (AFNR) pathway. The middle school teacher uses the same standards and curriculum framework as the high school program, ensuring students are prepared to continue in the AFNR pathway when they reach high school.

Option 4: Combination of First Steps, Exploratory or Introductory

Overview: The Combination option offers LEAs the flexibility to design a middle school CTE program that best meets the needs of their students and community by blending elements of First Steps, Exploratory, and Introductory courses. LEAs may choose to offer a sequence or mix of these options, such as providing career exploration in grade 7, exploratory modules in grade 8, and introductory courses for students ready to begin a high school pathway. LEAs must ensure that each component meets the respective requirements for educator endorsements, program applications, and funding eligibility.

Program Request Application: Required for each component as stated above

Educator Professional Development: The [First Steps Standards Professional Development \(PD\) Course](#) is a state-mandated training program for teachers who will deliver career exploration in middle school.

Funding: Funding may be available depending on the combination of options listed above.

Example: A middle school offers “First Steps Career Exploration” to all 7th graders and “Exploratory Business and Marketing” to 8th graders. In addition, the school partners with the high school to offer “Introductory Engineering” for interested 8th graders. This combination allows students to explore

careers broadly, then focus on a specific area, and finally begin a pathway that continues into high school.

Implementation

1. **Submit Your Application:** Most options need a Program Request Application (except First Steps). Applications close February 15, 2026.
2. **Check teacher credentials:** Make sure teachers have the right CTE endorsement. For First Steps, they also need to complete the First Steps PD course.
3. **Plan for funding:** State funds are available for approved programs with endorsed teachers.
4. **Choose your delivery model:** Decide if you'll offer First Steps, Exploratory, Introductory, or a mix.
5. **Connect with high school CTE staff:** Make sure your program connects to high school pathways.
6. **Stay up to date:** Ensure you are getting IDCTE communication and connecting with your Program Quality Managers (PQMs).

Educator Endorsements

[Idaho Code §33-1201](#) requires that every person employed to serve in an elementary or secondary school be required to hold a certificate issued under the authority of the state board of education, valid for the service being rendered. Translated, this means that to teach any given assignment, the teacher must be properly endorsed in the endorsement area attached to an assignment per the Assignment Credential Manual ([IDCTE](#)) ([Idaho Department of Education](#)).

Every educator certified to teach CTE assignments in Idaho is eligible to teach that assignment in grades 6-12, although program funding is only available for programs serving students in grades 7-12. Most likely, teachers holding a Degree Based Career Technical Certificate, Limited Occupational Specialist, Standard Occupational Specialist, Advanced Occupational Specialist, or Public Charter School-Specific Teacher Certificate will be properly certified to a CTE assignment in grades 7-8, as long as the assignment aligns to their CTE endorsement area. Refer to the Assignment Credential Manual at the links above to make this determination. Ensure that for the selected assignment, the teacher's endorsement code and title is among the endorsement list for that assignment.

When considering who to assign to teach CTE middle school assignments, elect only those teachers who hold CTE certificates and the appropriate CTE endorsement that properly aligns to a CTE six-digit assignment code. Many schools throughout Idaho assign teachers on a Standard Instructional Certificate or non-CTE Public Charter School-Specific Teacher Certificate to teach CTE assignments at the middle school level. Take care, however, as non-CTE certificated teachers assigned to six-digit ISEE assignment codes will be flagged as misassignments every time, likely negatively impacting an LEA's salary-based apportionment funding and the resulting foundation payment. While non-CTE teachers frequently teach exploratory courses in grades 7-8 – especially when the teacher is endorsed All Subjects (k-8) – it is important that the LEA reports a five-digit non-CTE assignment code found in the [Idaho Department of Education's Assignment Credential Manual](#). Further, be advised that no CTE Program Added Cost Funding is available to LEAs utilizing non-CTE instructors to teach CTE exploratory courses.

Do you have a non-CTE certified teacher who would like to teach one of the listed middle school options?

For the 2026-2027 school year, IDCTE will only approve middle school CTE assignments for properly endorsed teachers who hold a CTE certificate. For future years, we are actively working to develop

CTE endorsements specific to grades 7-8 instruction. More information will be available to LEAs prior to the conclusion of the 2026-2027 school year.

Do you have a non-CTE certified teacher who would like to be CTE certified?

If the non-CTE certified teacher has ample industry experience or industry certification in a CTE endorsement area, it is possible they could qualify for CTE endorsement on an Occupational Specialist, CTE Public Charter School-Specific Teacher, or CTE Alternative Authorization Certificate. The instructor will need to demonstrate content knowledge in the endorsement area, as well as application of pedagogy in the new area of endorsement through performance in delivering instruction in this same endorsement area. Plan ahead and reach out to our certification team at certification@cte.idaho.gov to consider whether a specific educator could qualify for a CTE certificate.

In this first year of CTE middle school funding, only CTE-certified instructors will enable their CTE offerings to be eligible for program funding. We are mindful of the hardship that districts may have in securing CTE certification for those currently certified All Subjects K-8 on a Standard Instructional Certificate and currently teaching a CTE middle school offering. Over this next year, we intend to establish a work group to assist in identifying and developing the components associated with a Middle School Exploratory CTE Endorsement for grades 6-8. If you or someone from your LEA wishes to be involved with this work, please contact certification@cte.idaho.gov.

First Steps: Understanding the World of Work through CTE

Endorsements: Teachers who deliver career exploration in middle school must complete the First Steps Standards Professional Development Course. In order to generate middle school funding, educators must be endorsed with any valid CTE endorsement.

- Endorsements and additional details are found in the [Assignment Credential Manual](#).

Course Code	Grade Level	Assignment/Course	Section Alias	Endorsements
221510	7-8	First Steps Career Exploration	<i>Customize course name for your school</i>	<u>Any Valid CTE Endorsement Code</u>

Additional information: [First Steps Website](#)

Exploratory

Endorsements: For each exploratory course listed below, a CTE-endorsed educator with any endorsement in that program area can teach the exploratory CTE course.

Example: an educator with a 9092, CTE - Marketing Technology Education endorsement can teach course code 800020: Exploratory Business and Marketing.

- Endorsements and additional details are found in the [Assignment Credential Manual](#).

Course Code	Grade Level	Assignment/Course	Endorsement (any listed)	
800010	7-8	Exploratory Agriculture, Food, and Natural Resources	0108 0109 0110 0114 0118 0119 0120 0130 0131 0140	0150 0151 0152 0161 0170 0174 0175 6236 6310 9921
800020	7-8	Exploratory Business and Marketing	1010 1087 4012 4015 4017 4020	4022 4024 4077 9092 9093
800030	7-8	Exploratory Engineering and Technology Education	5015 6130 6131 6132 6151 6153 6154 6155 6156 6158	6159 6160 6180 6190 6192 6197 9400 9401 9402 9981
800040	7-8	Exploratory Family and Consumer Sciences	1085 2030 3020 3022 3023	3025 3027 3030 3035 9971
800050	7-8	Exploratory Trades and Industry	5018 5022 5030 6010 6015 6031 6032 6041	6105 6108 6109 6120 6232 6236 6315
800060	7-8	Exploratory Health Professions	2000 2011 2030 2033 2055	2085 2087 2094 2095 2098
800070	7-8	Exploratory Public Service and Safety	6280	6282

Introductory

Endorsements: For each middle school introductory course listed below, an educator must be CTE-endorsed and listed in the Local Annual Application (LAA) as a teacher of record.

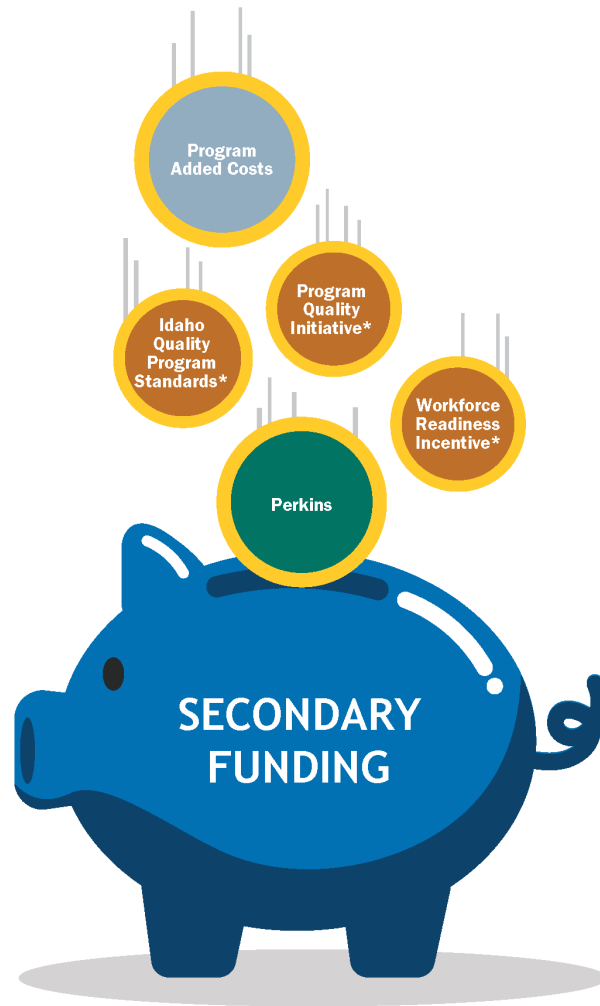
Educators must hold the appropriate certificate and endorsement for the assignments that they are “coded” for through Idaho System for Educational Excellence (ISEE) reporting. If an educator is coded for an assignment for which they do not hold the appropriate certificate/endorsement, funding may be withheld from the LEA for the applicable assignments. Please work with your high school CTE Coordinator to determine appropriate course and assignment information.

- Endorsements and additional details are found in the [Assignment Credential Manual](#).

Combination of First Steps, Exploratory or Introductory

Endorsements: For any combination of middle school CTE offerings, required endorsements are based on the combination or determination of options detailed above.

State Funding



*State Grants provide eligible local education agencies with opportunities to support, enhance, and reward CTE programs. State Grants are not guaranteed. More information can be found on [IDCTE's State Grants website](#).

Funding through Program Added Cost Funds (PACF) is available for IDCTE-approved programs with properly endorsed teachers and requires annual reporting for continued eligibility. Funding mechanisms and eligibility vary by program type. The way funding is calculated and distributed depends on the type of CTE program offered.

Program Added Cost Funds (PACF)

What is PACF?

PACF is specifically allocated funding provided by the state to help cover the additional costs of running approved CTE programs.

Funding is calculated based on teacher full-time-equivalency (FTE) for CTE courses within your approved CTE programs taught by properly CTE-certificated teachers endorsed in the area

they are teaching as reported in ISEE from the prior school year. A local education agency (LEA) must have at least one approved CTE program operating during the current school year to be eligible for program added-cost funding.

Program added-cost funds must be spent by June 30 of each year and within the terms and conditions of the Statement of Assurances, your local annual application, and in accordance with the Allowable Uses of Added-Cost Funds policy. This includes expenditures for materials and supplies, equipment, salaries for extended contracts, contracted services, travel, and professional development.

Distributions are determined at the LEA level with the expectation that all CTE programs receive support based on the individual LEA needs. All state General Fund appropriations are subject to legislative or executive branch reductions which may result in notification and possible recovery of such amounts already paid or obligated within this funding allocation.

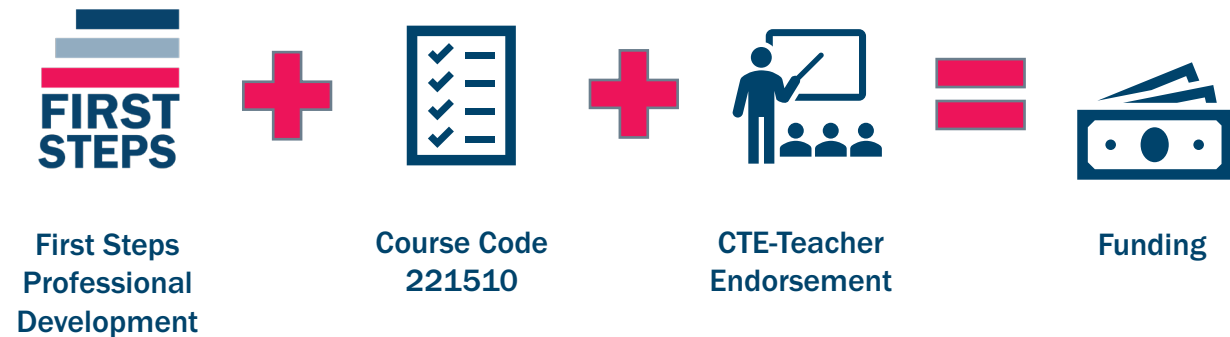
The legislature appropriates funds to the Division for the added costs of high Division approved high quality CTE programs. In 2018 the use of these funds was expanded by the Legislature from grades 9 through 12 to 7 through 12. Funding levels are based on evaluated cost of specific program areas. Funding for program areas is evaluated periodically and adjusted as costs change and available funding allows.

Funding Resources:

- [Allowable Use of Added-cost funds](#)
 - This document outlines the approved uses for program added-cost funds for a LEA.
- [Added-Cost Unit Cost Breakout](#)
 - This Excel reference document provides the formula for calculating projected added-cost funding for LEAs.
- [Added-cost funding: Report Guide](#)
 - This guide is intended to help LEAs understand their projected funding and FTE reports.
- [Final Accounting Report](#)
 - This is the required report that LEAs must fill out and turn into Fiscal at the end of the year.
- [Added-cost FAQ](#)

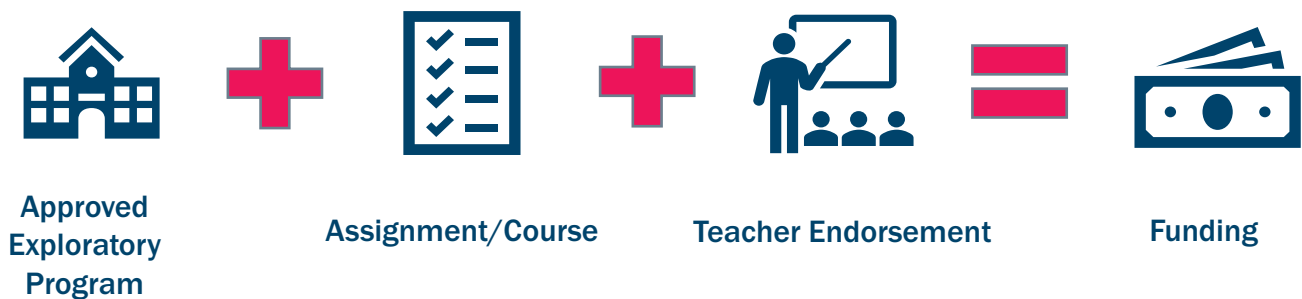
First Steps: Understanding the World of Work through CTE

- LEAs can receive PACF by using course code 221510 and ensuring the course is taught by a properly endorsed CTE teacher.
- In order to be eligible for funding, teachers must complete the First Steps Professional Development course.
- Funded at Funding Level 0 (FLO=\$4,118.13 per 1.0 Program Units - refer to the Added Cost Funding: Unit Cost Breakout).



Exploratory

- All exploratory programs must apply using the [middle school program application](#) to be eligible for PACF in FY27.
- Approved exploratory programs will be eligible for Funding Level 0 (FLO=\$4,118.13 per 1.0 Program Units - refer to the Added Cost Funding: Unit Cost Breakout).
- Funding is calculated at the same level for all program areas.



Introductory

- An LEA must have a properly endorsed teacher and use course codes within the sequence for an approved pathway/cluster program for funding to be generated at the pathway program level.
- Courses must be at the introductory level and align with the offered and approved programs above the 9th grade level.
- Approved introductory course(s) will be eligible for the Funding Level that aligns to the LEAs approved program(s) (refer to the Added Cost Funding: Unit Cost Breakout).



Combination of First Steps, Exploratory or Introductory

- Funding will be based on the combination or determination of options detailed above.

Career Technical Center (CTC)

Middle school programs are not eligible for CTC funding. CTC eligibility is established in Section 33-1002G, Idaho code, and only applies to high school programs. Pursuant to [IDAPA 55.01.03](#) CTC funding is not based on teacher funding. It is based on enrollments, capstones, credits, and Technical Skills Assessment (TSAs) .

Perkins V.

Did you know that if your LEA has an IDCTE approved CTE pathway program, you may qualify for Perkins funding?

IDCTE awards funds to subrecipients as part of Perkins V: Strengthening Career and Technical Education for the 21st Century Act. These funds support the development of academic, technical, and employability skills for students in secondary and postsecondary CTE programs.

If you are eligible and apply for Perkins funding, you may also be able to use Perkins funds for middle school CTE implementation. These funds are awarded at the LEA administrative level and distributed to the appropriate programs.

How to Get Started:

- If you plan to apply for Perkins funding, reach out to your LEA CTE coordinator (contact information can be found in ISEE or by reaching out to your local high school CTE administrator).
- Identify your needs through your Comprehensive Local Needs Assessment (CLNA).
- Work with your secondary CTE leads to align your application.

To be eligible for Perkins V funds, local education agencies (LEAs) must offer at least one Division-approved program of study, meet the administrative requirements in the [Perkins V Subrecipient Handbook](#), and submit a yearly Perkins V application based on results from a career and technical education Comprehensive Local Needs Assessment.

IDCTE State Grants

Overview: State one-time grants are currently only available to high school programs. Middle school programs are not currently eligible, but one-time grants may become available in the future. Visit [State Grants - Idaho Division of Career Technical Education](#) for more information.

Idaho Agricultural Education Quality Program Standards (IQPS): At this time, middle school programs are not eligible to apply for the Idaho Quality Program Standards (IQPS) Grant for Agriculture Education programs. The IQPS Grant is specifically available to instructors of Agriculture, Food, and Natural Resources (AFNR) programs in grades 9 through 12. Only high school programs meeting the established standards and requirements may apply for this funding. [Idaho Code 33-1629](#).

Program Quality Initiative and Workforce Readiness Incentive Grants (PQI and WRI):

The Program Quality Initiative and Workforce Readiness Incentive grant funding was developed in [Idaho Code 33-1635](#). These funding opportunities were established to provide a funding mechanism for high-quality career technical education high school programs and program technical assistance offered in grades 9 through 12. Only high school programs meeting the determined requirements may apply for this funding

One-Time Grant: There is potential for one-time grants appropriated from the Idaho State Legislature. As IDCTE learns of opportunities and eligibility including middle school CTE programs, information will be communicated.

Program Support

Standards

Standards can be found below by program area:

- [Agriculture, Food and Natural Resources - Idaho Division of Career Technical Education](#)
- [Business and Marketing Education - Idaho Division of Career Technical Education](#)
- [Engineering and Technology Education - Idaho Division of Career Technical Education](#)
- [Family and Consumer Sciences, and Human Services - Idaho Division of Career Technical Education](#)
- [Health Professions and Public Safety - Idaho Division of Career Technical Education](#)
- [Trades and Industry - Idaho Division of Career Technical Education](#)

First Steps Career Exploration

Standards: For career exploration, [standards](#) have been created to support the First Steps: Understanding the World of Work through Career Technical Education.

Exploratory

Standards: Exploratory standards will begin the standards creation process in Spring 2026. At this time, please refer to the program area standards linked above for details. Standards writing teams will be created to help provide detailed middle school guidance.

Introductory

Standards: For middle schools that are offering introductory courses, the pathway standards will be utilized to drive instruction. An approved program must be available at the high school level.

Equipment Lists

Equipment lists: Middle school specific lists will be developed and distributed in the next iteration of guidance. At this time, please refer to the Program Equipment List. Working teams will be created to provide detailed middle school guidance.

Assessments

Overview: The Technical Skills Assessment (TSA) is a measure of a student's technical competencies as they relate to a specific CTE program. The Workplace Readiness Assessment (WRA) measures a student's understanding of workplace expectations across all program areas.

First Steps: Understanding the World of Work through CTE

Assessments: Neither the TSA nor the WRA are required for First Steps students

Exploratory

Assessments: Neither the TSA nor the WRA are required for students in Exploratory CTE Programs.

Introductory

Assessments:

TSA: Not required at the introductory until or if students reach their pathway capstone course.

WRA: Not required at the 7th and 8th grade level. Required when a student completes their second CTE course above the 9th grade level.

Technical Advisory Committee (TAC)

Overview: Effective TACs benefit from strong ongoing relationships with business, industry, and labor in the local communities and the state. Ensuring and providing critical insight into local career opportunities, ensuring that programs prepare students for workforce entry, and supporting the upskilling of current workers. Committees advise programs on curriculum, training, and emerging industry needs while also serving as advocates for students, faculty, and the CTE system. TACs strengthen the working relationships between CTE programs and the communities they serve.

While middle school CTE programs do not require a TAC, it is highly encouraged to work with your high school CTE programs and get connected with their TACs!
Review the [TAC Guidebook](#) for additional details.

First Steps: Understanding the World of Work through CTE

TAC: Middle school TAC is not required, but encouraged. Connect with your high school CTE programs for more information!

Exploratory

TAC: Middle school TAC is not required, but encouraged. Connect with your high school CTE programs for more information!

Introductory

TAC: Connect with the existing TAC connected to your approved program!

Combination of First Steps, Exploratory or Introductory

TAC: See notes on options detailed above

Career Technical Student Organizations (CTSOs)

CTSOs are intra-curricular programs designed to help students develop skills and connections for their future careers. They're also a key component of quality CTE programs. CTSOs allow students to develop leadership skills through chapter, community, and statewide involvement. Through CTSO competitive and leadership events, students hone their technical and professional skills and can gain a competitive advantage when applying for college and job. Idaho's seven CTSOs align with our six program areas and provide support and growth from secondary to postsecondary and beyond.

Value

High-quality CTSO programs intentionally connect classroom instruction to chapter leadership, competitive events, and community service, reinforcing CTE competencies.

First Steps: Understanding the World of Work through CTE

CTSO: Not required

Exploratory

CTSO: Encouraged affiliation but not required.

Introductory

CTSO: Encouraged affiliation but not required. Work with high school CTE educators to strengthen connections.

Combination of First Steps, Exploratory or Introductory

CTSO: See notes on options detailed above

Formal affiliation with a Career Technical Student Organization (CTSO) is not required for either advisors or students. Instead, the LEA will ensure that students understand the intra-curricular nature of CTSOs and how these organizations support and extend learning within the aligned CTE program. This clarification reinforces that participation in CTSO-related activities is an integrated component of high-quality CTE middle school instruction, not a mandatory affiliation expectation.

Idaho CTSO Organizations

- BPA
 - State advisor: Shianne Gammon, Shianne.gammon@cte.idaho.gov
 - <https://idahobpa.org/>
 - <https://bpa.org/>
- DECA
 - State advisor: Gina Lyman, gina.lyman@cte.idaho.gov
 - <https://www.idahodeca.org/>
 - <https://www.deca.org/>
- FCCLA
 - State adviser: Jared Lewis, jared.lewis@cte.idaho.gov
 - <https://www.idahofccla.org/>
 - <https://fcclainc.org/>
- FFA
 - Student Leadership Manager: Shianne Gammon, Shianne.gammon@cte.idaho.gov
 - <https://www.idahoffa.org/>
 - <https://www.ffa.org/>
- HOSA
 - State advisor: Gina Lyman, gina.lyman@cte.idaho.gov
 - <https://www.idahohosa.org/>
 - <https://hosa.org/>
- SkillsUSA
 - State director: Andrew Armstrong, andrew.armstrong@cte.idaho.gov
 - <https://skillsidaho.org/>
 - <https://www.skillsusa.org/>
- TSA
 - State advisor: Jared Lewis, jared.lewis@cte.idaho.gov
 - <https://idahotsa.com/>
 - <https://tsaweb.org/>

IMPORTANT: The Perkins V Subrecipient Handbook ([handbook](#)) is for the administration of Perkins V funds. Please click the handbook link to ensure you are using the most recent version of Appendix A.

Appendix A: Requirements for Uses of Award Funds

Requirements for uses of award funds are found in Sec. 135 of the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the [Strengthening Career and Technical Education for the 21st Century Act](#).

Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the CLNA.

The six sections below are noted on the yearly [Perkins Application](#) under the section identified as the Perkins Part Categorization. Funds made available to eligible recipients under this part shall be used to support CTE programs that are of sufficient size, scope, and quality to be effective and that—

- 1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include—
 - a. introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;
 - b. readily available career and labor market information, including information on—
 - (iv) occupational supply and demand;
 - (iv) educational requirements;
 - (iv) other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and
 - (iv) employment sectors;
 - c. programs and activities related to the development of student graduation and career plans;
 - d. career guidance and academic counselors that provide information on postsecondary education and career options;
 - e. any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or
 - f. providing students with strong experience in, and comprehensive understanding of, all aspects of an industry;
- 2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—
 - a. professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;
 - b. professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491–2(e)(2)(C));
 - c. providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;

- d. supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;
 - e. supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;
 - f. providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;
 - g. training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;
 - h. training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or
 - i. training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;
- 3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;
- 4) support integration of academic skills into career and technical education programs and programs of study to support—
- a. CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and
 - b. CTE participants at the postsecondary level in achieving academic skills;
 - 1) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include—
 - c. a curriculum aligned with the requirements for a program of study;
 - d. sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;
 - e. where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;

- f. appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;
 - g. a continuum of work-based learning opportunities, including simulated work environments;
 - h. industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;
 - i. efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;
 - j. where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;
 - k. expanding opportunities for students to participate in distance career and technical education and blended learning programs;
 - l. expanding opportunities for students to participate in competency-based education programs;
 - m. improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;
 - n. supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;
 - o. supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;
 - p. providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;
 - q. supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;
 - r. making all forms of instructional content widely available, which may include use of open educational resources;
 - s. supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;
 - t. partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;
 - u. support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, childcare, or mobility challenges for those special populations; or
 - v. other activities to improve career and technical education programs; and
- 5) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

Middle School Exploratory CTE Program Statement of Assurances

General Program Assurances

1. The Local Education Agency (LEA) has surveyed students, parents, and the community and believes the stakeholders will support moving forward with the proposed new/changed pathway or cluster program.
2. The LEA will continually consult with stakeholders, such as students, parents, and local employers, to meet local program needs
3. The LEA engages with a local or regional Technical Advisory Committee (TAC) to provide adequate support.
4. The program representative of the Career Technical Education (CTE) program actively conducts outreach activities to develop partnerships to ensure the program is informed by employer and community needs.
5. The LEA will employ an instructor(s) who holds an Idaho teaching certificate with an appropriate CTE endorsement for the proposed program.
6. The LEA will maintain, and update annually, an inventory of equipment purchased with CTE funds, which includes exercising reasonable care and safekeeping of equipment.
7. The LEA will educate students on the intra-curricular nature of the Career Technical Student Organizations (CTSOs) aligned to the CTE program.
8. The LEA will ensure access to the proposed program will be provided to all students who need or can benefit from instruction in this program.
9. The instructor(s) will participate in professional development related to the proposed program and teaching assignment, approved by Idaho Division of Career Technical Education (IDCTE).

Program Design Assurances:

The LEA will:

1. Ensure career guidance for students will support the pathway program for the CTE proposed program.
2. Ensure student career development information (documentation of self-evaluation activities, documentation of career exploration activities, and Idaho Student Learning Plans) is transferred to high school counselors and available to CTE teachers and resource personnel.
3. Ensure CTE classrooms and laboratories will be clean, orderly, safe, and industry-relevant. Students will be provided appropriate safety instruction related to the program.

Fiscal Assurances:

The LEA will:

1. Use added-cost funds only for expenses directly related to an approved CTE program according to [Idaho State Board of Education policy](#).
2. Use the CTE program equipment and supplies only for which they are intended.
3. Submit all fiscal reports by the required deadline.



Reporting Assurances:

The LEA will:

1. Provide requested information to IDCTE to enable the State Board for Career Technical Education to comply with the allocation guidelines.
2. Submit reports and other information as required by IDCTE, within the dates established, and maintain documentation in the school district as required.
3. Submit a program self-assessment of [Secondary Quality Program Measures](#) during the scheduled, rotating five-year review cycle as determined by IDCTE.

CERTIFICATION OF ASSURANCES

I certify that the above assurances will be complied with, and those programs, services and activities approved will be conducted in accordance with the Governing Rules and Policies of the State Board for Career Technical Education.

Print Name of Superintendent

Superintendent Signature

Date

Appendix C: How to Explore Options Within Your LEA

	7th Grade	8th Grade		9th Grade	10th Grade	11th Grade	12th Grade
Middle School: No Offerings				High School: Cluster Program and Two Programs			
No CTE offering in 7th and 8th grade.			Offering two approved pathways and one approved cluster program at the high school level	Cluster			
				Pathway 1			
				Pathway 2			
	7th Grade	8th Grade		9th Grade	10th Grade	11th Grade	12th Grade
Middle School: First Steps (Option 1)				High School: Cluster Program and Two Programs			
Offering First Steps.			Offering two approved pathways and one approved cluster program at the high school level.	Cluster			
				Pathway 1			
	First Steps (CTE)	First Steps (CTE)		Pathway 2			
	7th Grade	8th Grade		9th Grade	10th Grade	11th Grade	12th Grade
Middle School: Exploratory (Option 2)				High School: Cluster Program and Two Programs			
Offering two exploratory programs.			Offering two approved pathways and one approved cluster program at the high school level.	Cluster			
	Exploratory 800xx			Pathway 1			
	Exploratory 800aa			Pathway 2			
	7th Grade	8th Grade		9th Grade	10th Grade	11th Grade	12th Grade
Middle School: Introductory (Option 3)				High School: Cluster Program and Two Programs			
Offering two introductory programs associated with the high school			Offering two approved pathways and one approved cluster program at the high school level	Cluster			
	Introductory to Pathway 1			Pathway 1			
	Introductory to Pathway 2			Pathway 2			
	7th Grade	8th Grade		9th Grade	10th Grade	11th Grade	12th Grade
Middle School Combination: Exploratory and First Steps (Option 4)				High School: Cluster Program and Two Programs			
Offering two exploratory programs and First Steps.			Offering two approved pathways and one approved cluster program at the high school level	Approved Cluster			
	Exploratory 800xx			Pathway 3			
	Exploratory 800aa			Pathway 2			
	First Steps (CTE)	First Steps (CTE)					
	7th Grade	8th Grade		9th Grade	10th Grade	11th Grade	12th Grade
Middle School Combination: Exploratory, Introductory and First Steps (Option 4)				High School: Cluster Program and Two Programs			
Offering two exploratory programs, two introductory programs associated with the high school, and First Steps.	Exploratory 800xx		Offering two approved pathways and one approved cluster program at the high school level	Cluster			
	Exploratory 800xx	Introductory to Pathway 1		Pathway 1			
	Exploratory 800aa	Introductory to Pathway 3		Pathway 3			
	First Steps (CTE)	First Steps (CTE)					