

U. S. Department of Education  
Office of Career, Technical, and Adult Education

**Strengthening Career and Technical Education for the 21st Century Act  
(Perkins V) State Plan**

**I. COVER PAGE**

- A. State Name: Idaho
- B. Eligible Agency (State Board) Submitting Plan on Behalf of State:  
Idaho State Board of Career & Technical Education (Division)
- C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.
1. Name: Clay Long
  2. Official Position Title: State Administrator
  3. Agency: Idaho Career & Technical Education
  4. Telephone: (208) 429-5501      6. Email: [clay.long@cte.idaho.gov](mailto:clay.long@cte.idaho.gov)
- D. Individual serving as the State Director for Career and Technical Education:
- Check here if this individual is the same person identified in Item C above and then proceed to Item E below.
1. Name: \_\_\_\_\_
  2. Official Position Title: \_\_\_\_\_
  3. Agency: \_\_\_\_\_
  4. Telephone: ( \_\_\_\_\_ ) \_\_\_\_\_      5. Email: \_\_\_\_\_
- E. Type of Perkins V State Plan Submission - FY 2019 (Check one):
- 1-Year Transition Plan (FY2019 only) – if an eligible agency selects this option, it will need only to further complete Items G and J.
- State Plan (FY 2019-23) – if an eligible agency selects this option, it will complete Items G, I, and J
- F. Type of Perkins V State Plan Submission - Subsequent Years (Check one):
- State Plan (FY 2020-23)

State Plan Revisions (Please indicate year of *submission*: \_\_\_\_\_)

G. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2019 (*Check one*):

Yes

No

H. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – *Subsequent Years* (*Check one*):

Yes (*If yes, please indicate year of submission: \_\_\_\_\_*)

No

I. Governor’s Signatory Authority of the Perkins V State Plan (*Fill in text box and then check one box below*):

<b>Date Governor was sent State Plan for signature:</b>
---

The Governor has provided a letter that he or she is jointly signing the State plan for submission to the Department.

The Governor has not provided a letter that he or she is jointly signing the State plan for submission to the Department.

J. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission; and

2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

<b>Authorized Representative Identified in Item C Above (Printed Name)</b>	Telephone:
<b>Signature of Authorized Representative</b>	Date:

## GLOSSARY

### **ARTICULATION AGREEMENT (Perkins Sec. 3.4)**

A written commitment that is agreed upon at the State level or approved annually by the lead administrators of a secondary institution and a postsecondary educational institution or a subbaccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary education institution designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree, and is linked through credit transfer agreements between the two (2) institutions.

### **CAREER AND TECHNICAL EDUCATION (CTE) (Perkins Sec. 3.5)**

Organized educational activities that offer a sequence of courses that provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations which shall be, at the secondary level, aligned with the challenging State academic standards adopted by Idaho under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965; provides technical skill proficiency or a recognized postsecondary credential which may include an industry-recognized credential, a certificate, or an associate degree; and may include prerequisite courses (other than a remedial course) that meet the requirements. CTE includes competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual. To the extent practicable, organized educational activities are coordinated between secondary and postsecondary through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing. Organized educational activities may include exploration at the high school level or as early as the middle grades.

### **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 CLUSTER**

The National Career Clusters® Framework serves as an organizing tool for Career Technical Education programs, curriculum design, and instruction. There are sixteen (16) Career Clusters in the Framework, representing 79 Career Pathways to help learners navigate their way to greater success in college and career. The Career Clusters are Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, A/V Technology, and Communications; Business Management and Administration; Education and Training; Finance; Government and Public Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections, and Security; Manufacturing; Marketing; Science, Technology, Engineering and Mathematics; and Transportation, Distribution, and Logistics.

### **CAREER GUIDANCE AND ACADEMIC COUNSELING (Perkins Sec. 3.7)**

Guidance and counseling that provides access for students (and, as appropriate, parents and out-of-school youth) to information regarding career awareness exploration opportunities, and planning with respect to an individual's occupational and academic future; provides information to students (and, as appropriate, parents and out-of-school youth) with respect to career options, financial aid, job training, secondary and postsecondary options (including associate and baccalaureate degree

programs), dual or concurrent enrollment programs, work-based learning opportunities, early college high schools, financial literacy, and support services, as appropriate; and may provide assistance for special populations with respect to direct support services that enable students to persist in and complete career and technical education, programs of study, or career pathways.

**CAREER PATHWAY** (Perkins Sec. 3.8)

See Program of Study

**CLUSTER PROGRAM** (ISBE Policy IV.E.7.b)

As defined by the Idaho State Board Education (ISBE), provides introductory and intermediate courses as an introduction to a career technical area and the opportunity to learn workplace readiness expectations. A cluster program must meet the following requirements: consist of a variety of foundation and intermediate courses within a single Career Cluster that does not culminate in a capstone course; offer a program that is three or more semesters (or the equivalent) in length; demonstrate a strong career/workplace readiness skills alignment; participate in a related Career Technical Student Organization; maintain an active Technical Advisory Committee to guide program development and foster industry engagement; and 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, dual credit, articulated credit, and credit granted on the basis of performance on technical or academic assessments.

**CTE CONCENTRATOR** (ISBE policy, Division defined, and Perkins Sec. 3.12)

Partially defined in ISBE Policy IV.E.3.a as a secondary student enrolled in a capstone course. Further defined by the Idaho Division of Career Technical Education (Division) as, at the secondary school level, a junior or senior completing at least two courses in a single CTE program of study. Includes advanced coursework (e.g. intermediate and capstone) beyond beginning/introductory classes.

At the postsecondary level, a student enrolled in an eligible recipient who has earned at least 12 credits within a CTE program or program of study in a single program area OR completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

Postsecondary program completion includes CTE degrees or certificates per [Policy III.E.](#) (Basic Technical Certificate, Intermediate Technical Certificate, Advanced Technical Certificate, Associate of Applied Science - an Advanced option may be awarded for additional credits of at least 15 credit hours that are beyond the A.A.S. degree).

**CTE PARTICIPANT** (Division defined and Perkins Sec. 3.13)

A secondary student who has completed not less than one (1) course in a career and technical education program or program of study of an eligible recipient. Includes advanced coursework beyond beginning/introductory classes.

A postsecondary student who has been accepted and enrolled in one (1) or more credits in any state funded career technical program.

**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 PROGRAM** (Perkins Sec. 3.15)

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 is transferable to the institutions of higher education in the partnership and applies toward completion of a degree or recognized educational credential.

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

A consortium of 2 or more entities including; 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; a local educational agency providing education at the postsecondary level; an area career and technical education school providing education at the postsecondary level; an Indian Tribe, Tribal organization, or Tribal education agency that operates a school or may be present in the state; 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; a tribally controlled college or university; or an educational service agency.

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

A local educational agency (including a public charter school that operates as a local educational agency), an educational service agency, an Indian Tribe, Tribal organization, or Tribal educational agency or a consortium, eligible to receive assistance; or an eligible institution or consortium of eligible institutions eligible to receive assistance.

**ENGLISH LEARNER**

(ESEA Sec. 8101.20) A secondary school student who is aged 3 through 21; is enrolled or preparing to enroll in a secondary school; who was not born in the United States or whose native language is a language other than English, who is Native American or Alaska Native or a native resident of the outlying areas and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency or who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the challenging State academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society.

(Perkins Sec. 3.22) An adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and whose native language is a language other than English or who lives in a family environment or community in which a language other than English is the dominant language.

**HIGH SKILL** (Division defined)

A career that uses an industry validated curriculum meeting standards 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 that provides 60% of the average hourly wage by labor market region as determined by the Idaho Department of Labor. The percentage was determined using Idaho's Unemployment Insurance Program, which provides benefits up to 60% of the state's average wage. Labor market data may be found at <https://lmi.idaho.gov/oes>.

**IN-DEMAND INDUSTRY SECTOR OR OCCUPATION** (WIOA Sec. 3.23)

An industry sector that has a substantial current or potential impact 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 an occupation that currently has or is projected to have a number of positions in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate. An in-demand occupation tool has been developed by the Idaho Department of Labor in consultation with the Workforce Development Council and the Division and may be found on the Division's website at <https://public.tableau.com/profile/idlabor#!/vizhome/In-DemandOccupations/In-DemandOccupations>.

**INDIAN; INDIAN TRIBE** (Indian Self-Determination and Education Assistance Act)

"Indian" means a person who is a member of an Indian Tribe.

"Indian Tribe" means any Indian tribe, band, nation, or other organized group or community, including and Alaska Native village or regional or village corporation, which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

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

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

**INDUSTRY RECOGNIZED** (Association for Career and Technical Education (ACTE))

A credential that is sought or accepted by employers within the industry or sector involved as a recognized, preferred, or required credential for recruitment, screening, hiring, retention or advancement purposes; and, where appropriate, is endorsed by a nationally recognized trade association or organization representing a significant part of the industry or sector.

**INDUSTRY OR SECTOR PARTNERSHIP** (Perkins Sec. 3.29)

The term "industry or sector partnership" has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

**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. 3.31)

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)

An individual who is a displaced homemaker; or an individual who has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills, or 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)

Also known as a “paraeducator”, includes an education assistant and instructional assistant.

**PATHWAY PROGRAM** (ISBE Policy IV.E.7.c)

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. A pathway program must meet the following requirements: consists of a sequence of courses that culminate in a capstone course and aligns with Board approved career technical education content standards; offer a program that is three or more semesters (or the equivalent) in length; demonstrate a strong career/workplace readiness skills alignment; participate in a related Career Technical Student Organization; maintain an active Technical Advisory Committee to guide program development and foster industry engagement; require the Workplace Readiness Assessment as part of the program; demonstrate alignment to similar postsecondary program outcomes as well as to relevant industry recognized standards; offer work-based learning experience opportunities for students (paid or unpaid) require a pathway-identified Technical Skills Assessment for all students enrolled in the capstone course (concentrators); ensure the program meets the requirements for concentrators to obtain Technical Competency Credit for aligned postsecondary programs; and require a nationally validated, industry-based technical skill assessment administered by and approved developer. See also Program of Study.

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

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, a tribally controlled college or university, or a nonprofit educational institution offering certificate or other skilled training programs at the postsecondary level.

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

Activities that 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 are sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused, to the extent practicable evidence-based.

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

A coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that 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; addresses both academic and technical knowledge and skills, including employability skills; is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area; progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction); has multiple entry and exit points that incorporate credentialing; and culminates in the attainment of a recognized postsecondary credential. Commonly used interchangeably with the terms pathway and career pathway.

**QUALITY** (Division defined)

At the secondary level, an educational program 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 in this plan, demonstrate acceptable levels of proficiency as measured by Technical Skills Assessments. At least one Technical Skills Assessment must be administered to CTE concentrators once every two years as part of a program of study to remain eligible to receive Perkins funds. Authorized CTSOs must align with CTE course curriculum, but are not limited to programs of study offered.

Postsecondary CTE concentrators, as defined by the state, 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.) - an Advanced option may be awarded for additional credits of at least 15 credit hours that are beyond the A.A.S. degree).

All secondary and postsecondary recipients must complete a Comprehensive Local Needs Assessment (CLNA) every two (2) years, have a technical advisory committee for each program of study that meets at least twice 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 led by a teacher that meets the minimum certification requirements as established by the Division, and must provide professional development opportunities.

**RECOGNIZED POSTSECONDARY CREDENTIAL** (WIOA Sec. 3.52)

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. ISBE definitions for postsecondary certifications available at state institutions may be found at <https://boardofed.idaho.gov/board-policies-rules/board-policies/higher-education-affairs-section-iii/iii-e-certificates-and-degrees/>.

**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)

A school district with fewer than twenty (20) enrolled students per square mile within the area encompassed by the school district's boundaries or 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.

**SCOPE** (Division defined)

A secondary program must provide opportunity for postsecondary advancement as evidenced by: at least one (1) articulation agreement in place or opportunities to earn college credits under Idaho's Advanced Opportunities program (<https://boardofed.idaho.gov/k-12-education/advanced-opportunities-for-high-school-academics/>); 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 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.

Postsecondary programs must provide opportunities to earn a degree or certificate (Basic Technical Certificate (B.T.C.), Intermediate Technical Certificate (I.T.C.), Advanced Technical Certificate (A.T.C.), or Associate or Advanced 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.

**SIZE** (Division defined)

At the secondary level, the recipient must offer a minimum of one (1) Division approved program of study and one (1) authorized CTSO. Both must align to the comprehensive local needs assessment. A Career and Technical School (CTS) must have a minimum of three (3) Division approved programs of study and one (1) authorized CTSO. 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, a program approved by the Idaho State Board of Education in compliance with Board policy III.G: Postsecondary Program Approval and Discontinuance that meets the enrollment requirements established by the institution and offers a recognized postsecondary credential.

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

Individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who 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).

**SUPPORT SERVICES** (Perkins Sec. 3.50)

Services related to curriculum modification, equipment modification, classroom modification, supportive personnel (including paraprofessionals and specialized instructional support personnel), and instructional aids and devices.

**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.

## II. NARRATIVE DESCRIPTIONS

### A. 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 Division has 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 and REACH, which is Idaho's statewide professional development conference. This annual conference, which brings approximately 900 secondary and postsecondary stakeholders to Boise for a three-day training, is Idaho's largest CTE professional development opportunity. The 2019 conference included several sessions specific to labor market information and understanding Perkins V.
- During our Spring 2019 and Winter 2020 outreach, we 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. The only stakeholder group with a consistent presence was business members in each region.
- Various meetings with WDC to discuss a combined 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 to not pursue a combined plan at this time, we agreed to begin using common labor market data to discuss regional labor market trends. Newly developed labor market tool will allow recipients to use readily available data to help reduce the data burden associated with the CLNA and to help ensure consist data analyses statewide.
- As part of outreach efforts, invited directors from each of our Centers for New Direction to our regional meetings, and provided them with additional information on how Perkins V project could expand services (including individual services). Connected Center Directors with postsecondary representatives to ensure additional special populations are considered in the planning and project process.
- In conjunction with our Workforce Development Council, conducted 14 regional listening sessions to better understand the needs of local communities and small business owners. Met with representatives of Idaho Business for Education, including a 90-minute listening session with Scott Stump. Reached out to Idaho Association for Commerce and Industry, as well as numerous Chambers of Commerce.
- To help expand CTE access to more students, both the Spring and Fall 2019 outreach included a specific focus on better supporting students in need. This included recommending that recipients connect with local foster care advocates, local homeless support entities, and local outreach organizations. 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 provide an opportunity for collaboration.
- Multiple contacts with state tribal leaders including the tribal education council, individual tribes and listening sessions. At the request of the tribes, conducted individual meetings with leaders from three of Idaho's five tribes. Follow-up meetings were requested, and joint meeting between the tribes and the local school

district/postsecondary institutions have been scheduled to identify strategies for collaboration.

- As part of WIOA listening tours, met with representatives of Idaho Vocational Rehabilitation, as well as regional advocacy groups representing individuals with physical disabilities, blind and visually impaired, cognitive disabilities, and seniors. Identified areas of concern and potential solutions, including transportation and better connectivity between business & industry and service. 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 state Perkins V plans.
  - The Division held Idaho's first ICTE Rural District Symposium centered around helping rural and remote districts strengthen student learning outcomes and to align district priorities with Perkins V.
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 Idaho Division of Career and Technical Education (Division) is currently the agency responsible for adult career and technical education and postsecondary education. A copy of the State plan was submitted to the Idaho State Board of Education prior to releasing the State plan for a 30-day public comment period.

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 our Spring 2019 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. The only stakeholder group with a consistent presence was business members in each region.

In conjunction with Idaho's Workforce Development Council, the Division conducted 14 regional listening sessions to better understand the needs of local communities and small business owners. We met with representatives of Idaho Business for Education, including a 90-minute listening session with Scott Stump. We reached out to Idaho Association for Commerce and Industry, as well as numerous Chambers of Commerce.

During our Winter 2020 outreach, the Division hosted more 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.

Prior to submission of the draft State plan to the Board for informational purposes, the draft State plan will be available on the Division and OSBE websites for review in

accordance with the 30-day public comment period required by the Act. A copy of the State transition plan has been available on our website for comment. Comments have been and will be continue to be collected via email to [stakeholderinput@cte.idaho.gov](mailto:stakeholderinput@cte.idaho.gov) or mailed to the Division at;

Idaho Career and Technical Education  
c/o Perkins V State Plan  
650 W. State St., Ste 324  
Boise, ID 83702-5936

## **B. 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)

The following information is part of the WIOA State Plan as modified for program year 2018.

*The Council arrived at three broad goals for the State's workforce system, which are outlined below. Under each of these goals, the Council 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 Council's strategic plan that directly relate to the foundational analysis within this Combined State Plan and clarify how the Councils goals relate to individuals with barriers to employment.*

*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 leading to employment.*
  - *Coordinate a system of work supports for low-income workers to help them stay employed and move toward 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 Workforce Development Council 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*

*Idaho Career & Technical Education (ICTE), which administers both the WIOA Title II and Carl D. Perkins programs, and oversees both secondary and postsecondary career and technical education in Idaho, is essential in connecting workforce programs with career and technical education, engaging the State's technical colleges, and guiding the development of meaningful career pathways.*

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

The Division is currently aligning all secondary CTE programs of study to postsecondary CTE programs using a micro-certification system called SkillStack®. SkillStack® is a digital badging/micro-certification platform that allows Idaho's educators to validate the skills their students demonstrate proficiency in; leading to industry-relevant badges/Technical Competency Credits (TCC).

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 (including the Technical Skills Assessment and Postsecondary Assessment). Once all skills are validated for a particular badge, the information is entered in the SkillStack® platform and badges are issued.

Matriculating secondary students can receive postsecondary credit for work accomplished during their high school tenure.

Idaho's high school, college, university, and workforce training educators are the only individuals allowed to validate skills in SkillStack®. These individuals gain authorization to validate skills upon verification and training from the Division.

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.

Currently there are 63 TCC badges and up to 180 credits available through SkillStack® in 37 programs of study.

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

An effective TAC reveals local career opportunities, prepares students to enter the workforce, and/or 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 needs. Ultimately, TACs strengthen the working relationships between the career and technical education programs and the communities they serve.

The Division also administers the Center for New Directions program. Through this 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 located on campuses of the Idaho Technical College System.

- 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)

The Division is working to help drive Idaho towards our goal of 60% of Idahoans between the ages of 25 and 34 possessing a degree or certificate by 2025, improve the occupational outlook of our students, and provide the skilled workforce Idaho employers need. The Division also supports the recommendations of Idaho's 2017 Workforce Development Task Force, to build CTE secondary and postsecondary program capacity to meet workforce demand.

Idaho State Board of Education and ICTE Objectives (fiscal years 2020-2024).

MISSION STATEMENT

The mission of the Career Technical Education system is to prepare Idaho's youth and adults for high-skill, in-demand careers.

#### VISION STATEMENT

The vision of Idaho Career & Technical Education is to be:

1. A premiere 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: 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 B: 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 C: 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 D: Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements.

**GOAL 2 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: Support State Board Policy III.Y by aligning similar first semester CTE courses among the technical colleges and ensuring that secondary program standards align to postsecondary programs.

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

**GOAL 3 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: 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.

- 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 Idaho's Workforce Development Council (WDC) are partner agencies in developing and executing Idaho's Workforce Development State Plan. The WDC is an important stakeholder in the Perkins V State Plan, providing crucial labor market information, in conjunction with the Idaho Department of Labor, to all Perkins V eligible recipients and working with Centers for New Direction to provide education opportunities for special population students within the four Idaho Community Colleges and the two State Colleges eligible to receive Perkins funds.

- d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for purposes under section 124 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;

- continue supporting non-traditional students through an equal distribution of \$10,000 to each of the six eligible postsecondary recipients;
- 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;
- improve 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 CTSOs; and to support development of valid and reliable assessments of competencies and technical skills.

## 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)

The Idaho Division of Career and Technical Education (Division) currently supports fifty-four (54) approved programs of study (see Appendix A) under six (6) discipline

areas representing fifteen (15) of the sixteen (16) career clusters as described in the National Career Clusters® Framework as presented by Advance CTE.

Six discipline areas:

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

National Career Cluster® Framework

1. Agriculture, Food, and Natural Resources
2. Architecture and Construction
3. Arts, A/V Technology, and Communications
4. Business Management and Administration
5. Education and Training
6. Finance
7. Government and Public Administration (*no current programs of study*)
8. Health Science
9. Hospitality and Tourism
10. Human Services
11. Information Technology
12. Law, Public Safety, Corrections, and Security
13. Manufacturing
14. Marketing
15. Science, Technology, Engineering, and Mathematics
16. Transportation, Distribution, and Logistics

- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, 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 132 will—
  - i. promote 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)

The Division collects data related to local education agencies (LEA) through the Idaho System for Educational Excellence (ISEE) operated and maintained by the State Department of Education (SDE). ISEE is a robust system allowing for the collection of disaggregated data down to the course level at each school within the state. Each CTE course is assigned a unique code by SDE associated with federally accepted CIP codes. Schools 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.

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 limited to juniors/seniors and require Technical Skills Assessments 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.

The Office of the State Board of Education (OSBE) is established by Section 33-102A, Idaho Code, as an executive agency of the State Board of Education. OSBE policy section III.G: Postsecondary Program Approval and Discontinuance, provides the Division with the method for approving locally developed programs of study or career pathways under section 132.

All eligible recipients must verify that special populations have access to all program areas offered in their school through the application process. The Division, in collaboration with the National Alliance for Partnerships in Equity (NAPE), intends to develop an equity training program during the State Plan period that will facilitate identifying and eliminating barriers for special populations to participate in CTE programs. Once developed, the Division will require all recipients to receive annual equity training to remain eligible for Perkins funds.

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

An effective TAC reveals local career opportunities, prepares students to enter the workforce, and/or 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 needs. Ultimately, TACs strengthen the working relationships between the career and technical education programs and the communities they serve.

TACs at the secondary level are generally established by a program representative, which is usually the local CTE administrator, teacher, or departmental chairperson.

A TAC can be established:

- for a single program of study
- as a school-wide committee that includes representatives from multiple industries (aligned to the programs of study the school offers)
- as a joint committee with other schools in the district and/or with nearby districts
- as a joint committee with a nearby postsecondary institution (TACs can be shared between secondary and postsecondary programs as long as adequate geographic representation exists from business and industry representatives. This is especially helpful in ensuring alignment of curriculum and seamless transition for students from high school to the technical colleges)

For new career and technical education programs, or for those programs in need of a more formal committee structure, the program representative should take these steps to help ensure the success of the committee.

1. Determine the structure of the committee:
  - a. Interview the representatives from programs with well-established committees.
  - b. Study the duties, function, and framework of existing committees.
  - c. Observe committee meetings.
  - d. Consider creating an ad hoc committee to plan and develop the new TAC.
2. Prepare a general structure and plan for the committee.
3. Obtain appropriate approvals.
  - a. Explain the intended function of the TAC to administration.
  - b. Share examples of other committees, particularly for similar areas of study or those with similar workforce needs.
  - c. List potential benefits to the administration, school, and teachers. Individualized Occupational Training (IOT) programs are not required to have separate TACs if the program representative can gain industry input by attending the TAC meetings of other programs in the school.
4. General Committee Framework. A TAC is a group that is:
  - a. recognized for its expertise in a specific occupational area,
  - b. made up of business, industry, and labor representatives of the occupation(s) for which training is provided, and
  - c. organized to advise school personnel on matters concerning the career and technical education program.

The size of the committee may vary by the size of the community, scope of the career and technical education program, diversity of businesses and industries in the community, and purpose of the committee. Size may also vary over time to align with specific committee activities. Committees should be large enough to reflect the diversity of the community, yet small enough to be managed effectively. Committees with fewer than five members tend to be less effective as they may have limited perspectives, inadequate information on a number of target jobs, and too few employers represented. Committees with more than 15 members can become unmanageable. Five to nine members are generally an adequate size for most committees.

At the postsecondary level, committee members should be appointed using the guidelines outlined below and a standard selection process. Division representatives, instructors or faculty of the programs, and other staff may serve only in an ex-officio capacity.

1. Develop a list of prospective members that include several key characteristics.
  - a. Representatives of:
    - i. business/industry (program specific or broad industry representation for schoolwide committees);
    - ii. local community (including Idaho Department of Labor representatives, if located in the community);
    - iii. general geographic area to be served; and
    - iv. programs at other schools, if applicable.
  - b. People who:
    - i. have recent experience related to the program area.

- ii. are available to attend TAC meetings.
    - iii. have an interest in education and the program.
  - 2. Once the list is compiled, interview prospective members. The interviews should:
    - a. explain the nature of the committee.
    - b. explain the prospective member's role on the committee.
    - c. describe the terms and length of service.
    - d. gauge the prospective member's level of interest in serving and determine to what extent his or her participation would benefit the program.
  - 3. Send an invitation letter to prospective new member, which is signed by appropriate program or school leadership, including the date, time, and location of the next committee meeting.
  - 4. Once the administrator approves the appointment and the member has accepted it, send a formal letter of appointment.
- 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;

Secondary programs of study are generally listed as electives in each school district's student handbook that is disseminated to students during the registration process. Information is also disseminated at career fairs, student assemblies, and through the Next Steps website at <https://nextsteps.idaho.gov/>. 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 possible careers, obtaining postsecondary credits through advanced opportunities, and 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 approved programs of study and associated standards may be found on the Division website at <https://cte.idaho.gov/students/transition-to-college-career/>. Links to Idaho Advanced Opportunities (described in 2.d) are provided on the website at <https://cte.idaho.gov/students/high-school-programs/advanced-opportunities/>.

- 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;

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

**Individual articulation agreements** for TCC should be entered into in limited cases where specific classes do not fall under statewide articulation, and:

- secondary educators hold the appropriate credentials and certification in the program area where postsecondary credit is to be awarded;
- secondary and postsecondary faculty reach agreement on the competencies;
- secondary and postsecondary faculty reach agreement on the required level of proficiency and approved assessment of student skills; and
- individual articulations must not delineate from learning outcomes of programs that have already been horizontally aligned.

Statewide articulation agreements will be provided by the Division for each program that has gone through horizontal program alignment and institutions have adopted curriculum changes. Statewide articulations will provide information on the grouping of badges and competencies that must be met, as well as Technical Skills Assessments and other postsecondary requirements for TCC.

Dual Credit is identified and supported as one advanced opportunity (academic or technical) by the Idaho State Board of Education in Advanced Opportunities Policy III.Y; project should not focus primarily or solely on Dual Credit, nor should funding be used primarily for this activity.

The Division's annual professional development conference, REACH, provides multiple training collaboration opportunities to foster the development of strong programs. In addition, REACH 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 at REACH 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 Education Services for the Deaf and Blind
- Department of Education, Special Education Secondary Transition
- Vocational Rehabilitation

- High school guidance counselors and college and career advisors
  - Middle school teachers and administrators
  - Department of Labor and Workforce Training Centers
- 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;

The Idaho Department of Labor developed a labor market information tool in collaboration with the Division and the Idaho Workforce Development Council. 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. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

The Division, in collaboration with the National Alliance for Partnerships in Equity (NAPE), intends to develop an equity training program during the State Plan period that will facilitate identifying and eliminating barriers for special populations to participate in CTE programs. Once developed, the Division will require all recipients to receive annual equity training to remain eligible for Perkins funds.

- 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;

Following the process outlined in ii, the Division will present proposed new secondary programs of study to the State Board of Education for consideration and approval. Once approved, board policy will establish the statewide framework including program standards. OSBE policy section III.G: Postsecondary Program Approval and Discontinuance, provides the Division with the method for approving locally developed programs of study or career pathways under section 132.

- 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

As part of our new program application process, all new secondary program applications are required to demonstrate the existence of a relevant and participatory technical advisory committee. These committees are designed and intended 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 in all Idaho programs of study and also requires a Workplace Readiness Assessment for all seniors who have completed any two CTE courses.

The Workforce Development Council recently launched a new initiative tied to work-based learning and established a statewide definition in collaboration with a variety of stakeholders.

As defined in IDAPA

*A competency-based educational experience that occurs at the worksite but is tied to the classroom by curriculum through the integration of school-based instruction with worksite experiences. Structured work experience involves written training agreements between school and the worksite, and individual learning plans that link the student's worksite learning with classroom course work. Student progress is supervised and evaluated collaboratively by school and worksite personnel. Structured work experience may be paid or unpaid; may occur in a public, private, or non-profit organization; and may or may not result in academic credit and/or outcome verification. It involves no obligation on the part of the worksite employer to offer regular employment to the student subsequent to the experience.*

- 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)

The Division provides disaggregated performance data on an annual basis 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, in collaboration with the National Alliance for Partnerships in Equity (NAPE), intends to develop an equity training program during the State Plan period that will facilitate identifying and eliminating barriers for special populations to participate in CTE programs. Once developed, the Division will require all recipients to receive annual equity training to remain eligible for Perkins funds.

- d. Describe how the eligible agency, if it chooses 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 and technical education programs provide opportunities for students to earn college credit as outlined in the State Board of

Education's Advanced Opportunities policies and procedures (section III.Y <https://boardofed.idaho.gov/board-policies-rules/board-policies/higher-education-affairs-section-iii/iii-y-advanced-opportunities/>). The State Board recognizes four different advanced opportunities programs: Technical Competency Credit (TCC), Advanced Placement®, dual credit, and the College Level Examination Program.

In addition, articulation agreements link secondary career and technical education programs and postsecondary programs that lead to: Technical Certificate of Completion; Basic Technical Certificate; Intermediate Technical Certificate; Advanced Technical Certificate; or an Associate or Advanced Associate of Applied Science Degree (A.A.S.). Completion of an A.A.S. degree leads to a Bachelor of Applied Technology Degree (B.A.T.).

The Division is currently aligning all secondary CTE programs of study to postsecondary CTE programs using a micro-certification system called SkillStack®. SkillStack® is a digital badging/micro-certification platform that allows Idaho's educators to validate the skills their students demonstrate proficiency in, leading to industry-relevant badges/TCCs.

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 (including the Technical Skills Assessment and Postsecondary Assessment). Once all skills are validated for a particular badge, the information is entered in the SkillStack® platform and badges are issued.

Matriculating secondary students can receive postsecondary credit for work accomplished during their high school tenure.

Idaho's high school, college, university, and workforce training educators are the only individuals allowed to validate skills in SkillStack®. These individuals gain authorization to validate skills upon verification and training from the Division.

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.

Currently there are 63 TCC badges and up to 180 credits available through SkillStack® in 37 programs of study.

- 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 limited to juniors/seniors and require Technical Skills Assessments 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.

The Office of the State Board of Education (OSBE) is established by Section 33-102A, Idaho Code, as an executive agency of the State Board of Education. OSBE policy section III.G: Postsecondary Program Approval and Discontinuance, provides the Division with the method for approving locally developed programs of study or career pathways under section 132.

All eligible recipients must verify that special populations have access to all program areas offered in their school through the application process. The Division, in collaboration with the National Alliance for Partnerships in Equity (NAPE), intends to develop an equity training program during the State Plan period that will facilitate identifying and eliminating barriers for special populations to participate in CTE programs. Once developed, the Division will require all recipients to receive annual equity training to remain eligible for Perkins funds.

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

An effective TAC reveals local career opportunities, prepares students to enter the workforce, and/or 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 needs. Ultimately, TACs strengthen the working relationships between the career and technical education programs and the communities they serve.

TACs at the secondary level are generally established by a program representative, which is usually the local CTE administrator, teacher, or departmental chairperson.

A TAC can be established:

- for a single program of study.
- as a school-wide committee that includes representatives from multiple industries (aligned to the programs of study the school offers).
- as a joint committee with other schools in the district and/or with nearby districts.
- as a joint committee with a nearby postsecondary institution (TACs can be shared between secondary and postsecondary programs as long as adequate geographic representation exists from business and industry representatives. This is especially helpful in ensuring alignment of curriculum and seamless transition for students from high school to the technical colleges).

For new career and technical education programs, or for those programs in need of a more formal committee structure, the program representative should take these steps to help ensure the success of the committee.

1. Determine the structure of the committee:
  - a. Interview the representatives from programs with well-established committees.
  - b. Study the duties, function, and framework of existing committees.
  - c. Observe committee meetings.
  - d. Consider creating an ad hoc committee to plan and develop the new TAC.
2. Prepare a general structure and plan for the committee.
3. Obtain appropriate approvals.
  - a. Explain the intended function of the TAC to administration.
  - b. Share examples of other committees, particularly for similar areas of study or those with similar workforce needs.
  - c. List potential benefits to the administration, school, and teachers. Individualized Occupational Training (IOT) programs are not required to have separate TACs if the program representative can gain industry input by attending the TAC meetings of other programs in the school.
4. General Committee Framework. A TAC is a group that is:
  - a. recognized for its expertise in a specific occupational area,
  - b. made up of business, industry, and labor representatives of the occupation(s) for which training is provided, and
  - c. organized to advise school personnel on matters concerning the career and technical education program.

The size of the committee may vary by the size of the community, scope of the career and technical education program, diversity of businesses and industries in the community, and purpose of the committee. Size may also vary over time to align with specific committee activities. Committees should be large enough to reflect the diversity of the community, yet small enough to be managed effectively. Committees with fewer than five members tend to be less effective as they may have limited perspectives, inadequate information on a number of target jobs, and too few employers represented. Committees with more than 15 members can become unmanageable. Five to nine members are generally an adequate size for most committees.

At the postsecondary level, committee members should be appointed using the guidelines outlined below and a standard selection process. Division representatives, instructors or faculty of the programs, and other staff may serve only in an ex-officio capacity.

5. Develop a list of prospective members that include several key characteristics.
  - a. Representatives of:
    - v. business/industry (program specific or broad industry representation for schoolwide committees);
    - vi. local community (including Idaho Department of Labor representatives, if located in the community);
    - vii. general geographic area to be served; and
    - viii. programs at other schools, if applicable.
  - b. People who:
    - iv. have recent experience related to the program area.

- v. are available to attend TAC meetings.
  - vi. have an interest in education and the program.
6. Once the list is compiled, interview prospective members. The interviews should:
    - a. explain the nature of the committee.
    - b. explain the prospective member's role on the committee.
    - c. describe the terms and length of service.
    - d. gauge the prospective member's level of interest in serving and determine to what extent his or her participation would benefit the program.
  7. Send an invitation letter to prospective new member, which is signed by appropriate program or school leadership, including the date, time, and location of the next committee.
  8. Once the administration approves the appointment and the member has accepted it, send a formal letter of appointment.
- 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.

Eligible recipients will be provided with baseline SDPLs for the four-year period of the State Plan through the Division website at <https://cte.idaho.gov/perkins-v>. Annual disaggregated data collected and correlated by the Division for each secondary recipient will be provided through secure file transfer protocol maintained by the Division.

Postsecondary data is self-reported and collected from recipients on an annual basis. Historical data for postsecondary recipients is available upon request.

- 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.
- 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 (1) Division approved program of study and one (1) authorized CTSO. Both must align to the comprehensive local needs assessment. A Career and Technical School (CTS) must have a minimum of three (3) Division approved programs of study and one (1) authorized CTSO. 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 of Education in compliance with Board policy III.G: Postsecondary Program Approval and Discontinuance that meets the enrollment requirements established by the community college and offer a recognized postsecondary credential.

#### **SCOPE**

The term “scope” as defined by the Division means that a secondary program must provide opportunity for postsecondary advancement as evidenced by: at least one (1) articulation agreement in place or opportunities 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 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.

Postsecondary programs must provide opportunities to earn a degree or certificate (Basic Technical Certificate (B.T.C.), Intermediate Technical Certificate (I.T.C.), Advanced Technical Certificate (A.T.C.), or Associate or Advanced 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**

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 Technical Skills Assessments. At least one Technical Skills Assessment must be offered once every two years to remain eligible to receive Perkins funds. Authorized CTSOs must align with CTE course curriculum, but are not limited to programs of study offered.

Postsecondary CTE concentrators, as defined by the state, 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.) - an Advanced option may be awarded for additional credits of at least 15 credit hours that are beyond the A.A.S. degree).

All secondary and postsecondary recipients must complete a Comprehensive Local Needs Assessment (CLNA) every two (2) years, have a technical advisory committee 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 a teacher that meets the minimum certification requirements as established by the Division, and must provide professional development opportunities.

### **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;

All eligible recipients must verify that special populations have access to all program areas offered in their school through the application process. The Division, in collaboration with the National Alliance for Partnerships in Equity (NAPE), intends to develop an equity training program during the State Plan period that will facilitate identifying and eliminating barriers for special populations to participate in CTE programs. Once developed, the Division will require all recipients to receive annual equity training to remain eligible for Perkins funds.

- ii. will not be discriminated against on the basis of status as a member of a special population;

Members of special populations enroll in career and technical education 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, and 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 and technical education programs based on status rather than interests.

- 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, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;

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 equity training as a requirement for Perkins funding. The Division will provide technical assistance to those agencies.

- iv. will be provided with appropriate accommodations; and

The Idaho Core Teacher Standards and Foundation Standards for Career and Technical Education require an understanding of how students learn and develop, differ in their approaches to learning, how to create instructional opportunities to meet student needs and how instruction accommodations can be used to increase student learning.

- 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)

The Division has connected Vocational Rehabilitation and other statewide agencies with regional Transition Coordinators in five of Idaho's six education regions through a series of outreach efforts. The Division will develop a semi-annual

process of promoting 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)

Idaho will strive to provide rich professional development opportunities for teachers, faculty, school leaders, and other CTE professionals to build their capacity to use competency-based models. Districts and institutions are encouraged to use Perkins funds to support professional development as defined in the act (page 5).

Idaho will work to ensure that school counselors are equipped to help students understand the value of acquiring work place leadership skills including: creative literacy, critical thinking, collaboration, 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.

**Leadership Institute:** The Leadership Institute prepares the next generation of district and state career and technical education leaders. It is designed to produce forward-thinking and change-oriented leaders through a 27-month program of study. The program of study consists of four basic components: (1) State and national seminars on Idaho career and technical education policies, national CTE policies, processes and leadership; (2) The development of an Administrative Professional Development Plan; (3) Attainment of an Idaho Career & Technical Administrator's Certificate; and (4) credit toward Advanced degrees as appropriate and desired.

**Pre-Service Workshop:** The Summer Academy (pre-service workshop) is a five-day workshop for career technical educators entering the teaching field directly from industry; these teachers hold an Idaho three-year nonrenewable teaching certificate. The content of the workshop focuses on the twelve (12) Core and CTE Foundational Standards for Initial Certification of Professional School Personnel, required of all certified teachers in Idaho. Training includes a focus on teaching strategies, classroom management, integration of academic standards, assessment, and working in public secondary schools and postsecondary institutions. Guidance is provided to help new CTE teaching candidates understand the additional requirements toward achieving a five-year renewable certificate by way of coursework at one of two Idaho universities, or by way of participating in a newly-established two-year teacher cohort that meets monthly and offers ongoing mentorship at the candidate's secondary or postsecondary institution.

InSpIRE to Educate | Educate to InSpIRE Cohort. InSpIRE stands for *Industry Specialists Integrating Real-world Experience*, and is recognition of the strong content knowledge that industry specialists bring with them into the classroom when they choose to switch careers and teach at the secondary or postsecondary level. This cohort, referred to as InSpIRE, is designed to train these new industry-based teachers in the educational pedagogy to help them be successful in the classroom sooner. After actively participating in the week-long pre-service workshop, new certified teaching candidates who opt for the Cohort to achieve remaining certification requirements toward a renewable five-year certificate meet for day-long, monthly trainings every month September-April. Project work is completed between trainings. Mentorship is two-fold: 1) an observational mentor visits the new candidate's classroom four (4) times during the first year of teaching. A formal observation is conducted each time, and the candidate and observational mentor meet to dissect the observation and coach for improved teaching and student learning; 2) the on-site mentor, usually another CTE instructor, is available regularly for questions, conversation centered around teaching or school processes, etc. The candidate returns for Summer Academy Two, another week-long training in August of all InSpIRE Cohort candidates, and completes a second year of monthly trainings, project-based work, and assessment before being eligible for a five-year renewable teaching certificate.

**New Teacher Induction Workshop:** A one-and-a-half-day workshop for new career and technical educators coming from industry or teacher education programs, and in their first year of teaching. The content of the workshop focuses on unique aspects of teaching and reporting in career and technical education.

**Professional Development Conference:** REACH! ICTE also holds an annual Career & Technical Education Summer Conference that provides workshops in broad, overlapping areas such as career and technical education and academic integration, linking secondary and postsecondary education, workforce development, quality program/school improvement and current industry-based skill standards. Recent conferences have offered content related to non-traditional student recruitment, micromessaging, and college and career advising.

The Division, in collaboration with the National Alliance for Partnerships in Equity (NAPE), intends to develop an equity training program during the State Plan period that will facilitate identifying and eliminating barriers for special populations to participate in CTE programs. Once developed, the Division will require all recipients to receive annual equity training to remain eligible for Perkins funds. State agencies assisting special populations will be invited to help develop and participate in the equity training program. Collaboration with other agencies will include Division support in their training efforts.

### **C. 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)

Applications and Comprehensive Local Needs Assessments 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 (2) step process of approval. Recipients must be approved through a local application.

Applications and CLNAs will be reviewed by Program Quality Managers and the Federal Oversight and Compliance Coordinator to determine:

- 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 Federal Oversight and Compliance Coordinator, and administrative personnel 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 challenging academic standards as established by the SDE.

Programs of study must meet the standards developed by the Division and will be evaluated on a regular basis by Program Quality Managers assigned to one of six (6) discipline areas. All secondary concentrators must demonstrate industry determined levels of proficiency as measured by Technical Skills Assessments.

Postsecondary concentrators demonstrate proficiency through earning a Technical Certificate of Completion; Basic Technical Certificate; Intermediate Technical Certificate; Advanced Technical Certificate; or an Associate or Advanced Associate of Applied Science Degree (A.A.S.) as aligned with industry standards. Completion of an A.A.S. degree leads to a Bachelor of Applied Technology Degree (B.A.T.).

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/adult career and technical education programs. Of the funds available under Section 112(a)(1), 13 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 and technical education full-time equivalent (FTE) positions funded by both State and Federal agencies.

Idaho encourages any LEA or public charter school not meeting the minimum allocation amount of \$15,000 (Sec. 131(c)(1)) to enter into a consortium with other LEAs or public charter schools for the purposes 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 School. Funds distributed to individual LEAs within the consortium must be pooled in order to meet the minimum allocation requirement. Funds shall be used only for purposes and projects that are mutually beneficial to all members of the consortium. Such funds may not be reallocated to individual members of the consortium for purposes or projects benefitting only one (1) member of the consortium.

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

3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

**This table assumes all listed LEAs have a program of study and will apply for Perkins funds. Perkins funds will be redistributed after all applications have been received.**

Local Education Agency	District	Allocation \$	Reserve \$	Total \$
Boise	1	317,713	0	317,713
West Ada (Meridian)	2	379,194	0	379,194
Kuna	3	58,340	0	58,340
Meadows Valley	11	4,137	3,363	7,500

Council	13	4,512	2,988	7,500
Marsh Valley	21	17,714	0	17,714
Pocatello	25	186,178	0	186,178
Bear Lake County	33	13,872	1,128	15,000
St Maries	41	13,053	0	13,053
Plummer/Worley	44	15,614	0	15,614
Snake River	52	22,576	0	22,576
Blackfoot	55	67,647	0	67,647
Aberdeen	58	11,008	0	11,008
Firth	59	8,745	0	8,745
Shelley	60	23,406	0	23,406
Blaine County	61	30,196	0	30,196
Garden Valley	71	3,835	3,665	7,500
Idaho City	72	5,900	9,100	15,000
Horseshoe Bend	73	3,714	3,786	7,500
West Bonner County	83	23,660	0	23,660
Lake Pend Orielle	84	62,547	0	62,547
Idaho Falls	91	150,438	0	150,438
Bonneville	93	125,640	0	125,640
Boundary County	101	34,576	0	34,576
Butte Co/Arco	111	6,363	8,637	15,000
Camas County	121	2,330	12,670	15,000
Nampa	131	230,368	0	230,368
Caldwell	132	132,655	0	132,655
Wilder	133	9,674	0	9,674
Middleton	134	34,760	0	34,760
Notus	135	4,631	2,869	7,500
Melba	136	8,895	0	8,895
Parma	137	14,451	0	14,451
Vallivue	139	105,715	0	105,715
Grace	148	5,577	1,923	7,500
North Gem	149	1,558	5,942	7,500
Soda Springs	150	9,045	0	9,045
Cassia County	151	71,586	0	71,586
Clark County	161	2,263	12,737	15,000
Orofino	171	18,008	0	18,008
Challis	181	8,226	6,774	15,000
Mackay	182	1,810	13,190	15,000
Glenns Ferry	192	9,316	0	9,316
Mountain Home	193	64,097	0	64,097
Preston	201	25,667	0	25,667

West Side	202	7,469	31	7,500
Fremont	215	36,345	0	36,345
Emmett	221	44,056	0	44,056
Gooding	231	19,975	0	19,975
Wendell	232	16,781	0	16,781
Hagerman	233	6,120	1,380	7,500
Bliss	234	1,976	5,524	7,500
Cottonwood	242	4,850	2,650	7,500
Salmon River (Riggins)	243	2,126	12,874	15,000
Mountain View (Grangeville)	244	20,157	0	20,157
Jefferson County	251	56,540	0	56,540
Ririe	252	5,455	2,045	7,500
West Jefferson	253	8,577	6,423	15,000
Jerome	261	62,943	0	62,943
Valley	262	8,230	0	8,230
Coeur d'Alene	271	128,411	0	128,411
Lakeland	272	59,749	0	59,749
Post Falls	273	79,250	0	79,250
Kootenai*	274	3,692	3,808	7,500
Moscow	281	31,576	0	31,576
Genesee	282	2,906	4,594	7,500
Kendrick	283	2,123	5,377	7,500
Potlatch	285	6,828	672	7,500
Troy	287	3,415	4,085	7,500
Whitepine	288	3,403	4,097	7,500
Salmon	291	16,736	0	16,736
South Lemhi	292	1,125	13,875	15,000
Nezperce	302	1,963	5,537	7,500
Kamiah	304	17,630	0	17,630
Highland	305	2,436	5,064	7,500
Shoshone	312	9,016	0	9,016
Dietrich	314	3,790	3,710	7,500
Richfield	316	3,614	3,886	7,500
Madison	321	76,503	0	76,503
Sugar-Salem	322	18,061	0	18,061
Minidoka County	331	57,645	0	57,645
Lewiston	340	59,106	0	59,106
Lapwai	341	8,140	0	8,140
Culdesac	342	1,881	5,619	7,500
Oneida County (Malad)	351	11,197	3,803	15,000
Marsing	363	13,417	0	13,417

Bruneau-Grand View	365	7,386	7,614	15,000
Homedale	370	17,134	0	17,134
Payette	371	27,590	0	27,590
New Plymouth	372	13,065	0	13,065
Fruitland	373	18,818	0	18,818
American Falls	381	24,076	0	24,076
Rockland	382	2,069	5,431	7,500
Kellogg	391	20,636	0	20,636
Mullan	392	2,794	4,706	7,500
Wallace	393	10,546	0	10,546
Teton County	401	20,915	0	20,915
Twin Falls	411	148,904	0	148,904
Buhl	412	25,570	0	25,570
Filer	413	17,275	0	17,275
Kimberly	414	17,423	0	17,423
Hansen	415	6,569	931	7,500
Castleford	417	4,324	3,176	7,500
Murtaugh	418	3,714	3,786	7,500
McCall-Donnelly	421	8,618	0	8,618
Cascade	422	8,751	6,249	15,000
Weiser	431	23,392	0	23,392
Cambridge	432	2,286	5,214	7,500
Midvale	433	1,655	5,845	7,500
Sho-Ban School	537	431	7,069	7,500
<b>Total</b>		<b>\$3,710,364</b>	<b>\$233,847</b>	<b>\$3,944,211</b>

\*Kootenai School District 274 did not have any CTE programs or programs of study last year.

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 districts have a program of study and may be used to help determine if a program of study is appropriate. Allocations will be updated annually to reflect the Idaho allotment amount as determined by the Secretary of Education. The table above will be modified once a determination is made of whether a district has or will have a program of study.

4. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

**BASED ON FISCAL YEAR 2020 ALLOCATION. FY2021 ALLOCATION EXPECTED IN MARCH.**

Postsecondary Institution	FY20 Perkins Funds
North Idaho College	246,146
Lewis-Clark State College	164,918

College of Western Idaho	575,983
College of Southern Idaho	311,785
Idaho State University, College of Technology	461,935
College of Eastern Idaho	237,121
<b>Total</b>	<b>\$1,997,888</b>

Idaho will allocate funds for state fiscal year 2020 of \$1,997,888 (based on the estimate provided at [https://s3.amazonaws.com/PCRN/docs/FY\\_2019\\_Allocations\\_Memo.pdf](https://s3.amazonaws.com/PCRN/docs/FY_2019_Allocations_Memo.pdf)) to our eligible institutions in accordance with section 132(a)(2). Amounts do not include reserve or non-traditional funds allocated to the institutions. Allocations will be updated annually to reflect the Idaho allotment amount as determined by the Secretary of Education.

5. 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 adjust the data used to make allocations to reflect changes in school district boundaries and charter LEAs operating approved career and technical education programs by using the criteria established by the Idaho Department of Education for use with the Elementary and Secondary Education Act of 1965.

Idaho has two types of charter schools: (1) schools within a regular school district, which are approved by the school district board of trustees; and (2) schools approved by the Idaho Charter Schools Commission and therefore designated as separate LEAs.

For purposes of Perkins V funds, charter schools approved 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 and technical education programs that have been designated as LEAs by the Idaho Charter Schools Commission will qualify for separate allocations.

6. 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 how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(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.

7. 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.

8. 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.

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 into 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.

Reserve funds, not to exceed 10% of the secondary/postsecondary distribution, will also be used to facilitate the transition of career and technical education students from secondary to postsecondary programs via TCC and Idaho SkillStack®. Transition projects for reserve funds must be submitted annually.

Remaining funds will be used for additional projects as determined by the Division for the purpose of providing assistance to Idaho's rural and remote districts.

#### Eligible Recipients

Institutions eligible for a postsecondary Reserve Fund grant award must currently offer Perkins approved CTE programs and 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 and 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 for Transition Funds**

- 1) Transition secondary career and technical students to postsecondary CTE programs.
- 2) Primary focus on student access to TCC that directly benefits a student's postsecondary goals and reduces cost of obtaining a postsecondary credential. Project will mainly focus on TCC and SkillStack® Implementation:
  - a) SkillStack® training for secondary and postsecondary instructors
  - b) Establishment of Postsecondary testing and dates
  - c) Policies for transcription of credit
  - d) Internal campus communication
  - e) Regional communication to high school programs
  - f) Focus on programs of study in their region
  - g) Active promotion, marketing, and support to secondary programs on SkillStack®
- 3) Support the implementation of horizontal program alignment, by promoting content alignment to postsecondary career and technical programs. Secondary programs of study are the primary focus of alignment with postsecondary CTE programs.
  - a) Individual articulation agreements for TCC should be entered into in limited cases where specific classes do not fall under statewide articulation, and:
    - secondary educators hold the appropriate credentials and certification in the program area where postsecondary credit is to be awarded;
    - secondary and postsecondary faculty reach agreement on the competencies; and
    - secondary and postsecondary faculty reach agreement on the required level of proficiency and approved assessment of student skills.
    - individual articulations must not delineate from learning outcomes of programs that have already been horizontally aligned.
  - b) Statewide articulation agreements will be provided by the Division for each program that has gone through horizontal program alignment and institutions have adopted curriculum changes. Statewide articulations will provide information on the grouping of badges and competencies that must be met, as well as Technical Skills Assessments and other postsecondary requirements for TCC.
  - c) Dual Credit is identified and supported as one advanced opportunity (academic or technical) by the Idaho State Board of Education in Advanced Opportunities Policy III.Y; project should not focus primarily or solely on Dual Credit, nor should funding be used primarily for this activity.
  - d) TCC and Dual Credit are identified as Advanced Opportunities by the Idaho State Board of Education, Advanced Opportunities Policy III.Y; Institutions should not delineate from Board policy.
- 4) This project will commit to the equivalent of at least one (1) full-time position for the oversight of the project.

**Application Process (Postsecondary only)**

Institutions must submit an application describing the nature and scope of the proposed project. Applications for Perkins Reserve funds must include:

- 1) Signed Signature Page
- 2) Application and Project Description Form
- 3) ICTE Budget Forecast
- 4) Budget Narrative

Expenditures made with federal funds must meet the following criteria:

- 1) Federal funds must be used to supplement **not supplant** state and local resources.
  - 2) Costs must be necessary and reasonable for the proper and efficient administration of the program.
  - 3) Costs must be allocable to the project.
9. 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)

\$57,748,952, in the aggregate, was spent on all non-federal programs by the State of Idaho during FY19. At 95%, Idaho’s new base for maintenance of effort in FY20 is \$54,861,504.

**D. 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 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) are 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 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 or concurrent enrollment or another credit transfer agreement.

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

**Data Source/Criteria**

ISEE: Exit code of 4 (graduates)

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

SkillStack®: Includes TCC badges for statewide aligned and individual articulation.

SkillStack®: Includes students that passed the TSA and earned all sub-badges for Technical Competency Credit (TCC). If a CTE program of study has multiple TCC badges, the student will be counted if they complete sub-badges in at least one of those areas.

SkillStack®: Includes TCC badges for Individual Articulation.

Idaho has also selected the Technical Skills Assessment (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.

ICTE will calculate participation rates separately from our 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 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 Section V.B, for each year covered by the State plan beginning in FY 2020, 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)

<i>Proposed SDPLs</i>	<i>Baseline</i>	<i>2020/21</i>	<i>2021/22</i>	<i>2022/23</i>	<i>2023/24</i>
<b>SECONDARY INDICATORS</b>					
1S1: Four-Year Graduation Rate	89.0	89.0	89.0	89.2	89.5
2S1: Academic Proficiency - Reading/Language Arts	52.0	52.1	52.2	52.3	52.4
2S2: Academic Proficiency - Mathematics	34.0	34.1	34.2	34.3	34.4
2S3: Academic Proficiency - Science*	0.0	0.0	0.0	0.0	0.0
3S1: Post-Program Placement	55.0	55.1	55.2	55.3	55.4
4S1: Non-Traditional Program Concentration	27.0	27.1	27.2	27.3	27.4
5S2: Attained Postsecondary Credits	23.0	23.1	23.2	23.3	23.4
5S4: Technical Skills Assessment	67.0	67.3	67.6	68.0	68.3

\*New Science standards were adopted in October 2019; Idaho will seek a waiver from the U.S. Department of Education for the first two years and update the SDPL in 2022/23.

<i>Proposed SDPLs</i>	<i>Baseline</i>	<i>2020/21</i>	<i>2021/22</i>	<i>2022/23</i>	<i>2023/24</i>
<b>POSTSECONDARY INDICATORS</b>					
1P1: Postsecondary Retention and Placement	69.0	69.0	69.0	69.2	69.5
2P1: Earned Recognized Postsecondary Credential	54.0	54.1	54.2	54.3	54.4
3P1: Non-Traditional Program Concentration	16.0	16.0	16.0	16.1	16.1

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 5 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; 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 60-day 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.

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.

No comments were received regarding the State determined performance levels.

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)

The Division analyzes disaggregated performance data on an annual basis 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.

### III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

#### A. Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment<sup>1</sup> for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (section 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)
5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

---

<sup>1</sup> An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.

**B. EDGAR Certifications**

By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

**C. Other Forms**

The eligible agency certifies and assures compliance with the following enclosed forms:

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): [https://apply07.grants.gov/apply/forms/sample/SFLLL\\_1\\_2-V1.2.pdf](https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf)
3. Certification Regarding Lobbying (ED 80-0013 Form): <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

## IV. BUDGET

(Budget dependent upon Congressional appropriations disseminated approximately March of every year)

### A. Instructions

1. On the form in Item IV.B below, provide a budget for the upcoming fiscal year. As you prepare your budget, refer to the statutory descriptions and assurances in Section II.C and Section III.A, respectively, of this guide.

2. In completing the budget form, provide--

Line 1: The total amount of funds allocated to the eligible agency under section 112(a) of Perkins V. *This amount should correspond to the amount of funds noted in the Department's program memorandum with estimated State allocations for the fiscal year.*

Line 2: The amount of funds made available to carry out the administration of the State plan under section 112(a)(3). *The percent should equal not more than 5 percent of the funds allocated to the eligible agency as noted on Line 1, or \$250,000, whichever is greater.*

Line 3: The amount of funds made available to carry out State leadership activities under section 112(a)(2) of Perkins V. *The percent should equal not more than 10 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 4: The percent and amount of funds made available to serve individuals in State institutions, such as: (a) correctional institutions; (b) juvenile justice facilities; and (c) educational institutions that serve individuals with disabilities pursuant to section 112(a)(2)(A) of Perkins V. *The percent of funds should equal not more than 2 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 5: The amount of funds to be made available for services that prepare individuals for non-traditional fields pursuant to section 112(a)(2)(B) of Perkins V. *The amount of funds should be not less than \$60,000 and not more than \$150,000.*

Line 6: The amount of funds to be made available for the recruitment of special populations to enroll in career and technical education programs pursuant to section 112 (a)(2)(C) of Perkins V. *The percent of funds should equal 0.1 percent of the funds made available by the eligible agency for State leadership activities as noted on Line 3, or \$50,000, whichever is lesser.*

Line 7: The percent and amount of funds to be made available to eligible recipients [local education agencies (secondary recipients) and institutions of higher education (postsecondary recipients)] pursuant to section 112(a)(1) of Perkins V. *The percent of funds should be not less than 85 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 8: The percent and amount, if any, of funds to be reserved and made available to eligible recipients under section 112(c) of Perkins V. *The percent of funds*

*should be not more than 15 percent of the 85 percent of funds noted on Line 7.*

- Line 9: The percent and amount, if any, of funds to be reserved and made available to secondary recipients under section 112(c) of Perkins V.
- Line 10: The percentage and amount, if any, of funds to be reserved and made available to postsecondary recipients under section 112(c) of Perkins V.
- Line 11: The percent and amount of funds to be made available to eligible recipients under section 112(a)(1) of Perkins V. *The percent and amount of funds should represent the funds remaining after subtracting any reserve as noted on Line 8.*
- Line 12: The percent and amount of funds to be distributed to secondary recipients under the allocation formula described in section 131 of Perkins V.
- Line 13: The percent and amount of funds to be distributed to postsecondary recipients under the allocation formula described in section 132 of Perkins V.
- Line 14: The amount of funds to be made available for the State administration match requirement under section 112(b) of Perkins. *The amount of funds shall be provided from non-Federal sources and on a dollar-for-dollar basis.*

**B: Budget Form**

State Name: Idaho

Fiscal Year (FY): Based on FY20 information. Budget will be updated upon receipt of allocation amount from OCTAE.

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	<b>Total Perkins V Allocation</b>	<b>Not applicable</b>	\$ 7,719,069
2	<b>State Administration</b>	5%	\$ 385,953
3	<b>State Leadership</b>	10%	\$ 771,907
4	• Individuals in State Institutions	1.5%	115,785
4a	– Correctional Institutions	<b>Not required</b>	77,190
4b	– Juvenile Justice Facilities	<b>Not required</b>	26,797
4c	– Institutions that Serve Individuals with Disabilities	<b>Not required</b>	11,798
5	• Non-traditional Training and Employment	<b>Not applicable</b>	60,000
6	• Special Populations Recruitment	0.1%	7,719
7	<b>Local Formula Distribution</b>	85%	\$ 6,561,209
8	• Reserve	13%	852,957
9	– Secondary Recipients	23%	233,847
10	– Postsecondary Recipients	77%	619,110
11	• Allocation to Eligible Recipients	87%	5,708,252
12	– Secondary Recipients	65%	3,710,364
13	– Postsecondary Recipients	35%	1,997,888
14	<b>State Match (from non-federal funds)</b>	<b>Not applicable</b>	\$ 385,953

## APPENDIX A

### CAREER TECHNICAL EDUCATION PROGRAMS OF STUDY

1. **Administrative Services.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: proficiency in word processing, spreadsheet, database, presentation, and technology media applications; accounting functions; legal and ethical issues that impact business; customer relations; business communication; and, business office operations.
2. **Agribusiness.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: plant and animal science; agricultural economic principles; business planning and entrepreneurship; agriculture business financial concepts and record-keeping systems; risk management in agriculture; laws related to agriculture and landowners; marketing and sales plans; and sales.
3. **Agriculture Leadership and Communications.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: applied communications and leadership through agricultural education; supervised agricultural experience; career opportunities in agricultural science, communications, and leadership; agriculture's impact on society; agricultural science principles; agricultural communication principles; agricultural leadership principles.
4. **Agriculture Mechanics & Power Systems.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: safety practices; tools and hardware; metal technology; power systems; electricity; mathematical applications; insulation; and careers in agricultural mechanics and power systems.
5. **Agriculture Welding.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: fundamental print reading; measurement and layout/fit-up techniques; properties of metals; shielded metal arc welding (SMAW); gas metal arc welding (GMAW and GMAW-S); flux cored arc welding (FCAW-G); gas tungsten arc welding (GTAW); thermal cutting processes; welding codes; inspection and testing principles; and fabrication techniques.
6. **Animal Science.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: animal agricultural industries; nutritional requirements for livestock; livestock reproductive systems; principles of evaluation for animal selection; animal welfare, handling, and quality assurance; medication and care; disease transmission and care; harvesting and processing of animal products; and, animal science risk management.
7. **Applied Accounting.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: accounting functions; accounting ethics; software application packages; financial statements; asset protection and internal controls; inventory records; long-term assets; and, payroll procedures.
8. **Apprenticeship, Electrical.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: digital and solid-state circuits; DC principles; AC concepts; soldering techniques; circuits; and, associated electronic components and tools. Instructor must hold a current/valid Idaho license or certificate as an Electrician.

9. **Apprenticeship, HVAC.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in technical subjects and skills related to the HVAC trade as approved by the Idaho HVAC Board and the Idaho State Board for Career Technical Education: installing, altering, repairing, and maintaining HVAC systems and equipment including air conditioners, venting or gas supply systems, ductwork and boilers. Instructor must hold a current/valid Idaho license or certificate as an HVAC Technician.
10. **Apprenticeship, Plumbing.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the plumbing trade as approved by the Idaho Plumbing Board and the Idaho Board for Career Technical Education: repairing, installing, altering, and maintaining plumbing systems and fixtures; including, interconnecting system pipes and traps, water drainage, water supply systems, and liquid waste/sewer facilities. Instructor must hold a current/valid Idaho license or certificate as a Plumber.
11. **Automated Manufacturing.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: lab organization and safety practices; blueprint reading, measuring, computer-aided design (CAD); computer-aided manufacturing (CAM); computer numeric control (CNC); fundamental power system principles, manufacturing processes, electronic and instrumentation principles; machining; robotics and materials-handling systems; and additive (3D) printing.
12. **Automotive Technology.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: service, maintenance, and repair practices for a wide variety of vehicles; and, diagnosing, adjusting, repairing, and replacing individual vehicle components and systems.
13. **Business Management.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: planning and organizing; directing, controlling and evaluating goals and accomplishments; financial decision-making; competitive analysis and marketing strategies; human resource management; customer relations; technology; project management; operations and inventory; and social responsibility.
14. **Cabinetry and Millwork.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: cabinetmaking and millwork production; cutting, refinishing, installing, and shaping of various materials; knowledge of industry standards and construction applications; hardware; and, blueprint reading.
15. **Collision Repair.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: auto body collision-repair practices; tools; trade skills in refinishing, welding, and painting.
16. **Computer Support.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: laptop support; printer support; operating systems; security; mobile device support; troubleshooting techniques; and trends in the industry.
17. **Cosmetology.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: hair design; skincare; nail care; industry guidelines and procedures; entrepreneurship; and communications.
18. **Culinary Arts.** Training and work-based learning opportunities affording students the opportunity

to gain applied competence in the following areas: experience as a chef in a full-service restaurant; communication and organization skills; knowledge of and certification in proper food handling and sanitation standards; food quality and control; safety and sanitation practices; delegation of tasks related to meal prep, cooking, and delivery of food to diners; management of relationships with distributors and vendors; knowledge of industry trends; food service industry and career options; culinary tools and equipment; menu planning principles; ingredients and food production; cooking methods; and business operations in the culinary/catering industry.

19. **Dental Assisting.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: dental professions; ethics in dental practice; nutrition as related to oral health; infection control; occupational safety; dental-related anatomy and pathology; dental anesthesia; dental assisting skills; dental materials; and, dental radiology. Instructor must hold a current/valid Idaho license or certificate as a dental assistant, dental hygienist, or dentist.
20. **Diesel Technology.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: knowledge of diesel engine service; preliminary inspection; identification and repair of vehicle components; preventative maintenance; and, heavy equipment applications.
21. **Digital Communications.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: elements and principles of design and visual communications; professional communication skills; editing and proofreading; copyright and intellectual property law; portfolio development; content development strategy; branding and corporate identity; graphic communication production; video editing; web page development; web page design and layout; and web-related planning and organizational standards.
22. **Digital Media Production.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: digital media industry structure; roles associated with digital media process; safety and personal responsibility; production equipment; writing for digital media; industry standard production practices; and editing practices.
23. **Drafting and Design.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: technical drawings; scale drawings; architectural drafting; mechanical drafting; orthographic projection; two and three dimensional drawings; manual drafting; and computer aided design.
24. **Early Childhood Education.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: career exploration and professional practices; collaborative learning; informed advocacy for children; child development and learning; building family and community relations; observation, documentation, and assessment; teaching and learning approaches, strategies, and tools; and forming positive, health relationships.
25. **Ecology & Natural Resource Management.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: ecological concepts and scientific principles related to natural resource systems; forest types; forest management components and practices; fire ecology and management; importance and application of GPS/GIS in natural resource management; fish and wildlife ecology; and mineral

and energy resources management.

26. **Education Assistant.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: early childhood development, early childhood lab experience, knowledge of postsecondary options and education career programs of study, foundations of educational theories and philosophies, student diversity, instructional planning, lesson plan development, instructional delivery, assessment, learning environment management, classroom observation, and internship oversight.
27. **Electronics Technology.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: digital and solid-state circuits; DC principles; AC concepts; soldering techniques; circuits; digital electronics; electronic circuits; electronic devices; and, electronic digital circuitry simulations and, associated electronic components and tools.
28. **Emergency Medical Technician.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: fundamental knowledge of the emergency management services (EMS) system; medical and legal/ethical issues in the provision of emergency care; EMS systems workforce safety and wellness; documentation; EMS system communication; therapeutic communication; anatomy and physiology; medical terminology; pathophysiology; and lifespan development (per the EMR and EMT sections of the Idaho EMS Education Standards located on the Idaho Department of Health and Welfare website).
29. **Firefighting.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: knowledge of local, state, and federal laws and regulations; firefighting procedures; firefighting tactics; firefighting equipment and vehicles; EMT basic training; first aid and CPR training; and reporting requirements under Idaho criminal code.
30. **Food Science & Processing Technology.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: Industry experience that indicates applied competence in the majority of the following areas: properties of food; principles of processing; post-processing operations; safety practices; and equipment and tools used in food processing.
31. **Graphic Design.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: the graphic design industry; elements and principles of design and visual communication; production using industry standard software; branding and corporate identity; ethical and legal issues related to graphic design; portfolio development and evaluation; mathematical skills for visual communications, communication, editing and proofreading skills; graphic design in digital media; and applied art.
32. **High School of Business.** *High School of Business*<sup>™</sup> brings college-inspired business administration courses to high schools across the U.S. An accelerated series of six courses challenges students with hands-on marketing, management, finance, and economics courses. Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: planning and organizing; directing, controlling and evaluating goals and accomplishments; financial decision-making; competitive analysis and marketing strategies; human resource management; customer relations; technology; project management; operations and inventory; and social responsibility.

33. **Hospitality Management.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: business structures; economics; human resources; sales and marketing; finance and budgeting; safety and security; legal and ethical considerations; event planning and management; teamwork; communication skills; lodging operations; and food and beverage operations.
34. **Hospitality Services.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: careers in the hospitality and tourism industry; customer service; event planning implementation; procedures applied to safety, security, and environmental issues; practices and skills involved in lodging occupations and travel-related services; and facilities management.
35. **Industrial Mechanics.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: industrial mechanics knowledge; shop skills; diagnostic and repair techniques; welding; hydraulic; electronic systems; and maintenance and preventative maintenance.
36. **Journalism.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: role and development of journalism; current trends; legal and ethical issues related to journalism; principles, elements, and techniques of layout and design; photography and photojournalism; journalistic writing; social media and digital citizenship; media leadership; and, career development.
37. **Law Enforcement.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: knowledge of local, state, and federal laws and regulations; defensive strategies; investigative strategies; search principles and strategies; tactical procedures; vehicle operations; knowledge of weapons and use where appropriate; first aid and CPR training; social and psychological sciences; and identification systems.
38. **Marketing.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: economic systems; international marketing and trade; ethics; external factors to business; product/service management; pricing; distribution channels; advertising; sales promotion; public relations; retail management; market research and characteristics; E-marketing; and financing and financial analysis.
39. **Media Technology – Commercial Photography.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: ethics in photography, elements and principles of design composition; cameras and lenses; exposure settings; light sources; digital workflow; presentation techniques and portfolios; and production using industry standard software.
40. **Medical Assisting.** (under development)
41. **Networking Support.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: end point technologies; networking technologies.
42. **Nursing Assistant.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: scope of practice; ethics and legal issues; communication and interpersonal relationships; documentation; care practices; infection

prevention; human anatomy and physiology; medical terminology; personal care procedures; physiological measurements; nutritional requirements and techniques; procedures and processes related to elimination; quality patient environment; patient mobility; admission, transfer, and discharge procedures; care of residents with complex needs; and safety and emergency.

43. **Ornamental Horticulture.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: safety practices; plant anatomy; plant physiology; plants identification skills; growing media; plant nutrition; integrated pest management; plant propagation; ornamental horticulture crops; business concepts; plant technologies; ornamental design standards; and career opportunities in ornamental horticulture.
44. **Pharmacy Technician.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: patient profile establishment and maintenance; insurance claim preparation; third-party insurance provider correspondence; prescription and over-the-counter medications stocking and inventorying; equipment and supplies maintenance and cleaning; and cash register operation. Instructor must be a pharmacist, registered nurse, or pharmacy technician holding a current/valid Idaho license or certification.
45. **Plant and Soil.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: plant anatomy and identification; plant processes, growth and development; soil and water; plant nutrition; integrated pest management; careers and technology; and safety.
46. **Pre-Engineering (Project Lead the Way).** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: lab safety; impacts of engineering; ethics of engineering; design process; documentation; technical drawing; 3D modeling; material science; power systems; basic energy principles; statistics; and kinematic principles.
47. **Pre-Engineering (ITEEA – Engineering by Design).** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: lab safety; impacts of engineering; ethics of engineering; design process; documentation; technical drawing; 3D modeling; material science; power systems; basic energy principles; statistics; and kinematic principles.
48. **Precision Machining.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: precision machining practices; tools used to shape parts for machines; industrial mechanics; shop skills; safety in practice; blueprint reading; and diagnostic and repair techniques.
49. **Programming & Software Development.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following programming areas: basic programming principles; problem solving; programming logic; validation; repetition; classes' expectations; events and functionality; arrays and structure; design principles; system analysis; and implementation and support.
50. **Small Engine Repair/Power Sports (Agriculture, Trades & Industry).** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: small gasoline engine construction and performance; industry-related resources;

equipment used to diagnose and troubleshoot issues; repair; entrepreneurship; and customer service.

51. **Rehabilitation Services.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: prevention, assessment, treatment, and reconditioning of athletic injuries; proper taping, strapping, bracing, and fitting of athletic equipment; implementation of prescribed treatments by the team/programs/event physician; coverage of assigned pre-season physicals, sports games or matches, and related events; principles of growth and development over the lifespan; referral and transfer of athletes; assessment of data reflective of the athlete's status; and interpret the appropriate information.
52. **Residential Construction.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: comprehensive knowledge of structural systems and processes; classical and contemporary construction elements; knowledge of industry standards; knowledge of architecture; cabinetry and millwork; and blueprint reading.
53. **Web Design & Development.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: web page development, web page design and layout, Integration of web pages, web planning and organizational standards, and web marketing.
54. **Welding Technology.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: fundamental print reading; measurement and layout/fit-up techniques; properties of metals; shielded metal arc welding (SMAW); gas metal arc welding (GMAW and GMAW-S); flux cored arc welding (FCAW-G); gas tungsten arc welding (GTAW); thermal cutting processes; welding codes; inspection and testing principles; and fabrication techniques.

## APPENDIX B APPLICATION MATERIALS

### APPLICATION - SECONDARY Federal Formula Funds under Title I of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) P. L. 115-224

Secondary recipients must include a Qualifying Program of Study from the drop down menu.

Is the district part of a consortium?	Yes or No
District Number and Name:	e.g. 002 - West Ada
Superintendent:	First and Last
Mailing Address:	District mailing address
Consortium Name:	e.g. 111C - High Desert
Consortium Lead:	Which district administers Perkins?
CTE Administrator Name:	First and Last
CTE Administrator Title:	Job title within the district
<b>Person Filling Out This Application:</b>	
Name:	First and Last
Title:	Job title within the district
Phone:	Phone # and ext.
E-mail:	Click here to enter text
<b>Number of Programs of Study:</b>	Total number of programs of study
<b>Qualifying Program of Study:</b>	Choose one program of study connected to a project
<b>CTE Activities Expanded to Grades 7-8?</b>	Yes or No
<b>Number of CTSOs (<a href="#">approved CTSOs</a>):</b>	Total number of CTSOs

Note: In order to obtain funding under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), a recipient must have one qualifying program of study. If the recipient has more than one qualifying program of study, then choose one expected to remain viable for the four-year period. A separate area in the application has been designated to list all programs of study.

## **STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT, TITLE I**

Applications must be submitted every four years to receive funds under Title I of Perkins V.

### **Background**

Perkins V funds are intended to improve career and technical education (CTE) programs through (1) student attainment of challenging academic and technical standards; (2) integration of rigorous and challenging academic and career and technical instruction; (3) increasing State and local flexibility; (4) national research on best practices that improve CTE programs and programs of study, services, and activities; (5) providing technical assistance that promotes leadership, initial preparation, and professional development, and improves the quality of CTE teachers, faculty, administrators, and counselors; (6) linkages between secondary and postsecondary education, local workforce investment boards, business and industry, and intermediaries; (7) providing individuals with opportunities for lifelong learning; and (8) increasing opportunities for populations who are chronically unemployed or underemployed. Although rigorous and challenging academic standards are referenced throughout Perkins V, funds may not be used for academic programs.

Historically, federal CTE funds have been targeted to promote preparation in the skills that are needed by business and industry. Perkins V builds on this purpose with the introduction of a comprehensive local needs assessment process requiring data-driven decisions on local spending. Needs assessments are prepared in consultation with an expanded group of stakeholders, including educators, business and industry, State or local workforce development boards, parents and students, special population representatives, agencies serving out-of-school youth, homeless children and youth, and at-risk youth, and representatives of Indian Tribes and Tribal Organizations. Other stakeholders may be added as determined by the State.

Perkins III placed an emphasis on special populations with increased accountability at the state and local levels. Perkins IV increased accountability by requiring local education agencies (LEAs) and postsecondary institutions to be responsible for meeting a 90% goal of Final Agreed Upon Performance Levels (FAUPL). Perkins IV also required a disaggregated data analysis to take place at the LEA/institution level. Perkins V increases the number of special populations from six to nine and requires a disaggregated data analysis down to the program of study level.

### **Accountability**

Perkins V takes a substantially different view of accountability by giving states a more active role in deciding performance levels. The FAUPL is replaced with State Determined Levels of Performance (SDPL). The new accountability and sanction requirements will require each LEA/Institution to think more strategically about the use of Perkins V funds and to focus activities on efforts that help meet performance targets. Academic attainment will be measured using the state approved academic assessments as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 (ESEA). Graduation rates are now reported as defined in ESEA. Performance will be measured in five core indicators for LEAs and three for postsecondary institutions. Additionally, ICTE has determined it will add the technical skills assessment (TSA) as a performance indicator. All performance measures will be based on the number of concentrators in programs of study.

### **Professional Development**

Under Perkins V, professional development must be sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused. Professional development is an integral part of strategies for providing educators with the knowledge and skills necessary to enable students to succeed in CTE, to meet challenging State academic

standards under section 1111(b)(1) of ESEA, or to achieve academic skills at the postsecondary level. Professional development activities should: (a) promote the integration of coherent and rigorous academic content with CTE curricula; (b) ensure labor market information is used to inform the programs, guidance, and advisement offered to students; (c) provide opportunities to advance knowledge, skills, and understanding of all aspects of an industry; (d) support school leaders and administrators in managing CTE programs; (e) support the implementation of strategies to improve student achievement and close gaps in student participation and performance in CTE; (f) provide opportunities to advance knowledge, skills, and understanding in pedagogical practices, including evidence-based practices; (g) train individuals to provide appropriate accommodations for individuals with disabilities and students with disabilities; (h) train individuals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners; or (i) train for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries.

### **Equitable Access**

Section 427 of the General Education Provisions Act requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

## INSTRUCTIONS

### [Email](#) applications by June 30

The Perkins V Application (application) is for a period of four years and must reflect consideration of future as well as current needs. The Comprehensive Local Needs Assessment (CLNA) is a separate document to be completed every two years and shall be used to inform this application. If the CLNA indicates a substantial change is needed, an updated application may be submitted with the CLNA.

Each recipient shall be required to prepare and submit to the Idaho Division of Career Technical Education (Division) an annual report (provided separately) which shall include data on the performance levels set by the division and the progress towards achieving those levels. State determined levels of performance may be found in the State Plan.

Each recipient shall provide a project description and alignment, budget, and statement of assurances on an annual basis (single document provided separately).

*Each section of the application contains text taken directly from the Act. Answers should be as detailed and thorough as possible. Any special instructions or notes will be italicized.*

### **Sec. 134 – Local Application for Career and Technical Education Programs**

**Local Application Required** - Any eligible recipient desiring financial assistance under this part shall, in accordance with the requirements established by the eligible agency (in consultation with such other educational training entities as the eligible agency determines to be appropriate) submit a local application to the eligible agency. Such local application shall cover the same period of time applicable to the State plan submitted under section 122.

*Definitions for terms used throughout the application process may be found in Appendix C.*

#### **(1) Comprehensive Local Needs Assessment Sec 134(b)(1)**

Describe the results of the Comprehensive Local Needs Assessment.

*Each section of the Comprehensive Local Needs Assessment contains a summary field. Responses must include those summaries and a conclusion. The conclusion should describe how the summarized information coalesces into one strategic plan to meet the needs of the local area, region, and/or state.*

Student Performance Summary

Size, Scope, and Quality Summary

Industry and Occupation Alignment Summary

Program of Study Implementation Summary

Recruitment, Retention, and Training of Qualified Personnel Summary

Equal Access Summary

Conclusion

**(2) CTE Programs Sec 134(b)(2)**

Provide information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including –

- (A) how the results of the comprehensive needs assessment informed the selection of the specific career and technical education programs and activities selected to be funded; *List all programs of study, CTSOs, transition activities, and middle school activities identified in the Comprehensive Local Needs Assessment. Perkins funds are limited to the required uses of funds listed in Appendix B. Please do not include any project information in the response.*

- (B) a description of any new programs of study the eligible recipient will develop and submit to the State for approval; and

- (C) how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study. *Responses should include marketing efforts, sources a student may use for obtaining course descriptions, and policies and procedures for providing special population students with the same information (e.g. multiple languages, accessible websites, print information for those without internet access).*

**(3) Career Exploration Sec 134(b)(3)**

Describe how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners, will provide –

*Responses should include efforts to provide CTE information at the middle school/junior high school level and should build on the answer provided for question (2)(C) above. Postsecondary institutions should include transition efforts between secondary and postsecondary and those related to the Centers for New Directions.*

- (A) career exploration and career development coursework, activities, or services; *Next Steps Idaho, career fairs, graduation and career plans, guest speakers, and college CTE program visits are some possible career exploration activities.*

- (B) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations as determined by the comprehensive needs assessment

[ ]

(C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.

[ ]

**(4) Academic and CTE Integration Sec 134(b)(4)**

Describe how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965).

*Perkins funds may not be used for academic or remedial courses. The response should include efforts to collaborate with academic instructors on course curriculum in order to integrate academic components into CTE courses. Include how academic skills relate to technical skill instruction.*

[ ]

**(5) Special Populations Sec 134(b)(5)**

Describe how the eligible recipient will –

*Responses should include how the recipient identifies barriers related to special populations (defined in Appendix C) and provides accommodations to promote equity in the student population. Discuss possible strategies for promoting programs of study to non-traditional students (i.e. micro-messaging in promotional materials).*

(A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;

[ ]

(B) prepare CTE participants for non-traditional fields;

[ ]

(C) provide equal access for special populations to career and technical education courses, programs, and programs of study; and

[ ]

(D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.

*Recipients may include their non-discrimination policy, but not all special populations are identified in typical policies. Consider how discrimination may occur outside of gender, race, national origin, color, disability, or age.*

[ ]

**(6) Work-based Learning Sec 134(b)(6)**

Describe the work-based learning opportunities that the eligible recipient will provide to students participating in career and technical education programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable.

*Perkins V places a greater emphasis on work-based learning. Recipients must describe how they will work with industry leaders to provide hands-on activities including apprenticeships, mentorships, internships, job shadowing, simulated work environments, business/industry field trips, and other activities as defined by the State. Work-based learning plans are not expected to be fully developed, but recipients should consult with local industry to determine needs and feasibility.*

**(7) Postsecondary Credit** Sec 134(b)(7)

Describe how the eligible recipient will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable.

*Descriptions do not need to include specific courses, but should include a general overview of the program and with whom statewide and individual articulation agreements are currently in effect. Include any programs of study eligible for Technical Competency Credits (TCC).*

**(8) Recruitment, Preparation, Retention, and Training** Sec 134(b)(8)

Describe how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession.

*Professional development plans and policies already in place at the LEA or institution level may be used as a partial description. Additional information should include policies specific to the CTE program including any positions currently without certification.*

**(9) Performance Gaps** Sec 134(b)(9)

Describe how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) 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 such recipient will take to eliminate those disparities or gaps.

## ASSURANCES AND CERTIFICATIONS

### STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21<sup>ST</sup> CENTURY ACT OF 2018 STATEMENT OF ASSURANCES FOR IDAHO CAREER & TECHNICAL EDUCATION

#### UPON ACCEPTANCE OF IDAHO CAREER & TECHNICAL EDUCATION FUNDS, THE APPLICANT AGREES TO THE FOLLOWING:

- 1) Compliance with:
  - a) Title VI of the Civil Rights Act of 1964 and its implementing regulations (34 C.F.R. Part 100), and in accordance therewith, no person shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives federal financial assistance;
  - b) Title IX of the Education Amendments of 1972, as amended, and its implementing regulations (34 C.F.R. Part 106), which prohibit discrimination on the basis of sex in education programs and activities receiving federal financial assistance;
  - c) Section 504 of the Rehabilitation Act of 1973 and its implementing regulations (34 C.F.R. Part 104), which prohibit discrimination on the basis of disability in programs and activities receiving federal financial assistance;
  - d) The Age Discrimination Act of 1975, as amended, and its implementing regulations (45 C.F.R. Part 90), which prohibit discrimination on the basis of age in programs or activities receiving federal financial assistance;
  - e) Title II of the Americans with Disabilities Act, and its implementing regulations (28 C.F.R. Part 35), which prohibit discrimination on the basis of disability by public entities, or it will comply with Title III, and its implementing regulations (28 C.F.R. Part 36), which prohibit discrimination on the basis of disability in public accommodations, whichever is applicable.
- 2) All contractors, subcontractors, subgrantees or others with whom it arranges to provide services or benefits to its students or employees in connection with its education programs or activities are not discriminating in violation of the above cited statutes, regulations, guidelines and standards against those students or employees.
- 3) Compliance with the requirements of the Act and provisions of the State Plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs.
- 4) None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization.
- 5) The eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs.
- 6) Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities.
- 7) Not use funds made available under Perkins V to require any secondary school student to choose or pursue a specific career path or major, mandate that any individual participate in a career & technical education program, including an ICTE program that requires attainment of a federally funded skill level, standard, or certificate of mastery.
- 8) Not use funds received under the Perkins V Act to provide career & technical education programs to students prior to the seventh grade.

- 9) An eligible recipient that uses funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible recipient.
- 10) An eligible recipient shall consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools.
- 11) Not use Perkins V funds for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered.
- 12) Will administer each program in accordance with all statutes, regulations, program plans and applications applicable to that program.
- 13) Control of funds under each program and title to property acquired with those funds will be in a public agency and a public agency will administer those funds and property.
- 14) Use of fiscal controls and separate fund accounting procedures that will ensure proper disbursement of and accounting for federal funds paid to it under each program and shall not commingle state/federal funds.
- 15) Retain all records relating to a program for which federal funds are received for a period of three years after the completion of the activity for which the funds are used or until such time greater than three years as all pending reviews or audits have been completed and resolved.
- 16) Shall repay all funds determined to be due to the federal government as a result of a disallowance decision in a manner deemed to be reasonable by the state or the federal government.
- 17) Provide access to Idaho Career & Technical Education, the federal grantor agency, Comptroller General of the United States, Idaho State Legislature, or any of their duly authorized representatives, to any of the school districts books, documents, or records which are directly pertinent to this specific Contract. Access to records includes the right to review, audit, inspect, and make excerpts and transcriptions.
- 18) Provide qualified personnel for the projects and special services funded by ICTE.
- 19) Assess the special needs of students participating in programs receiving assistance with respect to their successful completion of the career & technical education program in the most integrated setting possible.
- 20) Provide supplementary services to students who are members of special populations including, with respect to individuals with disabilities, when appropriate;
  - a) curriculum modification;
  - b) equipment modification;
  - c) classroom modification;
  - d) supportive personnel; and
  - e) instructional aides and devices.
- 21) Provide special population students enrolled in private secondary schools with access to career & technical education programs/projects.

- 22) Provide, to the extent practicable, to individuals who are members of special populations equal access to the full range of career & technical education programs available to individuals who are not members of special populations, including occupationally specific courses of study; work-based learning; apprenticeship programs; and comprehensive career guidance and counseling services. This provision prohibits discrimination on the basis of a student's status as a member of a special population group.
- 23) Provide individuals who are members of special populations with equal access to recruitment, enrollment, and placement activities.

### **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 Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act, General Education Provisions Act (GEPA), General Education Provisions Act Enforcement Regulations, OCR Guidelines, Education Department General Administrative Regulations (EDGAR), Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Programs (2 C.F.R. 200), the State Plan for Career and Technical Education, and the Governing Rules and Policies of the State Board for Career & Technical Education.

### **LOBBYING CERTIFICATION**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (A) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (B) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (C) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

### **DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS CERTIFICATION**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110.

- (A) The applicant certifies that it and its principals:
- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transactions by any Federal department or agency.
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

- (B) Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

### **DRUG-FREE WORKPLACE CERTIFICATION**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.

- (A) The applicant certifies that it will or will continue to provide a drug-free workplace by:
- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
  - (b) Establishing an on-going drug-free awareness program to inform employees about –
    - (1) The dangers of drug abuse in the workplace.
    - (2) The grantee's policy of maintaining a drug-free workplace;
    - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
    - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
  - (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
  - (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will –
    - (1) Abide by the terms of the statement; and
    - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
  - (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No.3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;
  - (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted –
    - (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
    - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
  - (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

The superintendent of the school district or a designee must sign and date the application. Designees must have the authority to enter the district into a binding contract. Signed assurances and certifications may be scanned and emailed to the Perkins email at [perkins@cte.idaho.gov](mailto:perkins@cte.idaho.gov). A hard copy must be kept by the district in accordance with its document retention policy.

Information regarding other acceptable methods may be obtained by contacting:

James Barrett-Spencer  
Federal Oversight & Compliance Coordinator  
Idaho Career & Technical Education  
650 W. State St. Suite 324  
Boise, ID 83720-0095  
(208) 429-5531  
[james.barrett-spencer@cte.idaho.gov](mailto:james.barrett-spencer@cte.idaho.gov)

I do hereby certify that I have read the assurances contained in Part 3 and, to the best of my knowledge, all information contained in this application is true and correct.

Printed Name of Superintendent or Designee	
--	--

---

Signature

Date

## APPENDIX A

### Requirements for Uses of Funds

Funds made available to eligible recipients under this part shall be used to support career and technical education 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—
    - (i) occupational supply and demand;
    - (ii) educational requirements;
    - (iii) 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;
- (5) 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—
- (A) a curriculum aligned with the requirements for a program of study;
  - (B) 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;
  - (C) 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;
  - (D) 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;
  - (E) a continuum of work-based learning opportunities, including simulated work environments;
  - (F) industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;
  - (G) 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;

- (H) 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;
  - (I) expanding opportunities for students to participate in distance career and technical education and blended learning programs;
  - (J) expanding opportunities for students to participate in competency-based education programs;
  - (K) 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;
  - (L) supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;
  - (M) 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;
  - (N) 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;
  - (O) 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;
  - (P) making all forms of instructional content widely available, which may include use of open educational resources;
  - (Q) supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;
  - (R) 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;
  - (S) 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, child care, or mobility challenges for those special populations; or
  - (T) other activities to improve career and technical education programs; and
- (6) 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).

## APPENDIX B

### Allowable vs. Non-Allowable Activities and Expenditures

This is not a complete list of allowable/non-allowable costs. Allowability of an expenditure is dependent upon language contained within the Strengthening Career and technical Education for the 21<sup>st</sup> Century Act (Perkins V), the Education Department General Administrative Regulations (EDGAR) which contains Uniform Grant Guidance (2 CFR 200), Idaho State Code, and the Idaho Division of Career and Technical Education policies.

Allowable	Non-Allowable
Administrative and indirect costs (5%)	Advertising and public relations promoting the recipient
Audit costs in accordance with the Single Audit Act	Alcoholic beverages
Background checks for students required in order to complete a CTE program of study	Capital expenditures***
Career guidance and academic counseling to students who are enrolled in career & technical education programs	Contingency or miscellaneous funds
Communication Costs (e.g. publications, postage)	CTSO student costs (membership dues, items retained by student, social activity, food/beverages)
Consumable student laboratory manuals (e.g. accounting workbooks)	Donations and contributions
Consumable materials and supplies that support the instructional program*	Entertainment
CTE teacher in-service	Expenditures associated with students not enrolled in CTE programs
CTSO competition costs**	Expenditures for CTE programs below the 7 <sup>th</sup> grade
Curriculum development	Expenditures not related to project outcomes
Electronic-based curriculum that supplements content when the curriculum cannot be reused and/or shared (e.g. an individual student's access to a program or testing software)	Expenditures that supplant
Equipment/technology for approved CTE instruction, including computers necessary for CTE program software	Expenditures to support academic programs or remediation
Fees and expenses for supplemental specialized instruction (e.g. Red Cross certified CPR instructor for short-term, specialized instruction in a health professions program)	Fines and penalties
Industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential	Food and beverages
Marketing and outreach materials	Fundraising expenditures including consumable materials
Meetings and conferences (except food and beverage costs)	Gifts, door prizes, etc.
Professional development costs	Goods or services for personal use
Professional service costs, including services contracted by the district or institution for CTE equipment and laboratory maintenance (e.g. equipment service contracts and hazardous waste disposal)	Insurance, interest/financial costs, and lobbying/other political activities
Program evaluation	Items retained by student
Rental/lease costs of equipment	Monetary awards
Salaries (must provide time and effort)	Pre-awarded costs

Single copy reference materials, including single-user electronic reference materials	Print textbooks, electronic textbooks, and/or other electronic media used as the primary source of content delivery
Supplemental staff for clinical or lab supervision of students enrolled in health programs	Promotional items/materials such as T-shirts, cups, keychains, etc.
Technical skill assessment instructional materials and administration cost	Professional dues
Training costs	Student scholarships
Transportation (related to CTE program standards and/or transition to postsecondary CTE programs)	Technology related to basic instructional delivery, e.g., Smart Boards, cell phones, instructor computer replacement, etc.

\*Material and supplies must be direct costs made available to the student for the purpose of completing CTE coursework. General material and supplies not directly attributable to CTE coursework must be included in Administrative and indirect costs (5%).

\*\*CTSO competition costs may include student travel if there is a need as expressed in the Comprehensive Local Needs Assessment. In order to be considered, competition participation/success must have a direct influence in an employer's decision-making process as demonstrated by employment qualifications (required or preferred) published and attested to by the employer. Documentation will be required.

\*\*\*Includes purchase or lease of passenger vehicles and purchase or construction of buildings/facilities, including permanent modifications to existing buildings/facilities.

## APPENDIX C

### Definitions

#### **ARTICULATION AGREEMENT (Perkins Sec. 3.4)**

A written commitment that is agreed upon at the State level or approved annually by the lead administrators of a secondary institution and a postsecondary educational institution or a subbaccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary education institution designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree, and is linked through credit transfer agreements between the two (2) institutions.

#### **CAREER AND TECHNICAL EDUCATION (CTE) (Perkins Sec. 3.5)**

Organized educational activities that offer a sequence of courses that provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations which shall be, at the secondary level, aligned with the challenging State academic standards adopted by Idaho under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965; provides technical skill proficiency or a recognized postsecondary credential which may include an industry-recognized credential, a certificate, or an associate degree; and may include prerequisite courses (other than a remedial course) that meet the requirements. CTE includes competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual. To the extent practicable, organized educational activities are coordinated between secondary and postsecondary through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing. Organized educational activities may include exploration at the high school level or as early as the middle grades.

#### **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 CLUSTER**

The National Career Clusters® Framework serves as an organizing tool for Career Technical Education programs, curriculum design, and instruction. There are sixteen (16) Career Clusters in the Framework, representing 79 Career Pathways to help learners navigate their way to greater success in college and career. The Career Clusters are Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, A/V Technology, and Communications; Business Management and Administration; Education and Training; Finance; Government and Public Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections, and Security; Manufacturing; Marketing; Science, Technology, Engineering and Mathematics; and Transportation, Distribution, and Logistics.

#### **CAREER GUIDANCE AND ACADEMIC COUNSELING (Perkins Sec. 3.7)**

Guidance and counseling that provides access for students (and, as appropriate, parents and out-of-school youth) to information regarding career awareness exploration opportunities, and planning with respect to an individual's occupational and academic future; provides information to students (and, as appropriate, parents and out-of-school youth) with respect to career options, financial aid,

job training, secondary and postsecondary options (including associate and baccalaureate degree programs), dual or concurrent enrollment programs, work-based learning opportunities, early college high schools, financial literacy, and support services, as appropriate; and may provide assistance for special populations with respect to direct support services that enable students to persist in and complete career and technical education, programs of study, or career pathways.

**CAREER PATHWAY** (Perkins Sec. 3.8)

See Program of Study

**CLUSTER PROGRAM** (ISBE Policy IV.E.7.b)

As defined by the Idaho State Board Education (ISBE), provides introductory and intermediate courses as an introduction to a career technical area and the opportunity to learn workplace readiness expectations. A cluster program must meet the following requirements: consist of a variety of foundation and intermediate courses within a single Career Cluster that does not culminate in a capstone course; offer a program that is three or more semesters (or the equivalent) in length; demonstrate a strong career/workplace readiness skills alignment; participate in a related Career Technical Student Organization; maintain an active Technical Advisory Committee to guide program development and foster industry engagement; and 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, dual credit, articulated credit, and credit granted on the basis of performance on technical or academic assessments.

**CTE CONCENTRATOR** (ISBE policy, Division defined, and Perkins Sec. 3.12)

Partially defined in ISBE Policy IV.E.3.a as a secondary student enrolled in a capstone course. Further defined by the Idaho Division of Career Technical Education (Division) as, at the secondary school level, a junior or senior completing at least two courses in a single CTE program of study. Includes advanced coursework (e.g. intermediate and capstone) beyond beginning/introductory classes.

At the postsecondary level, a student enrolled in an eligible recipient who has earned at least 12 credits within a CTE program or program of study in a single program area OR completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

Postsecondary program completion includes CTE degrees or certificates per [Policy III.E.](#) (Basic Technical Certificate, Intermediate Technical Certificate, Advanced Technical Certificate, Associate of Applied Science - an Advanced option may be awarded for additional credits of at least 15 credit hours that are beyond the A.A.S. degree).

**CTE PARTICIPANT** (Division defined and Perkins Sec. 3.13)

A secondary student who has completed not less than one (1) course in a career and technical education program or program of study of an eligible recipient. Includes advanced coursework beyond beginning/introductory classes.

A postsecondary student who has been accepted and enrolled in one (1) or more credits in any state funded career technical program.

**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 PROGRAM** (Perkins Sec. 3.15)

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 is transferable to the institutions of higher education in the partnership and applies toward completion of a degree or recognized educational credential.

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

A consortium of 2 or more entities including; 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; a local educational agency providing education at the postsecondary level; an area career and technical education school providing education at the postsecondary level; an Indian Tribe, Tribal organization, or Tribal education agency that operates a school or may be present in the state; 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; a tribally controlled college or university; or an educational service agency.

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

A local educational agency (including a public charter school that operates as a local educational agency), an educational service agency, an Indian Tribe, Tribal organization, or Tribal educational agency or a consortium, eligible to receive assistance; or an eligible institution or consortium of eligible institutions eligible to receive assistance.

**ENGLISH LEARNER**

(ESEA Sec. 8101.20) A secondary school student who is aged 3 through 21; is enrolled or preparing to enroll in a secondary school; who was not born in the United States or whose native language is a language other than English, who is Native American or Alaska Native or a native resident of the outlying areas and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency or who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the challenging State academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society.

(Perkins Sec. 3.22) An adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and whose native language is a language other than English or who lives in a family environment or community in which a language other than English is the dominant language.

**HIGH SKILL** (Division defined)

A career that uses an industry validated curriculum meeting standards 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 that provides 60% of the average hourly wage by labor market region as determined by the Idaho Department of Labor. The percentage was determined using Idaho's Unemployment Insurance Program, which provides benefits up to 60% of the state's average wage. Labor market data may be found at <https://lmi.idaho.gov/oes>.

**IN-DEMAND INDUSTRY SECTOR OR OCCUPATION** (WIOA Sec. 3.23)

An industry sector that has a substantial current or potential impact 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 an occupation that currently has or is projected to have a number of positions in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate. An in-demand occupation tool has been developed by the Idaho Department of Labor in consultation with the Workforce Development Council and the Division and may be found on the Division's website at <https://public.tableau.com/profile/idlabor#!/vizhome/In-DemandOccupations/In-DemandOccupations>.

**INDIAN; INDIAN TRIBE** (Indian Self-Determination and Education Assistance Act)

"Indian" means a person who is a member of an Indian Tribe.

"Indian Tribe" means any Indian tribe, band, nation, or other organized group or community, including and Alaska Native village or regional or village corporation, which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

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

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

**INDUSTRY RECOGNIZED** (Association for Career and Technical Education (ACTE))

A credential that is sought or accepted by employers within the industry or sector involved as a recognized, preferred, or required credential for recruitment, screening, hiring, retention or advancement purposes; and, where appropriate, is endorsed by a nationally recognized trade association or organization representing a significant part of the industry or sector.

**INDUSTRY OR SECTOR PARTNERSHIP** (Perkins Sec. 3.29)

The term "industry or sector partnership" has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

**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. 3.31)

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)

An individual who is a displaced homemaker; or an individual who has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills, or 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)

Also known as a “paraeducator”, includes an education assistant and instructional assistant.

**PATHWAY PROGRAM** (ISBE Policy IV.E.7.c)

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. A pathway program must meet the following requirements: consists of a sequence of courses that culminate in a capstone course and aligns with Board approved career technical education content standards; offer a program that is three or more semesters (or the equivalent) in length; demonstrate a strong career/workplace readiness skills alignment; participate in a related Career Technical Student Organization; maintain an active Technical Advisory Committee to guide program development and foster industry engagement; require the Workplace Readiness Assessment as part of the program; demonstrate alignment to similar postsecondary program outcomes as well as to relevant industry recognized standards; offer work-based learning experience opportunities for students (paid or unpaid) require a pathway-identified Technical Skills Assessment for all students enrolled in the capstone course (concentrators); ensure the program meets the requirements for concentrators to obtain Technical Competency Credit for aligned postsecondary programs; and require a nationally validated, industry-based technical skill assessment administered by and approved developer. See also Program of Study.

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

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, a tribally controlled college or university, or a nonprofit educational institution offering certificate or other skilled training programs at the postsecondary level.

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

Activities that 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 are sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused, to the extent practicable evidence-based.

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

A coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that 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; addresses both academic and technical knowledge and skills, including employability skills; is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area; progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction); has multiple entry and exit points that incorporate credentialing; and culminates in the attainment of a recognized postsecondary credential. Commonly used interchangeably with the terms pathway and career pathway.

**QUALITY** (Division defined)

At the secondary level, an educational program 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 in this plan, demonstrate acceptable levels of proficiency as measured by Technical Skills Assessments. At least one Technical Skills Assessment must be administered to CTE concentrators once every two years as part of a program of study to remain eligible to receive Perkins funds. Authorized CTSOs must align with CTE course curriculum, but are not limited to programs of study offered.

Postsecondary CTE concentrators, as defined by the state, 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.) - an Advanced option may be awarded for additional credits of at least 15 credit hours that are beyond the A.A.S. degree).

All secondary and postsecondary recipients must complete a Comprehensive Local Needs Assessment (CLNA) every two (2) years, have a technical advisory committee 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 led by a teacher that meets the minimum certification requirements as established by the Division, and must provide professional development opportunities.

**RECOGNIZED POSTSECONDARY CREDENTIAL** (WIOA Sec. 3.52)

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. ISBE definitions for postsecondary certifications available at state institutions may be found at <https://boardofed.idaho.gov/board-policies-rules/board-policies/higher-education-affairs-section-iii/iii-e-certificates-and-degrees/>.

**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)

A school district with fewer than twenty (20) enrolled students per square mile within the area encompassed by the school district's boundaries or 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.

**SCOPE** (Division defined)

A secondary program must provide opportunity for postsecondary advancement as evidenced by: at least one (1) articulation agreement in place or opportunities to earn college credits under Idaho's Advanced Opportunities program (<https://boardofed.idaho.gov/k-12-education/advanced-opportunities-for-high-school-academics/>); 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 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.

Postsecondary programs must provide opportunities to earn a degree or certificate (Basic Technical Certificate (B.T.C.), Intermediate Technical Certificate (I.T.C.), Advanced Technical Certificate (A.T.C.), or Associate or Advanced 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.

**SIZE** (Division defined)

At the secondary level, the recipient must offer a minimum of one (1) Division approved program of study and one (1) authorized CTSO. Both must align to the comprehensive local needs assessment. A Career and Technical School (CTS) must have a minimum of three (3) Division approved programs of study and one (1) authorized CTSO. 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, a program approved by the Idaho State Board of Education in compliance with Board policy III.G: Postsecondary Program Approval and Discontinuance that meets the enrollment requirements established by the institution and offers a recognized postsecondary credential.

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

Individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who 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).

**SUPPORT SERVICES** (Perkins Sec. 3.50)

Services related to curriculum modification, equipment modification, classroom modification, supportive personnel (including paraprofessionals and specialized instructional support personnel), and instructional aids and devices.

**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.

## APPENDIX D

### Section 427 of the General Education Provisions Act

#### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

**APPLICATION - POSTSECONDARY**  
**Federal Formula Funds under Title I of the**  
**Strengthening Career and Technical Education for the**  
**21st Century Act (Perkins V) P. L. 115-224**

Postsecondary recipients must include a Qualifying Program of Study.

Institution Name:	College of Eastern Idaho
Dean:	First and Last
Mailing Address:	Institution mailing address
CTE Administrator Name:	First and Last
CTE Administrator Title:	Job title within the institution
<b>Person Filling Out This Application:</b>	
Name:	First and Last
Title:	Job title within the institution
Phone:	Phone # and ext.
E-mail:	Click here to enter text
<b>Number of Programs of Study:</b>	Total number of programs of study
<b>Qualifying Program of Study:</b>	Enter one qualifying program of study

Note: In order to obtain funding under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), a recipient must have one qualifying program of study. If the recipient has more than one qualifying program of study, then choose one expected to remain viable for the four-year period. A separate area in the application has been designated to list all programs of study.

## **STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT, TITLE I**

Applications must be submitted every four years to receive funds under Title I of Perkins V.

### **Background**

Perkins V funds are intended to improve career and technical education (CTE) programs through (1) student attainment of challenging academic and technical standards; (2) integration of rigorous and challenging academic and career and technical instruction; (3) increasing State and local flexibility; (4) national research on best practices that improve CTE programs and programs of study, services, and activities; (5) providing technical assistance that promotes leadership, initial preparation, and professional development, and improves the quality of CTE teachers, faculty, administrators, and counselors; (6) linkages between secondary and postsecondary education, local workforce investment boards, business and industry, and intermediaries; (7) providing individuals with opportunities for lifelong learning; and (8) increasing opportunities for populations who are chronically unemployed or underemployed. Although rigorous and challenging academic standards are referenced throughout Perkins V, funds may not be used for academic programs.

Historically, federal CTE funds have been targeted to promote preparation in the skills that are needed by business and industry. Perkins V builds on this purpose with the introduction of a comprehensive local needs assessment process requiring data-driven decisions on local spending. Needs assessments are prepared in consultation with an expanded group of stakeholders, including educators, business and industry, State or local workforce development boards, parents and students, special population representatives, agencies serving out-of-school youth, homeless children and youth, and at-risk youth, and representatives of Indian Tribes and Tribal Organizations. Other stakeholders may be added as determined by the State.

Perkins III placed an emphasis on special populations with increased accountability at the state and local levels. Perkins IV increased accountability by requiring local education agencies (LEAs) and postsecondary institutions to be responsible for meeting a 90% goal of Final Agreed Upon Performance Levels (FAUPL). Perkins IV also required a disaggregated data analysis to take place at the LEA/institution level. Perkins V increases the number of special populations from six to nine and requires a disaggregated data analysis down to the program of study level.

### **Accountability**

Perkins V takes a substantially different view of accountability by giving states a more active role in deciding performance levels. The FAUPL is replaced with State Determined Levels of Performance (SDPL). The new accountability and sanction requirements will require each LEA/Institution to think more strategically about the use of Perkins V funds and to focus activities on efforts that help meet performance targets. Academic attainment will be measured using the state approved academic assessments as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 (ESEA). Graduation rates are now reported as defined in ESEA. Performance will be measured in five core indicators for LEAs and three for postsecondary institutions. Additionally, ICTE has determined it will add the technical skills assessment (TSA) as a performance indicator. All performance measures will be based on the number of concentrators in programs of study.

### **Professional Development**

Under Perkins V, professional development must be sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused. Professional development is an integral part of strategies for providing educators with the knowledge

and skills necessary to enable students to succeed in CTE, to meet challenging State academic standards under section 1111(b)(1) of ESEA, or to achieve academic skills at the postsecondary level. Professional development activities should: (a) promote the integration of coherent and rigorous academic content with CTE curricula; (b) ensure labor market information is used to inform the programs, guidance, and advisement offered to students; (c) provide opportunities to advance knowledge, skills, and understanding of all aspects of an industry; (d) support school leaders and administrators in managing CTE programs; (e) support the implementation of strategies to improve student achievement and close gaps in student participation and performance in CTE; (f) provide opportunities to advance knowledge, skills, and understanding in pedagogical practices, including evidence-based practices; (g) train individuals to provide appropriate accommodations for individuals with disabilities and students with disabilities; (h) train individuals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners; or (i) train for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries.

### **Equitable Access**

Section 427 of the General Education Provisions Act requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

## INSTRUCTIONS

### [Email](#) applications by June 30

The Perkins V Application (application) is for a period of four years and must reflect consideration of future as well as current needs. The Comprehensive Local Needs Assessment (CLNA) is a separate document to be completed every two years and shall be used to inform this application. If the CLNA indicates a substantial change is needed, an updated application may be submitted with the CLNA.

Each recipient shall be required to prepare and submit to the Idaho Division of Career Technical Education (Division) an annual report (provided separately) which shall include data on the performance levels set by the division and the progress towards achieving those levels. State determined levels of performance may be found in the State Plan.

Each recipient shall provide a project description and alignment, budget, and statement of assurances on an annual basis (single document provided separately).

*Each section of the application contains text taken directly from the Act. Answers should be as detailed and thorough as possible. Any special instructions or notes will be italicized.*

### **Sec. 134 – Local Application for Career and Technical Education Programs**

**Local Application Required** - Any eligible recipient desiring financial assistance under this part shall, in accordance with the requirements established by the eligible agency (in consultation with such other educational training entities as the eligible agency determines to be appropriate) submit a local application to the eligible agency. Such local application shall cover the same period of time applicable to the State plan submitted under section 122.

*Definitions for terms used throughout the application process may be found in Appendix C.*

#### **(1) Comprehensive Local Needs Assessment Sec 134(b)(1)**

Describe the results of the Comprehensive Local Needs Assessment.

*Each section of the Comprehensive Local Needs Assessment contains a summary field. Responses must include those summaries and a conclusion. The conclusion should describe how the summarized information coalesces into one strategic plan to meet the needs of the local area, region, and/or state.*

Student Performance Summary

Size, Scope, and Quality Summary

Industry and Occupation Alignment Summary

Program of Study Implementation Summary

Recruitment, Retention, and Training of Qualified Personnel Summary

Equal Access Summary

Conclusion

**(2) CTE Programs Sec 134(b)(2)**

Provide information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including –

- (A) how the results of the comprehensive needs assessment informed the selection of the specific career and technical education programs and activities selected to be funded; *List all programs of study, CTSOs, and transition activities identified in the Comprehensive Local Needs Assessment. Perkins funds are limited to the required uses of funds listed in Appendix B. Please do not include any project information in the response.*

- (B) a description of any new programs of study the eligible recipient will develop and submit to the State for approval; and

- (C) how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study. *Responses should include marketing efforts, sources a student may use for obtaining course descriptions, and policies and procedures for providing special population students with the same information (e.g. multiple languages, accessible websites, print information for those without internet access).*

**(3) Career Exploration Sec 134(b)(3)**

Describe how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners, will provide –

*Responses should build on the answer provided for question (2)(C) above. Postsecondary institutions should include transition efforts between secondary and postsecondary and those related to the Centers for New Directions.*

- (A) career exploration and career development coursework, activities, or services;

- (B) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations as determined by the comprehensive needs assessment

- (C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.

\_\_\_\_\_

**(4) Academic and CTE Integration Sec 134(b)(4)**

Describe how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965).

*Perkins funds may not be used for academic or remedial courses. The response should include efforts to collaborate with academic instructors on course curriculum in order to integrate academic components into CTE courses. Include how academic skills relate to technical skill instruction.*

\_\_\_\_\_

**(5) Special Populations Sec 134(b)(5)**

Describe how the eligible recipient will –

*Responses should include how the recipient identifies barriers related to special populations (defined in Appendix C) and provides accommodations to promote equity in the student population. Discuss possible strategies for promoting programs of study to non-traditional students (i.e. micro-messaging in promotional materials).*

- (A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;

\_\_\_\_\_

- (B) prepare CTE participants for non-traditional fields;

\_\_\_\_\_

- (C) provide equal access for special populations to career and technical education courses, programs, and programs of study; and

\_\_\_\_\_

- (D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.

*Recipients may include their non-discrimination policy, but not all special populations are identified in typical policies. Consider how discrimination may occur outside of gender, race, national origin, color, disability, or age.*

\_\_\_\_\_

**(6) Work-based Learning Sec 134(b)(6)**

Describe the work-based learning opportunities that the eligible recipient will provide to students participating in career and technical education programs and how the recipient will work with

representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable.

*Perkins V places a greater emphasis on work-based learning. Recipients must describe how they will work with industry leaders to provide hands-on activities including apprenticeships, mentorships, internships, job shadowing, simulated work environments, business/industry field trips, and other activities as defined by the State. Work-based learning plans are not expected to be fully developed, but recipients should consult with local industry to determine needs and feasibility.*

**(7) Postsecondary Credit** Sec 134(b)(7)

Describe how the eligible recipient will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable.

*Descriptions do not need to include specific courses, but should include a general overview of the program and with whom individual articulation agreements are currently in effect. Include any programs of study eligible for Technical Competency Credits (TCC).*

**(8) Recruitment, Preparation, Retention, and Training** Sec 134(b)(8)

Describe how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession.

*Professional development plans and policies already in place at the LEA or institution level may be used as a partial description. Additional information should include policies specific to the CTE program including any positions currently without certification.*

**(9) Performance Gaps** Sec 134(b)(9)

Describe how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) 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 such recipient will take to eliminate those disparities or gaps.

# ASSURANCES AND CERTIFICATIONS

## STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21<sup>ST</sup> CENTURY ACT OF 2018 STATEMENT OF ASSURANCES FOR IDAHO CAREER & TECHNICAL EDUCATION

### UPON ACCEPTANCE OF IDAHO CAREER & TECHNICAL EDUCATION FUNDS, THE APPLICANT AGREES TO THE FOLLOWING:

- 1) Compliance with:
  - a) Title VI of the Civil Rights Act of 1964 and its implementing regulations (34 C.F.R. Part 100), and in accordance therewith, no person shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives federal financial assistance;
  - b) Title IX of the Education Amendments of 1972, as amended, and its implementing regulations (34 C.F.R. Part 106), which prohibit discrimination on the basis of sex in education programs and activities receiving federal financial assistance;
  - c) Section 504 of the Rehabilitation Act of 1973 and its implementing regulations (34 C.F.R. Part 104), which prohibit discrimination on the basis of disability in programs and activities receiving federal financial assistance;
  - d) The Age Discrimination Act of 1975, as amended, and its implementing regulations (45 C.F.R. Part 90), which prohibit discrimination on the basis of age in programs or activities receiving federal financial assistance;
  - e) Title II of the Americans with Disabilities Act, and its implementing regulations (28 C.F.R. Part 35), which prohibit discrimination on the basis of disability by public entities, or it will comply with Title III, and its implementing regulations (28 C.F.R. Part 36), which prohibit discrimination on the basis of disability in public accommodations, whichever is applicable.
- 2) All contractors, subcontractors, subgrantees or others with whom it arranges to provide services or benefits to its students or employees in connection with its education programs or activities are not discriminating in violation of the above cited statutes, regulations, guidelines and standards against those students or employees.
- 3) Compliance with the requirements of the Act and provisions of the State Plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs.
- 4) None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization.
- 5) The eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs.
- 6) Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities.
- 7) Not use funds made available under Perkins V to require any secondary school student to choose or pursue a specific career path or major, mandate that any individual participate in a career & technical education program, including an ICTE program that requires attainment of a federally funded skill level, standard, or certificate of mastery.

- 8) Not use funds received under the Perkins V Act to provide career & technical education programs to students prior to the seventh grade.
- 9) An eligible recipient that uses funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible recipient.
- 10) An eligible recipient shall consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools.
- 11) Not use Perkins V funds for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered.
- 12) Will administer each program in accordance with all statutes, regulations, program plans and applications applicable to that program.
- 13) Control of funds under each program and title to property acquired with those funds will be in a public agency and a public agency will administer those funds and property.
- 14) Use of fiscal controls and separate fund accounting procedures that will ensure proper disbursement of and accounting for federal funds paid to it under each program and shall not commingle state/federal funds.
- 15) Retain all records relating to a program for which federal funds are received for a period of three years after the completion of the activity for which the funds are used or until such time greater than three years as all pending reviews or audits have been completed and resolved.
- 16) Shall repay all funds determined to be due to the federal government as a result of a disallowance decision in a manner deemed to be reasonable by the state or the federal government.
- 17) Provide access to Idaho Career & Technical Education, the federal grantor agency, Comptroller General of the United States, Idaho State Legislature, or any of their duly authorized representatives, to any of the school districts books, documents, or records which are directly pertinent to this specific Contract. Access to records includes the right to review, audit, inspect, and make excerpts and transcriptions.
- 18) Provide qualified personnel for the projects and special services funded by ICTE.
- 19) Assess the special needs of students participating in programs receiving assistance with respect to their successful completion of the career & technical education program in the most integrated setting possible.
- 20) Provide supplementary services to students who are members of special populations including, with respect to individuals with disabilities, when appropriate;
  - a) curriculum modification;
  - b) equipment modification;
  - c) classroom modification;
  - d) supportive personnel; and
  - e) instructional aides and devices.
- 21) Provide special population students enrolled in private secondary schools with access to career & technical education programs/projects.

- 22) Provide, to the extent practicable, to individuals who are members of special populations equal access to the full range of career & technical education programs available to individuals who are not members of special populations, including occupationally specific courses of study; work-based learning; apprenticeship programs; and comprehensive career guidance and counseling services. This provision prohibits discrimination on the basis of a student's status as a member of a special population group.
- 23) Provide individuals who are members of special populations with equal access to recruitment, enrollment, and placement activities.

### **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 Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act, General Education Provisions Act (GEPA), General Education Provisions Act Enforcement Regulations, OCR Guidelines, Education Department General Administrative Regulations (EDGAR), Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Programs (2 C.F.R. 200), the State Plan for Career and Technical Education, and the Governing Rules and Policies of the State Board for Career & Technical Education.

### **LOBBYING CERTIFICATION**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (A) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (B) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (C) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

### **DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS CERTIFICATION**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110.

- (A) The applicant certifies that it and its principals:
  - (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transactions by any Federal department or agency.
  - (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
  - (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
  - (d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

- (B) Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

### **DRUG-FREE WORKPLACE CERTIFICATION**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.

- (A) The applicant certifies that it will or will continue to provide a drug-free workplace by:
- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
  - (b) Establishing an on-going drug-free awareness program to inform employees about –
    - (1) The dangers of drug abuse in the workplace.
    - (2) The grantee's policy of maintaining a drug-free workplace;
    - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
    - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
  - (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
  - (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will –
    - (1) Abide by the terms of the statement; and
    - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
  - (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No.3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;
  - (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted –
    - (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
    - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
  - (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

The designated administrator must sign and date the application. Designees must have the authority to enter the district into a binding contract. Signed assurances and certifications may be scanned and emailed to the Perkins email at [perkins@cte.idaho.gov](mailto:perkins@cte.idaho.gov). A hard copy must be kept by the district in accordance with its document retention policy.

Information regarding other acceptable methods may be obtained by contacting:

James Barrett-Spencer  
Federal Oversight & Compliance Coordinator  
Idaho Career & Technical Education  
650 W. State St. Suite 324  
Boise, ID 83720-0095  
(208) 429-5531  
[james.barrett-spencer@cte.idaho.gov](mailto:james.barrett-spencer@cte.idaho.gov)

I do hereby certify that I have read the assurances contained in Part 3 and, to the best of my knowledge, all information contained in this application is true and correct.

Printed Name of Dean or Designee	
----------------------------------	--

---

Signature

Date

## APPENDIX A

### Requirements for Uses of Funds

Funds made available to eligible recipients under this part shall be used to support career and technical education 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—
    - (i) occupational supply and demand;
    - (ii) educational requirements;
    - (iii) 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;
- (5) 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—
- (A) a curriculum aligned with the requirements for a program of study;
  - (B) 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;
  - (C) 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;
  - (D) 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;
  - (E) a continuum of work-based learning opportunities, including simulated work environments;
  - (F) industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;
  - (G) 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;

- (H) 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;
  - (I) expanding opportunities for students to participate in distance career and technical education and blended learning programs;
  - (J) expanding opportunities for students to participate in competency-based education programs;
  - (K) 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;
  - (L) supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;
  - (M) 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;
  - (N) 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;
  - (O) 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;
  - (P) making all forms of instructional content widely available, which may include use of open educational resources;
  - (Q) supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;
  - (R) 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;
  - (S) 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, child care, or mobility challenges for those special populations; or
  - (T) other activities to improve career and technical education programs; and
- (6) 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).

## APPENDIX B

### Allowable vs. Non-Allowable Activities and Expenditures

This is not a complete list of allowable/non-allowable costs. Allowability of an expenditure is dependent upon language contained within the Strengthening Career and technical Education for the 21<sup>st</sup> Century Act (Perkins V), the Education Department General Administrative Regulations (EDGAR) which contains Uniform Grant Guidance (2 CFR 200), Idaho State Code, and the Idaho Division of Career and Technical Education policies.

Allowable	Non-Allowable
Administrative and indirect costs (5%)	Advertising and public relations promoting the recipient
Audit costs in accordance with the Single Audit Act	Alcoholic beverages
Background checks for students required in order to complete a CTE program of study	Capital expenditures***
Career guidance and academic counseling to students who are enrolled in career & technical education programs	Contingency or miscellaneous funds
Communication Costs (e.g. publications, postage)	CTSO student costs (membership dues, items retained by student, social activity, food/beverages)
Consumable student laboratory manuals (e.g. accounting workbooks)	Donations and contributions
Consumable materials and supplies that support the instructional program*	Entertainment
CTE teacher in-service	Expenditures associated with students not enrolled in CTE programs
CTSO competition costs**	Expenditures for CTE programs below the 7 <sup>th</sup> grade
Curriculum development	Expenditures not related to project outcomes
Electronic-based curriculum that supplements content when the curriculum cannot be reused and/or shared (e.g. an individual student's access to a program or testing software)	Expenditures that supplant
Equipment/technology for approved CTE instruction, including computers necessary for CTE program software	Expenditures to support academic programs or remediation
Fees and expenses for supplemental specialized instruction (e.g. Red Cross certified CPR instructor for short-term, specialized instruction in a health professions program)	Fines and penalties
Industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential	Food and beverages
Marketing and outreach materials	Fundraising expenditures including consumable materials
Meetings and conferences (except food and beverage costs)	Gifts, door prizes, etc.
Professional development costs	Goods or services for personal use
Professional service costs, including services contracted by the district or institution for CTE equipment and laboratory maintenance (e.g. equipment service contracts and hazardous waste disposal)	Insurance, interest/financial costs, and lobbying/other political activities
Program evaluation	Items retained by student
Rental/lease costs of equipment	Monetary awards
Salaries (must provide time and effort)	Pre-awarded costs

Single copy reference materials, including single-user electronic reference materials	Print textbooks, electronic textbooks, and/or other electronic media used as the primary source of content delivery
Supplemental staff for clinical or lab supervision of students enrolled in health programs	Promotional items/materials such as T-shirts, cups, keychains, etc.
Technical skill assessment instructional materials and administration cost	Professional dues
Training costs	Student scholarships
Transportation (related to CTE program standards and/or transition to postsecondary CTE programs)	Technology related to basic instructional delivery, e.g., Smart Boards, cell phones, instructor computer replacement, etc.

\*Material and supplies must be direct costs made available to the student for the purpose of completing CTE coursework. General material and supplies not directly attributable to CTE coursework must be included in Administrative and indirect costs (5%).

\*\*CTSO competition costs may include student travel if there is a need as expressed in the Comprehensive Local Needs Assessment. In order to be considered, competition participation/success must have a direct influence in an employer's decision-making process as demonstrated by employment qualifications (required or preferred) published and attested to by the employer. Documentation will be required.

\*\*\*Includes purchase or lease of passenger vehicles and purchase or construction of buildings/facilities, including permanent modifications to existing buildings/facilities.

# APPENDIX C

## Definitions

### **ARTICULATION AGREEMENT (Perkins Sec. 3.4)**

A written commitment that is agreed upon at the State level or approved annually by the lead administrators of a secondary institution and a postsecondary educational institution or a subbaccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary education institution designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree, and is linked through credit transfer agreements between the two (2) institutions.

### **CAREER AND TECHNICAL EDUCATION (CTE) (Perkins Sec. 3.5)**

Organized educational activities that offer a sequence of courses that provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations which shall be, at the secondary level, aligned with the challenging State academic standards adopted by Idaho under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965; provides technical skill proficiency or a recognized postsecondary credential which may include an industry-recognized credential, a certificate, or an associate degree; and may include prerequisite courses (other than a remedial course) that meet the requirements. CTE includes competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual. To the extent practicable, organized educational activities are coordinated between secondary and postsecondary through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing. Organized educational activities may include exploration at the high school level or as early as the middle grades.

### **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 CLUSTER**

The National Career Clusters® Framework serves as an organizing tool for Career Technical Education programs, curriculum design, and instruction. There are sixteen (16) Career Clusters in the Framework, representing 79 Career Pathways to help learners navigate their way to greater success in college and career. The Career Clusters are Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, A/V Technology, and Communications; Business Management and Administration; Education and Training; Finance; Government and Public Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections, and Security; Manufacturing; Marketing; Science, Technology, Engineering and Mathematics; and Transportation, Distribution, and Logistics.

### **CAREER GUIDANCE AND ACADEMIC COUNSELING (Perkins Sec. 3.7)**

Guidance and counseling that provides access for students (and, as appropriate, parents and out-of-school youth) to information regarding career awareness exploration opportunities, and planning with respect to an individual's occupational and academic future; provides information to students (and, as appropriate, parents and out-of-school youth) with respect to career options, financial aid,

job training, secondary and postsecondary options (including associate and baccalaureate degree programs), dual or concurrent enrollment programs, work-based learning opportunities, early college high schools, financial literacy, and support services, as appropriate; and may provide assistance for special populations with respect to direct support services that enable students to persist in and complete career and technical education, programs of study, or career pathways.

**CAREER PATHWAY** (Perkins Sec. 3.8)

See Program of Study

**CLUSTER PROGRAM** (ISBE Policy IV.E.7.b)

As defined by the Idaho State Board Education (ISBE), provides introductory and intermediate courses as an introduction to a career technical area and the opportunity to learn workplace readiness expectations. A cluster program must meet the following requirements: consist of a variety of foundation and intermediate courses within a single Career Cluster that does not culminate in a capstone course; offer a program that is three or more semesters (or the equivalent) in length; demonstrate a strong career/workplace readiness skills alignment; participate in a related Career Technical Student Organization; maintain an active Technical Advisory Committee to guide program development and foster industry engagement; and 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, dual credit, articulated credit, and credit granted on the basis of performance on technical or academic assessments.

**CTE CONCENTRATOR** (ISBE policy, Division defined, and Perkins Sec. 3.12)

Partially defined in ISBE Policy IV.E.3.a as a secondary student enrolled in a capstone course. Further defined by the Idaho Division of Career Technical Education (Division) as, at the secondary school level, a junior or senior completing at least two courses in a single CTE program of study. Includes advanced coursework (e.g. intermediate and capstone) beyond beginning/introductory classes.

At the postsecondary level, a student enrolled in an eligible recipient who has earned at least 12 credits within a CTE program or program of study in a single program area OR completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

Postsecondary program completion includes CTE degrees or certificates per [Policy III.E.](#) (Basic Technical Certificate, Intermediate Technical Certificate, Advanced Technical Certificate, Associate of Applied Science - an Advanced option may be awarded for additional credits of at least 15 credit hours that are beyond the A.A.S. degree).

**CTE PARTICIPANT** (Division defined and Perkins Sec. 3.13)

A secondary student who has completed not less than one (1) course in a career and technical education program or program of study of an eligible recipient. Includes advanced coursework beyond beginning/introductory classes.

A postsecondary student who has been accepted and enrolled in one (1) or more credits in any state funded career technical program.

**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 PROGRAM** (Perkins Sec. 3.15)

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 is transferable to the institutions of higher education in the partnership and applies toward completion of a degree or recognized educational credential.

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

A consortium of 2 or more entities including; 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; a local educational agency providing education at the postsecondary level; an area career and technical education school providing education at the postsecondary level; an Indian Tribe, Tribal organization, or Tribal education agency that operates a school or may be present in the state; 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; a tribally controlled college or university; or an educational service agency.

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

A local educational agency (including a public charter school that operates as a local educational agency), an educational service agency, an Indian Tribe, Tribal organization, or Tribal educational agency or a consortium, eligible to receive assistance; or an eligible institution or consortium of eligible institutions eligible to receive assistance.

**ENGLISH LEARNER**

(ESEA Sec. 8101.20) A secondary school student who is aged 3 through 21; is enrolled or preparing to enroll in a secondary school; who was not born in the United States or whose native language is a language other than English, who is Native American or Alaska Native or a native resident of the outlying areas and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency or who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the challenging State academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society.

(Perkins Sec. 3.22) An adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and whose native language is a language other than English or who lives in a family environment or community in which a language other than English is the dominant language.

**HIGH SKILL** (Division defined)

A career that uses an industry validated curriculum meeting standards 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 that provides 60% of the average hourly wage by labor market region as determined by the Idaho Department of Labor. The percentage was determined using Idaho's Unemployment Insurance Program, which provides benefits up to 60% of the state's average wage. Labor market data may be found at <https://lmi.idaho.gov/oes>.

**IN-DEMAND INDUSTRY SECTOR OR OCCUPATION** (WIOA Sec. 3.23)

An industry sector that has a substantial current or potential impact 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 an occupation that currently has or is projected to have a number of positions in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate. An in-demand occupation tool has been developed by the Idaho Department of Labor in consultation with the Workforce Development Council and the Division and may be found on the Division's website at <https://public.tableau.com/profile/idlabor#!/vizhome/In-DemandOccupations/In-DemandOccupations>.

**INDIAN; INDIAN TRIBE** (Indian Self-Determination and Education Assistance Act)

"Indian" means a person who is a member of an Indian Tribe.

"Indian Tribe" means any Indian tribe, band, nation, or other organized group or community, including and Alaska Native village or regional or village corporation, which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

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

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

**INDUSTRY RECOGNIZED** (Association for Career and Technical Education (ACTE))

A credential that is sought or accepted by employers within the industry or sector involved as a recognized, preferred, or required credential for recruitment, screening, hiring, retention or advancement purposes; and, where appropriate, is endorsed by a nationally recognized trade association or organization representing a significant part of the industry or sector.

**INDUSTRY OR SECTOR PARTNERSHIP** (Perkins Sec. 3.29)

The term "industry or sector partnership" has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

**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. 3.31)

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)

An individual who is a displaced homemaker; or an individual who has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills, or 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)

Also known as a “paraeducator”, includes an education assistant and instructional assistant.

**PATHWAY PROGRAM** (ISBE Policy IV.E.7.c)

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. A pathway program must meet the following requirements: consists of a sequence of courses that culminate in a capstone course and aligns with Board approved career technical education content standards; offer a program that is three or more semesters (or the equivalent) in length; demonstrate a strong career/workplace readiness skills alignment; participate in a related Career Technical Student Organization; maintain an active Technical Advisory Committee to guide program development and foster industry engagement; require the Workplace Readiness Assessment as part of the program; demonstrate alignment to similar postsecondary program outcomes as well as to relevant industry recognized standards; offer work-based learning experience opportunities for students (paid or unpaid) require a pathway-identified Technical Skills Assessment for all students enrolled in the capstone course (concentrators); ensure the program meets the requirements for concentrators to obtain Technical Competency Credit for aligned postsecondary programs; and require a nationally validated, industry-based technical skill assessment administered by and approved developer. See also Program of Study.

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

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, a tribally controlled college or university, or a nonprofit educational institution offering certificate or other skilled training programs at the postsecondary level.

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

Activities that 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 are sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused, to the extent practicable evidence-based.

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

A coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that 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; addresses both academic and technical knowledge and skills, including employability skills; is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area; progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction); has multiple entry and exit points that incorporate credentialing; and culminates in the attainment of a recognized postsecondary credential. Commonly used interchangeably with the terms pathway and career pathway.

**QUALITY** (Division defined)

At the secondary level, an educational program 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 in this plan, demonstrate acceptable levels of proficiency as measured by Technical Skills Assessments. At least one Technical Skills Assessment must be administered to CTE concentrators once every two years as part of a program of study to remain eligible to receive Perkins funds. Authorized CTSOs must align with CTE course curriculum, but are not limited to programs of study offered.

Postsecondary CTE concentrators, as defined by the state, 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.) - an Advanced option may be awarded for additional credits of at least 15 credit hours that are beyond the A.A.S. degree).

All secondary and postsecondary recipients must complete a Comprehensive Local Needs Assessment (CLNA) every two (2) years, have a technical advisory committee 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 led by a teacher that meets the minimum certification requirements as established by the Division, and must provide professional development opportunities.

**RECOGNIZED POSTSECONDARY CREDENTIAL** (WIOA Sec. 3.52)

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. ISBE definitions for postsecondary certifications available at state institutions may be found at <https://boardofed.idaho.gov/board-policies-rules/board-policies/higher-education-affairs-section-iii/iii-e-certificates-and-degrees/>.

**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)

A school district with fewer than twenty (20) enrolled students per square mile within the area encompassed by the school district's boundaries or 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.

**SCOPE** (Division defined)

A secondary program must provide opportunity for postsecondary advancement as evidenced by: at least one (1) articulation agreement in place or opportunities to earn college credits under Idaho's Advanced Opportunities program (<https://boardofed.idaho.gov/k-12-education/advanced-opportunities-for-high-school-academics/>); 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 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.

Postsecondary programs must provide opportunities to earn a degree or certificate (Basic Technical Certificate (B.T.C.), Intermediate Technical Certificate (I.T.C.), Advanced Technical Certificate (A.T.C.), or Associate or Advanced 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.

**SIZE** (Division defined)

At the secondary level, the recipient must offer a minimum of one (1) Division approved program of study and one (1) authorized CTSO. Both must align to the comprehensive local needs assessment. A Career and Technical School (CTS) must have a minimum of three (3) Division approved programs of study and one (1) authorized CTSO. 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, a program approved by the Idaho State Board of Education in compliance with Board policy III.G: Postsecondary Program Approval and Discontinuance that meets the enrollment requirements established by the institution and offers a recognized postsecondary credential.

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

Individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who 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).

**SUPPORT SERVICES** (Perkins Sec. 3.50)

Services related to curriculum modification, equipment modification, classroom modification, supportive personnel (including paraprofessionals and specialized instructional support personnel), and instructional aids and devices.

**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.

## APPENDIX D

### Section 427 of the General Education Provisions Act

#### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.



# COMPREHENSIVE LOCAL NEEDS ASSESSMENT

Strengthening Career and Technical Education for the 21st Century Act

## Contents

Introduction .....	109
The Law.....	109
Section 134.....	109
Stakeholder Engagement.....	111
Comprehensive Local Needs Assessment Template.....	112
Part A: Student Performance.....	113
Materials to review.....	113
Table A: Student Performance .....	115
Part B1: Size, Scope, and Quality.....	116
Materials to review.....	117
Table B1: Size, Scope, and Quality .....	118
Part B2: Industry and Occupation Alignment .....	119
Materials to review.....	120
Table B2: Industry and Occupation Alignment.....	121
Part C: Program of Study Implementation.....	122
Materials to review.....	122
Table C: Program of Study Implementation .....	123
Part D: Recruitment, Retention, and Training of Qualified CTE Personnel.....	124
Materials to review.....	124
Table D: Recruitment, Retention, and Training of Qualified CTE Personnel .....	125
Part E: Equal Access .....	126
Materials to review.....	126
Table E: Equal Access .....	128
Next Steps .....	130
Appendix A: Reference Documents .....	131
Appendix B: Potential Partner Worksheet .....	132
Appendix C: Program Quality Evaluation Tools.....	134

## Introduction

On July 31, 2018, the President of the United States signed the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) into law. Perkins V requires significant changes including a comprehensive local needs assessment that demonstrates how local recipients demonstrate accountability, apply for funds, and expend approved funds.

Comprehensive local needs assessments (CLNA) are an opportunity to build strong connections between career and technical education (CTE) programs and the communities they serve, ensuring each student has the opportunity to pursue high-wage, high-skill, and in-demand occupations. By expanding the list of stakeholders engaged in the process of evaluation and implementation, the CLNA establishes a framework for current and future CTE needs at the local level.

This document is intended to provide Perkins V applicants with the resources needed to complete the CLNA through translation of the law into actionable steps. It has been created using guidance from multiple sources (Appendix A). Please send the completed CLNA to [perkins@cte.idaho.gov](mailto:perkins@cte.idaho.gov) with district/institution name and CLNA in the subject line.

## The Law

*Within section 134 of Perkins V, paragraphs (a) and (b) refer to the need to apply for funds from the state agency, Idaho Career and Technical Education (ICTE). Paragraph (c) is the main portion related to the CLNA. Paragraphs (d) and (e) inform the recipient as to stakeholders required as consultation and the need for consultation after the initial CLNA and each update.*

### Section 134

- (a) LOCAL APPLICATION REQUIRED.—Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency (in consultation with such other educational training entities as the eligible agency determines to be appropriate) submit a local application to the eligible agency. Such local application shall cover the same period of time as the period of time applicable to the State plan submitted under section 122;
- (b) CONTENTS.—The eligible agency shall determine the requirements for local applications, except that each local application shall contain—
- (1) a description of the results of the comprehensive needs assessment conducted under subsection (c);
- (c) COMPREHENSIVE NEEDS ASSESSMENT.—
- (1) IN GENERAL. To be eligible to receive financial assistance, an eligible recipient shall –
    - (A) Conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and
    - (B) Not less than once every 2 years, update such comprehensive local needs assessment.
  - (2) The comprehensive local needs assessment described in paragraph (1) shall include each of the following:
    - (A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.
    - (B) A description of how career and technical education programs offered by the eligible recipient are –

- (i) Sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and
  - (ii) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in the section as the 'State board' or local workforce development board, including career pathways where appropriate; or Designed to meet local education or economic needs not identified by State boards or local workforce development boards.
- (C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.
- (D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.
- (E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including –
  - (i) Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
  - (ii) Providing programs that are designed to enable special populations to meet the local levels of performance; and
  - (iii) Providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.
- (d) CONSULTATION.—In conducting the comprehensive needs assessment under subsection (c), and developing the local application described in subsection (b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—
  - (1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
  - (2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
  - (3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
  - (4) parents and students;
  - (5) representatives of special populations;
  - (6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
  - (7) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and
  - (8) any other stakeholders that the eligible agency may require the eligible recipient to consult.

- (e) CONTINUED CONSULTATION.—An eligible recipient receiving financial assistance under this part shall consult with stakeholders described in subsection (d) on an ongoing basis, as determined by the eligible agency. This may include consultation in order to—
- (1) provide input on annual updates to the comprehensive needs assessment required under subsection (c)(1)(B);
  - (2) ensure programs of study are—
    - (A) responsive to community employment needs;
    - (B) aligned with employment priorities in the State, regional, tribal, or local economy identified by employers and the entities described in subsection (d), which may include in-demand industry sectors or occupations identified by the local workforce development board;
    - (C) informed by labor market information, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491–2(e)(2)(C));
    - (D) designed to meet current, intermediate, or long term labor market projections; and
    - (E) allow employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of programs of study to ensure such programs of study align with skills required by local employment opportunities, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment;
  - (3) identify and encourage opportunities for work-based learning; and
  - (4) ensure funding under this part is used in a coordinated manner with other local resources.

### Stakeholder Engagement

Perkins V requires more extensive stakeholder involvement than prior iterations of the Perkins Act. Each stakeholder described under paragraph (d) on page 2 is a group, meaning a plurality must be consulted to consider the requirement satisfied.

The first suggested step in bringing stakeholders together is to determine who will take part in helping to manage the work ahead and set priorities. The Division recommends recipients begin by gauging the interest of members of their Technical Advisory Committee(s) (TAC) in forming a leadership team.

Paragraph (d)(8) on page 2 grants the Division the authority to require additional stakeholders be consulted in the development of the CLNA. The Division, however, does not require additional stakeholders. It is the responsibility of the recipient to reach out to each of the following groups of stakeholders:

- Representatives from programs at **both** the secondary and postsecondary levels
  - Teachers, instructors, and faculty
  - Career guidance and academic counselors
  - Administrators and principals
  - Specialized instructional support personnel and professionals
- Representatives of the Workforce Development Council or their local affiliates
- Representatives of local or regional economic development organizations, businesses, and industries
- Parents and students

- Representatives of special populations listed on page (16)
- representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable. If a secondary LEA borders the sovereign land of an Indian Tribe or if members of the Tribe attend the middle or high school grades in the LEA, they must be included in this process. If an Indian Tribe resides within the region served by the postsecondary institution, they must be included in this process.

Other representatives the recipient may wish to consult include fiscal and data staff. Additional stakeholders may be consulted by the recipient.

Consultation does not have to occur all at once, nor does it have to include every stakeholder in a single meeting. Be strategic and take advantage of events that are already set to occur such as school board or city council meetings. The Environmental Protection Agency (EPA) developed a toolkit to help generate and obtain public input located at <https://www.epa.gov/international-cooperation/public-participation-guide-tools-generate-and-obtain-public-input>. A worksheet to help brainstorm potential stakeholders may be found in Appendix B.

### **Comprehensive Local Needs Assessment Template**

The CLNA has six required elements from paragraph (c)(2) beginning on page 1 including:

- (A) Student performance;
- (B1) Size, scope, and quality;
- (B2) Industry and occupation alignment;
- (C) Program of study implementation;
- (D) Recruitment, retention, and training of qualified CTE personnel;
- (E) Equal access

Each element will be addressed separately with the text from Perkins V italicized, a brief description, a list of materials to review, and a set of suggested questions. This process will take time. A possible resource within your district, community, or region may be individuals or groups familiar with the implementation of the Every Student Succeeds Act and the Workforce Innovation and Opportunity Act, both of which required a similar process. Try to gain a sense of best practices and lessons learned.

Please note: tables in each section are not intended to be agree/disagree, but rather to invoke thought regarding the recipient's current program(s), even if there is no program of study. Be thorough and document processes and conclusions.

## Part A: Student Performance

*Section 134(c)(2)(A) – an evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.*

Each recipient receiving Perkins V funds is required to collect and analyze disaggregated performance data on an annual basis at the program level by population subgroups and special populations. Perkins projects must consider how they will improve CTE program performance in order to increase student outcomes.

Assess accuracy and completeness of data – Analyze problems resulting in inaccurate or incomplete data and how these problems will be resolved. Consider the following:

- Information in ISEE is accurate and up to date

Evaluate performance gaps – Describe issues and performance gaps based on thorough analysis of data. Consider the following, emphasizing results that do not meet targets.

- Performance trends and maintaining continuous improvement
- Overall results
- Results for special populations
- Results for individual programs

Address performance gaps – Identify strategies to address performance gaps. Consider the following:

- Proven Practices
- Scientifically-based research
- How strategies will address the needs of special population students

Action steps – List action steps to improve performance. Consider the following:

- Specific, achievable interventions
- Measurable activities

### **CTE Concentrator**

Partially defined in ISBE Policy IV.E.3.a as a secondary student enrolled in a capstone course. Further defined by the Idaho Division of Career Technical Education (Division) as, at the secondary school level, a junior or senior completing at least two courses in a single CTE program of study. Includes advanced coursework (e.g. intermediate and capstone) beyond beginning/introductory classes.

At the postsecondary level, a student who completes at least 12 CTE credits (cumulative credits earned up to 3 years) in a single program area OR completes a CTE program that terminates in a degree or certificate (Basic Technical Certificate – BTC, Intermediate Technical Certificate – ITC, Advanced Technical Certificate – ATC, or Associate of Applied Science – AAS degree) as reported to Idaho CTE.

### **CTE Participant**

A secondary student who has completed not less than one (1) course in a career and technical education program or program of study of an eligible recipient. Includes advanced coursework beyond beginning/introductory classes.

A postsecondary student who has been accepted and enrolled in one (1) or more credits in any state funded career technical program.

**Materials to review**

Perkins performance data for the past several years, aggregated and disaggregated by CTE program and subpopulation groups. The Division will collect and provide the correlated data to each secondary recipient in an annual report. The Division does not have access to program level data for postsecondary recipients. Postsecondary recipients will be provided a report of consolidated data previously collected, but will have to generate internal reports in order to properly assess program level data.

Data will be disaggregated by:

- Gender
- Race and ethnicity
- Migrant status
- Individuals with disabilities
- Individuals from economically disadvantaged families including low-income youth and adults
- Individuals preparing for nontraditional fields
- Single parents including single pregnant women (postsecondary measure)
- Out of work individuals (postsecondary measure)
- English learners
- Homeless individuals (secondary measure)
- Youth who are in or who have aged out of the foster care system (secondary measure)
- Youth with a parent who is on active duty in the military (secondary measure)

**Table A: Student Performance**

Each statement below requires an assessment of materials gathered. Enter the value in the ‘Result’ column that most accurately reflects the result and provide additional comments in the ‘Strengths and/or Areas for Improvement’ column.

1. This is a strength
2. This is satisfactory
3. This area needs improvement
4. This area needs major improvement

Statement	Result	Strengths and/or Areas for Improvement	Documents Reviewed
Students in CTE programs are performing well on federal accountability indicators in comparison to non-CTE students.			
Students from special populations are performing well in CTE programs in comparison to students without identified special needs.			
Students from different genders, races and ethnicities are performing well in CTE programs.			

*Additional questions:*

Which CTE programs overall have the highest outcomes, and which have the lowest?

Which groups of students are struggling the most in CTE programs?

Where do the biggest gaps in performance exist between subgroups of students?

Are there certain CTE programs where special populations are performing above average? Below average?

What are the potential root causes of inequities in my CTE programs?

**Provide a summary of the results for use in the Perkins V Local Application here:**

## Part B1: Size, Scope, and Quality

*Section 134(c)(2)(B)(i) – A description of how career and technical education programs offered by the eligible recipient are sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient.*

Size, scope, and quality are defined by the Division in the State Plan.

### SIZE

At the secondary level, the recipient must offer a minimum of one (1) Division approved program of study and one (1) authorized CTSO. Both must align to the comprehensive local needs assessment. A Career and Technical School (CTS) must have a minimum of three (3) Division approved programs of study and one (1) authorized CTSO. 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, a program approved by the Idaho State Board of Education in compliance with Board policy III.G: Postsecondary Program Approval and Discontinuance that meets the enrollment requirements established by the institution and offers a recognized postsecondary credential.

### SCOPE

A secondary program must provide opportunity for postsecondary advancement as evidenced by: at least one (1) articulation agreement in place or opportunities to earn college credits under Idaho's Advanced Opportunities program (<https://boardofed.idaho.gov/k-12-education/advanced-opportunities-for-high-school-academics/>); 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 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.

Postsecondary programs must provide opportunities to earn a degree or certificate (Basic Technical Certificate (B.T.C.), Intermediate Technical Certificate (I.T.C.), Advanced Technical Certificate (A.T.C.), or Associate or Advanced 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, an educational program 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 in the State plan, demonstrate acceptable levels of proficiency as measured by Technical Skills Assessments. At least one Technical Skills Assessment must be administered to CTE concentrators once every two years as part of a program of study to remain eligible to receive Perkins funds. Authorized CTSOs must align with CTE course curriculum, but are not limited to programs of study offered.

Postsecondary CTE concentrators, as defined by the state, demonstrate proficiency through earning a degree or certificate (Basic Technical Certificate, Intermediate Technical Certificate, Advanced Technical Certificate, or an Associate of Applied Science Degree (A.A.S.)).

All secondary and postsecondary recipients must complete a Comprehensive Local Needs Assessment (CLNA) every two (2) years, have a technical advisory committee 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 led by a teacher that meets the minimum certification requirements as established by the Division, and must provide professional development opportunities.

### **Rural School District**

A school district with fewer than twenty (20) enrolled students per square mile within the area encompassed by the school district's boundaries or 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.

### **Remote School District**

A remote district is a rural district isolated from the other schools 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.

### **Materials to review**

#### Size

- Total number of programs of study
- Total number of programs
- Total number of CTSOs
- Total number of courses within each program or program of study
- Capacity of each program or program of study

#### Scope

- Articulation agreements between secondary and postsecondary recipients
- Descriptions of dual/concurrent enrollment programs with data on participation
- Data on student retention and transition from secondary to postsecondary
- Opportunities for work-based learning

#### Quality

- Curriculum standards
- Technical Skills Assessment results
- Data on credential attainment by program of study disaggregated by student demographic and credential
- Documentation of TAC meetings
- Documentation of adherence to safety requirements
- Documentation of Career Technical Student Organization (CTSO) activities and alignment to curriculum
- Data on placement in employment following program participation
- Results of any outside evaluation tools

**Table B1: Size, Scope, and Quality**

Each statement below requires an assessment of materials gathered. Enter the value in the ‘Result’ column that most accurately reflects the result and provide additional comments in the ‘Strengths and/or Areas for Improvement’ column.

1. This is a strength
2. This is satisfactory
3. This area needs improvement
4. This area needs major improvement

Statement	Result	Strengths and/or Areas for Improvement	Documents Reviewed
We are offering programs in which students are choosing to enroll.			
Enrollment in programs are sufficient to justify the costs in offering those programs.			
We offer a sufficient number of courses, and course sections, within programs so that each student who wants to enroll in our programs is able to do so.			
Students can complete a program of study at our institution and others in the service area.			
Some of my programs offer more opportunities for skill development than others, both in the classroom/laboratory and through extended learning experiences.			
Our programs meet or exceed quality standards developed by my state or by a relevant third party.			
Specific program areas are comparable in quality.			
Specific components of my programs, such as work-based learning or instruction, are comparable in quality.			

*Additional questions:*

Which CTE cluster programs may be good candidates to become programs of study?

**Provide a summary of the results for use in the Perkins V Local Application here:**

## Part B2: Industry and Occupation Alignment

*Section 134(c)(2)(B)(ii) – A description of how career and technical education programs offered by the eligible recipient are aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in the section as the ‘State board’ or local workforce development board, including career pathways where appropriate; or Designed to meet local education or economic needs not identified by State boards or local workforce development boards.*

Perkins V requires a more in depth analysis of how recipient programs or programs of study are meeting the demands of Idaho’s workforce. The Division currently provides a labor market tool developed by the Idaho Department of Labor (IDOL) designed to provide information down to the regional level. A link to the tool may be found on our website at <https://cte.idaho.gov/fy21-perkins-applications-forms-and-resources/>. Further resources may be found on IDOL’s website at [lmi.idaho.gov](http://lmi.idaho.gov). Use the tools provided at both websites in conjunction with local data sources and stakeholder feedback to help determine which programs of study should be made available to students.

In an effort to assist in the process of analyzing labor market data, the Division will create both a statewide and regional list of acceptable in demand occupations:

**Statewide** - The statewide occupations list is based on the IDOL labor market tool filtered by the top 200 occupations and the level of education required (no formal education, HS diploma, some college, no degree, postsecondary non-degree award, and Associates degrees). The result is a list of 115 occupations.

**Regional** - The regional occupations list is based on the IDOL labor market tool filtered by the top 200 occupations, region, and then the level of education required (no formal education, HS diploma, some college, no degree, postsecondary non-degree award, and Associates degree). Results vary between 74 and 95 occupations in each region.

Any program of study at the LEA or institution that may lead to an occupation on one of the lists will be considered to be in alignment with labor needs. Applicants will be required to submit a brief paragraph explaining the connection between the program of study and the occupation. Submissions will be assessed based on the strength of the connection.

If the program of study does not correlate to an occupation on one of the lists, additional justification and data will be required. This may result in labor market analysis or review, particularly to justify small or emerging employment sectors. In all cases, industry representatives must be consulted regarding program improvement and justification for the project.

Additional national resources may be found at [careeroutlook.us](http://careeroutlook.us) and [datausa.io](http://datausa.io).

### **High Skill**

A career that uses an industry validated curriculum meeting standards 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**

A career that provides 60% of the average hourly wage by labor market region as determined by the Idaho Department of Labor. The percentage was determined using Idaho’s Unemployment Insurance

Program, which provides benefits up to 60% of the state's average wage. Labor market data may be found at <https://lmi.idaho.gov/oes>.

### **In-Demand Industry Sector or Occupation**

An industry sector that has a substantial current or potential impact 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 an occupation that currently has or is projected to have a number of positions in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate. An in-demand occupation tool has been developed by the Idaho Department of Labor in consultation with the Workforce Development Council and the Division and may be found on the Division's website at

<https://public.tableau.com/profile/idlabor#!/vizhome/In-DemandOccupations/In-DemandOccupations>.

### **Materials to review**

- State and local defined lists of in-demand industry sectors and/or occupations
- State and local labor market information
- Real-time job postings data from online search engines
- Input from business and industry representatives, with particular reference to opportunities for special populations
- Alumni employment and earnings outcomes from a state workforce agency or alumni survey
- Analysis of performance data and program size, scope, and quality

**Table B2: Industry and Occupation Alignment**

Each statement below requires an assessment of materials gathered. Enter the value in the 'Result' column that most accurately reflects the result and provide additional comments in the 'Strengths and/or Areas for Improvement' column.

1. This is a strength
2. This is satisfactory
3. This area needs improvement
4. This area needs major improvement

Statement	Result	Strengths and/or Areas for Improvement	Documents Reviewed
CTE program offerings are broad enough to expose students to all the in-demand industry sectors or occupations in my region.			
CTE program enrollment matches projected job openings. Where are the biggest gaps?			
Graduates of my programs are thriving in the labor market. Which ones and why?			
Opportunities exist in my local labor market for students with disabilities, English learners or other special populations.			

*Additional questions:*

What industries are projected to grow the most in my local area? What occupations?

What are the emerging occupations in my area to which students should be exposed?

What skill needs have industry partners identified as lacking in my programs?

**Provide a summary of the results for use in the Perkins V Local Application here:**

## Part C: Program of Study Implementation

*Section 134(c)(2)(C) – An evaluation of progress toward the implementation of career and technical education programs and programs of study.*

A program of study is defined in Perkins V as:

*Section 3(41) – a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that –*

- *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;*
- *Addresses both academic and technical knowledge and skills, including employability skills;*
- *Is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;*
- *Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);*
- *Has multiple entry and exit points that incorporate credentialing; and*
- *Culminates in the attainment of a recognized postsecondary credential.*

### Recognized Postsecondary Credential

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. ISBE definitions for postsecondary certifications available at state institutions may be found at <https://boardofed.idaho.gov/board-policies-rules/board-policies/higher-education-affairs-section-iii/iii-e-certificates-and-degrees/>.

### Industry Recognized

A credential that is sought or accepted by employers within the industry or sector involved as a recognized, preferred, or required credential for recruitment, screening, hiring, retention or advancement purposes; and, where appropriate, is endorsed by a nationally recognized trade association or organization representing a significant part of the industry or sector.

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 limited to juniors/seniors and require Technical Skills Assessments that test a student’s ability to meet industry standards. The Division through consultation with industry leaders, postsecondary institutions, and LEAs establishes program standards to meet industry standards. It is through the standards setting process that the Division develops programs of study for the State of Idaho.

Perkins funds may only be used by the recipient to develop or support programs of study.

### Materials to review

- Documentation of course sequences and aligned curriculum for each CTE program
- Curriculum standards for academic, technical, and employability skills
- Descriptions of dual/concurrent enrollment programs, and data on student participation
- Articulation agreements
- Data on student retention and transition to postsecondary education within the program of study
- TAC notes/minutes
- Data on student attainment of credentials and articulated credit
- Notes on industry participation

**Table C: Program of Study Implementation**

Each statement below requires an assessment of materials gathered. Enter the value in the 'Result' column that most accurately reflects the result and provide additional comments in the 'Strengths and/or Areas for Improvement' column.

1. This is a strength
2. This is satisfactory
3. This area needs improvement
4. This area needs major improvement

Statement	Result	Strengths and/or Areas for Improvement	Documents Reviewed
Programs are aligned and articulated across secondary and postsecondary education.			
Programs incorporate relevant academic, technical and employability skills at every learner level.			
Credit transfer agreements are in place to help students earn and articulate credit.			
Students are being retained in the same program of study.			
Students in the programs of study have multiple entry and exit points.			
Students in my programs earn recognized postsecondary credentials. Which ones?			
Secondary students in my programs earn dual/concurrent enrollment credit.			

*Additional questions:*

Is there attrition as students progress through the program or program of study? Why?

**Provide a summary of the results for use in the Perkins V Local Application here:**

## **Part D: Recruitment, Retention, and Training of Qualified CTE Personnel**

*Section 134(c)(2)(D) – A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.*

One of the key elements of Perkins V is the ability to provide assurance that each recipient is working to keep personnel involved in every aspect of CTE to highest professional standards. The CLNA requires a review of recruitment, retention, and training policies to help identify what aspects may be in need of updating. An important part of this assessment asks participants to look at the diversity of these professionals and how closely they match the diversity of the education system in the local or regional community.

### **Materials to review**

- State and/or local policies on educator certification and licensing
- Data on faculty, staff, administrator, and counselor preparation; credentials; salaries and benefits; and demographics
- Description of recruitment and retention processes and policies
- Descriptions of professional development, mentoring, and externship opportunities
- Data on educator participation in professional development, mentoring, and externship
- Findings from teacher evaluations
- Findings from surveys/focus groups of educators' needs and preferences
- Data on educator and staff retention
- Information about teacher shortage areas and projections of future staffing needs

**Table D: Recruitment, Retention, and Training of Qualified CTE Personnel**

Each statement below requires an assessment of materials gathered. Enter the value in the 'Result' column that most accurately reflects the result and provide additional comments in the 'Strengths and/or Areas for Improvement' column.

1. This is a strength
2. This is satisfactory
3. This area needs improvement
4. This area needs major improvement

Statement	Result	Strengths and/or Areas for Improvement	Documents Reviewed
Staff is diverse and reflects the demographic makeup of the student body.			
Efficient and effective processes are in place to recruit and induct new teachers and staff, especially for teachers coming from industry.			
All educators teaching our programs are adequately credentialed.			
Regular, substantive professional development opportunities are offered.			

*Additional questions:*

What professional development offerings are most highly rated by participating staff?

What do educators report as needs and preferences for professional development, benefits, retention and more?

In what subject areas do I need to develop or recruit more educators?

**Provide a summary of the results for use in the Perkins V Local Application here:**

## Part E: Equal Access

Section 134(c)(2)(E) – A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including –

- Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations
- Providing programs that are designed to enable special populations to meet the local levels of performance
- Providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

Section 3(48) Special Populations – The term ‘special populations’ means –

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Individuals preparing for non-traditional fields
- Single parents, including single pregnant women (postsecondary measure)
- Out-of-workforce individuals (postsecondary measure)
- English learners
- Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (secondary measure)
- Youth who are in, or have aged out of, the foster care system (secondary measure)
- Youth with a parent who is a member of the armed forces and is on active duty (secondary measure)

Perkins V requires each recipient to examine programs to identify any existing or potential barriers that may prevent members of any special population from entering and succeeding in CTE. Perkins V also expands and updates the definition of special populations.

Please note: “out-of-workforce individuals” does not apply to secondary students. “Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act,” “Youth who are in, or have aged out of, the foster care system” and “youth with a parent who is a member of the armed forces and is on active duty” do not apply to postsecondary students.

### Materials to review

- Program promotional materials
- Recruitment activities for each special population
- Career guidance activities for special populations
- Processes for providing accommodations, modifications, and supportive services for special populations including how they are communicated
- Information on accelerated credit and credentials available for special populations
- Procedures for work-based learning for special populations
- Data on participation and performance for students from special populations
- Findings from the student performance section
- Findings from the size, scope, and quality section
- Findings from surveys/focus groups with students, parents (if applicable), and community organizations

- Policies regarding non-discrimination including bullying policies and grievance procedures

**Table E: Equal Access**

Each statement below requires an assessment of materials gathered. Enter the value in the 'Result' column that most accurately reflects the result and provide additional comments in the 'Strengths and/or Areas for Improvement' column.

1. This is a strength
2. This is satisfactory
3. This area needs improvement
4. This area needs major improvement

Statement	Result	Strengths and/or Areas for Improvement	Documents Reviewed
Each special population is provided equal access to all CTE programs.			
Special population groups perform well in the programs.			
Processes are in place to encourage all students to complete programs.			
The recipient actively address potential barriers that might prevent special populations from participating in, performing in, and/or completing programs.			

*Additional questions:*

What accommodations, modifications and supportive services do you currently provide to ensure the success of special population groups? Which ones are most effective? Which ones are underutilized?

What additional accommodations, modifications and supportive services would help ensure access and equity for all students within your programs?

Which population groups are underrepresented in your CTE programs overall, and in particular program areas? Overrepresented?

Are there additional enrollment discrepancies related to high-wage, high-skill occupations?

What barriers currently exist that prevent special population groups from accessing your programs?

Provide a summary of the results for use in the Perkins V Local Application here:

## Next Steps

Questions provided in the CLNA are not an exhaustive list. They are a starting point. Ask the tough questions and be prepared for feedback. Answers provided should help the recipient to identify the most pressing needs of the local CTE system and prioritize Perkins V expenditures. Perkins funding must be spent on activities identified in the CLNA. In prioritizing, focus on the areas of the overall CTE program that need the most attention, those areas where alternative funding sources are available, or areas that will have the greatest impact on student achievement.

Use the summary portion of each part to tally values given in the “Results” column and to describe the key strengths and weaknesses discussed. Keep thorough notes and documentation of the processes used. Document meetings and attendance. Keep any data used. Supporting documentation will not be required with CLNA submissions. However, it should be kept in accordance with recipient document retention policies and is subject to review at any time.

**The CLNA must be completed every two years with an annual review of progress including a disaggregated data analysis. Perkins V applications will not be accepted without a CLNA.**

## Appendix A: Reference Documents

### Perkins V Guidance:

#### **A Guide for State Leaders: Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive Quality and Equity in CTE ([Word](#) and [PDF](#))**

This guide from Advance CTE provides a summary, analysis and guidance for each major component of the comprehensive local needs assessment and the decisions states can be making now to support a robust CLNA process that aligns with the state's overall vision for CTE

#### **A Guide for Local Leaders: Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive Equality in CTE ([PDF](#))**

This guide from ACTE provides an overview and guidance for the comprehensive local needs assessment so that local leaders can utilize it as a tool for program improvement.

#### **Policy Benchmark Tool: CTE Program of Study Approval ([LINK](#))**

This guide from Advance CTE provides a tool for policy evaluation. An effective process for setting priorities is modeled in this guide.

#### **Public Participation Guide: Tools to Generate and Obtain Public Input ([LINK](#))**

This guide from the Environmental Protection Agency provides tools to help identify engagement strategies with stakeholders.

### Other Resources:

#### **Using Needs Assessments for School and District Improvement: A Tactical Guide**

Council of Chief State School Officers. December 5, 2018 ([LINK](#))

#### **Worksheets From: Using Needs Assessment for School and District Improvement**

Council of Chief State School Officers. Julie Corbett and Sam Redding. 2017. ([LINK](#))

#### **Needs Assessment Guidebook**

State Support Network. Cary Cuiccio and Mary Husby-Slater. May 2018 ([LINK](#))

## Appendix B: Potential Partner Worksheet

Use this template to identify potential partners for your CLNA. All listed are **required** in Perkins V unless noted with \*.

Role	Individuals	Organization	Email/Contact
Secondary CTE teachers:			
Secondary career guidance and academic counselors:			
Secondary principal, administrator, leader:			
Secondary instructional support, paraprofessional:			
Postsecondary CTE faculty:			
Postsecondary administrators:			
Members of local workforce development boards:			
*Member of regional economic development organization:			
Local Business and Industry Representatives:			
Parents and students:			
Representatives of special populations:			

Role	Individuals	Organization	Email/Contact
<i>Gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military.</i>			
Representatives of regional or local agencies serving out-of-school youth, homeless children and youth and at-risk youth:			
Representatives of Indian Tribes and Tribal organizations:			
Other stakeholders desired:			

## Appendix C: Program Quality Evaluation Tools

### **ACTE's Quality CTE Program of Study Framework**

ACTE's evidence-based framework assessing across 12 elements to capture the program scope, delivery, implementation and quality. It also touches on program staffing and equity. ([LINK](#))

### **Rubric for Linked Learning Pathway Quality Review and Continuous Improvement**

Guide to planning and implementing high quality linked learning pathways ([LINK](#))

### **Design Specification for Implementing the College and Career Pathways System Framework**

American Institutes for Research facilitator's guide for continuous improvement in designing a career pathway system. ([LINK](#))