

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 23, 2019**

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**DIVISION OF CAREER TECHNICAL EDUCATION**

**SUBJECT**

Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) FY2020 Transition Plan

**REFERENCE**

October 2006	Board received an update on the new state Carl D. Perkins IV transition plan
February 2007	Board approved the state federal Carl D. Perkins IV six-year plan
February 2009	Board approved updated five-year plan under Perkins IV Act
February 2019	Board received an update on the new Perkins V Act adopted by Congress in 2018

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-2201 through 33-2207, Idaho Code  
P.L. 115-224 Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (2018)  
Idaho Administrative Code, IDAPA 55.01.01

**ALIGNMENT WITH STRATEGIC PLAN**

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

**BACKGROUND/DISCUSSION**

On July 31, 2018, the United States President signed into law the *Strengthening Career and Technical Education for the 21st Century Act* (Public Law 115-224) (Perkins V), which reauthorized and amended the *Carl D. Perkins Career and Technical Education Act of 2006*. The U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE) has provided a guide to assist states in developing their State Plan under Perkins V.

The purpose of the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act referred to as Perkins V is to increase learner access to high-quality Career Technical Education (CTE) programs of study, with a focus on systems alignment and program improvement. Perkins V also emphasizes improving the academic and technical achievement of CTE students, and strengthening the connections between secondary and postsecondary education and improving accountability. Perkins V requires the submittal of a state plan with state determined levels of performance. Like the Consolidated State Plan for the Every Student Succeeds Act, the Perkins V planning requirements include requirements

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 23, 2019**

---

for levels of performance to be determined in consultation with stakeholders. The development of the plan must engage representatives of secondary and postsecondary career technical programs; community representatives including parents, students and community organizations; representatives of the state workforce development board; members and representatives of special populations; representatives of business and industry; representatives of agencies serving out-of-school youth, homeless children, and at-risk youth; representatives of Indian Tribes and Tribal organization; and individuals with disabilities.

Pursuant to Section 33-110, Idaho Code, the State Board of Education is designated as the State Education Agency which is authorized to negotiate, and contract with, the federal government, and to accept financial and other assistance from the federal government. Similar to Section 33-110, Idaho Code, Section 33-2202, Idaho Code, designates the State Board of Education as the State Board for Career Technical Education for the purpose of carrying out the provisions of the federal act known as the Smith-Hughes Act and any subsequent acts affecting vocational education and to execute the laws of the state relative to career technical education. This section further authorizes the Board to cooperate with the federal government to administer such legislation, relative to career technical education.

States have the following two options regarding their State Plans for fiscal year 2020:

- Option 1 – a 1-Year Transition Plan for FY20. Under this option the eligible agency would submit its Perkins V State Plan in FY21 covering a 4-year period, FY21-24.
- Option 2 – a Perkins V State Plan that covers 5 years, which includes a transition year in FY20 and then a 4-year period covering FY21-24.

Idaho Career and Technical Education (ICTE) has selected Option 1, which allows Idaho to submit a 1-Year Transition Plan and gives ICTE the time necessary to develop a well thought out 4-Year plan with greater input from stakeholders and will help ensure a more successful implementation. The deadline to submit the Transition Plan to OCTAE is May 24, 2019.

Idaho Career and Technical Education is submitting the attached 1-Year Transition Plan for approval by the State Board of Career Technical Education.

Not all sections of the State Plan are required in the Transition Plan. Those sections not required for FY20 are related to establishing baseline data for performance measures and providing ample time for local education agencies (school districts and charter schools) and postsecondary institutions to complete a local comprehensive needs assessment, an essential part of Perkins V moving forward. Non-required areas within the text of the Transition Plan are noted with **“Not required.”**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 23, 2019**

---

**IMPACT**

The Transition Plan is an outline of how ICTE will accomplish the following objectives:

- Help drive Idaho towards our goal of 60% of Idahoans possessing a certificate or degree.
- Improve the occupational outlook of our students.
- Provide the skilled workforce Idaho employers need.

**ATTACHMENTS**

Attachment 1 – An OCTAE checklist of required elements for the Perkins V Plan  
Attachment 2 – The State of Idaho Perkins V Transition Plan

**STAFF COMMENTS AND RECOMMENDATIONS**

Like the Consolidated State Plan for the Every Student Succeeds Act, the Perkins V planning requirements include requirements for levels of performance to be determined in consultation with stakeholders (defined in Sec.122 – State Plan) involved in the state plan development process and for the public to be provided with at least 60 days to comment. The comments received must be included in the state plan and must include a written response to the comments. In addition to the collaboration in the development of the plan with the identified stakeholder groups above, the Perkins V requirements includes a requirement that the Governor is given 30 days to sign the longrange plan. Submitting a one year transition plan will allow the Division of Career Technical Education to conduct the necessary stakeholder meetings and arrange for the required public comment periods prior to bringing the longterm plan back to the Board for consideration.

Staff recommends approval.

**BOARD ACTION**

I move to approve the FY2020 Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act Transition Plan as submitted in Attachment 2.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
MAY 23, 2019**

**Attachment 1**

**Checklist of Items Required in Perkins V  
State Plans Submitted in FY 2019**

<b>State Plan Items</b>	<b>OPTION 1: 1-Year Transition Plan (FY 2019 only)</b>	<b>OPTION 2: Perkins V State Plan (FY 2019-2023)</b>
I. Cover Page	Required, except for the Governor's signature	Required
II. Narrative Descriptions		
A. Plan Development and Coordination	Not required	Required
B. Program Administration and Implementation	Only Items B.2.a, b, c(i), d, and h; and B.3.a(i)(ii) and (iv)	Required
C. Fiscal Responsibility	Required	Required
D. Accountability for Results	Not required	Not required*
III. Assurances, Certifications, and Other Forms	Required	Required
IV. Budget	Required	Required
V. State Determined Performance Levels (SDPL)	Not required	Not required

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
MAY 23, 2019**

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**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: Dwight A. Johnson
  2. Official Position Title: State Administrator
  3. Agency: Idaho Career & Technical Education
  4. Telephone: (208) 429-5501      6. Email: dwight.johnson@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*

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
MAY 23, 2019**

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F. Type of Perkins V State Plan Submission - *Subsequent Years (Check one)*:<sup>1</sup>

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)*:<sup>2</sup>

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*):<sup>3</sup>

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

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<sup>1</sup> Item F will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

<sup>2</sup> Item H will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

<sup>3</sup> Item I is required in FY 2019 only for States that choose to submit a full Perkins V State plan, covering FY 2019-23.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
MAY 23, 2019**

---

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:

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

**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)
- 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)



**Text Box 1: Statutory Requirements for State Plan Consultation**

(c) PLAN DEVELOPMENT.—

(1) IN GENERAL.—The eligible agency shall—

(A) develop the State plan in consultation with—

- (i) representatives of secondary and postsecondary career and technical education programs, including eligible recipients and representatives of 2-year minority serving institutions and historically Black colleges and universities and tribally controlled colleges or universities in States where such institutions are in existence, adult career and technical education providers, and charter school representatives in States where such schools are in existence, which shall include teachers, faculty, school leaders, specialized instructional support personnel, career and academic guidance counselors, and paraprofessionals;
- (ii) interested community representatives, including parents, students, and community organizations;
- (iii) representatives of the State workforce development board established under section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the “State board”);
- (iv) members and representatives of special populations;
- (v) representatives of business and industry (including representatives of small business), which shall include representatives of industry and sector partnerships in the State, as appropriate, and representatives of labor organizations in the State;
- (vi) representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth, including the State Coordinator for Education of Homeless Children and Youths established or designated under section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(d)(3));
- (vii) representatives of Indian Tribes and Tribal organizations located in, or providing services in, the State; and
- (viii) individuals with disabilities; and

(B) consult the Governor of the State, and the heads of other State agencies with authority for career and technical education programs that are not the eligible agency, with respect to the development of the State plan.

(2) ACTIVITIES AND PROCEDURES.—The eligible agency shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities described in paragraph (1) to participate in State and local decisions that relate to development of the State plan.

(3) CONSULTATION WITH THE GOVERNOR.—The consultation described in paragraph (1)(B) shall include meetings of officials from the eligible agency and the Governor’s office and shall occur—

- (A) during the development of such plan; and
- (B) prior to submission of the plan to the Secretary.

(Section 122(c)(1) of Perkins V)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 23, 2019**

---

- 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)
- 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)

**Text Box 2: Required Uses of State Leadership Funds**

(a) GENERAL AUTHORITY.—

From amounts reserved under section 112(a)(2), each eligible agency shall—

- (1) conduct State leadership activities to improve career and technical education, which shall include support for—
  - (A) preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations;
  - (B) individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;
  - (C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and
  - (D) technical assistance for eligible recipients; and
- (2) report on the effectiveness of such use of funds in achieving the goals described in section 122(d)(2) and the State determined levels of performance described in section 113(b)(3)(A), and reducing disparities or performance gaps as described in section 113(b)(3)(C)(ii)(II).

**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)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 23, 2019**

---

The Idaho Division of Career and Technical Education (Division) currently supports fifty-two (52) approved programs of study under six (6) discipline areas representing the 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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 23, 2019**

---

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 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.

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. After the transition year, the Division will require all recipients to receive annual equity training to remain eligible for Perkins funds. Equity training will facilitate identifying and eliminating barriers for special populations to participate in CTE programs.

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.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 23, 2019**

---

- 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.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 23, 2019**

---

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 pathways 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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 23, 2019**

---

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; **Not required**
  - 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; **Not required**
  - iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations; **Not required**
  - 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; **Not required**
  - 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 **Not required**
  - 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) **Not required**
- 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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 23, 2019**

---

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 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 through 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 43 TCCs are available through SkillStack® in 26 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) **Not required**



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 23, 2019**

---

- 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. **Not required**
- g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 3 for the requirements of the comprehensive local needs assessment under section 134(c) of Perkins V. **Not required**
- 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**

Secondary eligible recipients are either rural, as defined under Idaho Code 33-319, or non-rural. All districts are required to have one program of study (pathway) and meet the \$15,000 minimum as established in the Act to qualify for Perkins V funding (unless the requirement is waived). Career Technical Schools (CTS) are required to provide at least three (3) programs of study to qualify.

Postsecondary institutions with degree/career programs approved by the Idaho State Board of Education in compliance with Board policy III.G: Postsecondary Program Approval and Discontinuance are eligible for Perkins funding.

LEAs may offer additional programs of study beyond the minimum requirement.

**Scope**

Links must exist between secondary and postsecondary CTE programs. This may include, but is not limited to, articulation agreements and opportunities to earn college credits under Idaho's Advanced Opportunities program. Secondary CTE curriculum must include capstone courses within a program of study.

**Quality**

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 students must demonstrate industry determined levels of proficiency as measured by Technical Skills Assessments.

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

**3. Meeting the Needs of Special Populations**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 23, 2019**

---

- 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;

The Division will require all recipients to receive annual equity training to remain eligible for Perkins funds. Equity training will facilitate identifying and eliminating barriers for special populations to participate in CTE programs.

Eligible recipients for Perkins V funding will be required to describe specific strategies in local applications that will be used to identify and eliminate barriers that prevent special populations from entering and succeeding in career and technical education programs.

- 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; **Not required**
- 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) **Not required**



**Text Box 3: Statutory Requirements for Comprehensive Local Needs Assessment**

(c) **COMPREHENSIVE NEEDS ASSESSMENT.**—

(1) **IN GENERAL.**—To be eligible to receive financial assistance under this part, 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) **REQUIREMENTS.**—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)(I) 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 this section as the “State board”) or local workforce development board, including career pathways, where appropriate; or (II) 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.

(Section 134(c) of Perkins V)

**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) **Not required**

**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) **Not required**

Recipients must be approved through a local application. Applications include the annual report, the local disaggregated data analysis, and the local application information as required in section 134 of the Act. All applications go through a two (2) step process of approval.

- 1) Substantial approval. Applications are reviewed by:
  - a) Program Quality Managers to determine:
    - i) the recipient's qualifying program of study.
    - ii) the accuracy of the list of programs of study in the application.
    - iii) project relation to listed programs of study.
    - iv) the accuracy of proposed project budgets.
  - b) Administrative personnel to determine accuracy and reasonableness of project budgets
- 2) Final approval. Applications are reviewed by Federal Oversight and Compliance personnel to determine:
  - a) Acceptability of annual reports
  - b) Presence, accuracy, and reasonableness of the information as required by section 134 of the Act
  - c) Accuracy and completeness of disaggregated data and the local recipient data analysis
  - d) Feasibility of performance improvement plans (if required)
  - e) Allowability, accuracy, and completeness of project budgets

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 23, 2019**

---

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 students must demonstrate industry determined levels of proficiency as measured by Technical Skills Assessments.

Postsecondary students demonstrate proficiency through earning a Technical Certificate of Completion; Basic Technical Certificate; Intermediate Technical Certificate; Advanced Technical Certificate; or an Associate of Applied Science Degree (A.A.S.). Completion of an A.A.S. degree 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), 10 percent will be reserved in accordance with Section 112(c). The remaining funds will be allocated 65 percent to secondary education programs and 35 percent to postsecondary education programs.

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(b)(1)) to enter into a consortium with other LEAs or public charter schools. Funds distributed to individual recipients must be pooled in order to meet the minimum allocation requirement. Funds shall be used only for purposes and programs 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 programs benefitting only one (1) member of the consortium.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 23, 2019**

---

Waivers will be granted to LEAs in rural areas, as defined in Idaho Code 33-319, or public charter schools who demonstrate an inability to enter into a consortium.

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)

Idaho will allocate funds for state fiscal year 2020 of \$3,777,653 (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 recipients in accordance with section 131(a)-(e).

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.

Idaho will allocate funds for state fiscal year 2020 of \$2,034,121 (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).

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.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 23, 2019**

---

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 primarily facilitate the transition of career and technical education students from secondary to postsecondary programs via Technical Competency Credit (TCC) and Idaho SkillStack®.

Applications must be submitted each year to apply for funds under Title I of Perkins V and must be submitted for each allowable activity funded during FY2020.

**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



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 23, 2019**

---

- 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 Reserve Fund**

- 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<sup>®</sup> Implementation:
  - a) SkillStack<sup>®</sup> 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 Pathway and Career Specialty programs in their region
  - g) Active promotion, marketing, and support to secondary programs on SkillStack<sup>®</sup>
- 3) Support the implementation of horizontal program alignment, by promoting content alignment to postsecondary career and technical programs. Secondary programs (pathway and career specialty) 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:
    - i) secondary educators hold the appropriate credentials and certification in the program area where postsecondary credit is to be awarded;
    - ii) secondary and postsecondary faculty reach agreement on the competencies; and
    - iii) 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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 23, 2019**

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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**

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 FY18. At 95%, Idaho's new base for maintenance of effort in FY20 is \$54,206,339.

**D. Accountability for Results**

**Section D. is not required for the transition plan.**

- 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)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 23, 2019**

---

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.

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)

**Text Box 4: Statutory Definition of CTE Concentrator**

The term ‘CTE concentrator’ means—

- (A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses\* in a single career and technical education program or program of study; and
- (B) at the postsecondary level, a student enrolled in an eligible recipient who has—
  - (i) earned at least 12 credits within a career and technical education program or program of study; or
  - (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total. (Section 3(12) of Perkins V)

\* This means that once a student completes 2 courses in a single CTE program or program of study, they are counted as a CTE concentrator.

(Section 3(12) of Perkins V)

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.

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.

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)

**Text Box 5: Statutory Requirements for Consultation on  
State Determined Performance Levels**

**(B) PUBLIC COMMENT.—**

- (i) **IN GENERAL.—**Each eligible agency shall develop the levels of performance under subparagraph (A) in consultation with the stakeholders identified in section 122(c)(1)(A).
- (ii) **WRITTEN COMMENTS.—**Not less than 60 days prior to submission of the State plan, the eligible agency shall provide such stakeholders with the opportunity to provide written comments to the eligible agency, which shall be included in the State plan, regarding how the levels of performance described under subparagraph (A)—
  - (I) meet the requirements of the law;
  - (II) support the improvement of performance of all CTE concentrators, including subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and
  - (III) support the needs of the local education and business community.
- (iii) **ELIGIBLE AGENCY RESPONSE.—**Each eligible agency shall provide, in the State plan, a written response to the comments provided by stakeholders under clause (ii).

(Section 113(b)(3)(B) of Perkins V)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 23, 2019**

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**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>4</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)

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<sup>4</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.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 23, 2019**

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**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>

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 23, 2019**

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**IV. BUDGET**

**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.*

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 23, 2019**

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- 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.*



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 23, 2019**

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**B: Budget Form**

**State Name:** Idaho

**Fiscal Year (FY):** 2020

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	<b>Total Perkins V Allocation</b>	Not applicable	\$7,597,090
2	<b>State Administration</b>	5%	\$379,854
3	<b>State Leadership</b>	10%	\$759,709
4	• Individuals in State Institutions	1%	\$75,970
4a	– Correctional Institutions	Not required	\$75,970
4b	– Juvenile Justice Facilities	Not required	\$
4c	– Institutions that Serve Individuals with Disabilities	Not required	\$
5	• Non-traditional Training and Employment	Not applicable	\$60,000
6	• Special Populations Recruitment	0.1%	\$7,597
7	<b>Local Formula Distribution</b>	85%	\$6,457,527
8	• Reserve	10%	\$645,753
9	– Secondary Recipients	%	\$
10	– Postsecondary Recipients	100%	\$645,753
11	• Allocation to Eligible Recipients	90%	\$5,811,774
12	– Secondary Recipients	65%	\$3,777,653
13	– Postsecondary Recipients	35%	\$2,034,121
14	<b>State Match (from non-federal funds)</b>	Not applicable	\$379,854