

STATE BOARD OF EDUCATION
APRIL 27, 2020

SUBJECT

Optional Retirement Program

REFERENCE

| | |
|---------------|---|
| August 2014 | Board approved optional retirement plan (401a) restatement |
| April 2015 | Board approved the second reading of Policy II.R., establishing the Retirement Plan Committee |
| February 2016 | Board appointed initial cohort of members of the Retirement Plan Committee |
| June 2017 | Board approved retirement plan trust agreement |
| August 2017 | Board approved appointments to the Retirement Plan committee |
| April 2018 | Board approved updates to retirement plan documents: 401(a), 403(b) and 457(b) |

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.R. Sections 33-107A and 107B, Idaho Code.

BACKGROUND/DISCUSSION

The Board of Education has established an optional retirement plan for faculty and nonclassified staff of the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, the office of the state board of education, and for the teaching staff and officers of the community colleges. The Board of Education has established three plans which include a 401(a) Optional Retirement Plan (ORP), and the 403(b) and 457(b) voluntary deferred compensation plans (collectively referred to as “Plan” or “Plans”). The Board is the plan administrator of the Plans, and Board approval is required to amend the Plans. The Plan document is available on the Board’s website: <https://boardofed.idaho.gov/wp-content/uploads/2017/05/ORP-Plan-Document-April-2018-Signed-December-2018.pdf>. Board Policy II.R. provides for the creation of a retirement plan committee as a special committee of the Board to provide stewardship of Plans sponsored by the Board. Board Policy II.R.3 specifically states, “The Board retains exclusive authority to amend the Plans and select Trustees/Custodians.”

The CARES Act of 2020 passed by Congress allows for optional COVID-19 related distribution to qualified individuals. TIAA and AIG require a letter of instruction to implement any changes adopted by the Board for the Plan. Actual plan amendments to allow for these changes are not required until 2024 by governmental plans and those plan amendments will be brought to the Board for adoption at a later date.

The Board is being asked to consider whether or not to adopt specific optional provisions from the CARES Act, which are consistent with direction given by the Public Employee Retirement System of Idaho (PERSI) Board:

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1. Up to \$100,000 in-service distribution from the Plan.
 - a. Employee certified that they are eligible.
 - b. No 10% early distribution penalty.
 - c. Distributions included in participant's gross income ratably over three tax years.
 - d. Can be repaid by participant within three years of distribution.
2. New loan amounts available, from March 27, 2020 through September 22, 2020.
 - a. Increase loan maximum amount on new loans to the lesser of \$100,000 minus the difference between the highest outstanding loan during last 12 months, or
 - b. 100% of participants vested account balance.
3. Loan repayment suspension for qualified individuals who self certifies COVID-19 impact.
 - a. Loan repayments for loan balance on or after March 27, 2020 and prior to December 31, 2020 may be suspended.
 - b. Following the end of the suspension period, the loan will be re-amortized to adjust the remaining payments over remaining period of the loan, plus the suspension period.
 - c. Interest on loan will continue to accrue during suspension period.

Further details may be found in Attachment 1, a memorandum prepared for the Board by the Multnomah Group (consultant retained by the Board to advise the Board and its retirement plan committee regarding the Plans) and Reinhart Law (law firm appointed by the Office of the Attorney General as special deputy attorney general to provide legal advice to the Board regarding its Plans).

IMPACT

The CARES Act allows plan administrators to amend retirement plans to allow eligible plan participants to receive distributions from the Plans to assist with COVID-19 caused difficulties. Early withdrawals of retirement savings could negatively impact retirement for some plan participants by resulting in delays of anticipated retirement dates and could resulting in inadequate funds for retirement.

If the Board adopts any of these provisions, it may not, at a later date, reverse its decision. Any of the provisions not adopted at present may be revisited at a future date.

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ATTACHMENTS

- Attachment 1 – CARES Act Provisions – Memorandum from Staff
- Attachment 2 – CARES Act Provisions – Implementation Notification to Plan Administrators

STAFF COMMENTS AND RECOMMENDATIONS

For reference, the PERSI Board has recently decided to allow for distributions up to \$100,000 and to allow for new loans and repayment suspension of loans pursuant to the CARES Act. Board staff recommends that the Board adopt the same guidelines as those adopted by PERSI in order to assure equity across employment classifications.

BOARD ACTIONS

I move to allow the plan-optional COVID-19 In-Service Distribution and COVID-19 Plan Loan Relief, and direct Board Staff to implement the terms outlined in the memo contained in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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ATTACHMENT 1

INTEROFFICE MEMORANDUM

TO: IDAHO STATE BOARD OF EDUCATION
FROM: OFFICE OF THE STATE BOARD OF EDUCATION
SUBJECT: DECISION POINTS FOR OPTIONAL RETIREMENT PLAN
DATE: APRIL 20, 2020

CARES Act provisions affecting Employee Benefit Plans

The following information was developed in coordination with the Multnomah Group and Reinhart Law (external counsel.)

1. COVID-19 In-Service Distributions

Eligibility:

- Participant diagnosed with COVID-19
- Participant's spouse or dependent diagnosed with COVID-19: or
- Individual experiences adverse financial consequences as result of being quarantined, furloughed, laid off, experiences reduction in work hours, or encounters inability to work due to lack of childcare.
- (Participants are allowed to self-certify eligibility. This is not a hardship distribution, so employees are not required to demonstrate financial need or substantiate amount requested.)

Mechanics:

- Up to \$100,000 in aggregate spread across all plans
- Effective from 3/27/2020 through 12/31/2020 (relief may be provided to re-characterize qualified distributions prior to 3/27/2020).
- Full distribution amount is not included in participant taxable income in the year of distribution unless participant elects otherwise; distribution is included in participant taxable income proportionally over a three-year period beginning in the year of distribution
- Distribution is not subject to the 10% early withdrawal penalties under Code section 72(t), however distributions are still taxed as income. 20% mandatory withholding is also waived.
- If plan offers this in-service distribution option, plan may permit participants to repay distribution over a 3-year period, beginning on the date of distribution. Distribution may be repaid in multiple installments and participants are not required to repay distribution in

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full. Repayments are treated as direct rollovers, therefore as pre-tax contributions and will not impact plan contribution limits.

- These considerations make the COVID in-service distribution more attractive than hardship withdrawals (403(b) plan offers hardship withdrawals), which do not allow the ability to “payback” the plan. Additionally, hardship withdrawals do not allow the ability to prorate tax on withdrawals over three years or avoid the 10% early withdrawal penalty.

Considerations:

This is not a required plan change. The Board may elect to not offer this distribution option. The states of Oregon and Washington have chosen to not make this distribution option available. If this option is made available to participants, plan amendments will need to be made to plan documents for plans in which this distribution option will be offered (401(a), 403(b), 457(b)).

While this in-service distribution option is not considered a hardship withdrawal, it may still impact plans that include hardship distribution provisions (the ORP 403(b) plan does contain a hardship provision). Generally, a participant cannot receive a hardship distribution unless the participant has exhausted all other options under a plan. If a participant takes this in-service distribution, the participant may not be eligible for a hardship distribution until the participant receives the maximum \$100,000 COVID-19 distribution.

Participants withdrawing funds from their retirement accounts in a down market will miss out on the benefits of a market recovery.

Participants electing to withdraw large sums under the COVID in-service option will potentially be delaying their ability to retire. Plan sponsors seeking to limit the long-term impact on participant retirement savings may consider only offering COVID-19 loan provisions addressed in the next section.

Required Decision Point: Will the Idaho State Board of Education allow the plan-optional COVID-19 In-Service Distribution option?

2. Plan Loan Relief for plans which currently offer loans

The ORP 403(b) plan offers loans, and is affected by CARES Act provisions

Mechanics:

- Loan amounts permitted under Code section 72 (p) for any loan requested from 3/27/2020 through 9/23/2020 may be increased to the lesser of:
 - \$100,000; or
 - The participants’ vested accrued benefit under the Plan
- Additionally, any deadline to complete repayment of a plan loan occurring in 2020 may be delayed for a period of one year. The loan repayment schedule must be adjusted accordingly and the loan increased for interest due to the longer period of payments. Individuals with an existing loan do not have to extend the loan period if they wish to continue with their current payment schedule.

Required Decision Point: Will the Idaho State Board of Education allow the plan-optional COVID-19 Plan Loan Relief option?

3. Required Minimum Distribution Waiver

Any required minimum distribution payments due during calendar year 2020 are automatically waived for participants in defined contribution plans.

Because many participants may rely on their required minimum distribution payments as income, the Board could consider distributing a notice to participants and offering them an election to continue receiving their required payments during 2020.

- External counsel does not recommend permitting participants to change their required periodic distribution payment using this election due to the potential difficulty for vendors to properly account for and administer changes.
- If all required minimum distributions are suspended for 2020, this will allow for the opportunity to recoup recent market losses which have negatively impacted participant retirement plan balances.

Vendors have notified Plan Sponsors that they are proceeding within the below parameters:

- Recurring RMDs will not be suspended for the year, unless the participant directs otherwise.
- Annual RMDs will be suspended in early May. If 2020 was the first year for an RMD, the participant may be required to take two distributions in 2021.
- Participants can repay an RMD already taken in 2020 as a rollover contribution.

Required Decision Point: Will the Idaho State Board of Education waive the Required Minimum Distribution during 2020?



IDAHO STATE BOARD OF EDUCATION

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email: board@osbe.idaho.gov

April 28, 2020

Memo to Plan Managers:

This letter will authorize you to implement the following changes to the Optional Retirement Plan as administered by the Idaho Board of Education:

Coronavirus-related distributions

Coronavirus-related distributions may be issued by the plan to Qualified Individuals (as defined below) in an amount not to exceed \$100,000, less prior coronavirus-related distribution amounts from all plans maintained by the employer (and any member of any controlled group which includes the employer) prior to December 31, 2020.

The Plan Sponsor directs TIAA and AIG to accept on behalf of the Plan the participant's self-certification that:

- (i) the participant is a Qualified Individual eligible for the requested coronavirus-related distribution; and
- (ii) the amount requested by the participant satisfies the requirements for a coronavirus-related distribution including that the participant's receipt of such distribution does not exceed the \$100,000 limit when added to all other coronavirus-related distributions the participant has received across all IRAs and plans maintained by the Plan Sponsor and, as applicable, any Plans maintained by any member of the Plan Sponsor's controlled group.

These distributions will be processed prorated across all available vested money sources and investment options held in the participant's account.

The distribution is not eligible for rollover and will not be processed subject to mandatory 20% federal income tax withholding. The Plan Sponsor directs the Empower to withhold 10% federal

income tax (plus any applicable state and/or local income tax) on the amount of the distribution unless the participant elects a different withholding amount or elects no withholding.

TIAA and AIG will report the entire amount of the coronavirus-related distribution as taxable income on *IRS Form 1099-R* in the year withdrawn from the Plan. Participants are responsible for determining the appropriate reporting of the coronavirus-related distribution on their income tax return.

The Plan Sponsor directs the provider to process any repayment the participant self-certifies is a bona fide repayment of a previous coronavirus-related distribution received within three years, if the participant is eligible under the terms of the plan to make a rollover contribution into the Plan.

The participant is responsible for determining the appropriate reporting of any recontributed amount on their income tax return.

Coronavirus-related loans

New Loans - Amount available

The Plan may issue coronavirus-related loans to a Qualified Individual (as defined below) between March 27, 2020 and September 22, 2020 (180 days following enactment of the CARES Act) at an increased a maximum amount that does not exceed the lesser of:

- (1) \$100,000 minus the difference between the highest outstanding loan balance during the last 12-consecutive-month period and the outstanding loan balance on the date the loan is made; or
- (2) 100% of the participant's vested account balance.

New loans and/or loan repayment suspensions – loan suspension period and repayment of coronavirus-related loans

If a participant that self-certifies as a Qualified Individual has an outstanding loan from the Plan on or after March 27, 2020 and the date of any repayment of such loan occurs during the period between March 27, 2020 and December 31, 2020, the participant may elect to suspend the repayment due date. Following the end of the suspension period, the loan will be reamortized to adjust the remaining payments (plus interest accrued during the suspension period) over the remaining period of the loan, plus the suspension period.

Qualified Individuals who may request coronavirus-related loans or distributions

To qualify for a coronavirus-related loan or withdrawal, the participant self-certify that he/she meets at least one of the following requirements:

- (I) the participant has been diagnosed with the virus SARS-CoV-2 or with coronavirus disease 2019 (COVID-19) by a test approved by the Centers for Disease Control and Prevention;

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- (II) the participant's spouse or dependent is diagnosed with such virus or disease by such a test; or

- (III) who experiences adverse financial consequences as a result of being quarantined, being furloughed or laid off or having work hours reduced due to such virus or disease, being unable to work due to lack of child care due to such virus or disease, closing or reducing hours of a business owned or operated by the individual due to such virus or disease, or other factors as determined by the Secretary of the Treasury.

The Plan Sponsor directs TIAA/AIG not to request or collect any additional information or documentation with respect to a coronavirus-related distribution or loan request.

Please contact our office with any further questions.

Sincerely,

Matt Freeman, Executive Director
Idaho State Board of Education

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SUBJECT

Board Policy II.B. Appointment Authority and Procedures - Suspension of provisions of 2.b and 2.c

REFERENCE

| | |
|----------------|--|
| April 2016 | Board approved the first reading of amendments to Board Policy II.B. providing clarifications to provisions regarding coaches and athletic directors. |
| June 2016 | Board approved the second reading of amendments to Board Policy II.B. |
| April 6, 2020 | Board approved the first reading of amendments to Board Policy II.B. allowing the Board to suspend normal processes in the event of catastrophic circumstances regarding employment decisions at the institutions. |
| April 22, 2020 | Board approved the second reading of amendments to Board Policy II.B. |

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.B

BACKGROUND/DISCUSSION

The recent revision to Board Policy II.B was intended to provide maximum flexibility to the institutions in the event of extraordinary circumstances that require immediate response in personnel management. The effects of COVID-19 on the business practices and revenue streams of the institutions has impacted all of the colleges and universities in unexpected ways and to an extent that could not have been readily anticipated. This amendment to policy allows the Board to provide latitude from some of the provisions in Board policy II.B. amid this pandemic, and the resultant state of emergency which was declared by the Governor on March 23, 2020.

IMPACT

The result of enacting this policy change will allow institutions to implement necessary procedures for addressing budget realities as their chief executive officers deem necessary, allowing institutions to enact immediate, proactive and decisive solutions minimizing more long-term impact, both financial and structural. A decision to suspend the uniformity provisions of paragraph 2.c and the subsequent timelines of paragraph 2.d will allow the institutions to respond more nimbly to the pandemic. The implementation of such actions by the chief executive officers will most certainly have a more immediate impact on employees affected by such decisions and will allow those institutions to enact changes in such a way as to ultimately minimize the repercussions of the financial concerns.

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STAFF COMMENTS AND RECOMMENDATIONS

The COVID-19 pandemic has had tremendous financial impact on institutions in the form of additional expenses, and the significantly greater impact of foregone revenue. Because this moment requires that chief executive officers be nimble, this suspension of the policy provides them the latitude to address the financial concerns in an expedited manner. The reality that institutions need to respond in ways outside the normal course of business currently requires quick and decisive action. This suspension of policy will allow the institutions a better opportunity to contain expenses quickly.

Staff recommends approval.

BOARD ACTION

I move to suspend the uniformity and timeline provisions of Board policy II.B. pursuant to Board policy II.B.2.e. in response to the Governor's declaration of emergency and the impact of the COVID-19 pandemic.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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DIVISION OF CAREER TECHNICAL EDUCATION (DIVISION)

SUBJECT

Board Policy IV.E. Division of Career Technical Education – Occupational Specialist Endorsements – First Reading

REFERENCE

| | |
|------------------|---|
| August 2017 | Board approved the first reading of amendments to Board Policy IV.E. adding definitions of terms used and secondary program descriptions. |
| October 2017 | Board approved the second reading of proposed amendments to Board Policy IV.E. |
| August 2018 | Board approved proposed rule docket 08-0202-1805 establishing occupational specialist certificate endorsements |
| November 8, 2018 | Board vacated pending rule docket 08-0202-1805 and requested the Division of Career Technical Education work more with school districts prior to bringing back occupational certification endorsements. |
| August 28, 2019 | Board approved the first reading of proposed amendments to Board Policy IV.E adding three new sections of policy: secondary career technical program approval, allowable uses for added-cost funds, and formalizing occupational specialist certificate endorsements. |
| October 17, 2019 | Board approved the second reading of proposed changes to Board Policy IV.E. |

APPLICABLE STATUTE, RULE, OR POLICY

State Board of Education Governing Policies and Procedures IV.E.
Section 33-1204, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02 – Section 014.04, Occupational Specialist Certificate

BACKGROUND/DISCUSSION

Individuals coming from the private sector into the career technical education (CTE) teaching profession are awarded a three (3) year non-renewable Limited Occupational Specialist (LOS) Certificate while they work to meet the necessary requirements to obtain a Standard Occupational Specialist teaching certification. Endorsements attached to Occupational Specialist Certificates focus on the content knowledge relevant to the industry from which the individual came prior to teaching.

A workgroup of CTE stakeholders was instrumental in developing the original CTE endorsements, and has continued to work with the Division's certification

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personnel to ensure that Occupational Specialist endorsement holders experience a seamless transition in continuing to teach courses and programs they were previously able to teach. The Division has identified eighteen (18) endorsements that have previously allowed a holder to teach a broader range of career technical education courses than the new endorsements would allow. In order to limit the impact on educators, programs, and students, the Division proposes Board policy IV.E. be amended to include grandfather in these endorsements.

Additional amendments include the addition of the Apparel/Textiles (6-12) endorsement and a technical change aligning the reference to the degree based certificate with the terminology used in administrative rule, IDAPA 08.02.02.

IMPACT

The proposed amendments to this policy will ensure that current occupationally-certified secondary instructors, holding certain career technical education endorsements awarded prior to July 1, 2020, will continue with the ability to teach while the new Occupational Specialist coming from industry will have an endorsement that aligns with their content knowledge and will help to ensure consistency statewide regarding instructor qualifications.

ATTACHMENTS

Attachment 1 – Board Policy IV.E. Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

There have been no comments received and no changes made to the policy between the first and second reading.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board policy IV.E. Division of Career Technical Education as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: E. Division of Career Technical Education

April 2020

(BREAK IN CONTINUITY OF SECTIONS)

8. Occupational Specialist Certificate Endorsements, effective July 1, 2020. Pursuant to Section 33-1201, Idaho Code, every person employed in an elementary or secondary school in the capacity of a teacher must have a certificate issued under the authority of the State Board of Education. Certification requirements are established in IDAPA 08.02.02. In addition to a certificate, each certificate must have one or more endorsements indicating the occupational area the teacher is qualified in to provide instruction. Endorsement eligibility is determined by the Division of Career Technical Education. Career technical education endorsements consist of the following:

a. Endorsements A-C

- i. Administrative Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: proficiency in word processing, spreadsheet, database, presentation, and technology media applications; accounting functions; legal and ethical issues that impact business; customer relations; business communication; and business office operations.
- ii. Agribusiness (6-12). Industry experience that indicates applied competence in the majority of the following areas: plant and animal science; agricultural economic principles; business planning and entrepreneurship; agriculture business financial concepts and recordkeeping systems; risk management in agriculture; laws related to agriculture and landowners; marketing and sales plans; and sales.
- iii. Agriculture Food Science and Processing Technologies (6-12). Industry experience that indicates applied competence in the majority of the following areas: properties of food; principles of processing; post-processing operations; safety practices; and equipment and tools used in food processing.
- iv. Agriculture Leadership and Communications (6-12). Industry experience that indicates applied competence in the majority of the following areas: applied communications and leadership through agricultural education; supervised agricultural experience; career opportunities in agricultural science, communications, and leadership; agriculture's impact on society; agricultural science principles; agricultural communication principles; and agricultural leadership principles.

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- v. Agriculture Mechanics and Power Systems (6-12). Industry experience that indicates applied competence in the majority of the following areas: safety practices; tools and hardware; metal technology; power systems; electricity; mathematical applications; insulation; and careers in agricultural mechanics and powers systems.

- vi. Animal Science (6-12). Industry experience that indicates applied competence in the majority of the following areas: animal agricultural industries; nutritional requirements for livestock; livestock reproductive systems; principles of evaluation for animal selection; animal welfare, handling, and quality assurance; medication and care; disease transmission and care; harvesting and processing of animal products; and, animal science risk management.

- vi.vii. Apparel/Textiles (6-12). Industry experience that indicates applied competence in the majority of the following areas: fashion trends; design sketches; color and fabric selection; production of clothing and accessories; and enhancement of function and safety.

- vii.viii. Applied Accounting (6-12). Industry experience that indicates applied competence in the majority of the following areas: accounting functions; accounting ethics; software application packages; financial statements; asset protection and internal controls; inventory records; long-term assets; and payroll procedures.

- viii.ix. Automated Manufacturing (6-12). Industry experience that indicates applied competence in the majority of the following areas: lab organization and safety practices, blueprint reading, measuring, computer-aided design (CAD); computer-aided manufacturing (CAM), computer numeric control (CNC), fundamental power system principles, manufacturing processes, electronic and instrumentation principles, machining, robotics and materials-handling systems, and additive (3D) printing.

- ix.x. Automotive Collision Repair (6-12). Industry experience that indicates applied competence in the majority of the following areas: auto body collision-repair practices; tools; trade skills in refinishing, welding, and painting.

- x.xi. Automotive Maintenance and Light Repair (6-12). Industry experience that indicates applied competence in the majority of the following areas: service, maintenance, and repair practices for a wide variety of vehicles; and diagnosing, adjusting, repairing, and replacing individual vehicle components and systems.

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- [xii-xiii.](#) Business Digital Communications (6-12). Industry experience that indicates applied competence in the majority of the following areas: elements and principles of design and visual communications; professional communication skills; editing and proofreading; copyright and intellectual property law; portfolio development; content development strategy; branding and corporate identity; graphic communication production; video editing; web page development; web page design and layout; and web-related planning and organizational standards.
- [xiii-xiv.](#) Business Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: planning and organizing; directing, controlling and evaluating goals and accomplishments; financial decision-making; competitive analysis and marketing strategies; human resource management; customer relations; technology; project management; operations and inventory; and social responsibility.
- [xiv-xv.](#) Cabinetmaking and Bench Carpentry (6-12). Industry experience that indicates applied competence in the majority of the following areas: cabinetmaking and millwork production; cutting, refinishing, installing, and shaping of various materials; knowledge of industry standards and construction applications; hardware; and blueprint reading.
- [xv-xvi.](#) Certified Welding (6-12). Industry experience that indicates applied competence in the majority of the following areas: fundamental print reading; measurement and layout/fit-up techniques; properties of metals; shielded metal arc welding (SMAW); gas metal arc welding (GMAW and GMAW-S); flux cored arc welding (FCAW-G); gas tungsten arc welding (GTAW); thermal cutting processes; welding codes; inspection and testing principles; and fabrication techniques.
- [xvi-xvii.](#) Child Development and Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: early childhood-education career paths and opportunities for employment; ethical conduct; advocacy for children; child/human development and learning; family and community relations; child observation, documentation, and assessment; positive relationships and supportive interaction; and approaches, strategies, and tools for early childhood education.
- [xvii-xviii.](#) Commercial Photography (6-12). Industry experience that indicates applied competence in the majority of the following areas: ethics in photography, elements and principles of design composition, cameras and lenses, exposure settings, light sources, digital workflow, presentation techniques and portfolios, and production using industry standard software.
- [xviii-xix.](#) Computer Support (6-12). Industry experience that indicates applied competence in the majority of the following areas: basic network technologies, laptop support, PC support, printer support, operating

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systems, security, mobile device support, troubleshooting techniques, and trends in the industry.

- ~~xviii~~.xix. Construction Trades Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: comprehensive knowledge of structural systems and processes, classical and contemporary construction elements, knowledge of industry standards, knowledge of architecture, basic cabinetry and millwork, and blueprint reading.
- ~~xix~~.xx. Cosmetology (6-12). Industry experience that indicates applied competence in the majority of the following areas: hair design; skincare; nail care; industry guidelines and procedures; entrepreneurship; and communications. Instructor must hold a current and valid Idaho license or certificate as a cosmetologist.
- ~~xx~~.xxi. Culinary Arts (6-12). Industry experience that indicates applied competence in the majority of the following areas: experience as a chef in a full-service restaurant; business operations experience in the culinary/catering industry; communication and organization skills with customers and vendors; industry-recognized food safety and sanitation certification; knowledge of proper food handling, ingredients, food quality and control practices; culinary tools and equipment; cooking methods; meal preparation; menu planning principles and industry trends and career options.

b. Endorsements D-N

- i. Dental Assisting (6-12). Industry experience that indicates applied competence in the majority of the following areas: dental professions pathways; ethics in dental practice; nutrition as related to oral health; infection control; occupational safety; dental-related anatomy and pathology; dental anesthesia; dental assisting skills; dental materials; and, dental radiology. Instructor must hold a current and valid Idaho license or certificate as a dental assistant, dental hygienist, or dentist.
- ii. Digital Media Production (6-12). Industry experience that indicates applied competence in the majority of the following areas: graphic design industry structure; elements and principles of design composition; visual communication; industry-standard software production; ethics and graphic design; digital portfolios; mathematical skills as related to design; communication skills; editing and proofreading; video editing; digital media and production; dissemination techniques and methods; broadcasting equipment, camera, and lens operations; light sources; presentation techniques; public speaking; and writing skills.

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- iii. Drafting and Design (6-12). Industry experience that indicates applied competence in the majority of the following areas: technical drawings, scale drawings, architectural drafting, mechanical drafting, orthographic projection, two- and three-dimensional drawings, manual drafting, and computer aided design.
- iv. Ecology and Natural Resource Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: ecological concepts and scientific principles related to natural resource systems; forest types; forest management components and practices; fire ecology and management; importance and application of GPS/GIS in natural resource management; fish and wildlife ecology; and mineral and energy resources management.
- v. Electrical Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: digital and solid-state circuits, DC principles, AC concepts, soldering techniques, circuits, and electrician-associated electronic components and tools. Instructor must hold a current and valid Idaho license or certificate as an electrician.
- vi. Electronics Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: digital and solid-state circuits; DC principles; AC principles; soldering techniques; circuits; digital electronics; electronic circuits; electronic devices; and electronic digital circuitry simulations and associated electronic components and tools.
- vii. Emergency Medical Technician (EMT) (6-12). Industry experience that indicates applied competence in the majority of the following areas: fundamental knowledge of the emergency management services (EMS) system; medical and legal/ethical issues in the provision of emergency care; EMS systems workforce safety and wellness; documentation; EMS system communication; therapeutic communication; anatomy and physiology; medical terminology; pathophysiology; and lifespan development (per the EMR and EMT sections of the Idaho EMS Education Standards located on the Idaho Department of Health and Welfare website). Instructor must have passed the National Registry exam. Instructor must hold a current and valid Idaho EMS license or certificate and be certified as an EMT instructor through Idaho EMS.
- viii. Firefighting (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of local, state, and federal laws and regulations; firefighting procedures; firefighting tactics; firefighting equipment and vehicles; EMT basic training; first aid and CPR training; and reporting requirements under Idaho criminal code. Instructor must hold a current and valid Idaho license or certificate as an EMT and firefighter.

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- ix. Graphic Design (6-12). Industry experience that indicates applied competence in the majority of the following areas: the graphic design industry; elements and principles of design and visual communication; production using industry standard software; branding and corporate identity; ethical and legal issues related to graphic design; portfolio development and evaluation; mathematics for visual communications; communication; editing and proofreading; graphic design in digital media; and applied art.
- x. HVAC Technology (6-12). Industry experience that indicates applied competence in technical subjects and skills related to the HVAC trade as approved by the Idaho HVAC Board and the Idaho State Board for Career Technical Education: installing, altering, repairing, and maintaining HVAC systems and equipment including air conditioners, venting or gas supply systems, ductwork, and boilers. Instructor must hold a current and valid Idaho license or certificate as an HVAC Technician.
- xi. Heavy Equipment/Diesel Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of diesel engine service; preliminary inspection; identification and repair of vehicle components; preventative maintenance; and heavy equipment applications.
- xii. Hospitality Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: business structures; economics; human resources; sales and marketing; finance and budgeting; safety and security; legal and ethical considerations; event planning and management; teamwork; communication skills; lodging operations; and food and beverage operations.
- xiii. Hospitality Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: careers in the hospitality and tourism industry; customer service; event planning implementation; procedures applied to safety, security, and environmental issues; practices and skills involved in lodging occupations and travel-related services; and facilities management.
- xiv. Industrial Mechanics (6-12). Industry experience that indicates applied competence in the majority of the following areas: industrial mechanics knowledge; shop skills; diagnostic and repair techniques; welding; hydraulic; electronic systems; and maintenance and preventative maintenance.
- xv. Journalism (6-12). Industry experience that indicates applied competence in the majority of the following areas: legal and ethical issues related to

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journalism and photojournalism, principles and techniques of media design, design formats, journalistic writing, social media and digital citizenship, and media leadership.

- xvi. Law Enforcement (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of local, state, and federal laws and regulations; defensive strategies; investigative strategies; search principles and strategies; tactical procedures; vehicle operations; knowledge of weapons and use where appropriate; first aid and CPR training; social and psychological sciences; and identification systems.
- xvii. Marketing (6-12). Industry experience that indicates applied competence in the majority of the following areas: economic systems; international marketing and trade; ethics; external factors to business; product/service management; pricing; distribution channels; advertising; sales promotion; public relations; retail management; market research and characteristics; digital marketing; and financing and financial analysis.
- xviii. Medical Assisting (6-12). Industry experience that indicates applied competence in the majority of the following areas: human anatomy, physiology and pathology, medical terminology, pharmacology, clinical and diagnostic procedures, medication administration, patient relations, medical law and ethics, scheduling, records management, and health insurance. Instructor must hold a current and valid medical assistant certification as evidenced in the national registry.
- xix. Networking Support (6-12). Industry experience that indicates applied competence in the majority of the following areas: PC hardware configuration, fundamental networking technologies, operating systems, basic networking, basic security, and basic network configurations.
- xx. Nursing Assistant (6-12). Industry experience that indicates applied competence in the majority of the following areas: scope of practice; ethics and legal issues; communication and interpersonal relationships; documentation; care practices; infection prevention; human anatomy and physiology; medical terminology; personal care procedures; physiological measurements; nutritional requirements and techniques; procedures and processes related to elimination; quality patient environment; patient mobility; admission, transfer, and discharge procedures; care of residents with complex needs; and safety and emergency. Instructor must hold a current and valid Idaho registered nursing license, and be approved as a certified CNA primary instructor through Idaho Department of Health and Welfare.

c. Endorsements O-W

- i. Ornamental Horticulture (6-12). Industry experience that indicates applied competence in the majority of the following areas: safety practices; plant anatomy; plant physiology; plants identification skills; growing media; plant nutrition; integrated pest management; plant propagation; ornamental horticulture crops; business concepts; plant technologies; ornamental design standards; and career opportunities in ornamental horticulture.
- ii. Pharmacy Technician (6-12). Industry experience that indicates applied competence in the majority of the following areas: patient profile establishment and maintenance; insurance claim preparation; third-party insurance provider correspondence; prescription and over-the-counter medications stocking and inventorying; equipment and supplies maintenance and cleaning; and cash register operation. Instructor must be a pharmacist, registered nurse, or pharmacy technician holding a current and valid Idaho license or certification.
- iii. Plant and Soil (6-12). Industry experience that indicates applied competence in the majority of the following areas: plant anatomy and identification; plant processes, growth, and development; soil and water; plant nutrition; integrated pest management; careers and technology; and safety.
- iv. Plumbing Technology (6-12). Industry experience that indicates applied competence in technical subjects and skills related to the plumbing trade as approved by the Idaho Plumbing Board and the Idaho Board for Career Technical Education: repairing, installing, altering, and maintaining plumbing systems and fixtures including interconnecting system pipes and traps, water drainage, water supply systems, and liquid waste/sewer facilities. Instructor must hold a current and valid Idaho license or certificate as a plumber.
- v. Pre-Engineering Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: lab safety; impacts of engineering; ethics of engineering; design process; documentation; technical drawing; 3D modeling; material science; power systems; basic energy principles; statistics; and kinematic principles.
- vi. Precision Machining (6-12). Industry experience applied the majority of the following areas: precision machining practices; tools used to shape parts for machines; industrial mechanics; shop skills; safety in practice; blueprint reading; and diagnostic and repair techniques.
- vii. Programming and Software Development (6-12). Industry experience that indicates applied competence in the majority of the following areas: basic

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programming principles; problem solving; programming logic; validation; repetition; programming classes, exceptions, events, and functionality; arrays and structure; design principles; system analysis; and implementation and support.

- viii. Rehabilitation Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: ethical, legal, and professional responsibilities; medical terminology; anatomy and physiology; roles and responsibilities of the rehabilitation team; patient care skills; therapeutic interventions; and common pathologies. Instructor must be a health professional holding a current and valid Idaho license or certificate in his/her field of study.
- ix. Small Engine Repair/Power Sports (6-12). Industry experience that indicates applied competence in the majority of the following areas: small gasoline engine construction and performance; industry-related resources; equipment used to diagnose and troubleshoot issues; repair; entrepreneurship; and customer service.
- x. Web Design and Development (6-12). Industry experience that indicates applied competence in the majority of the following areas: web page development, web page design and layout, integration of web pages, web planning and organizational standards, and web marketing.
- xi. Work-Based Learning (6-12). Educators assigned to coordinate approved work-based experiences must hold this endorsement. Applicants must hold an occupational endorsement on the [Standard Instructional Degree Based Career Technical](#) Certificate or Occupational Specialist Certificate, and complete coursework in coordination of work-based learning programs.

d. The following career technical education endorsements awarded prior to July 1, 2020 shall be grandfathered and shall not be awarded after July 1, 2020:

- i. Agricultural Business Management (6-12)
- ii. Agricultural Power Machinery (6-12)
- iii. Agricultural Production (6-12)
- iv. Animal Health and Veterinary Science (6-12)
- v. Aquaculture (6-12)
- vi. Business Management/Finance (6-12)
- vii. Child Development Care and Guidance (6-12)
- viii. Culinary Arts (6-12)
- ix. Dietitian (6-12)
- x. Farm and Ranch Management (6-12)
- xi. Fashion and Interiors (6-12)
- xii. Food Service (6-12)
- xiii. Forestry (6-12)

- [xiv. Horticulture \(6-12\)](#)
- [xv. Information/Communication Technology \(6-12\)](#)
- [xvi. Microcomputer Applications \(6-12\)](#)
- [xvii. Natural Resource Management \(6-12\)](#)
- [xviii. Orientation to Health Professions \(6-12\)](#)

(BREAK IN CONTINUITY OF SECTIONS)