

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 18, 2019**

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BRUNEAU-GRANDVIEW SCHOOL DISTRICT/WALLACE SCHOOL DISTRICT

SUBJECT

Occupational Specialist Certification Appeal

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.02 – Sections 015.06 and .042.

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT – Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION

The Bruneau-Grandview School District superintendent submitted an appeal to the Board office for approval of a Limited Occupational Certification for Joshua James Rishell denied by the Division of Career Technical Education (Division). During this same time period the Wallace School District Superintendent requested a similar appeal of the Division's decision regarding Limited Occupation Specialist certification for Bryn Elizabeth Cotter.

Career Technical Education educators hold either a degree-based educator certificate or an industry-based Occupational Specialist certification. Industry-based Occupational Specialist certificates come in three forms. The first is the Limited Occupational Specialist certificate. The Limited Occupation Specialist certificate is an initial three-year interim certificate for individuals entering the teaching profession. Candidates for an occupational specialist certificate must:

- Be at least twenty-two (22) years of age;
- documented recent, gainful employment in the area for which certification is requested;
- possess either a high school diploma or General Educational Development (GED) certificate;
- verify technical skills through work experience, industry certification or testing.
 - Work experience is evaluated in three ways:
 - Have six (6) years or twelve thousand (12,000) hours of recent, gainful employment in the occupation for which certification is requested;
 - Have a baccalaureate degree in the specific occupation or related area, plus two (2) years or four thousand (4,000) hours of recent, gainful employment in the occupation for which certification is required, at least half of which must have been during the immediate previous five (5) years; or
 - Have completed a formal apprenticeship program in the occupation or related area for which certification is requested plus two (2) years or four thousand (4,000) hours of recent, gainful, related work

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experience, at least half of which must have been completed in the immediate previous five (5) years.

Once an individual has a Limited Occupational Specialist certificate, the individual must complete one (1) of the two (2) following pathways during the validity period of the certificate:

- Pathway I - Coursework: Within the three-year period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete the pre-service training prescribed by the Division and demonstrate competencies in principles/foundations of occupational education and methods of teaching occupational education.
- Pathway II – Cohort Training: Within the first twelve (12) months, the holder must enroll in the Division’s sponsored two-year cohort training and complete the two (2) training within the three-year validity period of the interim certificate.

Joshua James Rishell’s application, for a Limited Occupational Specialist certificate was denied based on the Division’s evaluation of Mr. Rishell’s number of industry hours. The Bruneau-Grandview School District wishes to hire this candidate and place him in the Business/Technology teacher role at Rimrock High School and, therefore, the District is requesting certification consideration by the State Board of Education. Through the review of his resume, the Division identified the candidate was able to demonstrate having roughly 8,000 of the 12,000-hour requirement. The experience was accrued over a four-year time period. Mr. Rishell was notified that his application was denied in July 2019. In response to the denial, Mr. Rishell provided additional information to supplement his resume and provide additional documentation of his experience. He requested reconsideration of his request. On second review, the request was not approved based on the lack of evidence showing day-to-day operational skills to warrant a Business Management/Finance or Network Support Technician endorsement. Mr. Rishell provided additional information in mid-August 2019 to further supplement his application and requested further consideration of his application. The supplementary information provided outlined his knowledge tied to the Career Technical Education program standards in the area of Networking and Computer Support Technologies. The request for certification was not approved. At this time the Superintendent of the Bruneau-Grandview School District was notified that the individual would not qualify for the Alternative Route to Certification – Content Specialist due to the lack of a baccalaureate or higher level degree or the emergency provisional certificate because he did not have two years of accredited college level training. At this time the Superintendent was notified by the Division that he could appeal the certification decision to the State Board of Education.

During the application review process Mr. Rishell participated actively in the week-long September Summer Academy sponsored by the Division and the University of Idaho. He is currently serving 0.75 FTE in the business/technology program at Rimrock High School, and additionally completing industry hours as a network and

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computer support contracted technician in the same district. He is also accruing additional industry hours for other contracted clients.

This is a request for Board action to waive the post-secondary education requirement for CTE Alternative Authorization – Content Specialist certification for this candidate, and allow ICTE to work with the Bruneau-Grandview School District and candidate to determine an educational/internship plan that will facilitate the candidate in obtaining a renewable Standard Occupational Specialist Certificate over the next three years. Rimrock Junior/Senior High School currently serves 172 students in grades 6 through 12.

Similar to Mr. Rishell's application, Ms. Bryn Elizabeth Cotter's application was denied for lack of documentation of industry experience. Following the initial review Ms. Cotter submitted additional information to more clearly provide documentation of her experience as a graphic design. On second review, the Division determined Ms. Cotter only demonstrated having approximately 430 of the 12,000 hours required for the Limited Occupational Specialist certificate. The Wallace School District discussed other options for Ms. Cotter and was notified that she did not meet the requirements for either the Alternative Route – Content Specialist or an Emergency Provisional Certificate due to a lack of transcribed postsecondary credits. Additionally, the administrator was directed to the Board Office to appeal the decision. Ms. Cotter is currently serving as a long-term substitute as graphic design teacher for Wallace School District Junior/Senior High School. The school currently serves 222 students in grades 7 through 12.

The administrators for both school districts feel these two candidates are effective teachers in their respective fields and are the best options for their students.

IMPACT

Approval of the appeals will allow for both school districts to have certificated individuals in their respective classrooms and meet the needs of their school district and students.

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1203, Idaho Code, the Board may not authorize certification of individuals with less than four years of accredited college training except in "trades and industries" (occupational fields). The Board is also authorized pursuant to IDAPA 08.02.01.007 to grant a waiver of any rule not required by state or federal law to any school district.

In the case of Mr. Rishell's appeal the Board has three options. Due to the flexibility in Idaho statute for industry-based certification, the Board could take one of three actions:

- Waive the administrative rule 12,000 hour industry requirement and grant Mr. Rishell a Limited Occupational Specialist certificate;

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- Waive the administrative rule baccalaureate degree requirement for the Alternative Route – Content Specialist and approve Mr. Rishell for the alternate route, or
- Amend the Emergency Provisional Certification review process to eliminate the two year postsecondary training requirement for occupational specialist positions.

Due to the number of industry hours Mr. Rishell already has and the plan to earn additional hours over the duration of the interim certificate, staff recommends the Board waive the baccalaureate degree requirement for the Alternative Route – Content Specialist for Mr. Rishell, and direct staff to explore amending the alternate routes to allow a provision for industry-based occupational specialist positions as well as the education requirement for Emergency Provisional certificates for the same type of positions.

While the Board could consider the same options for Ms. Cotter, staff recommends waiving the education requirement for the Emergency Provisional certificate due to the large difference in industry experience and the current certification requirement. The waiver of the education requirement will allow Ms. Cotter to serve as the teacher of record for the 2019-2020 school year while a more longer-term option is explored.

Should the Board approve both recommendations, certification would still be dependent on the applicable application being submitted and approved.

BOARD ACTION

I move to approve the request from the Bruneau-Grandview District to waive the education requirement, IDAPA 08.02.02.042. for the Alternative Authorization – Content Specialist for Joshua James Rishell. Interim certification will be contingent on the applicable application being submitted and approved by the Division of Career Technical Education during the 2019-2020 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request from the Wallace School District and direct the Professional Standards Commission to waive the education requirement used for non-occupational specialist positions for Ms. Bryn Elizabeth Cotter for the 2019-2020 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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PRESIDENTS LEADERSHIP COUNCIL

SUBJECT

Board Policy - Bylaws – First Reading

REFERENCE

June 2016	The Board approved the first reading of proposed amendments to the Board Bylaws regarding actions at meetings that were not in existing Board policy and amendments to the Audit Committee.
August 2016	The Board approved the second reading of amendments to the Board Bylaws.
August 2019	The Presidents' Council presented to the Board a new proposed role for the Council and proposed changes to the name of the Council.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures - Bylaws

BACKGROUND/DISCUSSION

In August of 2019, the Presidents' Council met for an annual retreat. During this retreat, the group proposed that the new name of this group should be the Presidents Leadership Council (PLC) and that the PLC should report directly to the Board with the goal of more actively leading initiatives that align with the Board's strategic plan and objectives. In addition, the current Board bylaws require a rotation of chairs alternating between a community college president and a college or university president. PLC recommends that a rotation of the chair be generally adhered to, however there are benefits to extending the duration by which one president serves as chair to allow for continuity as PLC initiatives and goals are pursued. The chair position also requires a fairly significant amount of administrative and operational support, which may lend itself to a deviation from strict rotation given resources and bandwidth of the institution involved. Therefore, allowing the Presidents to annually make this decision with a general rotation is preferred.

IMPACT

The proposed amendment to the Board bylaws would update the name of the Presidents' Council to the Presidents Leadership Council, change the reporting structure of the council and allow for a more flexible adoption of a chairperson.

ATTACHMENTS

Attachment 1 – Bylaws – First Reading

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STAFF COMMENTS AND RECOMMENDATIONS

The Board's bylaws set out the Board's operating procedures including the establishment of the Board's standing committees and the workgroups assigned to those standing committees. Pursuant to the Board's bylaws, each standing committee, with the exception of the Audit Committee and Athletics Committee has at least one work group assigned to it and those groups report to the Board through the associated standing committee. Board policies established in Section I of the Board's Governing Policies and Procedures further establish Board procedures for Board meeting requirements as well as parameters for additional "ad hoc" committees of the Board and the associated standing committee through which that they report to the Board.

In addition to the amendments identified by the Presidents' Council, Board staff are proposing the removal of two standing committees that no longer meet, the Athletics Committee and the Agency Heads' Council. The Athletics Committee's primary purpose was to review coach contracts. It reported to the Board through the Business Affairs and Human Resource Committee. With changes made to Board policy regarding the use of a standard template and greater delegation to the Chief Executive Officers on these matters, it has been determined that this committee is no longer necessary. The Agency Head's Council has not met in a number of years. The Agency Chief Executive Officers find it more productive to meet with Executive Director individually and on an ad-hoc basis. In addition to the removal of these two subsections, Board staff are proposing a few additional technical edits. All amendments being proposed by Board staff are highlighted in Attachment 1. Amendments proposed by the Presidents' Council are indicated using the standard underline and strikethrough format and are not highlighted.

BOARD ACTION

I move to approve the first reading of Board policy - Bylaws as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: I. BYLAWS (Operational Procedures)

August 2016

A. Office of the State Board of Education

The Board maintains an Office of the State Board for the purpose of carrying out the administrative, financial, and coordinating functions required for the effective operation of the institutions and agencies under the governance of the Board. The staff of the Office of the State Board is serve under the direction of an-the eE executive director, who is responsible directly to the Board.

B. Meetings

1. The Board will maintain a 12-month rolling meeting schedule. To accomplish this, the Board will, at each of its regularly scheduled meetings, update its 12-month rolling schedule of Board meetings, provided, however, that the Board by majority vote, or the Board president after consultation with Board members, may reschedule or cancel any meeting.
2. The Board may hold special meetings by vote of a majority of the Board taken during any regular meeting or by call of the Board president.
3. All meetings of the Board are held at such place or places as may be determined by the Board.
4. Actions that impact ongoing future behavior of agencies and institutions shall be incorporated into Board policy. Actions limited to a specific request from an institution or agency, if not acted on within one year of approval, must be brought back to the Board for reconsideration prior to action by the institution or agency. This requirement does not apply to program approval time limits.

C. Rules of Order

1. Meetings of the Board are conducted in accordance with controlling statutes and applicable bylaws, regulations, procedures, or policies. In the absence of such statutes, bylaws, regulations, procedures, or policies, meetings are conducted in accordance with the current edition of *Robert's Rules of Order, Newly Revised*.
2. A quorum of the Board consists of five (5) Board members.
3. With the exception of procedural motions, all motions, resolutions, or other propositions requiring Board action will, whenever practicable, be reduced to writing before submission to a vote.

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4. A roll-call vote of the Board is taken on all propositions involving any matters of bonded indebtedness; convening an executive session of the Board; or on any other action at the request of any Board member or upon the advice of legal counsel. The first voter is rotated on each subsequent roll-call vote.

D. Officers and Representatives

1. The officers of the Board include:
 - a. A president, a vice president, and a secretary, who are members of the Board.
 - b. An executive secretary, who is the state superintendent of public instruction.
2. The president, vice president, and secretary are elected at the organizational meeting for one (1) year terms and hold office until their successors are elected. Vacancies in these offices are filled by election for the remainder of the unexpired term.
3. Board representatives to serve on other boards, commissions, committees, and similar bodies are appointed by the Board president.
4. The executive director is appointed by and serves at the pleasure of the Board unless the contract of employment specifies otherwise. The executive director serves as the chief executive officer of the Office of the State Board of Education.

E. Duties of Board Officers

1. Board President
 - a. Presides at all Board meetings, with full power to discuss and vote on all matters before the Board.
 - b. Submits such information and recommendations considered proper concerning the business and interests of the Board.
 - c. Signs, in accordance with applicable statutes and Board action, all contracts, minutes, agreements, and other documents approved by the Board, except in those instances wherein the Board, by its procedures, has authorized the Board president to designate or has otherwise designated persons to sign in the name of or on behalf of the Board.
 - d. Gives prior approval for any official out-of-state travel of seven (7) days or more by Board members, institution heads, and the executive director.
 - e. Subject to action of the Board, gives notice and establishes the dates and locations of all regular Board meetings.
 - f. Calls special Board meetings at any time and place designated in such call in accordance with the Open Meeting Law.
 - g. Establishes screening and selection committees for all appointments of agency and institutional heads.
 - h. Appoints Board members to all standing and interim committees of the Board.
 - i. Establishes the Board agenda in consultation with the executive director.
 - j. Serves as chief spokesperson for the Board and, with the executive director,

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carries out ~~its~~ the Board's policies between meetings.

2. Vice President

- a. Presides at meetings in the event of absence of the Board president.
- b. Performs the Board president's duties in the event of the Board president's inability to do so.
- c. Becomes the acting Board president in the event of the resignation or permanent inability of the Board president until such time as a new president is elected.

3. Secretary

- a. Presides at meetings in the event of absence of the Board president and vice president.
- b. Signs, in accordance with applicable statutes and Board action, all minutes, contracts, agreements, and other documents approved by the Board except in those instances wherein the Board, by its procedures, has authorized or has otherwise designated persons to sign in the name of or on behalf of the Board secretary.

4. Executive Secretary

The state superintendent of public instruction, when acting as the executive secretary, is responsible for:

- a. Carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho, and ~~the~~ Idaho Code or established by the Board for all elementary and secondary school matters.
- b. Presenting to the Board recommendations concerning elementary and secondary school matters and ~~the~~ matters of the State Department of Education.

5. Executive Director

The executive director serves as the chief executive officer of the Board, as chief administrative officer of Office of the State Board of Education, and as chief executive officer of such federal or state programs as are directly vested in the State Board of Education. The position description for the executive director, as approved by the Board, defines the scope of duties for which the executive director is responsible and is accountable to the Board.

F. Committees of the Board

The Board may organize itself into standing and other committees as necessary. Committee members are appointed by the Board president after informal consultation with other Board members. Any such standing or other committee may make recommendations to the Board, but may not take any action, except when authority to act has been delegated by the Board. The Board president may serve as an ex-officio

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member of any standing or other committee. The procedural guidelines for Board committees appear in the Board Governing Policies and Procedures.

For purposes of the bylaws, the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Western Idaho, College of Southern Idaho, and North Idaho College are included in references to the "institutions;" and Idaho Public Television, the Division of Vocational Rehabilitation, the Division of Career Technical Education, and the State Department of Education, are included in references to the "agencies."* An institution or agency may, at its option and with concurrence of the Board president, comment on any committee report or recommendation.

1. Planning, Policy and Governmental Affairs Committee

a. Purpose

The Planning, Policy and Governmental Affairs Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy, planning, and governmental affairs. The committee, in conjunction with the chief executive officers and chief administrators of the Board governed agencies and institutions, will develop and recommend to the Board future planning initiatives and goals. This committee shall also advise the Board on collaborative and cooperative measures for all education entities and branches of state government necessary to provide for the general supervision, governance and control of the state educational institutions, agencies and public schools, with the goal of producing a seamless educational system.

b. Composition

The Planning, Policy and Governmental Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as the chairperson and spokesperson of the committee, and is staffed by the Board's Chief Planning and Policy Officer. The Planning, Policy and Governmental Affairs Committee may form working unit or units, as necessary, to advise the committee. The chairperson presents all committee and working unit recommendations to the Board.

c. Responsibilities and Procedures

The Planning, Policy and Governmental Affairs Committee is responsible for making recommendations to the Board in the following general areas:

* Definition provided for purposes of the Bylaws only. Recognizing the Board governance relationship varies with each of these entities, the intent in including representatives of each of the agencies and institutions as much as possible in the committee structure is to ensure proper and adequate representation, but is not intended to obligate or interfere with any other local boards or governing entities.

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- i. Long range planning and coordination;
- ii. Initial discussions and direction on strategic policy initiatives and goals;
- iii. Legislative proposals and administrative rules for Board agencies and institutions;
- iv. Coordination and communication with the Governor, the Legislature, and all other governmental entities with regard to items of legislation, Board policy and planning initiatives;
- v. Review and revision of Board policies, administrative rules and education-related statutes for consistency and compatibility with the Board's strategic direction;
- vi. Reports and recommendations from ~~the Presidents' Council and the Agency Heads' Council~~ workgroups and committees pertaining to education policy, planning and governmental affairs, including career technical education;
- vii. Other matters as assigned by the Board.

At the direction of the Board President, any matter before the Board may be removed to the Planning, Policy and Governmental Affairs Committee for initial action or consideration.

The Planning, Policy and Governmental Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Planning and Policy Officer, under the direction of the chairperson, prepares the agenda for the Planning, Policy and Governmental Affairs Committee work that is under consideration at each meeting of the Board.

2. Instruction, Research and Student Affairs Committee

a. Purpose

The Instruction, Research and Student Affairs Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedure concerning instruction, research and student affairs.

b. Composition

The Instruction, Research and Student Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Academic Officer. The Instruction, Research and Student Affairs Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Council on Academic Affairs and Programs (CAAP), which shall

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be composed of the Board's Chief Academic Officer and the chief academic officers of the institutions and agencies. The chairperson presents all committee and working group recommendations to the Board.

c. Responsibilities and Procedures

The Instruction, Research and Student Affairs Committee is responsible for making recommendations to the Board in the following general areas:

- i. Agency and institutional instruction, research and student affairs agenda items;
- ii. Instruction, academic or career technical program approval;
- iii. Instruction, academic or career technical program review, consolidation, modification, and discontinuance, and course offerings;
- iv. Outreach, technology and distant learning impacting programs and their delivery;
- v. Long-range instruction, academic and career technical planning;
- vi. Registration of out-of-state institutions offering programs or courses in Idaho;
- vii. Continuing education, professional development, workforce training, programs for at-risk populations, career guidance;
- viii. Student organizations' activities and issues; and
- ix. Other matters as assigned by the Board.

The Instruction, Research and Student Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief academic officer, under the direction of the chairperson, prepares the agenda for the Instruction, Research and Student Affairs Committee work that is under consideration at each meeting of the Board.

3. Business Affairs and Human Resources Committee

a. Purpose

The Business Affairs and Human Resources Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedures concerning business affairs and human resources affairs.

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b. Composition

The Business Affairs and Human Resources Committee is composed of two (2) or more members of the Board appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Fiscal Officer. The Business Affairs and Human Resources Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Financial Vice Presidents council, which shall be composed of the Board's Chief Fiscal Officer and the chief financial officers of the institutions and agencies. The chairperson presents all committee recommendations to the Board.

c. Responsibilities and Procedures

The Business Affairs and Human Resources Committee is responsible, through its various working unit or units, for making recommendations to the Board in the following general areas:

- i. Agency and institutional financial agenda items;
- ii. Coordination and development of guidelines and information for agency and institutional budget requests and operating budgets;
- iii. Long-range fiscal planning;
- iv. Fiscal analysis of the following:
 - 1) New and expanded financial programs;
 - 2) Establishment, discontinuance or change in designation of administrative units;
 - 3) Consolidation, relocation, or discontinuance of programs;
 - 4) New facilities and any major modifications to facilities which would result in changes in programs or program capacity;
 - 5) Student fees and tuition; and
 - 6) Other matters as assigned by the Board.

The Business Affairs and Human Resources Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief fiscal officer, under the direction of the chairperson, prepares the agenda for the Business Affairs and Human Resources Committee work that is under consideration at each meeting of the Board.

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4. Audit Committee

a. Purpose

The Audit Committee is a standing committee of the Board. The Audit Committee provides oversight to the organizations under its governance (defined in Idaho State Board of Education, Policies and Procedures, Section I. A.1.) for: financial statement integrity, financial practices, internal control systems, financial management, and standards of conduct.

b. Composition

The Audit Committee members shall be appointed by the Board and shall consist of five or more members. Three members of the Committee shall be current Board members and at least two members shall be independent non-Board members who are familiar with the audit process and permanent residents of the state of Idaho. No employee of an institution or agency under the governance of the Board shall serve on the Audit Committee. Each Audit Committee member shall be independent, free from any relationship that would interfere with the exercise of her or his independent judgment. Audit Committee members shall not be compensated for their service on the committee, and shall not have a financial interest in, or any other conflict of interest with, any entity doing business with the Board, or any institution or agency under the governance of the Board. **However,** Audit Committee members who are Board members may be compensated for Board service. The Audit Committee may appoint a working unit or units, which could include the chief financial officers of the institutions and financial officers of the Board office.

All members shall have an understanding of the Committee and financial affairs and the ability to exercise independent judgment, and at least one member of the Committee shall have current accounting or related financial management expertise in the following areas:

- i. An understanding of generally accepted accounting principles, experience in preparing, auditing, analyzing, or evaluating complex financial statements, and;
- ii. The ability to assess the general application of such principles in the accounting for estimates, accruals, and reserves, and;
- iii. Experience in preparing or auditing financial statements and;
- iv. An understanding of internal controls.

Members may be reappointed. The Audit Committee chair shall be appointed by the Board President and shall be a Board member.

c. Responsibilities and Procedures

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It is not the Committee's duty to plan or conduct audits or to determine that the institution's financial statements are complete, accurate and in accordance with generally accepted accounting principles. Management of the applicable institutions and agencies shall be responsible for the preparation, presentation, and integrity of the financial statements and for the appropriateness of the accounting principles and reporting policies used. The following shall be the principle duties and responsibilities of the Committee:

- i. Recommend the appointment and compensation to the Board of the independent auditors for Board action. Evaluate and oversee the work of the independent auditors. The Committee must approve any services prior to being provided by the independent auditor. The independent auditing firm shall report directly to the Committee as well as the Board and the auditor's "engagement letter" shall be addressed to the Committee and the President of each institution. The Committee shall have the authority to engage the Board's legal counsel and other consultants necessary to carry out its duties.
- ii. Discuss with the independent auditors the audit scope, focusing on areas of concern or interest;
- iii. Review the financial statements, adequacy of internal controls and findings with the independent auditor. The independent auditor's "management letter" shall include management responses and be addressed to the Audit Committee and President of the institution.
- iv. Ensure the independent auditor presents the financial statements to the Board and provides detail and summary reports as appropriate.
- v. Oversee standards of conduct (ethical behavior) and conflict of interest policies of the Board and the institutions and agencies under its governance including establishment of confidential complaint mechanisms.
- vi. Monitor the integrity of each organization's financial accounting process and systems of internal controls regarding finance, accounting and stewardship of assets;
- vii. Monitor the independence and performance of each organization's independent auditors and internal auditing departments;
- viii. Provide general guidance for developing risk assessment models for all institutions.
- ix. Provide an avenue of communication among the independent auditors, management, the internal audit staff and the Board.
- x. Maintain audit review responsibilities of institutional affiliates to include but not limited to foundations and booster organizations.

The Audit Committee will meet as needed. The Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's

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Chief Fiscal Officer, under the direction of the chair, prepares the agenda for work that is under consideration at each meeting of the Board.

5. Athletics Committee

a. Purpose

The Athletics Committee is a standing advisory committee of the Board that reports through the Business Affairs and Human Resources Committee. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedures concerning intercollegiate athletics.

b. Composition

The Athletics Committee is composed of two (2) or more members of the Board appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Fiscal Officer. The Athletics Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be composed of the institutions' Athletics Directors.

c. Responsibilities and Procedures

The Athletics Committee is responsible for making recommendations to the Board in areas including but not limited to:

- i. athletics director and coach contracts;
- ii. Athletics Department operating budgets;
- iii. Athletics Department reports on revenue, expenditures and student-athlete participation;
- iv. Athletics Department employee compensation reports;
- v. institutional National Collegiate Athletics Association (NCAA) Academic Progress Rate (APR) reports;
- vi. institutional Title IX gender equity reports;
- vii. athletics division or conference changes; and
- viii. institutional athletics sponsorship and media rights agreements;

The Athletics Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief fiscal officer, under the direction of the chairperson, prepares the Athletics Committee work for the Business Affairs and Human Resources Committee agenda that is under consideration at each meeting of the Board.

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G. Committee Presentations

1. The agenda for each regular meeting of the Board shall be organized using the areas of responsibility provided for in regard to each permanent standing committee of the Board, as described in Subsection H above, with the exception of the Audit ~~and Athletic~~ Committee.
2. The Board member who is the chair of the permanent standing advisory committee and spokesperson shall present the agenda items in the area of the committee's responsibility. This presentation may include calling on institutional/agency representatives and/or other individuals. In the event of an absence or conflict with respect to the committee chairperson, the Board President may designate a substitute Board member or Board officer to present the agenda items.

H. Presidents' Leadership Council

1. Purpose

~~The Presidents' Council convenes prior to each Board meeting to discuss and make recommendations, as necessary, on Board agenda items scheduled for Board consideration.~~ The Presidents' Leadership Council convenes to serve the public good by providing a common leadership voice to educate, innovate, advocate and advance a vision and blueprint for higher education in Idaho at the direction of the Board. The Presidents Leadership Council may also choose or be directed by the Board to meet with ~~the Agency Heads' Council~~ other workgroups and committees for exchanges of information or to discuss projects of benefit to the entire system. The Presidents' Leadership Council reports to the Board ~~through the Planning, Policy and Governmental Affairs Committee of the Board in the manner directed by the Board President.~~

2. Composition

The Presidents' Leadership Council is composed of the presidents of the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College; and the presidents of North Idaho College, College of Eastern Idaho, College of Western Idaho and the College of Southern Idaho, each of whom has one (1) vote. One (1) of the voting members shall serve as chair of the Council, with a ~~new~~ chair selected each academic year ~~such that the chair will rotate among the respective members, such that no two community college presidents' will hold a term in consecutive years~~ generally rotating among the respective members. The administrator of the Division of Career Technical Education and the Board's Executive Director shall be ex-officio members of the Council.

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3. Duties of the Chair

The Chair:

- a. Presides at all Presidents' Leadership Council meetings with full power to discuss and vote on all matters before the Council;
 - b. Establishes the Presidents' Leadership Council agenda in consultation with the Executive Director; and
 - c. Maintains open communications with the Board on agenda matters through the Planning, Policy and Governmental Affairs Committee.
4. The Executive Director will communicate openly and in a timely manner with the Presidents' Leadership Council.

I. Agency Heads' Council

1. Purpose

The Agency Heads' Council convenes as necessary to discuss and make recommendations on agenda items scheduled for Board consideration as well as other issues pertinent to the agencies. The Agency Heads' Council may also choose or be directed by the Board to meet with the Presidents' Council for exchanges of information or to discuss projects of benefit to the entire system. The Agency Heads' Council reports to the Board through the Planning, Policy and Governmental Affairs Committee of the Board.

2. Composition

The Agency Heads' Council is composed of the chief administrators of Idaho Educational Public Broadcasting System, the Division of Vocational Rehabilitation, and the Division of Career Technical Education; and representatives from the State Department of Education. The Board's Executive Director shall serve as chair of the Council.

3. Duties of the Chair

- a. Presides at all Agency Heads' Council meetings;
- b. Establishes the Council's agenda in consultation with the Council's members; and
- c. Maintains open communications with the Board on agenda matters through the Planning, Policy and Governmental Affairs Committee.

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DIVISION OF CAREER TECHNICAL EDUCATION (Division)

SUBJECT

Online Delivery of Career Technical Education (CTE) Programs

REFERENCE

April 2019

The Board took action to direct the Division to start the review process on each secondary program pathway and identify which can be appropriately delivered on-line or through a hybrid format. The Division was directed to bring back a progress update to the Board no later than the August Regular Board meeting with a target date of the December Regular Board meeting for the review to be completed.

August 2019

The Division provided the Board with an interim update on project as part of the Divisions annual update.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1002G, 33-2202, 33-2205, 33-5202 and 33-5208, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT, Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION

As career technical education continues to evolve, the timing is right to explore the feasibility of expanding online CTE delivery, either through completely online pathways or through hybrid delivery. At the April 2019 Regular Board meeting, the Board directed the Division to start the review process on each CTE secondary program pathway and identify which could be appropriately delivered on-line or through a hybrid format. The Division was directed to bring back a progress report to the Board no later than the August 2019 Regular Board meeting with a target date of the December 2019 Regular Board meeting for the review to be completed. The impetus for this study was the passage of Senate Bill 1106 (2019). SB 1106 was enacted due to concern by legislators that the Division was not equally evaluating online career technical education programs for added cost funds. Additionally, during the 2019 legislative session stakeholders, including industry partners and legislators, had expressed concerns that the Division was not being as responsive or nimble as necessary to meet the needs of industry, nor was it being as innovative and forward thinking as it could be in terms of ways to expand access to CTE programs. As a large and rural state, Idaho is faced with a number of distinct considerations in how to best meet the needs of its population. As a reference, 72 percent of Idaho districts are rural, 38 percent of students are enrolled in a rural district, 46 percent of administrators work in rural district, and 40 percent of teachers work in rural district.

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At the August Board meeting, the Division provided an interim update on its project, including an overview of online CTE programs in other states, a number of examples of expanded delivery options already taking place in Idaho, as well as the proposed plan to better assess program review that makes sense for Idaho.

This presentation will summarize the Division's findings after surveying all secondary CTE pathway teachers in Idaho. Survey respondents were asked to respond to three major questions. One, they were asked to identify whether they taught introductory, intermediate, or capstone courses (or any combination of). They were then asked if they believed their pathway could be effectively delivered in an online environment. If they said "no" they were then asked to identify which of the standards could be delivered online.

In addition to the survey findings, the presentation provides information on existing online resources available to districts, including both curriculum and CTE courses currently available through the Idaho Digital Learning Academy. The Division will provide an action plan for next steps, including strategies to collect additional input from postsecondary career technical programs, gather feedback from business and industry, and prioritize the development of projects to foster completely online pathways and/or hybrid pathways.

IMPACT

This agenda item will provide the Board with the opportunity to provide Division staff with additional direction on the expectations for reviewing program standards and identifying programs in advance of a specific program review request that can be delivered completely online, through a hybrid model, or must be delivered face-to-face.

ATTACHMENTS

Attachment 1 – Preliminary Survey Findings and Proposed Next Steps

STAFF COMMENTS AND RECOMMENDATIONS

SB1106 (2019) amended Section 33-1002G (Career Technical School Funding and Eligibility), 33-2202 (State Board for Career Technical Education – Powers and Duties), 33-2205 (State Board to Appoint Administrator – Designation of Assistants – Division of Career Technical Education – Duties and Powers), 33-5202 (Legislative Intent), 33-5202A (Definitions), and 33-5208 (Public Charter School Financial Support). These sections of code include minimum requirements for designation of a Career Technical School and eligibility of subsequent Added Cost Funding, as well as provisions for development of virtual CTE courses, and charter schools (Chapter 52, Title 33), including charter schools with a CTE focus. Prior to the enactment of SB 1106 (2019) all career technical programs were required to be evaluated based on the established program standards. There was no authorization in either Idaho Code or Board policy that authorized the Division to evaluate programs on anything other than the ability for the program to meet the

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program standards. In response to some stakeholders' complaints that virtual programs were not being evaluated equitably, SB1106 (2019) was enacted. Amendments to Idaho Code included in this bill clearly state virtual programs must be evaluated based on a program's ability to meet the approved program standards in the same manner as any traditional face-to-face program, and requires the Division to "maintain a list of secondary career technical education pathways that can be delivered by traditional means or entirely online, or a combination of both methods." A number of industry stakeholder organizations spoke in favor of the legislation and the need to move quickly in identifying which programs could be delivered through these different modalities. The amendments took effect July 1, 2019.

In response to this legislation and additional feedback from the legislature and industry leaders, the Board directed the Division to initiate the review of the program standards necessary to identify the programs that could be delivered through the three methodologies to become compliant with the provision of Section 33-2205, Idaho Code prior to the start of the 2020 legislative session. Section 33-2205, Idaho Code now requires, among other things, that the Division maintain a "list of secondary career technical education pathways that can be delivered by traditional means or entirely online, or a combination of both methods." A typical program standards review would consist of a group of educators (secondary and postsecondary), and in the case of CTE programs, also include industry partners from the area being reviewed. Reviewers go through each of the program pathway standards and identify which standards could be met through a virtual format and which standards would require a face-to-face component to meet. A survey by itself would be one mechanism used for gathering input, but would not be used in isolation due to the limitations of survey bias, sampling size, etc.

The original timeline set for the program review process would have allowed the Board to approve the list of programs and the methodologies available for delivery prior to the 2020 Legislative Session. Such approval would have brought the Division into compliance with Section 33-2205, Idaho Code.

Staff recommends the Board set clear expectations for the program standards review process and a timeline by which it must be completed.

BOARD ACTION

I move to direct the Division of Career Technical Education to work with Board staff and the Planning, Policy and Governmental Affairs Committee to establish the parameters for completing the program review process and bring back a list of programs and delivery methodologies no later than the February 2020 Regular Board meeting.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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ATTACHMENT 1

Pathway Name	Total number Respondents (as of 10/28/2019)	Can This Pathway Be Effectively Delivered	
		# Yes	# No
Administrative Services Program Standards	2	1	1
AG Leadership & Communication Program Standards	0	0	0
AG Mechanics & Power Systems Program Standards	1	0	1
AG Small Engine Repair/Power Sports Program Standards	5	0	5
AG Welding Program Standards	13	0	13
Agribusiness Program Standards	2	0	2
Animal Science Program Standards	7	2	5
Applied Accounting Program Standards	3	2	1
Automated Manufacturing Program Standards	2	0	2
Automotive Technology Program Standards	9	1	8
Broadcasting Program Standards	5	0	5
Business Management Program Standards	3	1	2
Cabinetmaking and Millworking Program Standards	4	0	4
Collision Repair Program Standards	2	0	2
Commercial Photography Program Standards	3	1	2
Computer Support Program Standards	5	1	4
Cosmetology Program Standards	1	0	1
Culinary Arts Program Standards	10	5	5
Dental Assisting Program Standards	4	1	3
Digital Communications Program Standards	2	1	1
Drafting Program Standards	4	2	2
Early Childhood Education Program Standards	2	1	1
Ecology & Natural Resources Program Standards	3	1	2
Education Assistant Program Standards	3	1	2
Electrical Apprenticeship - Year 1 Program Standards	0	0	0
Electrical Apprenticeship - Year 2 Program Standards	0	0	0
Electrical Apprenticeship - Year 3 Program Standards	0	0	0
Electrical Apprenticeship - Year 4 Program Standards	0	0	0
Electronics Technology Program Standards	3	0	3
Emergency Medical Technician Program Standards	9	1	8
Firefighting Program Standards	1	0	1
Food Science & Processing Technology Program Standards	3	0	3
Graphic Design Program Standards	13	5	8
Heavy Equipment and Diesel Technology Program Standards	3	0	3
Hospitality and Tourism Program Standards	1	0	1
Hospitality Management Program Standards	0	0	0

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ATTACHMENT 1

Pathway Name	Can This Pathway Be Effectively Delivered	
	Total number Respondents (as of 10/28/2019)	# Yes # No
HVAC Apprenticeship Program Standards	0	0 0
Industrial Maintenance Mechanics Program Standards	1	0 1
Journalism Program Standards	1	1 0
Law Enforcement Program Standards	3	0 3
Marketing Program Standards	6	0 6
Network Support Program Standards	6	1 5
Nursing Assistant Program Standards	13	1 12
Ornamental Horticulture Program Standards	0	0 0
Pharmacy Technician Program Standards	2	1 1
Plant Science Program Standards	2	1 1
Plumbing Apprenticeship Program Standards	0	0 0
Precision Machining Program Standards	1	0 1
Pre-engineering Program Standards	15	1 14
Programming & Software Development Program Standards	3	2 1
Rehabilitation Services Program Standards	17	1 16
Residential Construction Program Standards	10	0 10
Small Engine Repair/Power Sports Program Standards	1	0 1
Web Design & Development Program Standards	6	3 3
Welding Program Standards	5	1 4
Total Respondents	220	

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DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Strengthening Career and Technical Education for the 21st 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
May 23, 2019	Board received an update and approved the FY2020 Strengthening Career and Technical Education for the 21 st Century Act (Perkins V) Transition Plan

APPLICABLE STATUE, 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 21st 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 21st 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

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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 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. 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 had 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 was May 24, 2019. The Board approved the transition plan for submittal on May 23, 2019.

IMPACT

This update will provide the Board with information on where the Division is at in the process of developing Idaho's Perkins V plan and allow for Board direction prior to the Plan being brought back for Board approval at the February 2020 Regular Board Meeting.

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ATTACHMENTS

- Attachment 1 – Perkins V Plan Timeline
- Attachment 2 – Perkins IV to V Crosswalk

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 long range plan. The one year transition plan allows the Division 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.

The Division initiated outreach to stakeholders in October 2019, for development of the Perkins V plan. A draft of the plan is scheduled to be available December 26th for publication to the Divisions website. At that time notification will be sent to secondary and postsecondary stakeholders and materials will be submitted to the Board for consideration at the the Board’s February 2020 Regular Board meeting.. Following Board approval of the draft plan the Division will open the public comment period. At this time the Division has two additional stakeholder events planned. The first is a rural and remote school district symposium scheduled for January 6-7 that is intended to discuss how the Division can help rural and remote school districts meet their CTE goals, including how to best utilize Perkins V. The second is a statewide outreach session in late January/early February. Input from those two sessions will be incorporated into the final State Plan along with any comments received during the public comment period from February 14 through March 15. Following the close of the public comment period the plan would have to be brought back to the Board for final approval prior to submittal to OCTAE.

Prior to submittal to OCTAE the Governor must also be given 30 days to consider the plan. The plan is required to be submitted to OCTAE on April 15, 2020. Due to the current timeline the Board will be asked to convene a special Board meeting for final approval of the Perkins V plan.

BOARD ACTION

This item is for informational purposes only.

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



Updated: 12/02/2019

Key Perkins V Dates

October - Fall outreach

November 8, 2019 – Postsecondary performance measures due

November 8, 2019 – Comment period for the Perkins V Guide - Secondary Performance Measures ends

December 13, 2019 – Performance measure baselines for 60 day comment period ending February 11, 2020

December 31, 2019 – Draft State Plan completion date

January 14, 2020 – Submission of materials to the State Board

January 31, 2020 – Perkins V application available for fiscal year 2021

February 12-13, 2020 – State Board Meeting and presentation of final draft State Plan

February 14, 2020 – State Plan submitted for 30-day public comment period ending March 15, 2020

February 15, 2020 – Applications for new program/program change due

March 16 – Proposed special Idaho State Board of Education meeting to approve Final State Plan and submission to the Governor's Office for approval ending April 15, 2020

April 1, 2020 – Needs assessments due from LEAs and institutions.

April 15, 2020 – ICTE State Plan submission to OCTAE

June 30, 2020 – FY21 Perkins Local Applications due from secondary LEAs and postsecondary institutions

Additional dates to be determined

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Celebrating 100 Years of Career Readiness



Perkins IV to Perkins V Crosswalk

The Carl D. Perkins Career and Technical Education Act of 2006	Strengthening Career and Technical Education for the 21 st Century Act	Change	Potential Impact to Idaho CTE Programs
<p>34 definitions</p> <ul style="list-style-type: none"> • High-skill, high-wage, or high-demand occupations • Area Career and Technical Education School – a specialized public secondary school used exclusively or principally for the provision of CTE; the department of a public secondary school exclusively or principally used for providing CTE in not fewer than 5 different occupational fields; public or nonprofit technical institution or CTE school used exclusively or principally for the provision of CTE to individuals who have completed or left secondary 	<p>55 definitions including:</p> <ul style="list-style-type: none"> • High-skill, high-wage, or in-demand occupations. In-demand – 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. • Area Career and Technical Education School – a specialized public secondary school used exclusively or principally for the provision of CTE; the department of a public secondary school exclusively or principally used for providing CTE in not fewer than 3 different fields that are available to all students, especially in high-skill, high wage, or in-demand industry sectors or occupations; a public or nonprofit technical institution or CTE school used exclusively or principally for the provision of CTE to individuals who have completed or left secondary school; or the department or division of an 	<p>New definitions reflect an effort to increase alignment with existing programs such as ESEA, ESSA, and WIOA. Especially WIOA. Needs based assessments will require collaboration with State, regional, and local labor representatives whether industry, DOL, or other types of organizations.</p> <p>3 occupational fields.</p>	<ul style="list-style-type: none"> • See Comprehensive Local Needs Assessment on page 14. • No impact.

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Perkins IV	Perkins V	Change	Potential Impact
<p>school; or the department or division of an institution of higher education, that operates under the policies of the eligible agency and that provides CTE in not fewer than 5 different occupational fields.</p> <ul style="list-style-type: none"> • Career and Technical Education – provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an 	<p>institution of higher education, that operates under the policies of the eligible agency and that provides CTE in not fewer than 3 different occupational fields.</p> <ul style="list-style-type: none"> • Career and Technical Education – organized educational activities that (A) 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 a State under section 1111(b)(1) of ESEA; 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 of this subparagraph; (B) include competency-based, work-based, or other applied learning that supports 	<p>Adds a clause regarding coordination between secondary and postsecondary programs through programs of study including articulation agreements, early college high school programs, dual and concurrent enrollment, or other agreements.</p> <p>Adds another for career exploration at high school or middle grades level. First mention of middle grades which is defined as grades 5-8 by ESEA.</p> <p>The change to the definition of Career and Technical Education encompasses the legislative intent of coordinating a transition between student secondary and postsecondary careers and extending the opportunity to explore CTE at a younger age.</p>	<p>The change in definition is one of the driving factors behind Idaho’s decision to provide Perkins funding only for programs of study.</p> <p>Idaho currently does not plan to extend programs to the fifth or sixth grades, but will continue with middle school program development that includes the seventh and eighth grades.</p>

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Perkins IV	Perkins V	Change	Potential Impact
<p>industry, including entrepreneurship, of an individual.</p>	<p>the development of academic knowledge, higher-order reasoning and problem-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; (C) to the extent practicable, coordinate between secondary and postsecondary education programs through programs of study, which may include coordination 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; and (D) may include career exploration at the high school level or as early as the middle grades as defined in ESEA.</p> <ul style="list-style-type: none"> • Career Pathways – WIOA definition – a combination of rigorous and high-quality education, training, and other services that align with the skill needs of State/regional industries; prepares an individual to be successful in a range of secondary and postsecondary education options (including apprenticeships); includes counseling; includes education offered concurrently with workforce preparation activities and training for a specific occupation or occupational cluster; accelerates the educational and career advancement of the individual; 	<p>Previously undefined.</p>	<ul style="list-style-type: none"> • No impact.

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Perkins IV	Perkins V	Change	Potential Impact
<ul style="list-style-type: none"> • Eligible Recipient - a local educational agency, an area career and technical education school, an educational service agency, or a consortium; or an eligible institution or consortium of eligible institutions. • 6 special populations – individuals with disabilities; individuals from 	<p>enables an individual to attain a secondary school diploma or equivalent, and at least one recognized postsecondary credential; and helps an individual enter or advance within a specific occupation or occupational cluster.</p> <ul style="list-style-type: none"> • CTE Concentrator – at least 2 courses in a single CTE program or program of study for secondary, and for postsecondary earned at least 12 credits within a CTE program or program of study or completed a program if less than 12 credits in its entirety. Idaho = A junior or senior student enrolled in a capstone course during the year. • Eligible Entity – consortium of stakeholders and agencies, but limited to the competitive national innovation grant. Has nothing to do with the basic grant. • Eligible Recipient – a local educational agency (including a public charter school that operates as a local educational agency), an area career and technical education school, an educational service agency, an Indian Tribe, Tribal organization, or Tribal educational agency or a consortium; or an eligible institution or consortium of eligible institutions. • 9 special populations – individuals with disabilities; individuals from 	<p>Previously undefined. States currently provide their own definition of a concentrator.</p> <p>There are currently no eligible entities in Idaho.</p> <p>Adds Indian Tribes, Tribal Organizations, and Tribal educational agencies.</p> <p>Changed displaced homemaker to out-of-workforce individuals.</p>	<ul style="list-style-type: none"> • Minimal impact. Idaho’s planned secondary definition does not include introductory courses. • No impact. • Tribal entities will now have the opportunity to provide feedback regarding the State Plan. • Data reported to ICTE related to performance measures will

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Perkins IV	Perkins V	Change	Potential Impact
<p>economically disadvantaged families, including foster families; individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency.</p> <ul style="list-style-type: none"> • Previously defined in text of the Act – incorporates secondary education and postsecondary education elements; includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education; may 	<p>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 the McKinney-Vento 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.</p> <ul style="list-style-type: none"> • Out-of-workforce individuals – displaced homemaker, someone taking care of a home or family resulting in diminished marketable skills, or is an unemployed or underemployed parent with a child who is no longer eligible for assistance under Social Security programs. • Program of Study – 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 111(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 	<p>Added homeless individuals defined under the McKinney-Vento Act, youth who are in, or have aged out of, the foster system, and youth with a parent who is a member of the armed forces who is on active duty.</p> <p>Out-of-workforce individuals previously undefined, but special populations included displaced homemakers.</p> <p>Requires a defined link between secondary and postsecondary recipients to better facilitate the transition between the two. Requires alignment with industries at the State, regional, Tribal, or local levels.</p>	<p>require more disaggregation at the district/institution, school, and program of study levels.</p> <ul style="list-style-type: none"> • See Comprehensive Local Needs Assessment on page 14.

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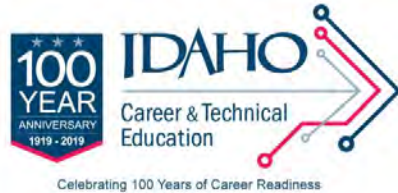
ATTACHMENT 2



Perkins IV	Perkins V	Change	Potential Impact
include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.	(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.		
	<ul style="list-style-type: none"> • Tribal Organization – the recognized governing body of any Indian tribe; any legally established organization of Indians which is controlled, sanctioned, or chartered by such governing body or which is democratically elected by the adult members of the Indian community to be served by such organization and which includes the maximum participation of Indians in all phases of its activities. 	Previously undefined.	Tribal entities will now have the opportunity to provide feedback regarding the State Plan.
Authorized appropriations undefined on a yearly basis	<p>Authorized appropriations clearly defined: FY19 - \$1,229,568,538 FY20 - \$1,246,782,498 FY21 - \$1,264,237,452 FY22 - \$1,281,936,777 FY23 - \$1,299,883,892 FY24 - \$1,318,082,266</p> <p>A total of 10.5% increase over FY18 levels of \$1.192 billion.</p>		Defined appropriation levels allow for a degree of preparation of future budgets.

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Perkins IV	Perkins V	Change	Potential Impact
Hold harmless level at 1998 funding level	Hold harmless level at 2018 funding level, meaning no state shall receive less than the allotment received for fiscal year 2018 (Idaho total FY18 allotment was \$7,170,181). If total allotment of all states is less than FY18 total allotment, State allotments will be reduced by same ratio.	Sets a base level of funding for every state that aligns with current legislative support.	With the hold harmless level set at 2018 funding, ICTE has a base federal amount to apply towards calculating future budgets.
	Maintenance of Effort – the total amount spent using State funds for CTE programs may be reset to not less than 95% of the current baseline.		Allows Idaho to set a baseline for the first year of the Act.
<p>State distribution: 85% to local recipients Up to 10% may be used for reserve.</p> <p>Reserve funds (A) rural areas. (B) areas with high percentages of CTE concentrators or participants. (C) areas with high numbers of CTE Concentrators or participants.</p> <p>10% leadership activities Not more than 1% shall be made available to serve individuals in State institutions, such as correctional institutions and institutions that serve individuals with disabilities. Not less than \$60,000 and not more than \$150,000 shall be available for services that prepare</p>	<p>State distribution: 85% to local recipients Up to 15% may be used for reserve.</p> <p>Reserve funds (A) rural areas. (B) areas with high percentages of CTE concentrators or participants. (C) areas with high numbers of CTE Concentrators or participants. (D) areas with disparities or gaps in performance as described in section 112(b)(3)(C)(ii)(II).</p> <p>In order to (A) foster innovation that prepare individuals for nontraditional fields (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.</p> <p>10% leadership activities</p>	<p>Reserve funds Increases allowable amount for reserve funds by 5% of local distributions and creates additional qualifications for reserve fund use.</p> <p>Leadership activities increases allowable amount for correctional institutions and educational institutions that serve individuals with disabilities by 1% of the total allocation and adds juvenile justice facilities, and adds .1% of the total allocation as a required use for the recruitment of special populations to CTE programs.</p>	<p>Idaho currently uses 10% of local distributions for reserve funds, 1% of Leadership funds to serve individuals in State institutions, \$60,000 of Leadership funds for non-traditional fields, and 5% of the total allocation for administration.</p> <p>At this time, there is no intention of changing our federal funding formula except to add the required 0.1% (\$7,170) for special population recruitment.</p>



Perkins IV	Perkins V	Change	Potential Impact
<p>individuals for non-traditional fields. 5%, or \$250,000, whichever is greater, for administration</p>	<p>Not more than 2% shall be made available to serve individuals in State institutions, such as correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities. Not less than \$60,000 and not more than \$150,000 shall be available for services that prepare individuals for non-traditional fields. 0.1% (\$7,170 for Idaho) up to \$50,000 shall be made available for the recruitment of special populations. 5%, or \$250,000, whichever is greater, for administration</p>		
<p>Accountability: FAUPL (Federally Agreed Upon Performance Levels) negotiated with States</p> <ul style="list-style-type: none"> Expressed in numerical or percentage form Continuous improvement <p>6 secondary core indicators</p> <ul style="list-style-type: none"> Graduation rate Academic attainment (English and Math) 	<p>Accountability: State determined performance levels</p> <ul style="list-style-type: none"> Expressed in numerical or percentage form Continuous improvement In consultation with stakeholders. All four years of performance levels included in the State Plan 60-day public review and comment period for stakeholders Must take into account State Plan goals <p>5 secondary core indicators (concentrators only)</p> <ul style="list-style-type: none"> Graduation and adjusted cohort rates Academic attainment (English, Math, and Science) 	<p>All performance levels are now determined by the state in consultation with stakeholders for the full four-year period covered by the State Plan. There is a 60-day public comment period of the performance levels for stakeholders.</p> <p>Performance indicators are limited to CTE concentrators only; added Science to academic attainment; added national service program to placement measures; and added a program quality element.</p>	<p>Idaho will now be able to set our own performance levels and some additional performance indicators. However, the Secretary still has the authority to reject the State Plan for any reason, including insufficient performance levels.</p> <p>ICTE currently provides LEAs with all data except placement after high school and single parent data. We will still need assistance with collecting those data sets.</p>

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Perkins IV	Perkins V	Change	Potential Impact
<ul style="list-style-type: none"> • Placement in postsecondary education, advanced training, military, or employed • Technical skill attainment as measured by the TSA • Participation and completion of students in non-traditional programs • Secondary school completion among early leavers (diploma or GED outside of the cohort) <p>5 Postsecondary indicators</p> <ul style="list-style-type: none"> • Technical skill attainment • Industry-recognized credential, certificate, or degree attainment. • Student retention or transfer to a baccalaureate degree program • Student placement in the military, additional training, or employment • Participation and completion of students in non-traditional programs <p>Negotiated annually.</p>	<ul style="list-style-type: none"> • Placement in postsecondary education or advanced training, military service, national service program (AmeriCorps/Senior Corps), Peace Corps, or employed • Concentrators in non-traditional programs • Program quality including at least 1: <ol style="list-style-type: none"> 1. Concentrators having attained a recognized postsecondary credential 2. Concentrators having attained postsecondary credit in CTE 3. Concentrators having participated in work-based learning May also add other measures as defined by the State. <p>3 postsecondary indicators (concentrators only)</p> <ul style="list-style-type: none"> • Concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education; are in advanced training, military service, or a national service program (AmeriCorps/Senior Corps); Peace Corps; or are placed or retained in employment • Concentrators who receive a recognized postsecondary credential during program participation or within one year • Concentrators in non-traditional fields <p>Revisions may be made after the second year of the State Plan, are subject to the 60</p>	<p>Idaho is keeping the technical skill attainment (TSA) performance indicator and adding a career and technical student organization (CTSO) participation performance indicator.</p> <p>Performance indicators are limited to CTE concentrators only.</p> <p>Perkins IV required a yearly negotiation with OCTAE to</p>	<p>Annual reports will necessarily include disaggregated data analysis down to the program level.</p> <p>With the changes planned for the statewide program, ICTE has designated program quality indicator #2 – Concentrators having attained postsecondary credit in CTE, as our preferred indicator.</p> <p>Other measures will include TSAs and CTSO membership.</p> <p>Not much will change with postsecondary indicators. The largest impact will be not having to track non-traditional participants.</p> <p>If revisions are made after two years, then there are additional</p>

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Perkins IV	Perkins V	Change	Potential Impact
<p>Performance improvement plan required after missing 90% of FAUPL. Sanctions after three years.</p> <p>Reporting data disaggregated at the gender, race/ethnicity, and special population levels.</p>	<p>day public comment process, must take into account State Plan goals, must take into account levels in other states, and must be higher than the average actual performance of the two most recently completed program years.</p> <p>Performance improvement plan required after missing 90% of performance levels. Sanctions after second year of failing to improve (3 years total).</p> <p>Reporting data disaggregated by program or program of study at the gender, race/ethnicity, and special population levels.</p>	<p>determine levels of performance. State levels are now determined on a four-year cycle with the ability to revise after two years, if necessary. Local recipients may negotiate their own levels with the State.</p> <p>Unchanged.</p> <p>Reporting down to the program of study level and three additional special populations.</p>	<p>procedures ICTE must follow to obtain approval. ICTE will have to demonstrate consideration of levels in other states and calculate the average of the previous two years.</p> <p>No impact.</p> <p>Impact is discussed above under the 5 secondary core indicators (page 8).</p>
<p>State Plan: 6 years that may include a one year transition period</p> <p>No mention of what to do after 6 years</p>	<p>State Plan: 4 years with one year transition period</p> <p>May be combined with WIOA State Plan</p> <p>Subject to a 30-day public comment period before submission</p> <p>After 4 years may either submit another 4-year plan or may submit annual revisions to the State determined performance levels</p>	<p>The State Plan term has been shortened by two years but now includes options for how to proceed after the initial plan ends. States may either submit another 4-year plan or submit annual revisions to State determined performance levels.</p>	<p>Impact will be minimal. ICTE may realize a reduction in the time necessary to complete revisions to the State Plan on an annual basis, but the increased reporting requirements for the Consolidated Annual Report due to OCTAE will balance time and effort expended.</p>

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Perkins IV	Perkins V	Change	Potential Impact
<p>Developed in consultation with stakeholders and the Governor’s office.</p> <ul style="list-style-type: none"> • Academic and career and technical education teachers, faculty, and administrators • Career guidance and academic counselors • Eligible recipients • Charter school authorizers and organizers consistent with State law • Parents and students • Institutions of higher education • The State tech prep coordinator and representatives of tech prep consortia (if applicable) • Entities participating in activities described in section 111 of Public Law 105–220 • Interested community members (including parent and community organizations) • Representatives of special populations • Representatives of business and industry (including representatives of small business) • Representatives of labor organizations in the State • Consult the Governor of the State with respect to such development 	<p>Developed in consultation with stakeholders and the Governor’s office.</p> <ul style="list-style-type: none"> • 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 • Interested community representatives, including parents, students, and community organizations • 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”) • Members and representatives of special populations • Representatives of business and industry (including representatives of small business), which shall include 	<ul style="list-style-type: none"> • No tech-prep • State workforce development board added • 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 • Indian Tribes and Tribal Organizations • Individuals with disabilities 	<p>More statewide communication efforts including multiple regional meetings, a dedicated Perkins V website, FAQs, and a dedicated stakeholder input email address.</p>

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Perkins IV	Perkins V	Change	Potential Impact
	<ul style="list-style-type: none"> • Representatives of industry and sector partnerships in the State, as appropriate, and representatives of labor organizations in the State • 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)) • Representatives of Indian Tribes and Tribal organizations located in, or providing services in, the State • Individuals with disabilities • 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. 		
<p>20 elements</p>	<p>14 elements but they're more extensive Highlights include:</p> <ul style="list-style-type: none"> • Summary of workforce development activities in the State and how CTE is aligned with the education and skill needs of employers • State's strategic vision and goals for preparing an educated and skilled workforce 	<p>State Plan language for Perkins IV centered around how states intended to meet performance levels in the various indicators. Perkins V concentrates on creating a link between CTE and the needs of Idaho employers.</p>	<p>Focusing on meeting the needs of Idaho employers provides an opportunity to rethink and innovate the role of Career and Technical Education in Idaho. It allows ICTE to provide Idahoans with another path to success.</p> <p>Idaho's State Plan for Perkins V will promote success by funding</p>

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Perkins IV	Perkins V	Change	Potential Impact
	<ul style="list-style-type: none"> • A strategy for any joint planning, alignment, coordination, and leveraging of funds with WIOA, ESSA, and HEA • How disparities or gaps in performance levels will be addressed • A description of the public comment process <p>Governor shall have 30 days prior to submission to sign the State Plan (joint authority).</p> <p>State Plans must still be approved by the Secretary. State Plans shall be deemed approved 120 days after submission.</p>	<p>Prior Perkins Acts only required consultation, not joint authority.</p> <p>Perkins IV State Plans were deemed approved after 90 days.</p>	<p>those local education agencies and institutions with an approved program of study (state funds will continue for CTE cluster programs). Recipients will be required to use a portion of Perkins V funding for the purpose of assisting Idaho students in the transition from secondary to postsecondary careers. In an effort to promote equity and access among all populations, all recipients will be required to attend annual equity training.</p>
<p>Local Plan: Covers the same time period as the State Plan (6 years)</p> <p>Mirrored the content of the State Plan</p> <p>12 Local Plan components 1. CTE funds use</p>	<p>Local Application: Covers the same time period as the State Plan (4 years)</p> <p>Three pieces: the application components, the comprehensive needs assessment, and the consultation requirements</p> <p>9 Local Application Components: 1. Results of the needs assessment</p>	<p>Every four years instead of annually.</p> <p>More information required from recipients.</p> <p>Application components are centered around the results of the needs assessment. There are</p>	<p><u>Year one – school year '19-'20</u> Required documentation</p> <ul style="list-style-type: none"> • Transition Application that includes Perkins Local Application components 2-8 • Perkins Project and Budget Request • Annual Report and disaggregated data analysis

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Perkins IV	Perkins V	Change	Potential Impact
<p>2. CTE activity relation to performance levels</p> <p>3. Courses and activities supported</p> <p>4. Professional development</p> <p>5. Involvement of stakeholders</p> <p>6. Assurances</p> <p>7. Evaluation and program improvement</p> <p>8. Activities and reduction of barriers for special populations</p> <p>9. Non-discrimination of special populations</p> <p>10. Preparation for non-traditional fields</p> <p>11. Career guidance and academic counseling for CTE students</p> <p>12. Recruitment and retention of CTE teachers, faculty, and counselors. Transition from business and industry to teaching.</p>	<p>2. Courses and activities to be supported, including at least 1 state-approved program of study</p> <p>3. Career exploration/career guidance and counseling to be provided</p> <p>4. Alignment of academic and technical skills</p> <p>5. Activities for special populations</p> <p>6. Work-based learning opportunities</p> <p>7. Opportunities for postsecondary credit while attending high school</p> <p>8. Recruitment, preparation, retention, and training of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals, including individuals from underrepresented groups</p> <p>9. Addressing disparities and gaps in local performance levels</p> <p>Comprehensive needs assessment: Update not less than once every two years Requirements:</p> <ul style="list-style-type: none"> • Evaluation of student performance relative to the State determined levels of performance • Description of size, scope, and quality aligned to State, Tribal, or local in-demand industry or occupations or designed to meet local education or economic needs not identified by State or local workforce development boards • Evaluation of progress toward the 	<p>fewer direct ties to the State Plan and more to the labor market.</p> <p>The most important change is the addition of the comprehensive needs assessment. It affects all sections of the Act and shapes the local programs to local employment needs. Results of needs assessments are part of the application. They are used to guide the decision process regarding which CTE programs of study should be available in local districts and what programs may be developed at the</p>	<p>Year two – school year '20-'21</p> <ul style="list-style-type: none"> • Comprehensive Local Needs Assessment • Perkins Local Application • Perkins Project and Budget Request • Annual Report and disaggregated data analysis <p>Subsequent years Annually</p> <ul style="list-style-type: none"> • Perkins Project and Budget Request • Annual Report and disaggregated data analysis <p>Every two years (ex. '22, '24)</p> <ul style="list-style-type: none"> • Comprehensive Local Needs Assessment <p>Every four years (ex. '24)</p> <ul style="list-style-type: none"> • Perkins Local Application <p>Completing the Perkins Local Application</p> <p>1. Assemble a group of community stakeholders that includes members from each of the stakeholder groups listed. This step should be performed as soon as possible.</p>



Perkins IV	Perkins V	Change	Potential Impact
	<p>implementation of CTE programs and programs of study</p> <ul style="list-style-type: none"> • Improving recruitment, retention, and training of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals, including individuals from underrepresented groups • Strategies for special populations <p>Continual consultation with local stakeholders</p> <ul style="list-style-type: none"> • Secondary CTE teachers, counselors, principals, administrators, specialized support personnel and paraprofessionals • Postsecondary CTE faculty and administrators • State or local workforce development boards and a range of local or regional businesses or industries • Parents and students • Special populations • Regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth • Indian Tribes and Tribal Organizations • Any other stakeholders 	<p>postsecondary level.</p> <p>Codifies the need for the Technical Advisory Committees already in place.</p>	<p>2. Conduct the Comprehensive Local Needs Assessment. Needs assessments are meant to allow flexibility in a Perkins recipient’s programs of study. If a manufacturer moves into an area, it has the potential to necessitate a change. By evaluating the needs of the community on a regular basis, every two years, CTE providers can act instead of react.</p> <p>Needs assessments must be data driven using student performance indicators and labor market data or other available data. At the secondary level, the majority of data will be provided to LEAs by ICTE. At the postsecondary level, data is self-reported. The Idaho Department of Labor and the Workforce Development Council have provided a tool for the purpose of determining in-demand industry/occupations based on statewide and regional data (link provided on last page).</p> <p>3. Complete the four-year Perkins Local Application based on the results of the Comprehensive Local Needs Assessment.</p>

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Perkins IV	Perkins V	Change	Potential Impact
<p>9 required uses of funds</p> <ol style="list-style-type: none"> 1. Support integration of academic skills into CTE programs 2. Link CTE at the secondary and postsecondary levels 3. Provide students with strong experience in and understanding of all aspects of an industry 4. Develop, improve, or expand the use of technology in CTE 5. Provide professional development programs for a wide variety of CTE professionals 6. Develop and implement evaluations of the activities funded by Perkins 7. Initiate, improve, expand, and modernize quality CTE programs 8. Provide services and activities that are of sufficient size, scope, and quality to be effective 9. Provide activities to prepare special populations for high skill, high wage, or high demand occupations that will lead to self-sufficiency 	<p>6 requirements for local uses of funds</p> <ol style="list-style-type: none"> 1. Provide career exploration and development activities through an organized systemic framework 2. Provide professional development for a wide variety of CTE professionals 3. Provide within CTE 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 CTE programs 5. Plan and carry out elements that support the implementation of CTE programs and programs of study 6. Develop and implement evaluations of the activities funded by Perkins 	<p>Reduces the number of local uses by integrating related uses of funds.</p>	<p>Minimal impact.</p>
<p>20 permissive uses</p>	<p>20 permissive uses that are integrated into #5. Most are the same with the top changes being:</p> <ul style="list-style-type: none"> • Integration of academic skills • Equipment purchases are in line with business and industry needs 	<p>Mentoring and support services was removed from the list of permissive uses. The rest of the changes are listed in the Perkins V column.</p>	<p>Academic and arts and design skill integration – while funds cannot be used for courses, they may be used to train CTE instructors in integration or developing courses that are a hybrid of academic or</p>

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Perkins IV	Perkins V	Change	Potential Impact
	<ul style="list-style-type: none"> • CTSO expansion to preparation and participation in competitions, including travel • Integration of arts and design skills where appropriate • 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 CTE • Reducing or eliminating out-of-pocket expenses for special populations 		<p>arts and design and CTE requirements.</p> <p>CTSO expansion and reducing out-of-pocket expenses for special populations allow for more robust leadership programs and helps ensure access to CTE for all students.</p> <p>Qualified intermediaries are non-profit organizations that connect students with opportunities.</p>

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

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SUBJECT

Docket 08-0000-1900 – Summary Correction

REFERENCE

August 2010	Board approved adoption of the core Mathematics and English Language Arts content standards and proposed rule incorporating them by reference.
November 2010	Board approved pending rule incorporating amended content standards by reference.
August 2015	Board approved updated Humanities and Science standards and proposed rule incorporating the amended content standards by reference.
November 2015	Board approved pending rule incorporating amended Humanities and Science content standards by reference. The pending rule was rejected by the 2016 legislature.
August 2016	Board was updated on the outcome of the Idaho Challenge content standards review process (all Idahoans had an opportunity to give input on each individual standard) started in 2015 and approved updated Arts and Humanities, English Language Arts, Health, Mathematics, Physical Education, and Social Studies standards and new Computer Science Standards.
November 2016	Board approved pending rule incorporating updated Arts and Humanities, English Language Arts, Health, Mathematics, Physical Education, and Social Studies standards and new Computer Science Standards.
August 2017	Board approved updated content standards for: Driver Education, Information and Communication Technology, and Science and proposed rule incorporating updated standards by reference.
November 2017	Board approved pending rule with amended content standards for Driver Education, Information and Communication Technology, and Science
April 2019	Board received update on impact of legislature not extending codified rules after June 30, 2019.
May 2019	Board approved temporary and proposed rules initiating the process for putting back place rules that were codified at the end of the 2019 Legislative session
November 26, 2019	Board approved pending rules, including pending rule Docket 08-0000-1901.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.

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BACKGROUND/DISCUSSION

At the November 26, 2019 Special Board meeting the Board considered 11 pending rules, including Docket 08-0000-1900. Following the Board's action to approve all 11 pending rules as presented, a typo was identified in the agenda material that went out to the Board members. Additionally, the Board has heard concerns that it did not fully consider the comments received regarding Docket 08-0000-1900. Docket 08-0000-1900 is the omnibus docket reauthorizing rules that were codified at the end of the 2019 legislative session and expired June 30, 2019 when the bill reauthorizing all codified rules did not pass the House of Representatives.

This docket includes a wide variety of other subject areas including state scholarships, educator preparation standards, content standards, graduation requirements, and charter school authorization, but the majority of the comments received during the public comment period and the testimony during the public hearings for this docket centered on the state content standards. Specifically, those referred to as the "common core" standards. The eleven academic content areas identified in IDAPA 08.02.03 are technically the "core" academic content areas identified in administrative code. The content standards for mathematics and English language arts are the two content areas out of the 11 that are most commonly being referenced as the common core standards.

The Board adopted new content standards in 2010 as part of the common core initiative to align the content in these two subject areas between states. In 2015 the mathematics and English language arts standards went through a process conducted by the State Department of Education (Department) referred to as the Idaho Challenge. In addition to the normal content standard review process where Idaho educators from the applicable subject area, secondary and postsecondary, are brought together along with other stakeholder representatives to review a portion of the Idaho content standards each year, this review was conducted in a way that allowed anyone interested to provide input. During this review process each standard was made available through the Department's website for all interested parties to review, provide comments on, and suggest amendments to the specific standard. The amendments identified through this process were then brought to the Board in 2016 through the negotiated rulemaking process. The current mathematics and English language arts standards were approved by the Board at the August 2016 Regular Board meeting and accepted by the legislature during the 2017 legislative session.

IMPACT

Provide the Board with a correction to an error in the November 2019 agenda material.

STAFF COMMENTS AND RECOMMENDATIONS

In the November 2019 Board meeting agenda material there was a typo. The table showing the number of individuals who formally testified at the public hearings,

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showed 12 individuals in Challis testifying in support of the standards. This was in error, of the approximately 32 people who attended the hearing, 12 formally testified. All twelve of the individuals who testified, indicated they were not supportive of the current “common core” standards. All of the specific examples discussed during the hearing were examples specific to curriculum or to high school students graduating without critical thinking skills.

BOARD ACTION

This item is for informational purposes.