

**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS  
APRIL 17-18, 2024**

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4	<b>BOARD POLICY V.H. – AUDITS, PROPOSED REVISION – FIRST READING</b>	Action Item
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# WORLD CLASS IDAHO FOCUSED

ANNUAL REPORT | APRIL 2024



**NO. 1**  
**BEST VALUE**  
*Public University*  
*in the West*



University  
of Idaho



# **WORLD CLASS IDAHO FOCUSED**

The University of Idaho elevates students and generates innovative research that fuels our state's economy.

It is our mission to build on our rich traditions of access and outreach as Idaho's land grant institution. We educate Idaho's future leaders and disseminate our research to support residents in each of the state's 44 counties.

Our 2024 annual report, "World Class, Idaho Focused" includes examples of how the U of I carries out its mission. This report includes the progress made on our institutional strategic plan and the State Board of Education's strategic plan. It also emphasizes our institutional pillars of supporting student success, prioritizing research and telling our story.

The following pages feature highlights from another banner year for the University of Idaho. Our enrollment continues to climb and our student success markers are on the rise. Our research enterprise set a new standard for excellence and we posted another very strong fundraising year.

The U of I continues to build positive momentum. Our enrollment growth fuels our financial stability and investments in strategic priorities are beginning to produce big wins.

As students discover our immense value, our employees support Idaho industries and communities. The U of I truly is world class and Idaho focused.

A handwritten signature in black ink, appearing to read "C. Scott Green".

**President Scott Green**



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 17-18, 2024**

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# student GEMS



## SECOND- LARGEST FRESHMAN CLASS

in U of I history  
in Fall of 2023.



6-year  
graduation rate  
increased from  
59.1% to **61%.**



**2,421**  
DEGREES AND  
CERTIFICATES  
awarded in 2022-23.



UI grads earn the  
**TOP STARTING  
SALARIES IN  
IDAHO**





More than  
**\$900K** IN  
**SCHOLARSHIPS**  
for cybersecurity  
students



SERVE  
**3,500**  
rural students



**65**  
National Merit  
Scholars  
enrolled



**Retention rates:**  
Freshman retention  
rates remain  
high at **75%**  
despite much higher  
number of first  
generation students.







## **MISSION FULFILLMENT AND STRATEGIC PLAN**

In 2019, leadership took a fresh look at the university's progress on the 10-year strategic plan (2016-2025) and its strength to drive mission fulfillment. Facing a budget deficit and enrollment challenges, the university created a sustainable financial model to guide future university decisions. The result was the Vandal Hybrid Financial Model, developed using four guiding principles:

- Mission alignment
- Transparency
- Agility and adaptability
- Incentive Based.

The model drives our successful financial stability and future program development. We continue to use the model to reallocate current year funds and award new revenues based on the guiding principles above.

Under President Green's leadership, three strategic initiatives or pillars were identified in 2020 as the foundation for mission fulfillment:

- 1. Supporting student success**
- 2. Prioritizing research**
- 3. Telling the story of our institution**

# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS APRIL 17-18, 2024

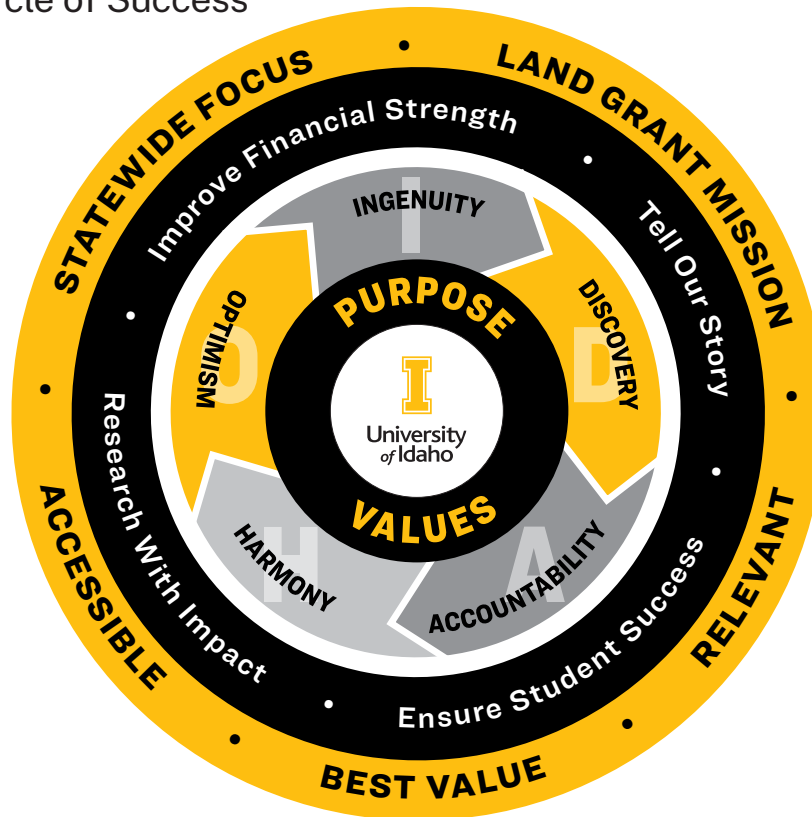
University leadership continues to monitor and discuss strategic plan metrics. Progress is communicated annually, through the April strategic plan report to the State Board of Education.

The Circle of Success shown in Figure 1 demonstrates how strategic initiatives support the U of I's mission and values.

Looking ahead, the University plans to hire a consulting firm to guide our strategic planning process in 2024-2025. Our work

with a national firm will include market analysis, industry feedback, and stakeholder input. The final plan will result in a unique vision and implementation strategies to assure the U of I's future leadership in areas at the intersection of our strengths and the state's greatest needs. We are selecting a consulting firm now and look forward to sharing an update in April 2025. In the meantime, we will continue to **aggressively focus on strategic initiatives, mission, students, and data informed decision making.**

Figure 1: Circle of Success



This framework is supported by the Northwest Commission on Colleges and Universities.



# STUDENT ACHIEVEMENT DATA

## State Board of Education and U of I Strategic Plan Metrics

### **SBOE GOAL:** **EDUCATIONAL READINESS**

Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn at the next educational level.

The U of I provides many opportunities for students to learn valuable skills while they are still enrolled in their K-12 courses. These programs assist with math and science proficiency, and the high school graduation rate.

### **STEM IN 4-H**

The state 4-H office, in collaboration with the Idaho Out-of-School Network, has implemented mobile makerspaces to reach K-8 youth across the state, particularly in rural and underserved areas. Through this partnership, they have successfully reached over 25,000 youth and provided training for more than 275 educators. Also, efforts are bolstered by 100 Idaho 4-H Americorps



members stationed in 46 locations statewide. These Americorps members annually engage over 9,000 youth in dynamic STEM educational activities. Statewide programming encompasses hands-on STEM learning experiences for K-12 students, featuring activities such as circuits, sling-shots, coding, 3D printing, and Microsoft programs. Recognizing the challenges faced by four-day school week districts across the state, 4-H has become a reliable provider of STEM education, offering engaging activities every Friday. In total, 4-H programming reached 75,000 youth with programs across the state.



learning experiences. The partnership with the Potlatch School District is now in its third year.

The College of Education, Health and Human Sciences hosts the **Potlatch STEM Carnival** in collaboration with other U of I colleges to provide K-12 students opportunities to engage in hands-on

The Latah County Fair **Passport to STEM** event is held each fall and offers hands-on learning activities for participants of all ages. The cross-college effort continues to draw strong support and is a popular stop at the fair.

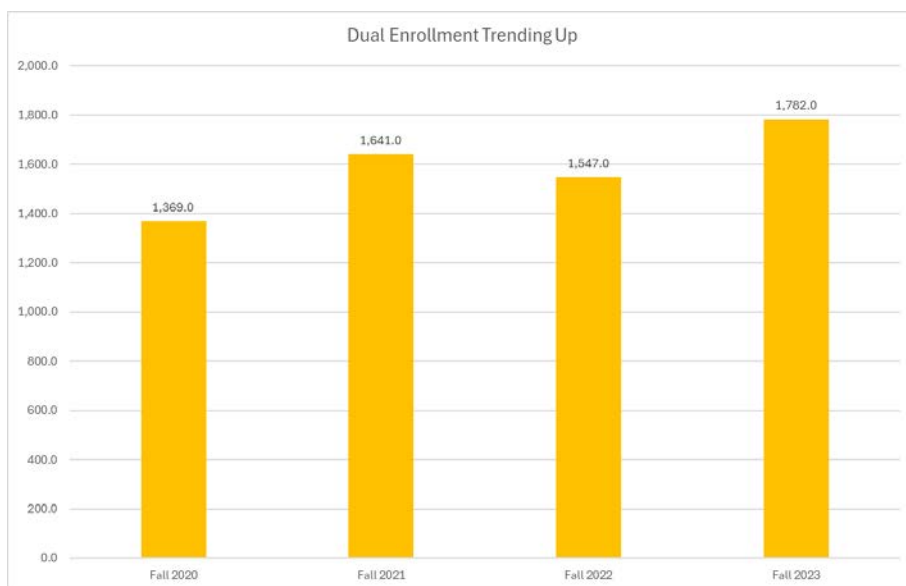
## **SBOE GOAL: EDUCATIONAL ACCESS**

Increase access to Idaho’s robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

### **PERFORMANCE MEASURE**

Percent of high school graduates who completed one or more advanced opportunities.

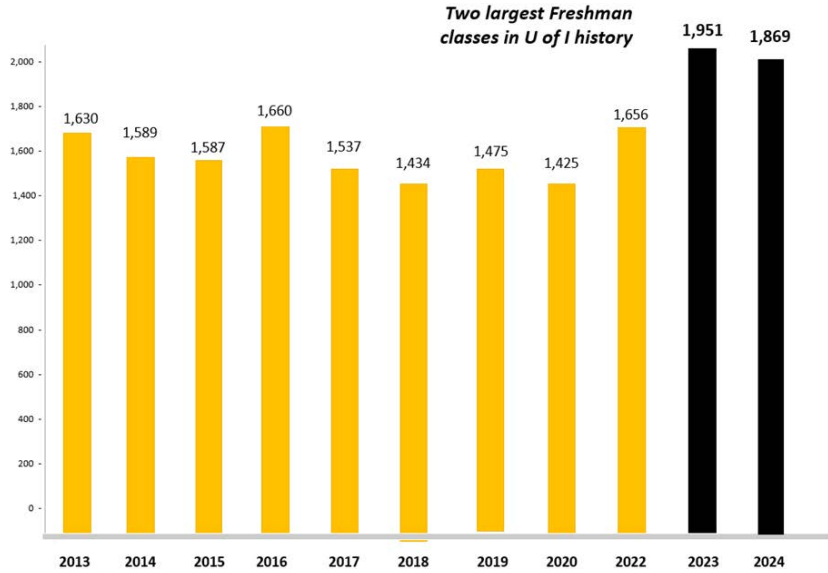
**The University of Idaho has invested in our Dual Enrollment Program** to increase the quality of programs offered and the number of high school students served with advanced opportunities.



**PERFORMANCE  
MEASURE**

Increase the rate at which high school graduates pursue postsecondary opportunities.

We remain committed to developing recruitment and retention strategies specifically designed to facilitate the smooth transition of high school students into the University of Idaho. As a result, **we are witnessing ongoing growth in the enrollment of first-time freshmen classes.**



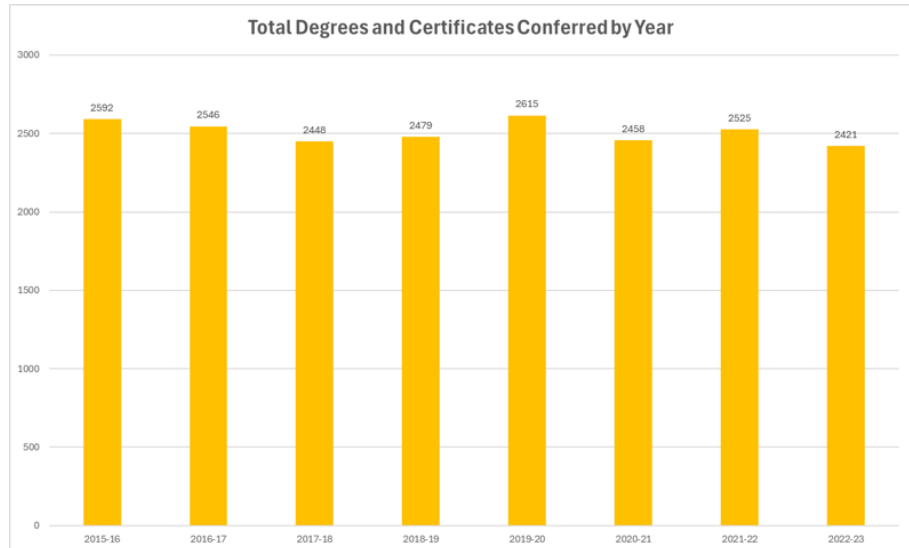
**SBOE GOAL:  
EDUCATIONAL ATTAINMENT**

Idaho’s public colleges and universities and career technical education programs fuel a strong workforce pipeline evidenced through more students completing certificates and/or degrees.

**PERFORMANCE  
MEASURE**

Increase completion of certificates and degrees through Idaho’s educational system.

The U of I has consistently awarded degrees and certificates each year between 2,400 – 2,600. With the enrollment of the two largest freshmen classes in the past two years and a dedicated emphasis on evidence-based retention tactics, **we expect the number of degrees granted to increase.**

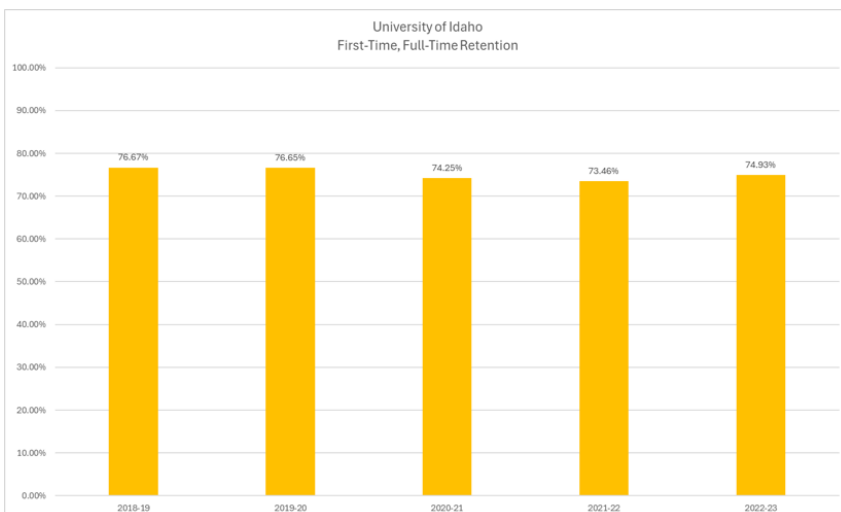




**PERFORMANCE  
MEASURE**

85% (for four-year institutions) of new full-time degree-seeking students return for a second year.

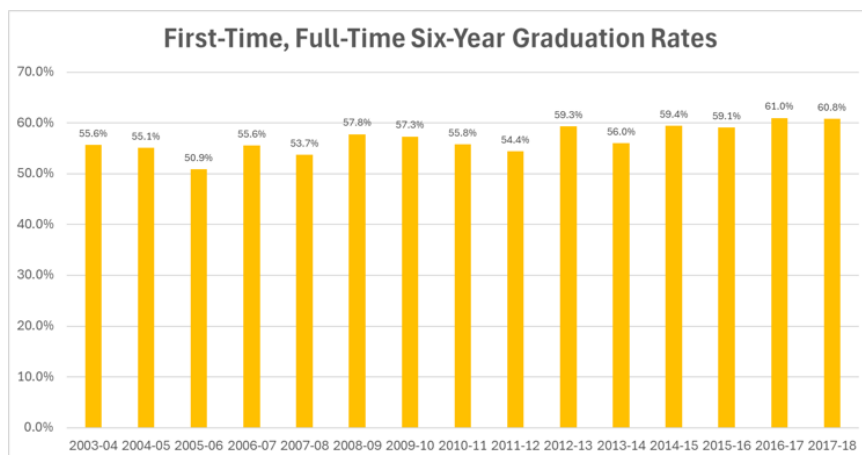
Over the past five years, our retention rate has consistently ranged between 73% and 76%. We are committed to continual improvement and will persist in implementing **evidence-based retention strategies** to elevate this metric towards the new standard of 85%.



**PERFORMANCE  
MEASURE**

Percentage of full-time first-time freshmen graduating within 150% of time or less. Benchmark: Four-year institutions – 60% or more.

**The U of I's Six-Year graduation rate is 61%**, above the benchmark of 60% set by the state board of education.



**FACTS ABOUT OUR STUDENTS:**

- About 60% of incoming freshmen in 2023 were first-generation college students.
- The U of I continues to build its prison education program, providing opportunities for incarcerated students to earn degrees and contribute positively to our communities.
  - Kent Shriver, Deputy Warden of Operations at the Idaho Correctional Institution, Orofino: “The U of I’s Prison Education Initiative has greatly affected participating students in a positive way. Our residents now have the opportunity, if admitted, to attend college and even attain a college degree. Many of them would never of had the opportunity, nor felt they could even be a college student without the PEI and the second chance Pell Grant. “
  - “Making this a reality was not an easy process. A lot of hard work from prison and university staff was required. The benefit is an opportunity for the residents to earn a degree and upon reentry obtain a job earning a living wage. Just one more step to help them become successful and not return to prison. This opportunity is not only changing the lives of the residents, but their families as well. **I believe this will have a generational impact helping to break the criminal cycle.**”

**Vandal Finish** is an initiative through U of I’s College of Letters, Arts and Social Sciences (CLASS) to help former students who left school without a degree finish their education. CLASS representatives reached out to more than 1,300 former students to let them know about their options to receive a degree. Completing a bachelor’s degree, commonly called the Degree Doctor program, can be done for both general studies or interdisciplinary studies. There are also associate of arts and associate of science degrees in general studies available. Vandal Finish can also help former students complete a targeted degree.



**SBOE GOAL:**  
**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.

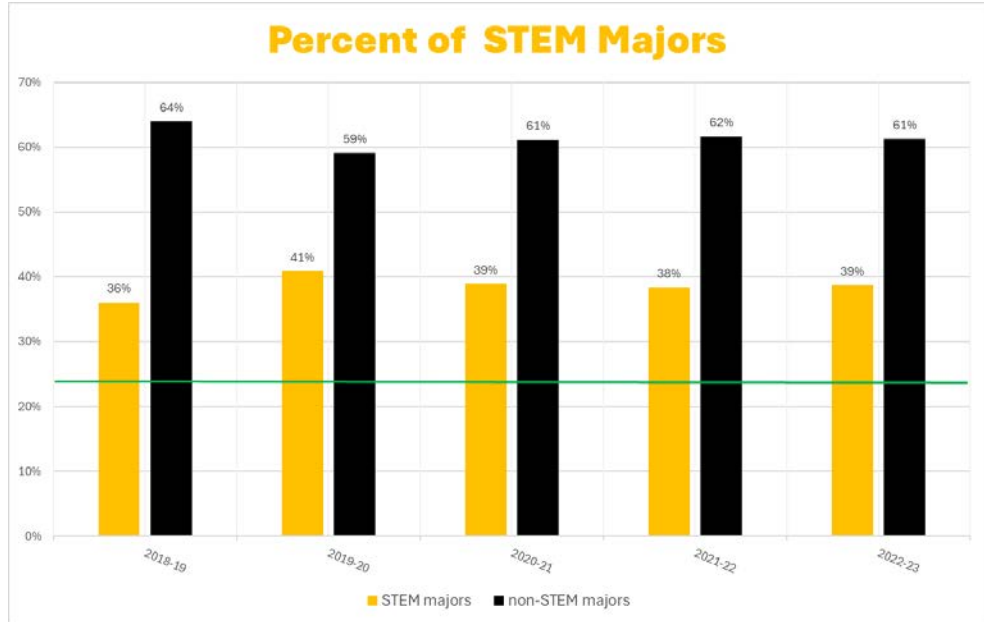
**PERFORMANCE MEASURE**

Percent of STEM baccalaureate degrees conferred compared to non-STEM degrees conferred.  
Benchmark: 25% or more

The University of Idaho places a strong emphasis on STEM majors, with notable recognition across various disciplines.

Our College of Engineering is ranked among the top seven in the nation by the National Academy of Engineering, particularly for our undergraduate Senior Capstone Design Program, which integrates real-world experiences into engineering education. Furthermore, the College of Science’s Geography B.S. Degree holds the prestigious third position nationwide according to Great Value Colleges, and our online Master’s in Statistics Program ranks sixth in the country by the Data Science Degree Programs Guide.

Students pursuing STEM degrees at the U of I are assured of promising career



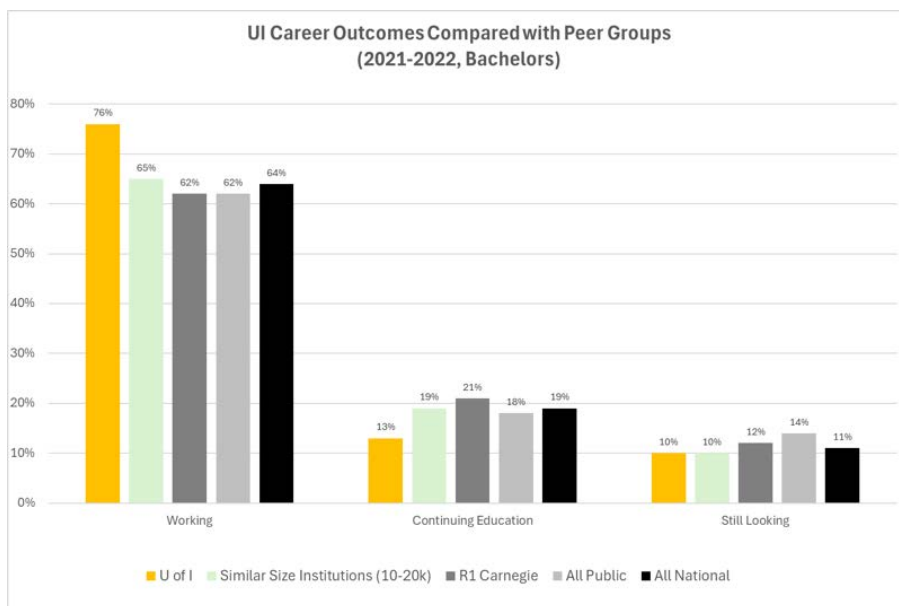
prospects with renowned employers such as Google, Microsoft, the U.S. Department of Defense, the U.S. Geological Survey, and the Walt Disney Company. Additionally, our science graduates frequently advance to graduate programs at esteemed institutions like Stanford University, Princeton University, Yale University, the University of Washington, the University of Michigan, and Johns Hopkins University.

The U of I has exceeded the state board’s benchmark of awarding a minimum of 25% of STEM degrees.



**POST-GRADUATE SUCCESS**

Post-graduate success is measured by how well students fare in their careers within six-months of graduation. Data is collected from U of I graduates using NACE’s First-Destination Survey by the Career Center. We track the percentage of students who are working (part or full-time) continuing their education (earning another degree such as a master’s or doctorate) or are still looking for employment.



Recent graduates are sent the survey approximately five months after graduation from U of I.

More U of I graduates are working after graduation than their peers nationally. Fueling this success are frequent, large and successful career fair events, intertwined career objectives and classroom learning, and career counselors with strong ties to colleges and majors.



## **EVIDENCE-BASED STUDENT RETENTION STRATEGIES**

We have focused our resources on supporting students through the American Association of Colleges and Universities' evidence-based High Impact Practices (HIPs). Students who participate in HIPs such as service learning, internships, or undergraduate research, have better educational outcomes.

- **Undergraduate research is a fundamental element of the University of Idaho experience.** More than half of our undergraduates participate in research, which correlates with stronger academic and post-graduation outcomes. The Office of Undergraduate Research (OUR) has won nearly \$1 million in grant funding of undergraduate research since its inception in 2015. In 2023 OUR funded 17 Summer Undergraduate Research Fellowships, 12 fall fellowships and 19 spring 2024 fellowships. A record 40 students applied for 2024 summer research fellowships in seven different colleges. Eight students earned travel awards from OUR and one student will represent the U of I at the national Conference in Undergraduate Research in April.
  - The U of I had a \$456,000 National Science Foundation REU Site awarded, which will **help grow undergraduate research during the summer.** The program is called "Elements of Sustainability" and will be housed in Chemistry and Chemical Engineering (PI: Waynant - \$456K)

The U of I received more than \$900,000 in funding from the National Institutes of Health for the T34 Bridges to Baccalaureate program, which will use research and the cohort building it provides to help students transfer from North Idaho College to the U of I.







## TELLING OUR STORY

### ***Best Value Public University in the West***

U.S. News & World Report named the University of Idaho the Best Value in the West among public colleges for the fourth straight year and remained second nationally behind the University of North Carolina. The ranking recognizes the overall quality of the institution in relation to the cost of attendance. The U of I was also ranked in the top 6% of all public universities on the Top Public Schools list, ahead of regional land grant peers in Montana, Washington, Nevada, Wyoming and Utah.





## **A+ rating for scholarship transparency**

The University of Idaho remains the only school in the state recognized with an A+ rating in scholarship transparency by Universitybusiness.com. The rating is based on how well universities provide clear, easily accessible information about financial aid to ensure students and parents understand the net cost of a college education.



## **Study ranks U of I No. 2 in the nation for safety**

Academic Influence ranked the University of Idaho No. 2 on its list of The Safest Colleges in America, only behind Purdue University. The list highlights the U of I's crime rate of 1.93 per 1,000 students, along with its numerous programs and resources to promote safety. The article also highlights the

Campus Security Team, which works with local law enforcement and emergency responders to address security concerns and cites the U of I's "proactive approach in addressing the mental health and physical safety of people who may have gone through traumatic experiences."





## ***A record number of campus visits***

In 2023 the U of I hosted 2,992 prospective students for campus visits, and campus visits have increased 7.5% over the past two years. Uldaho Bound and Meet the Vandals orientation events are attracting large numbers of prospective students. Registration for 2024 Uldaho Bound is up more than 15% over last year.

## ***The College Tour***

The U of I was featured on Season 7 of the Amazon Prime series *The College Tour* in 2023. While Amazon viewership is not available, the video has drawn more than 9,000 views on YouTube alone and is exposing our campus and programs to a broad, new audience.







## **Highest Spring Enrollment**

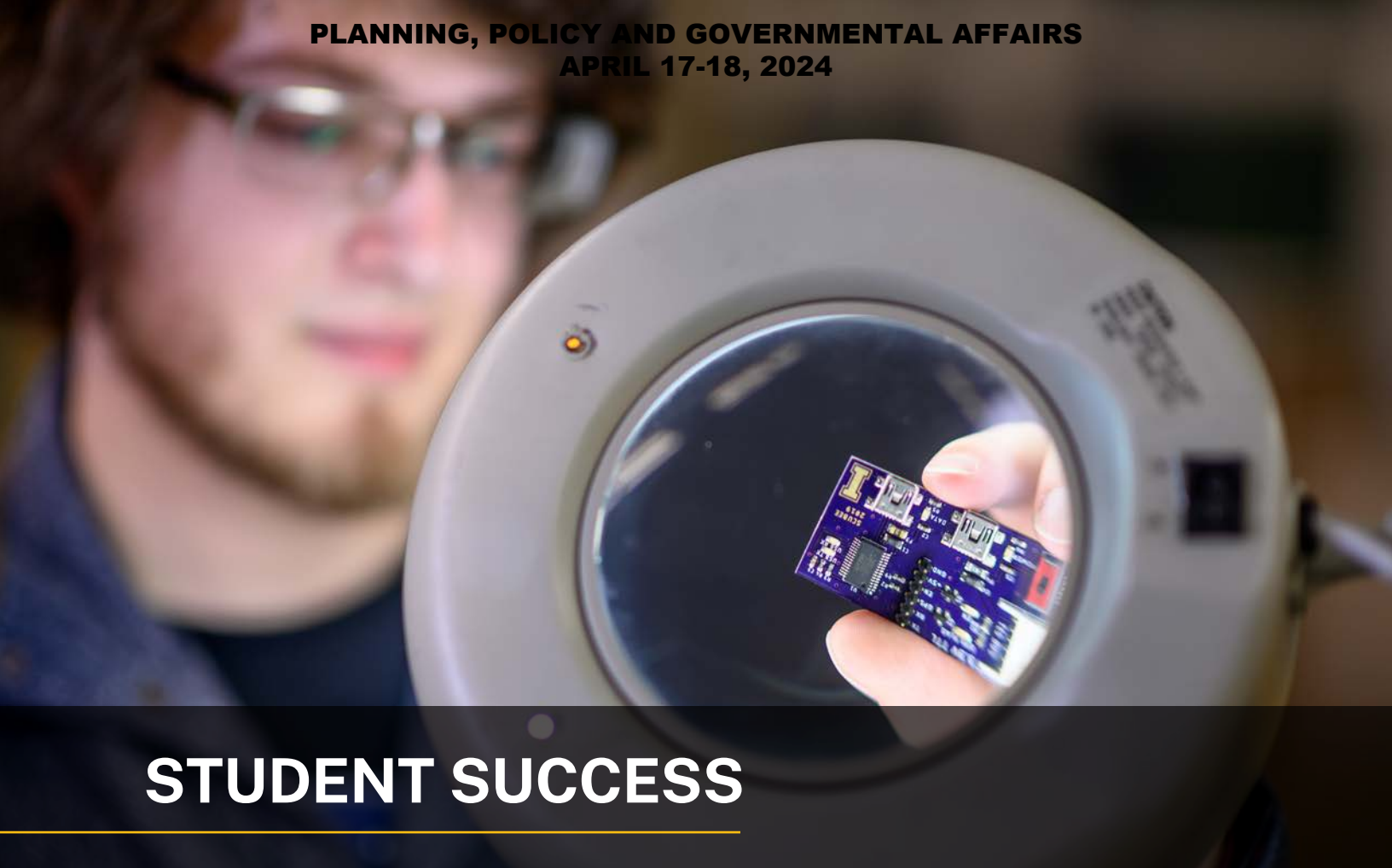
- Undergraduate enrollment increased 4.6% to 6,807 over Spring 2023.
- First-time students are up 4.9% and transfers students are up 3.2%.
- Dual credit enrollment increased 28% to 1,959 over Spring 2023's enrollment of 1,530.
- Graduate student enrollment declined slightly to 1,901 from Spring 2023's enrollment of 1,933.
- Law school enrollment is up 6.2% to 413 students over spring 2023's enrollment of 389.



## **U of I's Return on Investment**

The Bipartisan Policy Center determined that the average student's return on investment at the U of I is \$573,297. The BPC is dedicated to promoting policies that make education more affordable, accessible, effective, and efficient. The Center used data from the U.S. Department of Education to determine its net return on investment figures.





## STUDENT SUCCESS

### Art that heals

Aiming to blend beauty with healing, Ainsley Bauer hit the mark when she designed her Sabi Sling Chair. The College of Art and Architecture graduate from Spokane tapped into the psychological component of healing for her class project, which guides students from concept design to model making to building their own furniture. Bauer built her chair from a piece of solid Baltic Birch and a leather sling, connected with maple dowels pushed through leather loops. After about 200 hours Bauer perfected her chair, which won first place for Design for Production at the Association of Woodworking and Furnishing Suppliers Expo in Las Vegas. Bauer is now working on her Master's in Architecture at the U of I.







## Richter's family inspires lab research

Inspired by his wife and four children, Idaho WWAMI student Jordan Richter works with professor Bethany Fehrenkamp, whose lab focuses on preventative healthcare for mothers and babies. Richter's experience in the lab – assisting in the measurement of the expression of specific genes – supplements his WWAMI coursework. He presented the findings of his research project at the Western Medical Research Conference in Carmel, California earlier this year.

## Grad student on the cutting edge of ag tech

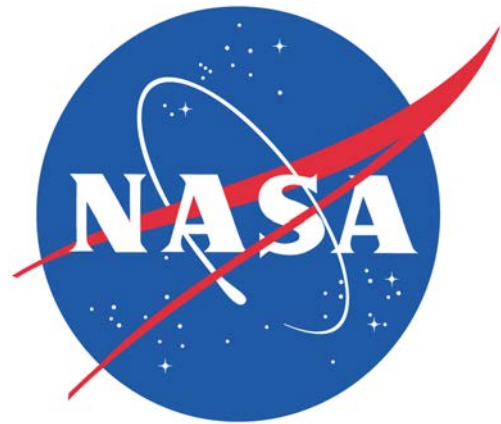
Mary Everett began her University of Idaho journey as a marketing major in the College of Business and Economics. The Lewiston native shifted gears after graduation and began specializing in robotics under the tutelage of John Shovic, Director of the Center for Intelligent Industrial Robotics in Coeur d'Alene. Everett finished her doctorate in December and gained incredible experience along the way. She and two classmates built and installed an artificial intelligence system called SCARECRO to equip an automated winery in Virginia. The system gives the vintner microclimate and environmental information to help inform their growing and business practices, saving power and reducing operating costs. Everett helped install a similar system at the Sandpoint Organic Agriculture Center and even presented research findings at the European Conference on Precision Agriculture in Bologna, Italy. She is now doing postdoctoral research at the Center for Industrial Intelligent Robotics.



## Engineering students help NASA track gravity waves

A team of University of Idaho College of Engineering students put in long hours during the solar eclipse of 2023, helping NASA gather complex datasets on gravity waves using weather balloons. The team traveled to Lakeview, Oregon, joining high school and middle school students to teach them about gravity waves and the significance of the solar eclipse. The data the team gathered could help improve weather forecast accuracy and the ability to anticipate large weather patterns.

The U of I students held weekly balloon launch sessions to prepare for the precise timing and accuracy required during the national eclipse launching efforts. In 2024, the U of I team will travel to Pennsylvania for launches during the total solar eclipse in April.

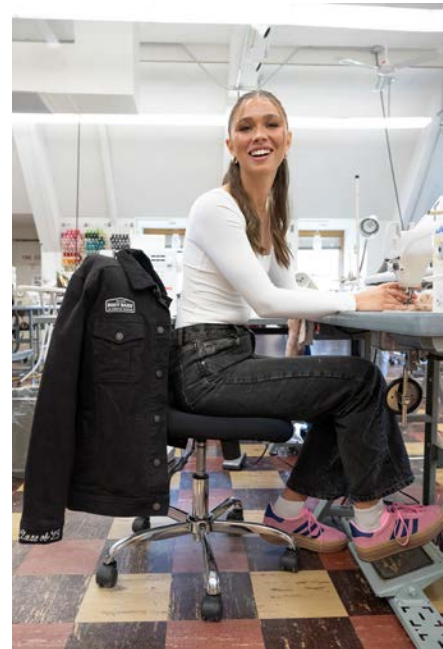


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## Boot Barn internship kicks Richardson's prospects into high gear

Internships can often change career trajectories and Tess Richardson's professional plans took a sharp turn after her experience over the summer. As an apparel design intern for Boot Barn, Richardson came up with two designs that were selected for production. Her reversible Sherpa jacket that includes military, vintage-inspired pockets with color blocking and a vest made from the same materials with different pockets for workwear are slated to be released in fall of 2024. Richardson stayed plenty busy throughout her seven-week internship, working on blueprints for her designs, meeting with technical designers, meeting with vendors, attending fit sessions and learning about store layout. Throughout her experience, Richardson gained a great appreciation for communicating about her designs.

"I had to learn a lot about how to talk about my work," she said. "I typically am not good at sharing why I did that, why that's there and what it means. So, meeting with my manager about my designs for the first time, I didn't know what to say. As we met more, I was able to justify my designs and talk about and present them."



Richardson will graduate from the U of I with her bachelor's degree in Apparel, Textiles and Design in May and plans on a career in men's wear design.



## McClain ramps up ASUI's lobbying efforts

Tanner McClain set out to restore Vandal Pride and community as president of the Associated Students of the University of Idaho. And after one term, he felt like there was more to do. McClain was elected for a second term last spring and now as a senior he's determined to make a difference on campus as he prepares for a career in law. He spent the summer as an intern for Idaho Senator Jim Risch in Washington, D.C., and returned to campus with broader perspectives and a renewed passion for collaboration. McClain helped reestablish ASUI's lobbying efforts after they were abandoned during the pandemic. He set out to gather support for an initiative to decriminalize fentanyl test strips in Idaho.

McClain plans to enter the military after he graduates in May and his goal is to become a judge advocate general officer.



## Chobani Scholar dives into U of I experience

Alejandro Jimenez is headed into a career at John Deere after a jam-packed four years at the University of Idaho. He discovered the then-new Chobani Scholars program as a senior at Wilder High School and joined the inaugural cohort one year later. The support from Chobani and the College Assistance Migrant Program (CAMP) helped ease his transition to college, and Jimenez took advantage of many campus opportunities. He served as an ambassador for the College of Agricultural and Life Sciences, joined the Omega Delta Phi fraternity and founded the U of I chapter of Minorities in Agriculture, Natural Resources and Related Sciences. The financial backing of several scholarship programs allowed Jimenez to graduate debt-free.

"It impacted my life greatly, not having to worry about financial aid," he said. "I just had to focus on my grades so that was the biggest plus."





## **FORWARDING SUSTAINABLE SOLUTIONS**

### **U of I earns STARS Gold Rating**

The University of Idaho earned a gold rating from the Association for the Advancement of Sustainability in Higher Education. The Sustainability Tracking, Assessment and Rating System (STARS) measures and encourages sustainability in all aspects of higher education and the U of I has participated in the program since 2019.

The U of I's Office of Sustainability was established in 2023 and has worked with partners across campus to create a robust catalog of programs that empower the community to engage in sustainable solutions.

The U of I is a certified Bee Campus through the Xerces Society and a certified Tree Campus through the

Arbor Day Foundation. It is the only higher education institution in Idaho to achieve a STARS Gold Rating.







## Livestock increase bug numbers, sage grouse food

As part of a 10-year study entomologists at the University of Idaho discovered that more insects and arthropods are found in sage lands grazed by cattle, resulting in more food for sage-grouse chicks.

Professor Courtney Conway and a team of students identified over 270,000 specimens and are working through the campus samples. Their work is just one piece of the U of I's wide-ranging study on sage grouse, which is helping Idaho ranchers keep cattle on their land while informing best practices to preserve the bird's habitat.

## U of I grads make a splash in water conservation

From improving water quality to increasing groundwater levels, the University of Idaho's water resources program produces graduates ready to take on one of the most challenging issues of our time.

The U of I's graduate level programs are helping meet the growing need for water resource specialists, environmental compliance inspectors, environmental scientists, ag science teachers and many more related positions. Various degrees are offered through the College of Agricultural and Life Sciences.





# PRIORITIZING RESEARCH

The University of Idaho drives Idaho industries and provides practical solutions to the world’s toughest challenges. From agriculture to hydrology to forestry and education, U of I research delivers immense value through grants that enrich our communities.

## The Journey to R1

The University of Idaho is closing in on its goal of reaching R1 research status. This important step will open the door for faculty to better compete for larger research grants that can play a key role in development of patents, startups, and commercial applications. This is research with a purpose that will solve issues most important to Idaho. **Recent successes put the U of I on track to become Idaho’s first R1 research university in 2025.**

- An article in The Chronicle of Higher Education in November 2023 described the new criteria for a university to qualify for R1 research status. **The article included a list of projected R1 institutions under the new criteria, and included the University of Idaho.**

- The University of Idaho shattered its previous record in 2023 with \$135,9 million in research expenditures.
- The University of Idaho continues to strengthen support for its research enterprise by hiring post-doctoral researchers. A record number of postdocs were employed in 2023.

## POP TALKS

- In November, **eight outstanding U of I faculty presented 3-minute mini-lectures on the “Power of Possibility”** in their respective fields of research to a standing-room only audience on the U of I campus. At the end of the eight presentations the audience voted for their favorite and professor Omi Hodwitz emerged as the winner for her discussion of prison education. Each of the POP Talks was recorded and are now available on U of I’s YouTube channel.

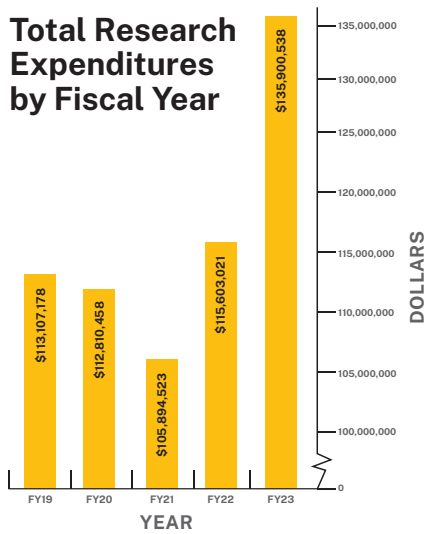


# \$135.9 million in expenditures

A university working group focusing on the steps to achieve R-1 status under the Carnegie Classification of Institutions of Higher Education developed a roadmap in 2020. As part of the roadmap, U of I has invested in post-doctoral researchers and graduate students to help faculty accomplish research objectives. The benefit to the university, the state of Idaho and our partners throughout the state, is already being realized by a larger share of federal research dollars, higher quality research programs and a greater ability to attract quality faculty and students. The university is on track to reach R-1 status in 2025.

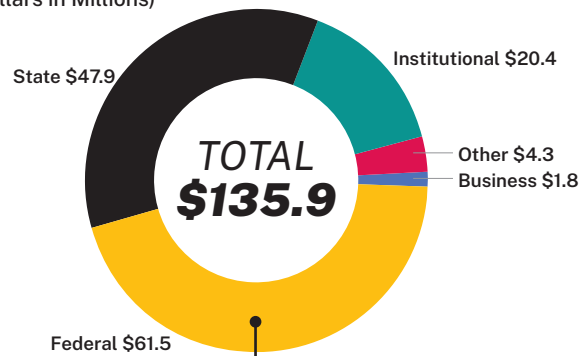
## FY23 Research Activity and Expenditures

Expenditures are actual dollars spent on research as a measure of research activity. Research activity is the number of proposals and dollars awarded, not all of which is spent at the time of the report.



### Total Research Expenditures in FY23 by Funding Source

(Dollars in Millions)

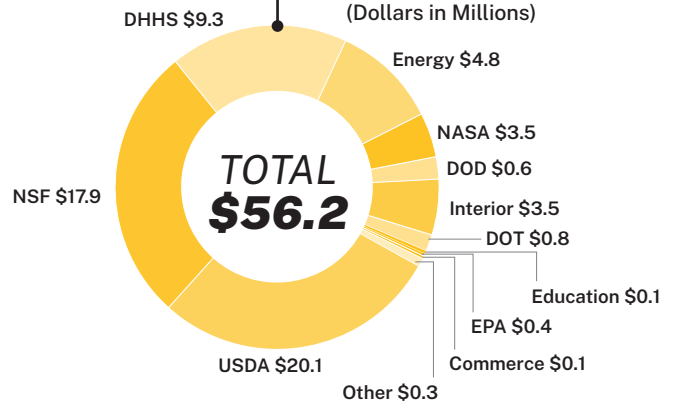


### Summary of Sponsored Proposals & Awards Activity in FY23

SPONSORED PROJECTS	NUMBER	AMOUNT
Proposals Submitted	893	\$340,506,259
AWARDS RECEIVED	NUMBER	AMOUNT
New Awards	452	\$119,143,582
Other Actions	277	\$52,180,479
<b>TOTAL AWARDS</b>	<b>729</b>	<b>\$171,324,061</b>

### Portion of Federal Research Expenditures by Sponsoring Agency

(Dollars in Millions)



<b>FY 23 STATS</b>	<b>\$135.9 M</b> in research expenditures	<b>452</b> new awards	<b>12</b> invention disclosures	<b>12</b> new licenses
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# Leading Water Research in Idaho and beyond

## **NSF PROJECT TO EXPLORE IDAHO ENERGY AND WATER USE**

A team of Idaho researchers, led by the University of Idaho's Andrew Kliskey, won a \$24 million grant from the National Science Foundation for a project studying the impact of changes in climate, population and technology on energy and water use in the state. Kliskey will lead researchers from the U of I, Boise State University, Idaho State University, the Coeur d'Alene Tribe and the Shoshone Bannock Tribes in collaboration with utility companies, state and federal agencies as well as Idaho cities and counties. The goal is to identify energy and water use strategies that will be resilient to Idaho's changing needs based on feedback from communities.

## **UI AWARDED GRANT TO IMPROVE WATER BUDGET PREDICTIONS**

The University of Idaho was awarded a U.S. Geological Survey 104g National Competitive Grant to lead a modeling project to enhance water budget predictions in the contiguous United States. Professor Meng Zhao will lead the more than \$618,000 grant in collaboration with researchers at The Ohio State University and the USGS Upper Midwest Water Science Center. The work will aim to improve the accuracy of hydrologic models to account for below-ground processes concerning how water, soil and vegetation interact with prediction of water resource availability.



### **CLEAN WATER MACHINE UTILIZED BY ANHEUSER-BUSCH**

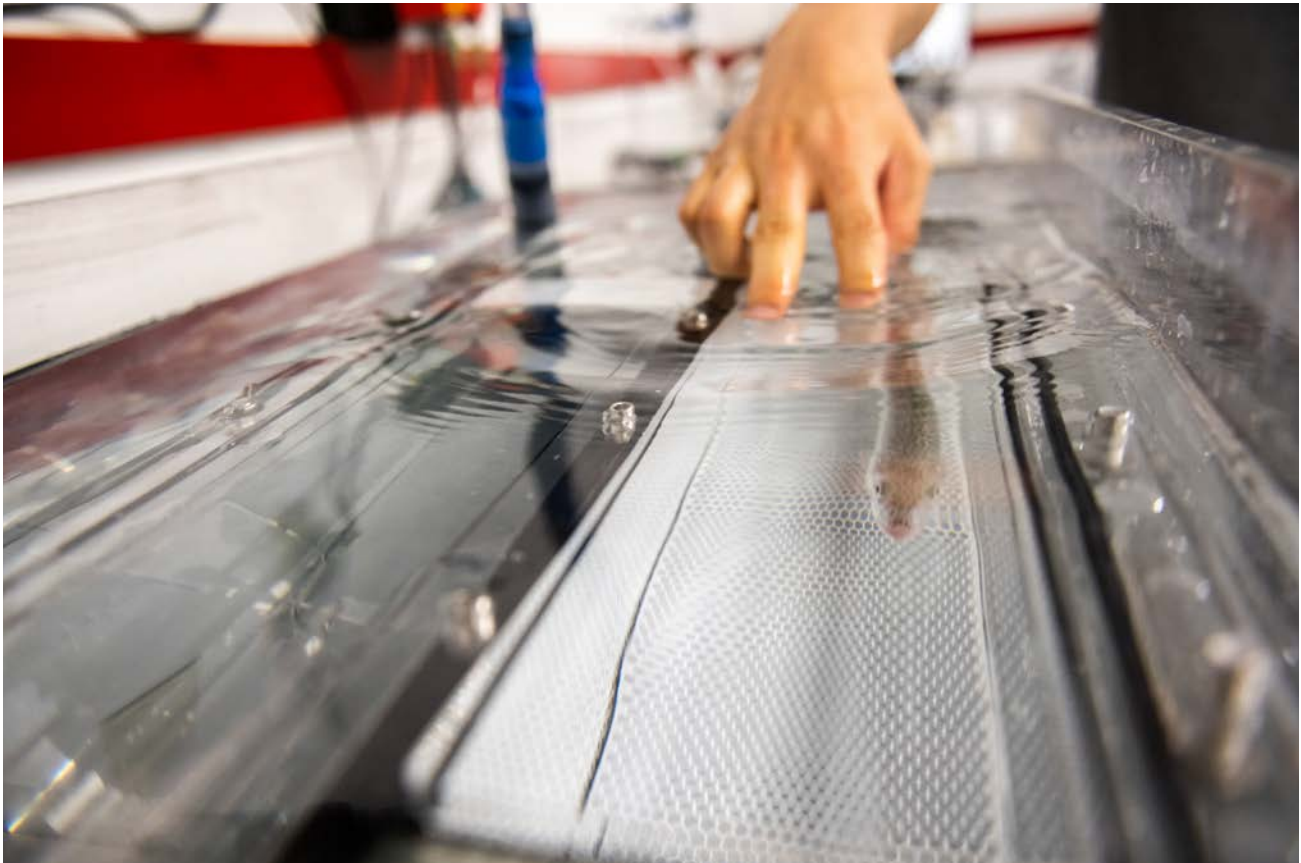
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Anheuser-Busch's Elk Mountain Farms utilized the University of Idaho's Clean Water Machine to treat shallow groundwater beneath the soil and recover phosphorus. A team of College of Agricultural and Life Sciences researchers used iron and biochar in a flow-through filter to treat the groundwater and the recovered biochar was tested as a soil amendment to nourish and fertilize plants on the farm. Anheuser-Busch may look to implement the technology long term depending on the investment and if the technology can help the company reach one of its sustainability goals.

### **U OF I RESEARCHERS AIM TO BOOST TROUT PRODUCTION IN GEORGIA**

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University of Idaho researchers are working with the country of Georgia to modernize its fish farms and preparing Georgians to become aquaculture trainers. The U.S. Department of Agriculture's Foreign Agriculture Service (FAS) tapped scientists with the U of I's Aquaculture Research Institute to lead the effort in Georgia to establish trout production as a significant industry. A team of researchers visited Georgia and toured fish farms and provided equipment and supplies to aid in diagnosing disease and testing water quality. A group of Georgia farmers and other representatives from the country visited ARI's Hagerman facility this year to learn more about the U.S. trout industry.







## FUNDRAISING

- The Brave. Bold. Unstoppable. campaign centers on three themes – Student Success, Sustainable Solutions for Idaho and a Thriving Idaho for All, with the goal to raise \$500 million by 2025. Through FY 2023, the campaign raised more than \$394 million, including more than \$119.8 million toward scholarships.
- **The U of I had another outstanding year of fundraising, bringing in \$57.4 million in FY23**, our second highest amount ever. A total of 6,742 donors made 14,801 gifts. 59 new endowments were established through nearly \$7 million in gifts.
- Vandal Giving Day (April 4, 2023) also set a record for U of I by bringing in \$819,662 in just 1,889 minutes.
- In June 2023 PIFCU partnered with the U of I for a 10-year naming sponsorship for the **PIFCU Kibbie Dome** and includes a variety of financial literacy sponsorships for students. In addition to naming the iconic athletic facility, the partnership includes support for two student financial success programs. Better Education About Money for Students (BEAMS) is a financial education and individualized coaching program that teaches financial knowledge and skills. Elevate Idaho focuses on equipping student-athletes with the financial knowledge to help them best navigate their Name, Image, Likeness (NIL) opportunities. The partnership with PIFCU will also include UI Extension Personal and Family Finance programming, which focuses on personal and family finance for low- and moderate-income households in communities throughout the state.





## GIVING HIGHLIGHTS

### Individuals/Families

- **Suzie and Maury Wiese** established the Wiese Plant Pathology Teaching and Research endowment to support faculty in the College of Agricultural and Life Sciences. In addition to their FY23 support of the endowment, the Wieses generously included an estate gift to U of I to provide future funding for the endowment.
- **Priscilla Wegars '91** made additional gifts to the Terry Abraham and Priscilla Wegars Professor of Asian American Historical Archaeology, an endowed professorship in the College of Letters, Arts and Social Sciences. The endowment's value is now approximately \$4.25 million.
- **John A. Huckabay/Durward & Susan Huckabay Foundation** made further contributions to the Durward A. Huckabay,

M.D. WWAMI Idaho Scholarship Endowment to make medical education more affordable for Idaho's future physicians. The Huckabay Foundation's \$14 million endowment is the largest in U of I history and has distributed \$200,529 in scholarship support since spring semester 2022.

- **Alice "Mitzi" McHale** made further contributions to the Eugene A. and Alice J. McHale Scholarship Endowment, established in 2020. To date, the endowment has distributed \$138,588 in scholarship support to students in the College of Natural Resources.
- **Nancy and John Nation, Jr. '69** established the Mechanical Engineering Laboratory Equipment Acquisition Fund for upgrades to the College of Engineering Mechanical Engineering Machine Shop, which offers a variety of hands-on learning experiences for students.

## Corporations/ Organizations

- **Ardurra Group, Inc.**, a leading provider of multidisciplinary engineering and design services to water, transportation and aviation end-markets, gave \$100,000 to support and name the Ardurra Civil and Environmental Engineering Water Lab.
- **Optum Idaho's** mission is to transform the outpatient mental health and substance use system to help people reach recovery. The health care company gave \$225,000 to Idaho Extension for Community Health Outcomes (ECHO Idaho) programming and \$125,000 to create ECHO Idaho programming addressing behavior health.
- **CHS Foundation** is dedicated to building ag career pathways and educating rural youth by supporting cooperative and safety education, university partnerships and ag leadership programs. Its generous gift of \$250,000 directly supports the Meat Science and Innovation Center honoring Ron Richard. The foundation gave an additional \$40,000 toward its CHS Foundation Scholarship.
- **Alpine 4-H Club** promotes youth independence and self-confidence all while making new friends and learning exciting new skills. The Alpine 4-H Camp Endowment provides \$300,000 for 4-H Summer Camp scholarships as the club removes financial barriers for experiential learning and discovery in a positive environment.
- **Cargill, Inc.** is a family company providing food, ingredients, agricultural solutions and industrial products to nourish the world. Its gift of \$500,000 to the Idaho Center for Agriculture Food and the Environment (Idaho CAFE) supports dynamic research and education to develop solutions to complex problems in Idaho's dairy, livestock and food processing industries.





*“When I am awarded a scholarship, doors open. I worry less about working and instead can invest my time volunteering within my college and community. This scholarship has enabled me to step up as a leader. My senior year, I am the Vice President of the Graue Scholars, an ambassador for the College of Business & Economics, and the student representative on the College’s Dean Search Committee.”*

**Lian Koepfel, Business Management ‘23**

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*“I am a first generation college student who is paying for school by herself. I work during breaks and a part time job while classes are in session. Thanks to scholarship support I am able to afford to further my education without taking student loans out! U of I donors’ generosity has inspired me to one day be a donor to the same programs that have impacted me so deeply.”*

**Kamryn Orr, Agriculture Economics ‘24**

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*“My scholarship has allowed me to attend U of I and prosper without the worry if I can buy my materials to succeed in my courses. I cannot thank the donors enough for the doors that receiving this scholarship has opened to me, but I can guarantee that I will seize every opportunity to be better than I was.”*

**Samuel Aguilar, Exercise, Sport, Health Science Pre-Athletic Training ‘25**

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*“My scholarship has helped me and my family substantially. My wife and I live in Lewiston, and this scholarship has helped us afford the books and supplies that are needed for my schooling, as well as being able to support ourselves as I go through this program.”*

**Isaac Krasselt, Agricultural Systems Management ‘24**

# STUDENT IMPACT







# BUILDING ON OUR FOUNDATION

## CAFE

Thanks to key investment from the state, the Idaho Center for Agriculture, Food and the Environment is becoming a reality this year. When finished, CAFE will be the largest research dairy in the country and allow faculty and staff to address constraints on water usage and environmental quality while supporting the agricultural sectors of dairy, livestock and cropland, as well as the food processing industries. A partnership between education, industry and economic development stakeholders will result in dynamic research and education to develop solutions to complex problems.

Research at CAFE will cover a broad range of areas, from agriculture economic impacts and labor management to nutrient and wastewater management.





## **Meat Science Center**

The U of I broke ground on the Meat Science and Innovation Center Honoring Ron Richard on the west side of campus. This facility will be critical for workforce training and research. The current building is more than 50 years old and is the only USDA-inspected facility in the region. The limited space in the building restricts our ability to deliver modern programs and meet local processing needs. The new Center allows us to add value to Idaho agricultural products. Instead of shipping cows out of state

for processing, this facility ensures we keep Idaho cows in Idaho – adding to our state’s bottom line through sales and income tax returns. The new Meat Science and Innovation Center will house Vandal Brand Meats and help us address a big need in the industry for workforce development and training. It’s already garnered more than \$6 million in private support from more than 30 stakeholders statewide and it will play a central role in powering Idaho’s livestock, agriculture, and meat processing industries.



## Parma Research and Extension Center

Idaho has nearly 25,000 farms and ranches, which produce more than 185 different commodities. One of the founding missions of the University of Idaho is to help these farmers, ranchers and associated businesses succeed, through our research and education programs. And one of the best ways to see this in action is at the Parma Research and Extension Center. In 2025, the Center will celebrate a century of supporting Treasure Valley farmers through research focused on the production, harvesting and storage of vegetables, forages, cereals, hops,



mint, fruit and seed crops. This partnership has helped ensure Idaho seeds are ranked the best in the world. Seeds like lettuce, carrots, onions and turnips are harvested, cleaned, packaged and shipped to more than 120 countries worldwide – creating thousands of Idaho jobs in the process. The new research and extension center will allow the U of I to deliver critical research and service to Idaho growers.



## McCall

Our McCall Field Campus is home to the McCall Outdoor Science School, or MOSS, the premier experiential STEM Education program in Idaho. Each year, thousands of Idaho K-12 students visit the McCall Field Campus to gain hands-on education in STEM fields. Plans are in place to expand and remodel the dining lodge and kitchen as part of the campus master plan. The expansion will triple the capacity of the facility.

The MOSS program aligns with the workforce goals of major employers in our state including Micron and the INL that are dedicated to expanding K-12 STEM learning opportunities. Analysis of State Board of Education data shows that MOSS students are more likely to continue in school with “go-on” rates 20% higher than statewide averages. Our goal is to make the MOSS experience available to every student in the state, and ultimately increase the supply of STEM-ready students.





## **CONCLUSION**

The University of Idaho delivers award-winning value for students and for the state of Idaho. Our research powers industry and provides practical solutions to the state's toughest challenges. Despite significant obstacles in recent years, the U of I continues to grow enrollment, fundraise at a record-breaking pace and expand its research portfolio. We remain committed to delivering education that is world class and Idaho focused.







**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 17-18, 2024**





**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 17-18, 2024**



**University  
of Idaho**



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**APRIL 17-18, 2024**

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**SUBJECT**

Board Policy I.M. Annual Planning and Reporting

**REFERENCE**

March 2008	Board approved first reading of Board Policy I.M. clarifying the Board's role in accreditation visits and Board self-evaluation
April 2008	Board approved second reading of Board Policy I.M.
August 2008	Board approved first reading of Board Policy I.M. clarifying reporting requirements for strategic plans and performance measures
October 2008	Board approved second reading of Board Policy I.M.
April 2011	Board approved first reading of Board Policy I.M.
June 2011	Board approved second reading of Board Policy I.M.
December 2016	Board approved first reading of Board Policy I.M. adding definitions of strategic plan components.
February 2017	Board approved second reading of Board Policy I.M.

**APPLICABLE STATUTE, RULE, OR POLICY**

Board Policy I.M. Annual Planning and Reporting  
Sections 67-1901 through 67-1905, Idaho Code

**BACKGROUND/DISCUSSION**

Sections 67-1901 through 67-1905, Idaho Code, establish the state's annual strategic plan and performance reporting requirements. These requirements include the annual review and submission of strategic plans and performance measures. Institutions and agencies under the oversight of the Board submit their strategic plans to the Board for approval. The approved plans are then submitted by the Board office to the Division of Financial Management (DFM). This is part of a year-long cycle of continuous improvement.

Title 67, Chapter 19, Idaho Code also establishes that the guidance for the statewide strategic planning process is to be governed by DFM. The DFM maintains a Strategic Planning and Performance Reporting guidance document and provides training to state agencies.

Board Policy I.M. is currently in need of revisions to ensure alignment of this policy with the definitions established in statute and with the requirements outlined in the DFM guidance document.

**IMPACT**

Proposed revisions to Board Policy I.M. largely remove unnecessary repetition of statute and DFM guidance. The revisions propose to retain only the additional requirements for agencies and institutions under the governance of the Board. This includes the timeline for Board approval of strategic plans.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**APRIL 17-18, 2024**

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**ATTACHMENTS**

Attachment 1 – Board Policy I.M. Annual Planning and Reporting – Proposed Revisions, redline

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Board staff recommend that the proposed revisions to Board Policy I.M. progress to a second reading in June.

**BOARD ACTION**

I move to approve the first reading of proposed revisions to Board Policy I.M. as presented in Attachment 1.

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



Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES**

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This subsection shall apply to Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, North Idaho College, and the agencies, ~~special and health programs~~ under the Board's governance and oversight. ~~As used in this section, the reference to "institutions and agencies" shall include the special and health programs.~~

~~1. 1. K-20 Education Strategic Plan~~Board Approval

1.

- ~~a. The Board will approve annually, consistent with its vision and mission a~~K-20 strategic plan and strategic plans for each agency and institution.
- b. The Board will approve annually a K-20 performance report and performance reports for each agency and institution.

2. Strategic Plan Requirements

- a. All strategic plans shall be compliant with Idaho Code § 67-1903 and the Strategic Planning and Performance Report Guide maintained by the Division of Financial Management (DFM).
- b. All strategic plans shall be aligned to the Board approved K-20 strategic plan.
- c. Mission statements used in strategic planning must be approved by the Board, pursuant to Board Policy III.I or by the community college's board of trustees.
  - i. Mission statements may be approved in conjunction with the strategic planning process or brought to the Board as a separate agenda item.
- d. Institutional strategic plans shall be compliant with applicable accreditation requirements.
- e. All strategic plans shall include at least one programmatic goal and one operational goal.

3. Performance Report Requirements

- a. All performance reports shall be compliant with Idaho Code § 67-1904 and the Strategic Planning and Performance Report Guide maintained by DFM.
- b. Board staff will make available a performance report template for consistent reporting across all agencies and institutions.

4. Training

- a. Key personnel from Board staff and each agency and institution shall be required to participate in training offered by the DFM pursuant to Idaho Code § 67-1905.

5. Timeline

- a. All agencies and institutions shall submit complete drafts of their strategic plans to designated Board staff no later than the meeting materials due date for the Board's regularly scheduled April meeting each year.

Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

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- b. All agencies and institutions shall submit complete final drafts of their strategic plans to designated board staff no later than the meeting materials due date for the Board's regularly scheduled June meeting each year.
- c. All agencies and institutions shall submit final drafts of performance reports to the designated board staff no later than the meeting materials due date for the Board's regularly scheduled October meeting each year.
- d. Community colleges must seek approval from their boards of trustees prior to submitting final drafts of strategic plans and performance reports to the Board.
- e. Board approved strategic plans and performance reports shall be submitted by Board staff to DFM, on behalf of the agencies and institutions.

6. Annual Reports

- a. Agencies and institutions shall provide annual progress reports to the Board in accordance with a reporting schedule established by the Board's executive director.
- b. Annual reports shall include, but need not be limited to, an update on the agency or institution's progress toward meeting objectives established in the strategic plan.

~~Approved plans shall be submitted by the Board for submittal to the appropriate state administrative entity in order to meet the state's annual planning requirements, in compliance with Chapter 19, Title 67, Idaho Code.~~

~~The statewide plan will outline the goals and objectives necessary for the responsible management of the statewide system of K-20 education. The strategic plan will be prepared by Board staff in consultation with the institutions, agencies, and Board committees and reflect fiscal or other constraints and opportunities. Major elements of the plan will take into consideration the environment within which K-12 and postsecondary education in the state operates, including economic constraints; identification of system priorities; and measures to ensure quality, efficient use of state resources, and responsiveness to the citizens of Idaho. The strategic plan shall be in compliance with Chapter 19, Title 67, Idaho Code.~~

~~2. Defined Terms~~

~~As used in this section the following terms shall apply:~~

- ~~a. Benchmarks means performance targets for each performance measure for at a minimum the next fiscal year. Benchmarks stretch and challenge the institutions and agencies, while being realistic and achievable within the specified time frame.~~
- ~~b. External factors means external factors that are beyond the control of the agency that affect the achievement of goals. Key external factors to the agency are those factors which are beyond the control of the organization. They include changes in economic, social, technological, ecological or regulatory environments which could impact the agency and its ability to fulfill its mission and goals.~~



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- ~~c. Goals mean a planning element that describes the broad condition or outcome that the agency, institution or program is trying to achieve. Goals are the general ends toward which institutions and agencies direct their efforts. A goal addresses issues by stating policy intention. Goals can be presenting in both qualitative and quantitative form.~~
- ~~d. Mission statements means a statement identifying the specific institution or agency purpose. A mission statement concisely identifies what the institution or agency does, why, and for whom. A mission statement identifies the unique purposes promoted and served by the institution or agency.~~
- ~~e. Objectives means a planning element that describes how the institutuion or agency plans to achieve each goal. Objectives are clear targets for specific action. They mark quantifiable interim steps toward achieving an institution's or agencies goals. Objectives must be measurable and be time-based statements of intent. Objectives emphasize the results of institution and agency actions at the end of a specific time period.~~
- ~~f. Performance measures mean a quantifiable assessment of the progress the institution or agency is making in achieving a goal and objective. Performance measures are gauges of the actual impact or effect upon a stated condition or problem and are tools to assess the effectiveness of an institution or agencies performance and the public benefit derived.~~
- ~~g. Strategies means identified methods to achieve goals and objectives. Strategies are formulated from goals and objectives and is a means for transforming inputs into outputs, and ultimately outcomes, with the best use of resources. A strategy reflects budgetary and other available resources.~~
- ~~h. Vision statements mean outcome based statements outlining what the institution or agency inspires to be. The vision statement provides the reader with a clear description of how the institution or agency sees the future should their goals and objectives be achieved.~~

~~2. Strategic Plans~~

~~Each institution and agency will develop and maintain five (5) year strategic plans. Five year strategic plans will include the current year and four (4) years looking forward.~~

- ~~i. Institution, and agency strategic plans shall be aligned with the Board's K-20 education strategic plan and, for institutions, with their accreditation requirements. They are to be created in accordance with Board guidelines, and must be consistent with Board approved mission statements. Community colleges shall use the mission statements approved by their respective local Board of trustees. Institution mission statements shall be approved in accordance with Board policy subsection III.I. and may be approved in conjunction with their strategic plan approvals or separately. Only approved mission statements shall be used in the strategic plans.~~

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~~ii. Plans shall be updated annually and submitted to the Board for approval in accordance with the schedule established by the Executive Director.~~

~~iii.i. Approved plans shall be submitted by the Board for submittal to the appropriate state administrative entity in order to meet the state's annual planning requirements, in compliance with Chapter 19, Title 67, Idaho Code.~~

~~b. Format~~

~~Plans submitted to the Board annually must be as concise as possible and in accordance with the format and template established by the Executive Director or the Planning, Policy and Government Affairs Committee. The template shall be such that each goal has one (1) or more objective and each objective has one (1) or more performance measure with a benchmark. Performance measures will be included in such a way as it is clear which objective they are measuring.~~

~~Plans shall contain at a minimum:~~

~~i. A comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency. Institution mission statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the education's interest of its students and its principal programs leading to recognized degrees. In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.~~

~~ii. General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.~~

~~1) Institutions (including Career Technical Education) shall address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.~~

~~2) Agencies shall address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).~~

~~3) Each objective must include at a minimum one performance measure with a benchmark.~~

~~iii. Performance measures must be quantifiable indicators of progress.~~



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- ~~iv. — Benchmarks for each performance measure must be, at a minimum, for the next fiscal year, and include an explanation of how the benchmark level was established.~~
- ~~v. — Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.~~
- ~~vi. — A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.~~
- ~~vii. — Institutions and agencies may include strategies at their discretion.~~

7. 3. ~~P~~Performance Measures

~~Performance measures will be developed in conjunction with the Board's strategic planning process and will be updated annually for Board approval. Performance measures are approved by the Board through their inclusion in the institution and agency strategic plans. Performance measures will be used to measure results, ensure accountability, and encourage continuous improvement to meet goals and objectives. Performance measure reports are submitted annually to the Board in accordance with the schedule and format established by the Executive Director.~~

- ~~a. — In addition to the performance measures developed by the institution or agency the Board may develop a set of uniform system-wide performance measures for the institutions or agencies that will gauge progress in such areas as enrollment, retention, and graduation or other priority areas identified by the Board. All such performance measures shall be included in the institutions or agencies strategic plan and reported annually with the institution or agencies annual performance measure report. System-wide performance measures shall be reported in a consistent manner established by Board staff.~~
- ~~b. — Each institution and agency will develop performance measures tied to its strategic plan and clearly aligned to their mission, goals, and objectives.~~
- ~~c. — Only performance measures approved by the Board through the strategic planning process may be included as a performance measure on the annual performance measure report.~~
- ~~d. — The strategic plan shall serve as the basis for the annual performance measure report. Annual performance measure reports shall include at a minimum benchmarks for each measure for, the next fiscal year, and for each year of the four (4) previous years of reported actual results.~~

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- a. The Board may develop a set of uniform system-wide performance measures for agencies or institutions.
  - i. The Board may require agencies and institutions to include such measures in the agency or institution's strategic plan and performance report.
  - ii. Board staff will determine the business rules applicable to such measures.
  - iii. Board staff will provide a reporting schedule for such measures.
- b. Agencies and institutions may include additional performance measures in their strategic plan. However, Idaho Code § 67-1904 establishes that no more than ten (10) performance measures may be included in the performance report.

~~8. Statewide Additional Reports Reporting~~

~~Each institution and agency will provide to the Board, upon request or in accordance with a schedule and format established by the Executive Director, any data or report requested.~~

~~For the purposes of reporting postsecondary data the census dates shall be October 15<sup>th</sup> and March 15<sup>th</sup> of each year.~~

~~4. Progress Reports~~

~~Progress reports shall include, but are not limited to, progress on the approved strategic plan, details of implementation, status of goals and objectives, and expanded information on points of interest and special appropriations. Progress reports shall be provided to the Board at least once annually in accordance with a schedule and format established by the Executive Director. Community colleges may report biennially. The established format shall include a template of standard areas for reporting.~~

~~5. Statewide Reporting~~

~~Each institution and agency will provide to the Board, upon request or in accordance with a schedule and format established by the Executive Director, any data or report requested.~~

~~For the purposes of reporting postsecondary data the census dates shall be October 15<sup>th</sup> and March 15<sup>th</sup> of each year.~~

~~6. Self-Evaluation~~



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~~Each year, the Board will conduct a self-evaluation in conjunction with annual strategic planning activities. The self-evaluation methodology will include a staff analysis of all institution and agency annual performance reporting, and comments and suggestions solicited from Board constituency groups to include the Governor, the Legislature, agency heads, institution presidents and other stakeholders identified by the Board President. The Planning, Policy and Governmental Affairs Committee of the Board will annually develop a tailored Board self-evaluation questionnaire for use by individual Board members and the Board collectively to evaluate their own performance. Annually, in conjunction with a regular or special meeting, the Board will discuss the key issues identified in the institution and agency performance reporting assessment, comments and suggestions received from constituency groups, and the self-evaluation questionnaire in order to further refine Board strategic goals, objectives and strategies for continuous improvement of Board governance and oversight. Self-evaluation results will be shared with constituent groups and should heavily influence strategic plan development.~~

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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**SUBJECT**

Board Policy I.G. – Conflict of Interest – proposed repeal; Board Policy II.Q – Conflict of Interest – proposed revisions; Board Bylaws – proposed revisions – first reading

**REFERENCE**

April 2002	The Board established Board Policy I.G.
December,13 2002	The Board approved amendments to Board Policy I.G.
December 2008	Minor technical corrections were made to Policy I.G. Board approval is not required for technical corrections.
February 2000	The Board established Board Policy II.Q.
July 2001	The Board approved amendments to Board Policy II.Q
December 2008	Minor technical corrections were made to Policy II.Q. Board approval is not required for technical corrections.
February 2014	The Board approved revisions to the Board Bylaws.
February 2015	The Board approved amendments to Board Bylaws.
August 2016	The Board approved amendments to Board Bylaws.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Code § 33-105 – Rules – Executive Department  
Board Policy I. Board Bylaws (Operational Procedures)  
Board Policy I.G. – General Governing Policies and Procedures - Conflict of Interest  
Board Policy II.Q – Human Resources Policies and Procedures - Conflict of Interest and Ethical Conduct – All Employees

**BACKGROUND/DISCUSSION**

Board Policies I.G. and II.Q. both address conflicts of interest. Proposed changes include relocating the text of I.G. to the Board’s Bylaws to clarify its application to Board members. Policy II.Q. is located within the Board’s human resources policies and procedures and is applicable to the employees of the institutions and agencies under the Board’s governance. Additional changes to both policies are intended to make references consistent between the two policies.



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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**IMPACT**

The proposed repeal and relocation of conflict of interest policy related to board members will ensure that policy related to Board members is more properly located in the Board Bylaws. The proposed revisions to Board Policy II.Q will help clarify the conflict of interest and ethical conduct expectations of employees.

If the Board approves the first reading of the proposed repeal and relocation and the proposed revision as presented in Attachments 1, 2, and 3, Board staff will address any final necessary edits in preparation for a final consideration by the Board at the regular June meeting.

**ATTACHMENTS**

- Attachment 1 – Board Policy I.G. – Proposed Repeal
- Attachment 2 – Board Bylaws – Proposed Revision
- Attachment 3 - Board Policy II.Q – Proposed Revisions

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Board staff recommends approval of the first read of the proposed repeal and relocation of conflict of interest policy related to Board members and that the Board approve the first reading of the proposed revisions to conflict of interest policy related to employees.

**BOARD ACTION**

I move to approve the first reading of the proposed repeal and relocation of Board Policy I.G., the proposed revisions to the Board Bylaws, and the proposed revisions to Board Policy II.Q.

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

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES****SUBSECTION: G. Conflict of Interest**

December

~~2008 June 2024 repealed and relocated to I.BYLAWS (Operational Procedures)~~

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~~1. Policy~~

~~Members of the Board and administrators and employees of the institutions and agencies serve a public interest role and have a clear obligation to conduct all affairs of the institution, school and agency in a manner consistent with that role. All decisions of the Board, administrators, and employees are to be made solely on the basis of a desire to promote the best interests of the institution, school or agency and the public good.~~

~~2. Procedure~~

~~a. The policy of the Board requires that in the event the Board, administrators, or employees must consider any transaction for an institution, school or agency that also involves (a) a member of the Board, an administrator, or employee or (b) a member of his or her immediate family or close relative ("immediate family" means the employee's spouse, parent, step-parent, guardian, brother, sister, mother-in-law, father-in-law, child, or stepchild; "close relative" means the employee's grandmother, grandfather, aunt, uncle, niece, nephew, brother-in-law, sister-in-law, first cousin, or grandchild.), or (c) an organization with which a member of the Board, an administrator, or employee is affiliated, such Board member, administrator, or employee, at the first knowledge of such transaction, must disclose such real or potential conflict. Board members disclose to the Board and administrators and employees disclose to his or her supervisor.~~

~~b. Such disclosure is further required of Board members, administrators, or employees concerning all relationships and business affiliations that reasonably could give rise to a conflict of interest involving an institution, school or agency. For the purpose of this procedure, affiliation is understood to exist if the Board member, administrator, employee, or a member of the family is:~~

~~(1) An officer, director, trustee, partner, employee, or agent of such organization; or~~

~~(2) Either the actual or beneficial owner of more than five percent (5%) of the voting stock or controlling interest of such organization; or~~

~~(3) Has any other direct or indirect dealings with such organization from which he or she knowingly benefited (e.g., through receipt directly or indirectly of cash or other property in excess of \$500 a year exclusive of dividends or interest).~~



Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES**

**SUBSECTION: G. Conflict of Interest**

**December**

**~~2008~~ June 2024 repealed and relocated to I.BYLAWS (Operational Procedures)**

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~~c. Board members, administrators, and other employees who have a real or potential conflict of interest in any matter before the Board or the institution, school or agency administration will comply with all applicable statutes and rules governing conflicts of interest including, but not limited to, the Bribery and Corrupt Influences Act, Idaho Code §18-1351 et. seq. and the Ethics in Government Act of 1990, Idaho Code §18-1351 et. seq. and the Ethics in Government Act of 1990, Idaho Code §59-701 et. seq.~~

**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: I. BYLAWS (Operational Procedures)**

~~October 2022~~ June 2024

**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 serve under the direction of the 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.
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.



Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

SECTION: I. BYLAWS (Operational Procedures)

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**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, carries out the Board's policies between meetings.

**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: I. BYLAWS (Operational Procedures)**

~~October 2022~~ June 2024

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 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 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. Standing 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 committee is responsible for performing work pursuant to Board policy or delegation. Such committees 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 member of any standing or other committee. The procedural guidelines for Board committees appear in the Board Governing Policies and Procedures.



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**GOVERNING POLICIES AND PROCEDURES**

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~~October 2022~~ June 2024

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 guidance to the agencies and institutions under the Board on the implementation of Board action 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 guidance on the implementation of the Board’s planning initiatives and goals. This committee shall also provide more detailed information to 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 updates to the Board.

c. Responsibilities and Procedures

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

- i. Long range planning and coordination;
- ii. Initial discussions and direction on strategic policy initiatives and goals;

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- 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 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 implementing Board action and developing guidance to the institutions and agencies 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 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.



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c. Responsibilities and Procedures

The Instruction, Research and Student Affairs Committee is responsible for updates 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 updates to the Board on matters of policy and procedures concerning business affairs and human resources affairs.

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

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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 updates to the Board.

c. Responsibilities and Procedures

The Business Affairs and Human Resources Committee is responsible, through its various working unit or units, for providing guidance on the implementation of Board action to the institutions and agencies under 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.

4. Audit, Risk and Compliance Committee

a. Purpose

The Audit, Risk and Compliance Committee is a standing committee of the Board. The Audit, Risk and Compliance 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.

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**GOVERNING POLICIES AND PROCEDURES**

SECTION: I. BYLAWS (Operational Procedures)

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b. Composition

The Audit, Risk and Compliance 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, Risk and Compliance Committee. Each Committee member shall be free from any relationship that would interfere with the exercise of independent judgment. 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. Audit, Risk and Compliance Committee members who are Board members may be compensated for Board service. The Audit, Risk and Compliance 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 financial affairs and the ability to exercise independent judgment. Committee appointments will be made in such a way that collectively the Committee membership possesses sufficient knowledge of internal audit, external audit, accounting, finance, information technology, compliance, risk management, higher education, and governance concepts. 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, Risk and Compliance Committee chair shall be appointed by the Board president and shall be a Board member.

c. Responsibilities and Procedures

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



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accounting principles and reporting policies used. The following shall be the principal duties and responsibilities of the Committee:

- i. Recommend the appointment and compensation to the Board of the external auditors. Evaluate and oversee the work of the external auditors. The Committee must review any services prior to being provided by the external auditor. The external 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 as necessary to carry out its duties.
- ii. Evaluate and oversee the work of the Internal Audit and Advisory Services unit (IAAS), located within the Board office.
- iii. Discuss with the external auditors the audit scope, focusing on areas of concern or interest;
- iv. Review the financial statements, adequacy of internal controls and findings with the external auditors. The external auditor's "management letter" shall include management responses and be addressed to the Audit, Risk and Compliance Committee and president of the institution.
- v. Ensure the external auditor presents the financial statements to the Board and provides detail and summary reports as appropriate.
- vi. 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.
- vii. Monitor the independence and performance of each organization's external auditor and internal auditing departments;
- viii. Provide general guidance for developing risk assessment models for all institutions.
- ix. Provide an avenue of communication among the external auditor, 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.
- xi. Oversee institutional compliance programs.

The Audit, Risk and Compliance Committee will meet at least four times per year. 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 Chief Fiscal Officer, under the direction of the chair, prepares the agenda for work that is under consideration at each meeting of the Board.

**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: I. BYLAWS (Operational Procedures)**

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5. Executive Committee

a. Purpose

The Executive Committee is responsible for assisting the full Board in discharging its responsibilities with respect to the management of the business and affairs of the Board and the Board Office, to consider matters concerning the Board that may arise from time to time, and to provide direction to the executive director on any of such matters.

b. Composition

The Executive Committee is composed of the current Board president, vice president, and secretary, and the immediate past Board president. The Board's executive director also shall serve on the Executive Committee. The current Board president serves as chairperson of the committee. In the event the past Board president is unable to serve on the Executive Committee, then the Board president may appoint another member of the Board to serve in the place of such former officer.

c. Responsibilities and Procedures

The Executive Committee shall have such duties, responsibilities, and authority as may be delegated from time to time to the Executive Committee by the Board, and in the intervals between meetings of the Board, the Executive Committee shall, in conjunction with the executive director, assist in directing the management of the business and affairs of the Board. However, the Executive Committee may not undertake any action that, pursuant to any applicable law, rule, or policy of the Board, must be performed by another committee of the Board, or which must be acted upon by the whole Board in public session. The Board's executive director, under the direction of the Board president, prepares the agenda for and schedules each meeting of the Executive Committee, which may be conducted telephonically. A written record is not kept of the committee's activities, but it shall be the responsibility of the executive director to promptly communicate to all Board members who are not members of the committee regarding information related to the committee's discussions and activities.

**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 F above, with the exception of the Audit Committee.

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2. The Board member who is the chair of the permanent standing 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. Conflict of Interest**

**1. Policy**

Members of the Board serve a public interest role and have a clear obligation to conduct all business of the Board in a manner consistent with that role. All decisions of the Board are to be made solely on the basis of a desire to promote the best interests of the public good.

**2. Procedure**

- a. A conflict of interest occurs when a member's private interests compete with his or her professional obligations to the Board to a degree that an independent observer might reasonably question whether the person's professional actions or decisions are materially affected by personal considerations, including but not limited to personal gain, financial or otherwise.
- b. In the event the Board must consider any transaction for an institution, school or agency that also involves (a) a member of the Board or (b) a member of his or her immediate family or close relative ("immediate family" means spouse, parent, child, stepchild or sibling), or a person residing in the member's household or a legal dependent of the member, or (c) an organization with which a member of the Board is affiliated, such Board member, at the first knowledge of such transaction, must publicly disclose such real or potential conflict to the Board.
- c. Disclosure is also required concerning all relationships and business affiliations that reasonably could give rise to a conflict of interest involving a matter before the Board. Affiliation is understood to exist if a Board member or a member of the Board member's immediate family, or a person residing in the member's household or a legal dependent of the member, is:
  - (1) An officer, director, trustee, partner, employee, or agent of such organization; or
  - (2) Either the actual or beneficial owner of more than five percent (5%) of the voting stock or controlling interest of such organization; or



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- (3) Has any other direct or indirect dealings with such organization from which he or she knowingly benefited (e.g., through receipt directly or indirectly of cash or other property in excess of one thousand dollars (\$1000) a year).
- d. Board members shall also comply with all applicable statutes and rules governing conflicts of interest including, but not limited to, the Bribery and Corrupt Influences Act, Idaho Code §18-1351 et. seq. and the Ethics in Government Act of 1990, Idaho Code §74-401 et. seq.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES****SUBSECTION: Q. Conflict of Interest and Ethical Conduct – All Employees**~~December 2008~~June 2024

## 1. General Principles of Ethical Conduct

All employees of the institutions, and agencies:

- a. Shall not hold financial interests that are in conflict with the conscientious performance of their official duties and responsibilities;
- b. Shall not engage in any financial transaction in order to further any private interest using nonpublic information of the Board, institution, or agency;
- c. Shall put forth honest effort in the performance of their duties;
- d. Shall make no unauthorized commitments or promises of any kind purporting to bind the Board or any Board-governed entity;
- e. Shall not use their public offices for private gain;
- f. Shall act impartially and not give preferential treatment to any private or public organization or individual;
- g. Shall protect and conserve public property and shall not use it for other than authorized activities;
- h. Shall not engage in outside employment or activities, including seeking or negotiating for employment, that conflicts with official duties and responsibilities;
- i. Shall promptly disclose to their chief executive officer waste, fraud, abuse, or corruption in accordance with applicable law and policy;
- j. Shall endeavor to avoid any actions that would create the appearance that they are violating the law or the ethical standards of the Board or the relevant Board-governed entity;
- k. Shall disclose potential conflicts of interest to the Chief Executive Officer, or designee, of the institution or agency, and avoid conflicts of interest, potential conflicts of interest, and circumstances giving rise to the appearance of a conflict of interest.
- l. Shall comply with all applicable statutes and rules governing conflicts of interest including, but not limited to, the Bribery and Corrupt Influences Act, Idaho Code §18-1351 et. seq. and the Ethics in Government Act of 1990, Idaho Code §74-401 et. seq.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES****SUBSECTION: Q. Conflict of Interest and Ethical Conduct – All Employees**~~December 2008~~June 2024

## 2. Conflict of Interest

A conflict of interest occurs when a person's private interests compete with his or her professional obligations to the Board-governed entity to a degree that an independent observer might reasonably question whether the person's professional actions or decisions are materially affected by personal considerations, including but not limited to personal gain, financial or otherwise.

## 3. Consideration of Transactions

- a. In the event that a person subject to this policy shall be called upon to consider a transaction involving a Board-governed entity and a person, entity, party, or organization with which the person is affiliated, as defined below, such person, as soon as he or she has knowledge of the transaction, shall: (i) disclose fully to the Chief Executive Officer, or designee, the precise nature of his or her interest or involvement in the transaction and/or such organization, and (ii) refrain from participating in the institution's or agency's consideration of the proposed transaction.
- b. Each person subject to this policy shall disclose to the Chief Executive Officer, or designee, of the entity all relationships and business affiliations that reasonably could give rise to a Conflict of Interest because of the employee's duties and responsibilities. This disclosure obligation is ongoing, and each employee has a duty to supplement or amend his or her disclosure when the employee knows that the disclosure was incorrect in a material respect when made or the disclosure, though correct when made, has become inaccurate in a material respect.
- c. For the purposes of this policy, an employee is "affiliated" with an organization if the person, a member of the person's immediate family (i.e., spouse, parents, ~~children, child, stepchild or sibling, brothers, and sisters~~), or a person residing in the employee's household or a legal dependent of the employee: (i) is an officer, director, trustee, partner, employee, or agent of such organization; (ii) is either the actual or beneficial owner of more than ~~one-five~~ percent (~~45~~%) of the voting stock of or a controlling interest in such organization; (iii) has any other direct or indirect dealings with such organization from which the employee is materially benefited (e.g., through receipt directly or indirectly of cash or other property in excess of one thousand dollars (\$1000) a year). ~~It shall be presumed that an employee is "materially benefited" if he or she receives, either directly or indirectly, money, services, or other property in excess of one thousand dollars (\$1000) in any year in the aggregate.~~
- d. All disclosures required to be made hereunder must be directed, in writing, to the Chief Executive Officer, or designee, of the institution or agency.



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**APRIL 17-18, 2024**

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**SUBJECT**

Board Policy V.H. Audits -First Reading

**REFERENCE**

June 2005	Board approved first reading updating policy to bring it into alignment with creation of Audit Committee.
August 2005	Board approved second reading of policy.
December 2008	Removal of ISDB, Historical Society and Commission from all applicable policies.
December 2015	Board approved first reading of amended policy dealing with audits of agencies under Board jurisdiction.
April 2016	Board approved second reading of policy amendments.
October 2022	Board approved first reading of amended policy V.H. and repeal of policy V.Y.
December 2022	Board approved second reading of amendments to policy V.H and repealed policy V.Y.

**APPLICABLE STATUTE, RULE, OR POLICY**

Board Policy V.H. – Audits

**BACKGROUND/DISCUSSION**

Board Policy V.H. provides foundational guidelines for the Internal Audit and Systemwide Risk Management roles which were established at the Office of the State Board of Education (OSBE) in 2022. The policy serves to clarify processes and procedures related to the Board’s audit, risk and compliance functions.

**IMPACT**

Board Policy V.H. includes reporting requirements. The proposed revisions clarify that the specified reports are to be provided to the executive director.

**ATTACHMENTS**

Attachment 1 – Board Policy V.H – Proposed Revisions, redline

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Board staff recommend that the proposed revisions to Board Policy V.H. progress to a second reading in June.

**BOARD ACTION**

I move to approve the first reading of proposed revisions to Board Policy V.H. as presented in Attachment 1.

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

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

SECTION: V. Financial Affairs

SUBSECTION: H. Audit, Risk and Compliance Committee

~~December 2022~~ April 2024

## 1. General Purpose and Governance

The Audit, Risk and Compliance Committee (Committee) is established as a standing committee of the Board under Idaho State Board of Education, Policies and Procedures, Section I. Bylaws to provide fiscal, compliance and risk management oversight responsibilities. The Committee provides oversight for: financial statement integrity, financial practices, internal control systems, financial management, risk management, compliance and standards of conduct. This policy and relevant sections of the Board's bylaws serve as the audit charter for the Audit, Risk and Compliance Committee.

The Committee serves as the Board's liaison with its external auditors, regulatory auditors, the internal audit and risk management functions of the Office of the Board of Education, and with compliance officers of the agencies and institutions. The Committee reviews agency and institution fiscal operations. The Committee also reviews institutional procedures for controlling operating risks and oversees compliance activities. The Committee chairperson reports periodically to the Board on the activities of the Committee, including any recommended changes or additions to the Board's policies and procedures through the Business Affairs and Human Resources Committee. The Committee is authorized to act on applicable items that do not require Board approval.

The Committee shall meet at least four times per year and may be aligned with regularly scheduled Board meetings or more frequently as circumstances may require. The Committee may require institution or agency management or others to attend the meetings and provide pertinent information as necessary.

## 2. Calendar

The Committee shall establish a calendar of all regularly scheduled meetings including Committee chairperson (or designee) reports to the Board, the independent auditors, institutions, and others as appropriate. The Committee should take into consideration the requirements and due dates of other State agencies in establishing timelines.

## 3. Selection of External Auditors

Items 3, 4 and 5 apply to the institutions only (Boise State University, Idaho State University, University of Idaho, and Lewis-Clark State College).

- a. The Committee shall allow enough time to prepare and publish a request for proposal, review and evaluate proposals, obtain Board approval of the selected audit firm, and negotiate a contract.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

SECTION: V. Financial Affairs

SUBSECTION: H. Audit, Risk and Compliance Committee

~~December 2022~~ April 2024

- b. The Committee may establish a process for selecting an external audit firm. The process used should include representatives from the Board, Committee, and institutions.
- c. The Committee shall make the selection of the recommended external audit firm.
- d. The selection of the new external audit firm shall be presented to the Board for approval at the next Board meeting following the Committee's recommendation.
- e. An annual review of external auditor performance and fees shall be conducted.

## 4. Financial Statement Auditors

## a. Lead Partner Rotation

It is the intent of the Board to adhere to the recommendation of the National Association of College and University Business Officers (NACUBO) to require rotation of the lead audit partner of the external audit firm every five years, with a two-year timeout provision. The Committee shall establish when the five-year limit will be reached for the current lead audit partner. At least one year prior to that time, the Committee shall discuss transition plans for the new lead audit partner. The five-year limit will be reviewed annually with the external auditors. These discussions shall be documented in the Committee meeting minutes.

## b. Scope and Reporting

- i. **Prior to External Audit:** Prior to the start of any audit work for the current fiscal year, the Committee will meet with the lead external audit partner to review the audit scope. Questions related to audit scope may include significant changes from prior year, reliance on internal controls and any internal audit function, assistance from institutional staff, and changes in accounting principles or auditing standards. The Committee should also discuss how the audit scope will uncover any material defalcations or fraudulent financial reporting, questionable payments, or violations of laws or regulations. Areas of the audit deserving special attention by the Committee and issues of audit staffing should be reviewed.
- ii. Prior to the publication of the external auditor's report, the Committee will review all material written communications between the external auditors and institution management, including management letters and any schedule of unadjusted differences. The Committee shall conclude on the appropriateness of the proposed resolution of issues, and the action plan for any items requiring follow-up and monitoring. The Committee shall review these risks with



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institution management at each meeting or sooner, if necessary, to make sure it is up-to-date.

- iii. Subsequent to Audit: Subsequent to the external audit report, the Committee shall meet with the lead external audit partner and the Chief Financial Officer of each institution, to review the scope of the previous year's audit, and the inter-relationship between any internal audit function and the external auditors with respect to the scope of the external auditor's work. Prior to the start of interim work for the current year audit, the Committee shall review the plans for the audit of the current year.

c. Accounting Policies

Annually and/or in conjunction with the year-end external audit, the Committee shall review with the lead external audit partner all critical accounting policies and practices and all alternative treatments of financial information within generally accepted accounting principles that have been discussed with management of the institutions, the ramifications of each alternative, and the treatment preferred by each institution.

d. Financial Statement Review

At the completion of the external audit, the Committee shall review with institution management and the external auditors each institution's financial statements, Management's Discussion and Analysis (MDA), related footnotes, and the external auditor's report. The Committee shall also review any significant changes required in the external auditor's audit plan and any serious difficulties or disputes with institution management encountered during the audit. The Committee shall document any discussions, resolution of disagreements, or action plans for any item requiring follow-up.

e. Single Audit Review

At the completion of the Single Audit Report (as required under the Single Audit Act of 1984, and the Single Audit Act Amendments of 1996), the Committee shall review with institution management and the external auditors each institution's Single Audit Report. The Committee shall discuss whether the institution is in compliance with laws and regulations as outlined in the current Single Audit Act described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement. The Committee shall report to the Board that the review has taken place and any matters that need to be brought to the Board's attention. The Committee shall document any discussions, resolution of disagreements, or action plans for any item requiring follow-up.

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

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## 5. Internal Audit (Internal Audit and Advisory Services – IAAS)

- a. IAAS reports functionally to the Committee and administratively to the Board's ~~Executive executive~~ ~~Directordirector~~. The Committee shall have sole oversight of internal audit related activities. The internal audit function will be administered by a ~~Chief chief~~ ~~Audit audit~~ ~~Executive executive~~ (CAE) within the Office of the State Board of Education. Institutions are prohibited from establishing their own internal audit functions. The Committee shall:
  - i. Ensure that IAAS works under an internal audit charter, reviewed annually by the Committee
  - ii. Ensure the functional independence of IAAS
  - iii. Consult with the executive director on the appointment of a CAE to oversee administration of IAAS
  - iv. Consult with the executive director on termination or discipline of the CAE
  - v. Provide input into the performance review of the CAE
  - vi. Approve and provide feedback on an annual audit plan submitted by the CAE
  - vii. Advise the Board about increases and decreases to internal audit resources needed to carry out internal audit activities
  - viii. Receive and review an annual performance report on internal audit activities from the CAE.
  - ix. Review internal audit's conformance to the *International Standards for the Professional Practice of Internal Auditing* ("Standards") published by the Institute of Internal Auditors ("IIA").
  - x. Review internal audit findings and recommendations, and review the adequacy of corrective action taken by institution management.
- b. IAAS shall have free and unrestricted access to institutional personnel, buildings, systems and records needed to perform internal audit work. The Committee shall review and resolve any difficulties encountered by internal audit staff during the course of internal audit work, including restrictions on scope or access to personnel, buildings, systems or records.
- c. IAAS will maintain a quality assurance and improvement program that covers all aspects of IAAS operations. The program will include an evaluation of IAAS's conformance with the *Standards* and an evaluation of whether internal auditors apply the IIA's Code of Ethics. The program will also assess the efficiency and effectiveness of IAAS and identify opportunities for improvement.

The CAE will communicate to the Committee IAAS's quality assurance and improvement program, including results of internal assessments (both ongoing and periodic) and external assessments conducted at least once every five years by a qualified, independent assessor or assessment from outside Idaho higher education.

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SECTION: V. Financial Affairs

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## 6. Other Audits

## a. Legislative Audits

- ii. All state agencies under the Board's jurisdiction, excluding the State Department of Education, will receive financial statement audits and federal single audits in accordance with federal and state laws and regulations. The Committee must be informed immediately by an agency of any audit activity being conducted by the legislative auditor.
- iii. At the completion of the legislative audit, the Committee shall discuss with the legislative auditor the progress of the legislative audit, including a full report on preliminary and final audit findings and recommendations.

## b. Employee Severance Audits

When key administrative personnel leave an agency or institution, the Committee may bring to the full Board a recommendation as to whether an audit should be conducted and the scope of the audit.

## c. Other External Audits and Reviews

The Committee is authorized to engage the services of outside auditors or evaluators to perform work used to supplement the work of the Committee, to assess compliance with laws and regulations, or to assess business processes.

## 7. Confidential Reporting Lines

- a. The Committee shall ensure the institutions have reporting mechanisms in place to provide for anonymous and confidential reporting of compliance issues. Such mechanisms include, but are not limited to, the use of external reporting hotlines. The Committee shall review the effectiveness of institutional processes used to resolve reports received through reporting mechanisms.
- b. Reports of accounting, internal control or auditing matters
  - i. The Committee shall set up a process to investigate complaints or reports received by the Board or institutions regarding accounting, internal accounting controls, auditing, or other areas of concern.
  - ii. The Committee shall review the procedures for the receipt, retention, timely investigation and proper treatment of complaints, referenced in the preceding



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paragraph. The Committee shall review a cumulative list of complaints submitted annually to review for patterns or other observations.

## 8. Risk Management

The Committee shall provide oversight of a system-wide risk assessment/risk management program. To accomplish this, the Committee shall:

- a. Consult with the executive director on the appointment of a system-wide ~~Risk~~risk ~~Manager~~manager;
- b. Monitor and periodically review processes established by the system-wide ~~Risk~~risk ~~Manager~~manager and institutions to implement effective risk management activities;
- c. Periodically receive reports/presentations from the system-wide ~~Risk~~risk ~~Manager~~manager;
- d. If necessary, receive reports from institution employees who oversee departments that manage key risk areas.

## 9. Compliance

## a. General

The Board is committed to ethical conduct and to fostering a culture of compliance with the laws and regulations which apply to the institutions and agencies under its governance.

## b. Compliance Program

Each institution shall designate a chief compliance officer, approved by the Committee, and shall ensure that the institution establishes a compliance program to be approved by the Committee which must address, at a minimum, the following:

- i. A code of ethics which applies to all employees.
- ii. A published and widely disseminated list or index of all major compliance areas and responsibilities, categorized and prioritized based on risk, probability, and negative impact of potential events. A mechanism for coordinating compliance oversight, monitoring and reporting. This includes a management level group or individual with authority to examine compliance issues and assist the chief compliance officer in investigating, monitoring, and assessing compliance and/or recommending policies or practices designed to enhance compliance. A means of assuring institutional policies are regularly reviewed for compliance with current federal and state laws and regulations and Board policies.

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Provision of training to educate employees on the laws, regulations and institution policies that apply to their day-to-day job responsibilities.

## c. Reporting

- i. The chief compliance officer of each institution will prepare and submit a semi-annual compliance report in January and July, on a confidential basis, to ~~Board counsel~~ the Board's executive director and the Committee noting all material compliance matters occurring since the date of the last report, and identifying any revisions to the institution's compliance program.

For purposes of this policy, a compliance matter shall be considered material if any of the following apply:

- 1) The perception of risk creates controversy between management and the internal auditor.
- 2) It could have a material impact on the institution's financial statements.
- 3) It is or could be a matter of significant public interest or that carries risk of significant reputational damage.
- 4) It may be reported in an external release of financial information.
- 5) It relates to key controls over financial information that are being designed or redesigned, have failed, or otherwise are being addressed by the organization.
- 6) It involves fraud related to management.
- 7) It leads to correction or enforcement action by a regulatory agency.
- 8) It involves potential financial liability in excess of \$25,000

Notwithstanding the foregoing, a compliance matter with financial liability in excess of two hundred thousand dollars (\$200,000) must be reported to the Committee as soon as reasonably practicable. A de minimis compliance matter need not be reported to the Committee at any time. A violation will be considered de minimis if it involves potential financial liability of less than twenty-five thousand dollars (\$25,000) and is a matter that has not been recurring or is not otherwise indicative of a pattern of noncompliance. For purposes of this subparagraph, "potential financial liability" means the estimated obligation by the institution to another party resulting from noncompliance. Compliance concerns at agencies under the governance of the Board shall be reported to the Committee by the Board's ~~Executive~~ executive Director ~~director~~ when, in his/her discretion, the matter presents material ethical, legal, or fiduciary responsibilities or obligations.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**APRIL 17-18, 2024**

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**SUBJECT**

Board Policy V.W. Litigation – First Read

**REFERENCE**

June 2014	The Idaho State Board of Education (Board) approved an amendment to clarify the litigation limits and reporting requirements.
June 2015	The Board approved first reading of the proposed policy amendment.
August 2015	The Board approved second reading of the proposed policy amendment.

**APPLICABLE STATUTE, RULE, OR POLICY**

Board Policy V.W. – Litigation

**BACKGROUND/DISCUSSION**

Board Policy V.W. provides foundational guidelines for the management of lawsuits, legal documents, and other official notices.

**IMPACT**

Board Policy V.W. includes reporting requirements. The proposed revisions clarify that the specified reports are to be provided to the executive director. Revisions also provide for consistency in formatting.

**ATTACHMENTS**

Attachment 1 – Board Policy V.W - Litigation – Proposed Revisions, redline

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Board staff recommends that the proposed revisions to Board Policy V.W. progress to a second reading in June.

**BOARD ACTION**

I move to approve the first reading of proposed revisions to Board Policy V.W. as presented in Attachment 1.

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



Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: W. Litigation

~~August 2015~~ June 2024

1. General

When a lawsuit, legal document, or other official notice is instituted against an institution and/or the Board, the following positions are authorized to accept service of process of such matter on behalf of the institution and/or Board:

- a. The institution's chief executive officer or general counsel; or
- b. The Board's executive director ~~or deputy attorneys general assigned to the Board.~~

This authority to accept service pertains only to attempted service upon the institution and/or Board, and not to any attempt to serve the Idaho secretary of state or the Idaho attorney general. An institution president or general counsel who accepts service of any matter on behalf of such institution and/or the Board pursuant to this authority must promptly forward a copy of any such matter to the Board office, and in appropriate circumstances, should also forward a copy of such matter to the State of Idaho Department of Administration, Division of Internal Management Systems, Risk Management Program.

2. Initiation of Litigation

An institution or agency under the governance of the Board may initiate a legal action with respect to any matter in which the amount in controversy does not exceed one hundred thousand dollars (\$100,000). With the prior approval of the executive director, an institution, agency, or school under the governance of the Board may initiate a legal action with respect to any matter in which the amount in controversy does not exceed two hundred thousand dollars (\$200,000). Any other proposed legal action may not be instituted without the prior approval and authorization of the Board.

- a. Notwithstanding the authority to initiate litigation provided above, any legal action involving the exercise of the right of eminent domain must have the prior approval of the Board.
- b. Pursuant to Section 33-3804, Idaho Code, an institution is permitted to initiate legal action in its own name.

3. Settlement

The chief executive officer has authority to settle a legal matter involving the payment or receipt of up to one hundred thousand dollars (\$100,000) of institution or agency funds. The executive director may authorize the settlement of a legal matter involving the payment or receipt of up to two hundred thousand dollars (\$200,000) of institution, agency, or school funds. Any settlement of a legal matter that is in excess of two

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SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: W. Litigation

~~August 2015~~ June 2024

hundred thousand dollars (\$200,000) in institution or agency funds must be approved by the Board prior to any binding settlement commitment.

4. Litigation Reporting by Institutions

Legal counsel for the institutions shall provide monthly attorney–client privileged litigation reports to the Board office (to the attention of the ~~Board’s legal counsel~~ executive director) for distribution to members of the Board. Reports shall ~~Such reports should~~ include a description of all claims and legal actions filed against the institution since the date of the last report. –Updates for each matter shall be in reverse chronological order with the most recent entry for each matter highlighted. ~~(and identify)~~ Entries shall identify legal counsel for the parties ~~involved, for conflict analysis purposes); a summary; summarize~~ of the current status of all claims and pending litigation; contain a risk analysis pertaining to all such claims and pending litigation; and detail the settlement of any matters since the date of the last report, including settlements of matters handled by the State of Idaho Department of Administration, Division of Internal Management Systems, Risk Management Program. With respect to the reporting of a legal settlement, such report shall describe the amount of institution funds that were used, and the amount and source of any other funds that were provided in connection with such settlement, including funds from the Office of Insurance Management or from any other parties. Legal counsel for the institutions should also include in the report any significant incident occurring since the last report that is reasonably expected to give rise to a claim, as well as probable claims or legal actions the institution is aware of which have been threatened but not yet instituted.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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**IDAHO DIVISION OF CAREER TECHNICAL EDUCATION**

**SUBJECT**

Board Policy IV.D and VII.A. and B First Reading

**REFERENCE**

June 2019	Board approved first reading of proposed amendments to Board policy IV.E. amending incorporated by reference CTE program content standards.
August 2019	Board approved second reading of proposed amendments to Board policy IV.E.
June 2022	Board approved first reading of proposed amendments to Board Policy IV.E. adding incorporated by reference program content standards for Cybersecurity, Electric, HVAC, and Plumbing Program.
August 2022	Board approved second reading of proposed amendments.
June 2023	Board approved first reading of amendments to Board policy moving Board policies specific to the Division of Career Technical Education from Subsection IV.E. to Section VII.
August 2023	Board approved second reading of proposed amendments, including the establishment of Board Policy VII.D.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Policies and Procedures, Section VII.D.  
Section 33-107(4)(B), Idaho Code  
Chapter 22, Title 33, Idaho Code

**BACKGROUND/DISCUSSION**

Career technical education programs consist of cluster programs and pathway programs. Pathway programs are made up of sequential courses meeting the approved pathway content standards. The standards are grouped into six major categories: Agricultural and Natural Resources; Business and Marketing Education; Engineering and Technology Education; Health Sciences; Family and Consumer Sciences; and Skilled and Technical Sciences. In addition to these six categories, the standards include two additional areas incorporated into the specific program categories: Workplace Readiness and First Steps (career pathways). Each major category is made up of several program sub-areas. As an example, Family and Consumer Sciences encompasses Culinary Arts Standards, Early Childhood Education Standards, Entrepreneurship Standards, and Hospitality and Tourism Standards. These standards are updated on a rotating basis working with industry partners as applicable to the program areas.



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**APRIL 17-18, 2024**

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The current process requires the Board to approve the amendments to the standards concurrent with amendments to the policy itself to update the incorporation dates in the policy. The policy amendments require two readings before becoming finalized. Consistent with discussion with the Board at the April 2024 regular Board meeting the Division is requesting for the applicable Board policies to be updated to delegate approval of the standards to the State Administrator subject to the review and approval process established in Board policy. Attachments 1 and 2 include the policy amendments while Attachment 3 provides an example of one of the career technical education pathway standards as an example of how the standards are structured.

The specific policy amendments include updates from the content standards language used with academic content standards to the terminology that more accurately reflects the standards language appropriate for career technical education pathways. More substantive changes update the list of program areas, and incorporate the current process the Division uses for updating career technical education standards along with additional public notice requirements.

**IMPACT**

Approval of the amendments will the Division to be more responsive to industry, allowing the Division to make updates to the pathway standards as new pathways and amendments to pathways standards are updated.

**ATTACHMENTS**

- Attachment 1 – First Reading Board Policy VII. A
- Attachment 2 – First Reading Board Policy VII. B
- Attachment 3 – First Reading Board Policy IV.D.
- Attachment 4 – Pathway Standards – for reference

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Board staff reviewed the proposed amendments to Board Policies VII.A, VII.B, and IV.D. Concerns regarding the delegation of Board authority to adopt the stated Pathway Standards were discussed at the Policy, Planning and Government Affairs committee meeting on 4/1/24. Parties did not arrive at a consensus at that time. However, through follow-up discussions and with some additional edits to the proposed policy edits, Board staff, IDE staff, and IDCTE staff appear to be in agreement with the revisions as presented in Attachments 1 and 2.

Title 33, Chapter 22, Idaho Code, governs the general duties of the Division of Career Technical Education. This section of Code does not contemplate the establishment of standards for Pathways programs. The means by which this work is accomplished is a matter of administering the program which the Board can delegate to its State Administrator pursuant to Idaho Code § 33-107.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**APRIL 17-18, 2024**

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Board staff recommend approval of the proposed amendments for first reading and proceed to a second reading in June.

**BOARD ACTION**

I move to approve the first reading of amendments to Board Policy VII.A and VII.B as provided in Attachments 1 and 2.

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

**AND**

I move to approve the first reading of proposed amendments to Board Policy IV.D. as provided in Attachment 3.

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

Idaho State Board of Education  
GOVERNING POLICIES AND PROCEDURES  
SECTION: VII. DIVISION OF CAREER TECHNICAL EDUCATION  
Subsection: A. General Policies and Definitions

~~August 2023~~ June 2024

1. Purpose

The Division of Career Technical Education (Division) provides leadership and coordination for programs in career technical education in various parts of the state. The general purpose of the Division is to carry out the governing policies and procedures of the Board and the applicable provisions of state and federal career technical education regulations assigned to the Division and the implementation of Chapter 22, Title 33, Idaho Code.

2. Delegation of Authority

The Administrator is the chief program and administrative officer of the Division, is appointed by, and serves in this position at the pleasure of the Board. The Administrator of the Division of Career Technical Education serves as the chief executive officer of the statewide career technical education system with the responsibility to supervise and manage career technical education programs in Idaho within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services pursuant to Board Policy I.E. Executive Officers. Matters brought before the Board in its capacity as the State Board of Career Technical Education shall follow the same policies and procedures established by the Board for all agencies and institutions under its governance.

3. Internal Policies and Procedures

The chief executive officer may establish additional policies and procedures for the internal management of the Division of Career Technical Education that complement, but do not supplant, the Governing Policies and Procedures of the Board. Such internal policies and procedures are subject to Board review and action.

3. Definitions

- a. Concentrator means a secondary student enrolled in a capstone course.
- b. Local Education Agencies means a public-school district or charter school, including specially chartered districts.
- c. Technical College Leadership Council (TCLC) means the career technical education deans of the six regional public technical colleges in Idaho.



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**ATTACHMENT 1**

- d. Technical Skill Assessment means an assessment given at the culmination of a pathway program during the capstone course and measures a student's understanding of the technical requirements of the occupational pathway.
- e. Workplace Readiness Assessment means an assessment of a career technical education student's understanding of workplace expectations.

4. Functions

The Division provides statewide leadership, administration, supervision, planning, and coordination for career technical education activities in Idaho. The major functions include:

- a. Statewide Administration: maintaining a qualified professional staff to provide statewide leadership and coordination for career technical education and the programs offered in accordance with applicable state and federal regulation, Fire Service Training and STAR Motorcycle Safety Program.
- b. Supervisory and Consultative Services: providing technical assistance to local education agencies to assist in the implementation and maintenance of career technical education programs including support and leadership for student organizations and education equity.
- c. Planning: assisting local education agencies in the development of annual plans and data collection and analyzing services for the establishment of a five-year plan, annual plans, and accountability reports from the local education agencies.
- d. Evaluation: conducting and coordinating career technical education evaluations in accordance with state and federal guidelines to monitor program activities and to determine the status of program quality in relation to established standards and access.
- e. Budget Preparation: preparing annual budgets and maintaining a statewide finance and accountability system.
- f. Program and Professional Improvement: initiating and coordinating research, curriculum development, process improvement, and staff development statewide.
- g. Management Information: collecting, analyzing, evaluating and disseminating data and program information which provides a comprehensive source of accurate, current, and easily accessible information for statewide decision making.
- h. Coordination: providing liaison with related state agencies and organizations, business and industry, and community-based organizations.

5. Organization.

The programs and services of the Division are organized into two (2) broad segments: (a) Regular Occupational Programs and (b) Special Programs and Support Services.

a. Regular Occupational Programs are programs designed to prepare students at the secondary and postsecondary levels with the skills, knowledge, attitudes, and habits necessary for entry-level employment in recognized occupations in Idaho regions, and may extend to the Northwest and nationally. These programs also provide the supplemental training to upgrade the skills of those citizens of Idaho who are currently employed. Regular programs include, but are not limited to, clusters and pathways in the following program areas:

- i. Agriculture, Food and Natural Resources;
- ii. Business and Marketing;
- iii. Engineering and Technology Education;
- iv. Family and Consumer Sciences and Human Services;
- v. Health Professions and Public Safety; ~~and~~
- vi. Trades and Industry;
- vii. Individualized Occupational Training;
- viii. Workplace Readiness; and
- vii-ix. First Steps: Understanding the World of Work (career pathways)

A program quality manager is employed in each program area to provide leadership and technical assistance to local education agencies. Program areas and pathways may be added in emergent areas as identified through the comprehensive local needs assessment processes. Emergent areas may be added on a conditional basis pending development of appropriate standards. The Administrator shall report to the Board, no less than annually, the standards that have been reviewed, the standards that have been updated, and any emergent or new program areas that are being developed.

b. Special Programs and Support Services are special programs designed to serve students who are considered special populations, students with special needs, and include other program activities not considered occupational in nature. These programs include Single Parent/Displaced Homemaker, Education Equity, and middle school career technical education.

c. Through state and federal regulations, or by contract for administration, the Division may supervise and manage other career technical training programs as appropriate.

Idaho State Board of Education  
GOVERNING POLICIES AND PROCEDURES  
SECTION: VII. DIVISION OF CAREER TECHNICAL EDUCATION  
Subsection: B. Program Delivery

~~August 2023~~ June 2024

1. Program Delivery

Career technical education programs are made available at three (3) levels in Idaho -- secondary, postsecondary, and workforce training.

2. Secondary Programs

a. Secondary Programs are provided through participating local education agencies and career technical [schoolscenters](#). Secondary programs are established by the Division and may be categorized as either a cluster program or a pathway program.

b. Cluster Program: provides introductory and intermediate courses as an introduction to a career technical area and the opportunity to learn workplace readiness expectations. A cluster program must meet the following requirements:

- i. Consist of a variety of foundation and intermediate courses within a single Career Cluster. The program does not culminate in a capstone course.
- ii. Offer a program that is three or more semesters (or the equivalent) in length.
- iii. Demonstrate a strong career/workplace readiness skills alignment.
- iv. Participate in a related Career Technical Student Organization.
- v. Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.
- vi. Require a nationally validated, industry-based Workplace Readiness Assessment created to evaluate skills and attitudes needed for success in the workplace administered by an approved [assessment](#) developer as part of the program.

c. Pathway Program: provides specific career area occupational preparation, the opportunity to learn workplace readiness expectations, and the knowledge and skill development required to transition into a similar postsecondary program. A pathway program must meet the following requirements:

- i. Consist of a sequence of courses that culminate in a capstone course and aligns with ~~Board approved~~ career technical education ~~content pathway~~ standards [approved by the Career Technical Education State Administrator](#).
- ii. Offer a program that is three or more semesters (or the equivalent) in length.
- iii. Demonstrate a strong career/workplace readiness skills alignment.
- iv. Participate in a related Career Technical Student Organization.
- v. Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.



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- vi. Require the Workplace Readiness Assessment as part of the program.
  - vii. Demonstrate alignment to similar postsecondary program outcomes as well as to relevant industry recognized standards.
  - viii. Offer work-based learning experience opportunities for students (paid or unpaid).
  - ix. Require a pathway-identified Technical Skill Assessment for all students enrolled in the capstone course (concentrators).
  - ~~x. Ensure the program meets the requirements for concentrators to obtain Technical Competency Credit for aligned postsecondary programs.~~
  - ~~xi.~~x. Require a nationally validated, industry-based technical skill assessment administered by an approved developer.
- d. All junior and senior concentrators are required to take the technical skill assessment associated with their program. In the event a senior concentrator is enrolled in a pathway program that does not yet have an approved technical skill assessment, that student will take only the workplace readiness assessment until the pathway program technical skill assessment has been approved.
- e. All seniors enrolled in more than one career technical education course are required to take the workplace readiness assessment.
- f. Secondary Program Approval

The Division accepts applications each year from local education agencies to establish new secondary career technical programs, change a program type or reactivate an inactive program. To be considered in a given fiscal year the application must be received no later than February 15. Only approved programs are eligible to receive added-cost funds, or additional career technical education funding including, Idaho Program Quality Standards, Program Quality Initiative, Workforce Readiness Incentive Grant, and federal Perkins funding. In order to receive added-cost funds, a program must also be taught by an appropriately certified career technical education teacher. Career technical education teacher certification requirements are established in IDAPA 08.02.02. Applications must be submitted in a format established by the Administrator.

The Division will evaluate applications on standard criteria. Approval of new programs and reactivation of inactive programs will be based on available funding; priority will be given to pathway programs. A local education agency must demonstrate that, as part of its decision for creating, changing, or reactivating a career technical program, the local education agency has considered the recommendations from a local technical advisory committee. If such a committee does not already exist, the local education agency must create a committee for the express purpose of evaluating local and/or regional need for the proposed career technical program and for providing guidance on the application for such program. Applications must indicate if the program is a cluster or a pathway program and will be evaluated according to the specific program type. Denial of applications will

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be based on failure to meet the application requirements, including but not limited to missing deadlines, information, failure to meet minimum program requirements or failure to respond to any request for additional information within the timeframe specified in the application. Local education agencies will be notified of their application status on or before April 30 of the application year. Prior to receiving added-cost funds, the local education agency must submit the applicable statement of assurances, as outlined in the application approval letter.

- i. Comprehensive high school new cluster programs will be evaluated on the following criteria:
  - 1) Meeting minutes that reflect recommendations from the local technical advisory committee
  - 2) Alignment with one of four approved cluster program areas
  - 3) Provides basic workplace readiness skills
  - 4) Connection to a Career Technical Student Organization (CTSO) supported by the Division
  - 5) Representation on the technical advisory committee in alignment with the program area industry
  - 6) Realistic, applied learning, provided through lab and industry-related activities
  - 7) Facilities to accommodate the program with equipment and space
  - 8) Agreement with the Statement of Assurances, as defined in the application
  
- ii. Comprehensive high school new pathway programs will be evaluated on the following criteria:
  - 1) Meeting minutes that reflect recommendations from the local technical advisory committee
  - 2) Alignment with one of the approved pathway programs established by the Division
  - 3) Provide basic workplace readiness skills
  - 4) Consists of sequential, intermediate and capstone courses that meet the minimum requirements
  - 5) Connection to a Career Technical Student Organization (CTSO) supported by the Division
  - 6) Technical advisory committee that includes representatives from the identified occupational pathway
  - 7) Realistic, applied learning, provided through lab and industry-related activities
  - 8) Work-based learning opportunities
  - 9) Regional need for the program, established through labor market data
  - 10) Alignment with ~~Board~~-approved program-pathway standards
  - 11) Alignment to related postsecondary program

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- 12) Facilities to accommodate a pathway program with the appropriate and relevant equipment and space for the pathway
  - 13) Agreement with the Statement of Assurances, as defined in the application
- iii. Career Technical [School Center](#) (CTSC) pathway programs must meet the evaluation criteria for a new pathway program, as well as the criteria outlined in IDAPA 55.01.03.

g. Allowable Use of Added-Cost Funds

Added-cost funds are distributed to school districts to cover instructor and program expenses beyond those normally encountered by Idaho public schools at the secondary level. Allocations are calculated based on career technical education teacher full-time equivalency (FTE) and must be used to support all career technical education programs in the school districts. Added-cost funds may only be used for expenses directly related to an approved career technical education program in five (5) categories:

i. Instructional and Program Promotion Materials and Supplies

- 1) Single copy reference materials, including single-user electronic reference materials
- 2) Consumable student lab and classroom manuals
- 3) Consumable materials and supplies that support the instructional program
- 4) Workplace Readiness Assessment (WRA) and Technical Skill Assessment (TSA) exam costs (excluding retakes) for those exams administered outside the Division-funded testing window
- 5) Web-based licensed products to support program instruction and management
- 6) Materials and supplies used in CTE program promotion

ii. Equipment

- 1) Equipment costing \$500 or more per unit cost and having an expected life greater than two years (software is not considered equipment)
- 2) Computers and peripherals necessary for program instruction above and beyond equipment provided to academic classrooms

iii. Salaries

- 1) Time beyond the normal academic year to be defined as the last school session calendar day of the current year and before the first session calendar day of the subsequent year, which should be a documented agreement between the district and the CTE instructor



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- 2) Time during the normal academic year for CTSO advisors who travel and stay in hotels to attend state and national leadership conferences with their students, beyond the normal school week to include one (1) day for a state leadership conference and two (2) days for a national leadership conference
- 3) For health professions programs only, time beyond the normal school day, i.e., evenings and weekends, for licensed professional teachers delivering required instruction to students at clinical sites

iv. Contracts

- 1) Services contracted by the district for maintaining and repairing CTE equipment and for operating and maintaining CTE labs and shops (e.g., equipment service contracts and hazardous waste disposal)
- 2) Fees and expenses for supplemental specialized instruction (e.g., certified CPR trainer, OSHA certification instructor, short-term specialized instruction from subject matter expert, supplemental staff to supervise students in a clinical environment)

v. Travel and Professional Expenses

- 1) Instructor travel costs and fees for CTE-related professional development (e.g., conferences, seminars, workshops, state-sponsored meetings, summer conference, and back-to-industry experiences related to the CTE program)
- 2) Instructor travel costs and fees related to CTE student activities and CTSO activities (e.g., conference registration fees, mileage, per diem, lodging)
- 3) Instructor membership dues for professional associations and CTSO affiliations related to program area.
- 4) Up to ten percent (10%) of the CTE added-cost funding for student transportation within the state to a state-approved CTSO leadership conference or event

vi. Added-Cost Funds may not be used for:

- 1) Print textbooks, electronic textbooks, and/or other electronic media used as the primary source of content delivery
- 2) Technology related to general instructional delivery (e.g., projectors, cell phones)
- 3) Classroom equipment, supplies, and web-based licensed products that are provided to all district teachers and classrooms
- 4) Fundraising equipment and supplies
- 5) Equipment not related to program instruction

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- 6) Salaries and benefits for certified employees (i.e., teachers who hold certification) and classified employees (i.e., employees other than certified or professional teachers)
  - 7) Salaries and benefits to replace furlough days
  - 8) Salaries and benefits for district pre-service and/or in-service days
  - 9) Salaries and benefits for substitutes
  - 10) Contracted salaries or benefits to provide the basic instructional program
  - 11) Fees to obtain or renew teaching credentials and/or professional licenses
  - 12) Tuition and transcribed credits, including professional development credits
  - 13) Individual student travel fees and expenses
9. First Steps: [Understanding the](#) World of Work courses taught by an instructor holding a career technical educator certification may be included as part of a cluster or approved pathway program regardless of the content area endorsement the instructor holds.
10. Postsecondary Programs
- a. Postsecondary Programs are provided through the state system of six (6) regional technical colleges. Postsecondary programs are defined in Board Policy III.E and are reviewed by the Administrator. In accordance with Board Policy III.G., the Administrator shall meet with the Technical College Leadership Council (TCLC) on a regular basis. The regional technical colleges are:
    - i. College of Western Idaho (Nampa)
    - ii. College of Southern Idaho (Twin Falls)
    - iii. College of Eastern Idaho (Idaho Falls)
    - iv. Idaho State University College of Technology (Pocatello)
    - v. Lewis-Clark State College (Lewiston)
    - vi. North Idaho College (Coeur d'Alene)
  - b. Workforce Training Programs are primarily provided through the six (6) regional technical colleges to provide upgrading and retraining programs for persons in the work force and to support regional industry needs. These offerings range from brief seminar classes to intensive courses which normally are fewer than 500 hours of annual instruction.
101. [Program Content Pathway](#) Standards
- a. To be considered for approval, career technical education programs must meet [the program content standards approved by the Board approved pathway standards or be in an approved emergent area](#):

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- i. Agricultural, Food, and Natural Resources, ~~as revised and adopted on August 29, 2019.~~
  - ii. Business and Marketing Education, ~~as revised and adopted on August 29, 2019~~
  - iii. Engineering and Technology Education, ~~as revised and adopted on August 24, 2022~~
  - iv. Health Professions and Public Safety ~~Sciences, as adopted on August 29, 2019.~~
  - v. Family and Consumer Sciences and Human Services, ~~as revised and adopted on June 3, 2022.~~
  - vi. ~~Skilled and Technical Sciences, as revised and adopted on August 24, 2022.~~ Trades and Industry
  - vii. Workplace Readiness, ~~as adopted on August 26, 2021.~~
  - viii. First Steps: Understanding the World of Work (career pathways)
- b. Pathway standards shall be reviewed on a five (5) year rotating basis. Reviews shall be facilitated by the Division's applicable program quality staff. Review committees shall be made up of, at a minimum, industry representatives and secondary and postsecondary educators specific to the occupation pathway being reviewed, including State Department of Education staff as applicable to the program area. Pathway standards updates shall consist of, but are not limited to:
- i. Standards Setting - The formal process for setting standards will be "industry-driven" and will involve Program Quality Managers, as well as a diverse group of businesses and industry members, educators, and others.
  - ii. Criticality Survey - Once the technical standards and student learning outcomes have been developed and vetted through the initial standards writing team, the standards are shared with a larger group of related industry representatives through a critical survey.
  - iii. Standards Publishing - Draft standards are posted and timeline established for implementation.
  - iv. Test Item Development - Using the criticality survey as a blueprint, secondary and postsecondary instructors, assessment vendor, and program quality managers write test items for the secondary Technical Skill Assessment (TSA).
  - v. Pilot - TSAs are aligned with Idaho industry-recognized standards and measure technical knowledge. The TSA is a nationally validated, industry-based assessment, administered by an approved vendor and is the end of program assessment for pathways.
  - vi. Test Item Analysis - Test item analysis uses the test questions and data derived from the pilot assessment to determine the quality of the test items and to assess the test as a whole. Items that are not effective may be revised or eliminated to include both the question and possible answers. Item analysis typically focuses on four major pieces of information: test score reliability, item difficulty, item discrimination, and distractor information.
  - vii. Set Cut Score - Secondary and postsecondary instructors, assessment vendor and program quality managers determine the cut or passing score for the assessment.



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- viii. Badge or Microcredential Creation – program quality managers will work with the Performance Management Microcredential Coordinator to develop the microcredentials aligned to the new standards and a completed list of industry-validated set of badges.
- ix. Implementation Plan - The set of standards are aligned to the TSA each year. If standards are revalidated and a pilot is created during a school year, the pilot should be offered in the same school year, but the TSA for that same school year should align to the existing standards. The newly adopted standards will take affect the following school year and align with the TSA.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: D. Educator Preparation, Certification, and Standards

~~December 2023~~ June 2024

1. Standards Approval

While maintaining a balance between the local governance of school districts and the Idaho constitutional requirement for a uniform and thorough system of public education, the State Board of Education sets minimum standards to provide the framework through which our public schools then provide educational opportunities to Idaho students. Applicable stakeholders and the public shall be provided with an opportunity to provide feedback prior to consideration of the Board of proposed standards. All standards brought to the Board for consideration shall include the standards themselves, a description of how feedback was solicited, and a summary of the feedback that was received. Amendments to existing standards shall also include a redlined version of the standards showing all amendments.

a. Content Standards

The Idaho Content Standards articulate the minimum knowledge a student is expected to know and be able to use within a content (subject) area at specific grade levels. Content standards are reviewed and updated on a rotating basis in relation to the curricular materials adoption schedule, but may be updated more frequently if an area is identified as needing to be updated in advance of that schedule. Content standards review will be scheduled such that the content standard is reviewed in the year prior to the scheduled curricular materials review. At a minimum all content areas, including those without corresponding curricular materials, will be reviewed every six (6) years and notification will be made to the Office of the State Board of Education of the review and if the review will result in amendments to the standard or if it was determined that no amendments are necessary for the review cycle. Career Technical Education (CTE) content standard, program standards, and pathway standards reviews will be facilitated by the Division of Career Technical Education ~~and must meet the same review requirements as academic content standards~~ pursuant to the provisions established in Board Policy VII.B. All other content standards review will be facilitated by the State Department of Education.

The content standards review process will include at a minimum:

- i. A review committee will consist of not less than ten (10) total members from the following stakeholder groups: certified Idaho classroom teachers, Idaho public school administrators, Idaho higher education officials, parents, local school board trustees, and State Department of Education personnel. A review committee must include Idaho educators with subject expertise in the applicable content area. A review committee established for the purpose of reviewing content standards of career technical courses must also include a member from the Division of Career Technical Education.

Additional members may be included at the discretion of the Department. To the extent possible, representatives shall be chosen from a combination of large and small schools or districts and provide for regional representation.

- ii. The review committee will make an initial determination regarding the need to update the standards.
  - iii. Based on the review, the committee shall meet to develop initial recommendations for the creation of new content standards or amendments to the existing content standards. The Department will provide multiple opportunities for public input on the draft recommendations including but not limited to the Department website and processes that allow for individuals in each region of the state to participate.
  - iv. Drafts of the recommended amendments will be made available to the public for comment for a period of not less than 20 days. At the close of the comment period the committee will finalize recommendations for Board consideration.
- b. Standards for Certificated School Personnel
- The Standards for Certificated School Personnel set the minimum standards certificated school personnel must meet in each certification and endorsement area to be eligible for certification or to receive subject area endorsements. Teacher preparation programs must be in alignment with these certifications standards to be considered for approval or re-approval.

The standards are reviewed and updated based on a five (5) year cycle, where 20% of the standards are reviewed each year. Standards may be identified for review in advance of the five (5) year cycle, however, all standards must be reviewed every five (5) years. Subject area certification standards must be in alignment with their corresponding subject area content standards incorporated by reference into IDAPA 08.02.03, where applicable. Reviews of career technical education (CTE) educator standards will be facilitated by the Division of Career Technical Education. The Professional Standards Commission (PSC) is responsible for reviewing and making recommendations to the Board on amendments or additions to non-CTE educator standards. The PSC will report annually to the Office of the State Board of Education the standards reviewed during the previous year and if that review resulted in recommendations for amendments or if no amendments were recommended during the review cycle.

## 2. Instructional Staff Certificate Endorsements

Individuals holding an instructional certificate or occupational specialist certificate must have one or more endorsements attached to their certificate. Instructional staff are eligible to teach in the grades and content areas of their endorsements. Occupational specialist certificate endorsements are listed in Board Policy IV.E. Division of Career Technical Education. To be eligible for each type of endorsement, either the following credit requirement must be met or the individual must have qualified to add the endorsement through one of the routes for Alternative



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Authorization for new endorsements established in IDAPA 08.02.02.021. Credits used for determining eligibility in one endorsement area may also be used to meet the requirements for a corresponding endorsement area where the requirements overlap.

- a. All Subjects (K-8). Thirty (30) semester credit hours to include coursework in discipline-specific methods of teaching elementary subject areas, cognitive processes, learner development, learning differences, literacy and language development, K-8 subject content, classroom management and behavioral supports, instructional strategies and interventions, and formative and summative assessments.
- b. American Government /Political Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, six (6) semester credit hours in American government, six (6) semester credit hours in U.S. history survey, and three (3) semester credit hours in comparative government. Course work may include three (3) semester credit hours in world history survey. Remaining coursework must be in political science.
- c. Anthropology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of anthropology. Coursework may include six (6) semester credit hours in sociology.
- d. Bilingual Education (K-12). Twenty (20) semester credit hours to include coursework in bilingual education methods; upper division coursework in one (1) modern language other than English, including writing and literature; cultural diversity; linguistics; second language acquisition theory and practice; foundations of ESL/bilingual education; legal foundations of ESL/bilingual education; identification and assessment of English learners; and biliteracy. To obtain this endorsement, the candidate must score an advanced low or higher (as defined by the American Council on the Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party.
- e. Biological Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, molecular and organismal biology, heredity, ecology, and biological adaptation.
- f. Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3). Thirty (30) semester credit hours to include coursework in methods of teaching early childhood and special education, child development and learning, curriculum development and implementation, family and community relationships, assessment and evaluation, central concepts of birth - grade 3 subjects, professionalism, and clinical experience including a combination of general and special education in the following settings: birth to age three (3), ages three to five (3-5), and grades K-3 general education.
- g. Blended Elementary Education/Elementary Special Education (Grade 4 - Grade

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- 6). Twenty (20) semester credit hours to include coursework in methods of teaching elementary and special education, central concepts of grade 4 - grade 6 subjects, assessment, and clinical experiences in grades four (4) through six (6). This endorsement may only be used in conjunction with the Blended Early Childhood/Early Childhood Special Education (Birth – Grade 3) endorsement and cannot be used in a middle school setting.
- h. Blind and Low Vision (Pre-K-12) Thirty (30) semester credit hours to include coursework in methods of teaching the blind and visually impaired, assessment and evaluation, designing and monitoring individualized education programs, central concepts of academic subjects, special education law, family and community relationships, and accommodations and modifications for the blind and visually impaired.
- i. Chemistry (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and inorganic and organic chemistry.
- j. Communication (5-9 or 6-12). Complete one (1) of the following options:
- i. Twenty (20) semester credit hours to include coursework in methods of teaching communication arts, interpersonal communication, argumentation/personal persuasion, group communication, nonverbal communication, public speaking, journalism/mass communication, and social media; or
  - ii. Complete an endorsement in English and complete (12) semester credit hours to include coursework in methods of teaching communication arts, interpersonal communication, argumentation/personal persuasion, and public speaking.
- k. Computer Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching computer science; data representation and abstraction; design, development, and testing algorithms; software development processes; digital devices, systems, and networks; and the role of computer science and its global impact.
- l. Deaf/Hard of Hearing (Pre-K-12). Thirty (30) semester credit hours to include coursework in methods of teaching the deaf/hard of hearing, bimodal communication, sign language acquisition and learning, literacy development, hearing technology, spoken language development, students with disabilities, assessments, designing and monitoring individualized education programs, and special education law.
- m. Early Childhood Special Education (Pre-K-3). Twenty (20) semester credit hours to include coursework in methods of teaching early childhood; child development and behavior with emphasis in cognitive-language, physical, social, and emotional

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areas, birth through age eight (8); curriculum and program development for young children ages three to eight (3-8); transitional services; planning, implementing, and evaluating environments and materials for young children ages three to eight (3-8); identifying and working with atypical young children ages three to eight (3-8); designing and monitoring individualized education programs; special education law; and parent-teacher relations. This endorsement may only be added to the Exceptional Child Education (K-8 or K-12) endorsement.

- n. Early Literacy (K-3). Twenty (20) semester credit hours to include coursework in methods of teaching reading and writing; the body of knowledge regarding the science of reading; the cognitive process of learning to read and write; phonological and phonemic awareness; oral language development; phonics, vocabulary, fluency, and comprehension; diagnostic literacy assessments and analysis leading to the development and implementation of individual reading improvement plans; data analysis related to early recognition of literacy difficulties including characteristics of dyslexia; data driven instruction and intervention; language acquisition and development; stages of reading and writing development; early elementary reading and writing resources including children's literacy advocacy strategies for meeting the needs of struggling readers and writers; and the Idaho Comprehensive Literacy Plan.
- o. Earth and Space Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, earth science, astronomy, and geology.
- p. Economics (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, three (3) semester credit hours in microeconomics, three (3) semester credit hours in macroeconomics, and six (6) semester credit hours in personal finance/consumer economics. Remaining course work must be in business, economics, or finance.
- q. Engineering (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching engineering and in areas of engineering.
- r. English (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in secondary English language arts methods, grammar, American literature, British literature, multicultural/world literature, young adult literature, literary theory, and advanced composition.
- s. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching language acquisition, a modern language other than English, cultural diversity, linguistics, second language acquisition theory and practice, foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, and identification and assessment of English learners.



- t. Exceptional Child Education (K-8, 6-12, or K-12). Thirty (30) semester credit hours to include coursework in methods of teaching the exceptional child, learner development and individual learning differences, assessment and evaluation, designing and monitoring individualized education programs, central concepts of academic subjects, individual behavioral supports, instructional strategies and interventions, special education law, family and community relationships, and accommodations and modifications.
- u. Geography (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, cultural geography, and physical geography, and a maximum of six (6) semester credit hours in world history survey. Coursework may include three (3) semester credit hours in economics. Remaining coursework must be in geography.
- v. Geology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of geology.
- w. Gifted and Talented Education (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching gifted and talented learners, assessment and identification of gifted and talented learners, differentiated instruction, creative and critical thinking, social and emotional needs of gifted and talented learners, program design, curriculum, and instruction.
- x. Health (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching health; planning, organization, and administration of a school health program; health, wellness, and behavior change; mental/emotional health; nutrition; human sexuality; and health risk behaviors. Remaining semester credits must be in health-related coursework. To obtain a Health (K-12) endorsement, applicants must complete coursework in elementary health methods.
- y. History (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, six (6) semester credit hours in U.S. history survey, and six (6) semester credit hours in world history survey. Coursework may include three (3) semester credit hours in American government. Remaining coursework must be in history.
- z. Humanities (5-9 or 6-12). Complete an endorsement in English, history, music, theatre arts, visual arts, or world language; and complete twenty (20) semester credit hours as follows:
  - i. English endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, music, philosophy, theatre arts, visual arts, and world language.

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- ii. History endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, humanities survey, literature, music, philosophy, theatre arts, visual arts, and world language.
  - iii. Music endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, philosophy, theatre arts, visual arts, and world language.
  - iv. Theatre arts endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, visual arts, and world language.
  - v. Visual arts endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, theatre arts, and world language.
  - vi. World language endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, theatre arts, and visual arts.
- aa. Journalism (5-9 or 6-12). Complete one (1) of the following options:
- i. Twenty (20) semester credit hours in the area of journalism to include coursework in methods of teaching communication arts and six (6) semester credit hours in communication arts.
  - ii. Complete an English endorsement and twelve (12) semester credit hours to include coursework in methods of teaching communication arts and in the area of journalism.
- bb. Literacy (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching reading and writing; foundations of literacy including reading, writing, listening, speaking, viewing, and language; language acquisition and development; diversity of literacy learners; literacy in the content area; literature for youth; diagnostic reading and writing; literacy assessments; data analysis and identification of characteristics of literacy difficulties including dyslexia; data driven instruction; instructional interventions; and the Idaho Comprehensive Literacy Plan.
- cc. Mathematics (6-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching mathematics, Euclidean and transformational geometry, linear algebra, discrete mathematics, statistical modeling and probabilistic reasoning, and the first two (2) courses in a standard calculus sequence.
- dd. Mathematics - Middle Level (5-9). Twenty (20) semester credit hours to include coursework in secondary methods of teaching mathematics, algebraic thinking,

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functional reasoning, Euclidean and transformational geometry, and statistical modeling and probabilistic reasoning. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credit hours of mathematics content.

- ee. Music (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching music, theory and harmony, aural skills, music history, conducting, applied music, and piano proficiency (class piano or applied piano). To obtain a Music (K-12) endorsement, applicants must complete elementary music methods coursework.
  
- ff. Natural Science (6-12). Complete one (1) of the following options:
  - i. Complete an endorsement in one of the following: biological science, chemistry, Earth science, geology, or physics; and complete a total of twenty-four (24) semester credit hours as follows:
    - 1) Biological science endorsement. Eight (8) semester credit hours in each of the following: chemistry, physics, and Earth science or geology.
    - 2) Chemistry endorsement. Eight (8) semester credit hours in each of the following: biology, physics, and Earth science or geology.
    - 3) Earth science or geology endorsement. Eight (8) semester credit hours in each of the following: biology, chemistry, and physics.
    - 4) Physics endorsement. Eight (8) semester credit hours in each of the following areas: biology, chemistry, and Earth science or geology.
  
  - ii. Complete an endorsement in Agriculture Science and Technology, and complete twenty-four (24) semester credit hours to include coursework in methods of teaching science, lab safety, and six (6) semester credit hours in each of the following: biology, chemistry, physics, and Earth science or geology.
  
- gg. Online Teacher (K-12). Twenty (20) semester credit hours to include coursework in methods of online teaching; assistive technology; learning management systems and content management systems; synchronous, asynchronous, and blended learning environments; and instructional strategies for the online environment. Candidates must complete an eight (8)-week online clinical practice in a K-12 setting or complete one (1) year of verifiable, successful experience as a teacher delivering online instruction in a K-12 setting within the past three (3) years.
  
- hh. Physical Education (PE) (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching PE; sports, skillful movement, physical activity, and outdoor skills; student evaluation in PE; safety and prevention of injuries; fitness and wellness; PE for special populations; exercise physiology; kinesiology/biomechanics; motor behavior; and current

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certification in cardiopulmonary resuscitation, automated external defibrillator use, and first aid. To obtain a PE K-12 endorsement, applicants must complete coursework in elementary PE methods.

- ii. Physical Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: chemistry and physics.
- jj. Physics (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of physics.
- kk. Psychology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of psychology.
- ll. Science – Middle Level (5-9). Twenty-four (24) semester credit hours to include coursework in methods of teaching science, lab safety, and eight (8) credits in each of the following: biology, earth science, and physical science.
- mm. Social Studies (6-12). Complete one of the following options:
  - i. A course in methods of teaching the social sciences and twelve (12) semester credit hours in each of the following: American government/political science, economics, geography, and history
  - ii. A course in methods of teaching the social sciences, fifteen (15) semester credit hours in each of the following: American government/political science and history, and nine (9) semester credit hours in each of the following: economics and geography.
  - iii. Complete an endorsement in American government/political science, economics, geography, or history and complete a total of thirty-six (36) semester credit hours as follows:
    - 1) American government/political science endorsement - twelve (12) semester credit hours in each of the following: economics, geography, and history.
    - 2) Economics endorsement – twelve (12) semester credit hours in each of the following: American government/political science, geography, and history.
    - 3) Geography endorsement – twelve (12) semester credit hours in each of the following: American government/political science, economics, and history.
    - 4) History endorsement – twelve (12) semester credit hours in each of the following: American government/political science, economics, and geography.
- nn. Social Studies – Middle Level (5-9). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and at least five (5) semester credit hours in each of the following: geography, history, and American government/political science or economics.



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- oo. Sociology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of sociology. Coursework may include six (6) semester credit hours in anthropology.
  
- pp. Teacher Leader. Teacher leaders hold a standard instructional certificate or a degree-based career technical certificate and provide technical assistance to teachers and other staff with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve educational outcomes for students. Individuals who hold this endorsement facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.
  - i. Teacher Leader – Instructional Specialist
    - 1) Complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
    - 2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include clinical supervision, instructional leadership, and advanced pedagogical knowledge, and demonstrated competencies in the following areas: providing feedback on instructional episodes, engaging in reflective dialogue centered on classroom instructional management and/or experience, focused goal-setting and facilitation of individual and collective personal growth, understanding the observation cycle, and knowledge and expertise in data management platforms.
    - 3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.
  
  - ii. Teacher Leader – Instructional Technology
    - 1) Complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
    - 2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include technology integration and assessments, online education infrastructure and execution, instructional technology theory and foundations pedagogy, systems and performance evaluation, and applied project experiences.
    - 3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.
  
  - iii. Teacher Leader – Literacy
    - 1) Hold a literacy endorsement or meet the requirements of a literacy endorsement, and complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.

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- 2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include foundational literacy concepts; fluency, vocabulary development, and comprehension; literacy assessment concepts; and writing process; all of which are centered on the following emphases: specialized knowledge of content and instructional methods; data driven decision making to inform instruction; research-based differentiation strategies; and culturally responsive pedagogy for diverse learners.
  - 3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.
- iv. Teacher Leader – Mathematics
- 1) Hold a mathematics (6-12) or (5-9) endorsement and complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
  - 2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include number and operation, geometry, algebraic reasoning, measurement and data analysis, and statistics and probability, all of which are centered on the following emphases: structural components of mathematics; modeling, justification, proof, and generalization; and specialized mathematical knowledge for teaching.
  - 3) Program shall include ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.
- v. Teacher Leader – Special Education
- 1) Hold an Exceptional Child Education endorsement or Blended Early Childhood Education/Early Childhood Special Education endorsement and complete three (3) years of full-time certificated teaching experience, at least two (2) years of which must be in a special education classroom setting, while under contract in an accredited school setting.
  - 2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include assessment of learning behaviors; individualization of instructional programs based on educational diagnosis; behavioral and/or classroom management techniques; program implementation and supervision; use of current methods, materials, and resources available; management and operation of special education management platforms; identification and utilization of community or agency resources and support services; counseling, guidance, and management of professional staff, and special education law, including

case law.

- 3) Program shall include ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.
- qq. Teacher Librarian (K-12). Twenty (20) semester credit hours to include coursework in collection development and materials selection, literature for children and/or young adults, organization of information to include cataloging and classification, school library administration and management, library information technologies, information literacy, and reference and information service.
- rr. Theatre Arts (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching theatre arts, acting and directing, and six (6) semester credits in technical theatre/stagecraft.
- ss. Visual Arts (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include coursework in methods of teaching secondary arts, 2-dimensional and 3-dimensional studio areas, six (6) semester credit hours in foundation art and design, and three (3) credits in art history. To obtain a Visual Arts (K-12) endorsement, applicants must complete elementary arts methods coursework.
- tt. World Language (5-9, 6-12 or K-12). Twenty (20) semester credit hours to include coursework in methods of teaching language acquisition, twelve (12) intermediate or higher credits in a specific world language, and coursework in two (2) or more of the following areas: grammar, conversation, composition, culture, or literature. To obtain an endorsement in a specific world language (K-12), applicants must complete an elementary methods course. To obtain an endorsement in a specific world language, applicants must complete the following:
- i. Score an intermediate high (as defined by the American Council on the Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party; and
  - ii. A qualifying score on a state board approved specific world language content assessment, or if a specific world language content assessment is not available, a qualifying score on a state board approved world language pedagogy assessment.

# 2024 Automotive Maintenance and Light Repair

## Program Standards

### CONTENT STANDARD 1.0: PROFESSIONAL ORGANIZATIONS AND LEADERSHIP

Performance Standard 1.1: Student Leadership in Career Technical Student Organizations (CTSO) and Professional Associations

- 1.1.1 Explore the role of professional organizations and/or associations in the automotive repair industry.
- 1.1.2 Define the value, role, and opportunities provided through career technical student organizations.
- 1.1.4 Engage in career exploration and leadership development.

### CONTENT STANDARD 2.0: SAFETY PROCEDURES FOR LAB AND TOOLS

Performance Standard 2.1: General Lab Safety Rules and Procedures

- 2.1.1 Identify and use proper placement of floor jacks and jack stands.
- 2.1.2 Identify and use proper procedures for safe vehicle lift operation.
- 2.1.3 Identify proper ventilation requirements for working within the lab/shop area.
- 2.1.4 Identify marked safety areas.
- 2.1.5 Identify the location and the types of fire extinguishers and other fire safety equipment.
- 2.1.6 Identify the location of eye wash station(s) and the procedure for proper use.
- 2.1.7 Identify the location of the posted evacuation routes.
- 2.1.8 Comply with the required personal protective equipment (PPE) requirements (e.g., safety glasses, ear protection, gloves, shoes).
- 2.1.9 Secure hair and jewelry for lab/shop activities.
- 2.1.10 Identify safety aspects of supplemental restraint systems (SRS), electronic brake control systems, and hybrid vehicle high voltage circuits (e.g., high-intensity discharge (HID) lamps, ignition systems, injection systems).
- 2.1.11 Locate and interpret safety data sheets (SDS).
- 2.1.12 Handle, store, and dispose of hazardous waste and materials (e.g., batteries, oil, diesel, gasoline, antifreeze).

Performance Standard 2.2: Tool and Equipment Identification and Use

- 2.2.1 Identify tools and equipment and their appropriate uses in automotive maintenance and repair.
- 2.2.2 Identify standard and metric fasteners.
- 2.2.3 Describe thread repair; identify the required tools needed to perform the repair.
- 2.2.4 Demonstrate the safe handling and appropriate use of tools and equipment.
- 2.2.5 Describe the use of, read, and interpret precision measuring tools (e.g., micrometer, dial-indicator, digital/dial-caliper).
- 2.2.6 Demonstrate cleaning, storage, and maintenance of tools and equipment.



**CONTENT STANDARD 3.0: BASIC VEHICLE SERVICE**

**Performance Standard 3.1: Vehicle Service Information**

- 3.1.1 Reference vehicle service information, such as fluid type, vehicle service history when available, service precautions, technical service bulletins, and recalls, including for vehicles equipped with advanced driver assistance systems (ADAS).
- 3.1.2 Retrieve and record diagnostic trouble codes (DTC), onboard diagnostics (OBD) monitor status, freeze frame data, and clear codes and data when directed.
- 3.1.3 Locate the vehicle identification number (VIN) and production data code.
- 3.1.4 Interpret VIN information.
- 3.1.5 Identify additional vehicle information labels (e.g., tires, emissions).
- 3.1.6 Reset maintenance notifications/reminders after services are completed.
- 3.1.7 Verify and interpret vehicle warning indicators (e.g., messages, lights).
- 3.1.8 Identify policy requirements for the return of a vehicle to a customer (e.g., floor mats, steering wheel cover).

**CONTENT STANDARD 4.0: ENGINE REPAIR**

**Performance Standard 4.1: General Engine Service**

- 4.1.1 Inspect engine assembly for fuel, oil, coolant, and other leaks.
- 4.1.2 Install engine covers, using vehicle-specific gaskets, seals, and sealers as required.
- 4.1.3 Describe the function of the timing belt/chain.
- 4.1.4 Inspect, replace, and adjust drive belts (e.g., alternator, power steering pump, air conditioning, stretch-fit serpentine belts), tensioners, and pulleys, checking pulley and belt alignment.
- 4.1.5 Inspect engine mounts.
- 4.1.6 Identify service precautions related to service of the internal combustion engine of a hybrid vehicle.
- 4.1.7 Identify engine block assembly components and configurations.
- 4.1.8 Identify the cylinder head and valve train components and configurations.
- 4.1.9 Describe the operation of engines equipped with variable valve timing (VVT) systems.

**Performance Standard 4.2: Lubrication and Cooling Systems**

- 4.2.1 Identify lubrication and cooling system components and configurations.
- 4.2.2 Perform cooling system pressure check (e.g., inspect and test radiator, coolant recovery tank, heater core, and galley plug) to identify leaks.
- 4.2.3 Verify the operation of the cooling system (e.g., leak, fans, heater) after service or repair.
- 4.2.4 Inspect and test the pressure cap.
- 4.2.5 Determine necessary action to remedy issues related to the radiator, pressure cap, coolant recovery tank, heater core, and galley plug.
- 4.2.6 Identify causes of engine overheating.
- 4.2.7 Identify types of water pumps (e.g., gear-driven, belt-driven, chain-driven, electric).
- 4.2.8 Remove, inspect, and replace the thermostat and gasket/seal.
- 4.2.9 Inspect and test coolant.
- 4.2.10 Drain and recover coolant.
- 4.2.11 Describe procedures for flushing and refilling the cooling system with recommended coolant, using a radiator vacuum tool or bleed air, as required.
- 4.2.12 Perform oil and filter changes.

**CONTENT STANDARD 5.0: AUTOMATIC TRANSMISSION/TRANSAXLE**

**Performance Standard 5.1: General Transmission/Transaxle**

- 5.1.1 Identify drive train and axle components and configurations.
- 5.1.2 Describe transmission/transaxle fluids, the importance of fluid quality, and differences in electric vehicle (EV)/hybrid transmissions.
- 5.1.3 Check transmission fluid condition.
- 5.1.4 Check fluid level in a transmission or transaxle equipped with and without a dipstick; verify the procedure with a scan tool.
- 5.1.5 Check for transmission fluid leaks.
- 5.1.6 Describe hydraulic principles (i.e., Pascal’s law) at work in a transmission/transaxle.

**Performance Standard 5.2: In-Vehicle Transmission/Transaxle**

- 5.2.1 Inspect, adjust, and replace external manual valve shift linkage, transmission range sensor/switch, and park/neutral position switch.
- 5.2.2 Describe relearn procedures.
- 5.2.3 Drain and replace fluid and filter(s).

**Performance Standard 5.3: Off-Vehicle Transmission/Transaxle**

- 5.3.1 Describe the basic operational characteristics of a continuously variable transmission (CVT).
- 5.3.2 Describe the basic operational characteristics of hybrid and electric vehicle (EV) drive trains.

**CONTENT STANDARD 6.0: MANUAL DRIVE TRAIN AND AXELS**

**Performance Standard 6.1: General Drive Train**

- 6.1.1 Check fluid condition and for leaks.
- 6.1.2 Drain and refill manual transmission/transaxle and final drive unit.

**Performance Standard 6.2: Clutch Systems**

- 6.2.1 Check and adjust the clutch master cylinder fluid level.
- 6.2.2 Check for hydraulic system leaks.

**Performance Standard 6.3: Drive Shaft and Half Shaft, Universal and Constant Velocity (CV) Joint**

- 6.3.1 Inspect front and rear wheel bearings.
- 6.3.2 Diagnose, inspect, service, and replace shafts, yokes, boots, and universal/CV joints.
- 6.3.3 Check for leaks at drive assembly and transfer case seals; check vents; check fluid level.

**Performance Standard 6.4: Differential Case Assembly**

- 6.4.1 Inspect differential housing, check for leaks, and inspect the housing vent.
- 6.4.2 Check and adjust differential housing fluid level.
- 6.4.3 Drain and fill differential housing, per manufacturer specification.

**Performance Standard 6.5: Drive Axle**

- 6.5.1 Inspect and replace drive axle wheel studs.
- 6.5.2 Describe the function of wheel bearings.

**Performance Standard 6.6: Four-Wheel Drive/All-Wheel Drive**

- 6.6.1 Identify concerns related to variations in tire circumference and/or final drive ratios.
- 6.6.2 Check transfer case/four-wheel drive fluid levels.

**CONTENT STANDARD 7.0: SUSPENSION AND STEERING SERVICE AND REPAIR**

**Performance Standard 7.1: General Suspension and Steering Systems**

- 7.1.1 Identify and inspect suspension and steering system components and configurations.
- 7.1.2 Disable and enable supplemental restraint system (SRS) and verify indicator lamp operation.
- 7.1.3 Compare electric and hydraulic power steering.

**Performance Standard 7.2: Wheel Alignment Conditions**

- 7.2.1 Describe four-wheel alignment angles (e.g., camber, caster, toe) and effects on vehicle handling/tire wear.
- 7.2.2 Perform pre-alignment inspection and measure vehicle ride height, suggesting appropriate service.

**Performance Standard 7.3: Wheel and Tire**

- 7.3.1 Describe the tire sidewall markings in detail, including the P-metric size, treadwear, temperature, traction rating, and tire production date.
- 7.3.2 Measure tread depth, using a tread-depth tool.
- 7.3.3 Determine necessary action to remedy issues related to tire condition.
- 7.3.4 Rotate tires, including using a tire pressure monitoring system (TPMS) relearn procedure, according to the manufacturer's recommendations.
- 7.3.5 Dismount, inspect, and remount tire on the wheel, including for those using TPMS.
- 7.3.6 Balance wheel and tire assembly.
- 7.3.7 Inspect tire and wheel assembly for air loss.
- 7.3.8 Determine necessary action to remedy tire air loss.
- 7.3.9 Describe the procedure for repairing a tire according to the tire manufacturer.

**Performance Standard 7.4: Related Suspension and Steering**

- 7.4.1 Inspect rack and pinion steering gear inner tie rod ends (i.e., sockets) and bellows boots.
- 7.4.2 Inspect power steering fluid level and condition.
- 7.4.3 Flush, fill, and bleed power steering system.
- 7.4.4 Identify proper fluid type according to the manufacturer's specifications.
- 7.4.5 Inspect for power steering and electric steering fluid leakage.
- 7.4.6 Inspect and replace power steering hoses and fittings.
- 7.4.7 Inspect pitman arm, relay (center link/intermediate) rod, idler arm, mountings, and steering linkage damper.
- 7.4.8 Inspect tie rod ends (i.e., sockets), tie rod sleeves, and clamps.
- 7.4.9 Inspect upper and lower control arms, bushings, and shafts.
- 7.4.10 Inspect and replace rebound bumpers.
- 7.4.11 Inspect track bar, strut rods/radius arms, and related mounts and bushings.
- 7.4.12 Inspect upper and lower ball joints (with or without wear indicators).
- 7.4.13 Inspect suspension system coil springs and spring insulators (silencers).
- 7.4.14 Inspect suspension system torsion bars and mounts.
- 7.4.15 Inspect and/or replace front/rear stabilizer bar (sway bar) bushings, brackets, and links.
- 7.4.16 Inspect, remove, and/or replace strut cartridge or assembly, inspecting mounts and bushings.
- 7.4.17 Inspect front strut bearing and mount.
- 7.4.18 Inspect components of suspension systems (e.g., coil, leaf, torsion).
- 7.4.19 Describe the function of electronically controlled suspension and steering systems and components (e.g., active suspension, stability control).
- 7.4.20 Inspect, remove, and/or replace shock absorbers, inspecting mounts and bushings.

**CONTENT STANDARD 8.0: BRAKE SYSTEMS**

**Performance Standard 8.1: General Brake Systems**

- 8.1.1 Identify brake system components and configuration.
- 8.1.2 Describe procedure for performing a road test to check brake system operation, including the anti-lock brake system (ABS).
- 8.1.3 Describe basic hydraulic principles at work in brake systems.
- 8.1.4 Install wheel and torque lug nuts.

**Performance Standard 8.2: Hydraulic System**

- 8.2.1 Describe brake pedal height, travel, and feel.
- 8.2.2 Check master cylinder for internal/external leaks and proper operation.
- 8.2.3 Inspect brake lines, flexible hoses, and fittings for leaks, dents, kinks, rust, cracks bulging, wear, loose fittings, and support.
- 8.2.4 Select, handle, store, and fill brake fluids to proper level.
- 8.2.5 Identify components of hydraulic brake warning light system.
- 8.2.6 Bleed and/or flush brake system.
- 8.2.7 Test brake fluid for contaminants, water, and boiling point, using a refractometer.

**Performance Standard 8.3: Drum Brakes**

- 8.3.1 Remove, clean, inspect, and measure brake drum diameter and determine serviceability.
- 8.3.2 Refinish brake drum and measure final drum diameter, comparing with specifications.
- 8.3.3 Remove, clean, inspect, and replace brake shoes, springs, pins, clips, levers, adjusters/self-adjusters, other related brake hardware, and backing support plates.
- 8.3.4 Inspect wheel cylinders for leaks and proper operation; remove and replace as needed.
- 8.3.5 Pre-adjust brake shoes and parking brake, installing brake drums or drum/hub assemblies and wheel bearings and make final checks and adjustments.

**Performance Standard 8.4: Disc Brakes**

- 8.4.1 Remove and clean caliper assembly, inspecting for leaks and damage/wear to caliper housing.
- 8.4.2 Inspect caliper mounting.
- 8.4.3 Remove, inspect, and replace brake pads and retaining hardware, cleaning and lubricating caliper slides, cleaning rotor mounting surface, removing and replacing rotor.
- 8.4.4 Describe the procedure for burnishing brake pads against the rotor.
- 8.4.5 Refinish the rotor on and off vehicle, measuring final rotor thickness and comparing with specifications.
- 8.4.6 Retract and readjust caliper piston on an integral/electric parking brake system.

**Performance Standard 8.5: Power Assist Units**

- 8.5.1 Identify components of the brake power-assist system (vacuum and hydraulic) and the electronic power brake assist system.
- 8.5.2 Check brake pedal free-travel with and without engine running to verify proper power booster operation.
- 8.5.3 Check vacuum supply, with a manifold or auxiliary pump, to a vacuum-type power booster.



**Performance Standard 8.6: Miscellaneous Brakes Systems**

- 8.6.1 Identify electronic brake control system components and describe their functions (i.e., ABS [anti-lock braking system], TCS [traction control system], ESC [electronic stability control]).
- 8.6.2 Describe the function of serviceable and non-serviceable wheel bearings.
- 8.6.3 Check parking brake operation, cables, indicator lamp, and components for wear, binding, and corrosion, cleaning, lubricating, adjusting or replacing, as needed.
- 8.6.4 Check operation of the external brake light system.
- 8.6.5 Describe the operation of a regenerative braking system.

**CONTENT STANDARD 9.0: ELECTRICAL/ELECTRONIC SYSTEM**

**Performance Standard 9.1: General Electronic Systems Service**

- 9.1.1 Identify electrical/electronic system components (e.g., alternator, fuse, diode) and configurations.
- 9.1.2 Demonstrate knowledge of electrical/electronic series, parallel, and series-parallel circuits using principles of electricity (Ohm's law).
- 9.1.3 Interpret wiring diagrams to trace electrical/electronic circuits.
- 9.1.4 Demonstrate proper use of digital multi-meter (DMM) when measuring source voltage, voltage drop (including grounds), current flow, and resistance.
- 9.1.5 Describe shorts, grounds, opens, and resistance problems and causes.
- 9.1.6 Describe the function of electrical testing equipment (e.g., test light, oscilloscope, short finder, logic probe).
- 9.1.7 Check basic operations of electrical circuits, using appropriate testing equipment.
- 9.1.8 Describe the procedure for measuring key-off battery drain (i.e., parasitic draw).
- 9.1.9 Inspect and test fusible links, circuit breakers, and fuses.
- 9.1.10 Repair wire, using solder and heat shrink.

**Performance Standard 9.2: Battery Service**

- 9.2.1 Perform battery state-of-charge test.
- 9.2.2 Perform battery capacity and load test, verifying proper battery capacity for vehicle application.
- 9.2.3 Maintain or restore electronic memory.
- 9.2.4 Inspect and clean batteries, fill battery cells, and check battery cables, connectors, clamps, and hold-downs.
- 9.2.5 Perform slow/fast battery charge, according to battery manufacturer recommendations.
- 9.2.6 Jump-start a vehicle, using jumper cables and a booster battery or an auxiliary power supply.
- 9.2.7 Identify electronic modules, security systems, radios, and other accessories that require re-initialization or code entry after reconnecting the vehicle battery.

**Performance Standard 9.3: Starting System**

- 9.3.1 Perform starter current draw test.
- 9.3.2 Perform starter circuit-voltage drop tests.
- 9.3.3 Describe procedures for the removal and installation of a starter in a vehicle.
- 9.3.4 Inspect and test switches, connectors, and wires of starter control circuits (e.g., relays, solenoid).
- 9.3.5 Describe the operation of an automatic idle-start/stop-stop system.

**Performance Standard 9.4: Charging System**

- 9.4.1 Perform charging system output test.
- 9.4.2 Describe procedures for inspection and function of the charging system.
- 9.4.3 Perform charging circuit voltage drop tests.

Performance Standard 9.5: Lighting Systems

- 9.5.1 Inspect interior and exterior lamps and sockets, including headlights and auxiliary lights (fog lights/driving lights), replacing as needed.
- 9.5.2 Aim headlights.

Performance Standard 9.6: Accessories

- 9.6.1 Describe vehicle comfort, convenience, access, safety, and related systems operation.
- 9.6.2 Describe the removal and reinstallation of the interior panel.
- 9.6.3 Identify tools and fasteners associated with panel removal and reinstallation.
- 9.6.4 Describe the operation of keyless entry/remote-start systems.
- 9.6.5 Verify windshield wiper and washer operation, replacing wiper blades.

**CONTENT STANDARD 10.0: HEATING AND AIR CONDITIONING SYSTEMS**

Performance Standard 10.1: A/C Systems

- 10.1.1 Identify heating, ventilation, and air conditioning (HVAC) refrigerant types, components, and configurations.
- 10.1.2 Identify steps of an A/C performance test and operation of air conditioning refrigerant recovery machines.
- 10.1.3 Inspect A/C heater ducts, doors, hoses, cabin filters, and outlets and determine necessary remedy.

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**IDAHO DIVISION OF CAREER TECHNICAL EDUCATION**

**SUBJECT**

Board Policy VII.D. First Reading and Idaho Quality Program Standards Amendment

**REFERENCE**

August 14, 2014	Board, acting as the State Board for Career Technical Education, approved Proposed Rule Docket 55-0104-1401, first reading of Board Policy IV.E.2. and the Idaho Quality Program Standards.
November 2014	Board approved Pending Rule Docket 55-0104-1401.
June 2023	Board approved first reading of Board Policy VII.D. moving the Division's section of Board policy from subsection IV.E. to its own section, Section VII.
August 2023	Board approved second reading of Board Policy VII.D.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Policies and Procedures, Section VII.D.  
Section 33-1629, Idaho Code  
Idaho Administrative Code, IDAPA 55.01.04

**BACKGROUND/DISCUSSION**

The Idaho Legislature enacted Section 33-1629, Idaho Code, Agricultural and Natural Resource Education Programs during the 2014 Legislative session. The purpose of this section was to establish (1) Idaho Quality Program Standards Incentive Grants, and (2) Agricultural Education Program Start-Up Grants and requires the State Board for Career Technical Education to adopt standards to implement the Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-Up Grants. The Board adopted the required standards through the 2014-2015 negotiated rulemaking process and approved the required standards at the August 14, 2014 regular Board meeting.

Through the Zero-Based Regulations process established by the Division of Financial Management the Board last updated IDAPA 55.01.04 through the 2023-2024 negotiated rulemaking process. Those amendments have been accepted by the House Education and Senate Education committees and the concurrent resolution (SCR 121) approving the rule amendments is pending action by the Legislature.

The current Idaho Quality Program standards, incorporated by reference into Board policy VII.D., have not been updated since the original August 2014 approval. During the summer and fall 2023, Division staff held a number of meetings with agriculture education stakeholders across the state who have received, applied, or are eligible to apply for one of the two grant programs with

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the intent of verify continued relevance and updating were appropriate the current standards, including clarifying and streamlining the review process for eligible applicants. Board policy has the force and effect of law on those agencies and institutions that it governs and documents incorporated by reference into Board policy have historically been done in the same manner as documents incorporated by reference into administrative code, requiring the Board policy to updated through two readings each time the incorporated documents are updated with a new Board approval date. Consistent with discussion during the February 2024 Board meeting, the Division is requesting approval of the updated standards provided in Attachment 1, as well as delegation in Board Policy VII to the Division Administrator to approve future amendments to the standards as long as they are developed through the process established in Board policy VII.D.

The proposed policy amendments establish the process for amending the standards moving forward and delegates the approval of future updates to the standards to the Division Administrator in accordance with the discussion at the February 2024 regular Board meeting during the Divisions annual report. The process for updating the standards includes: makeup of the recommending committee and opportunity for public input.

Due to the restructuring of the Idaho Quality Program Standards the request is to approve the standards as a new document. The current standards are provided in Attachment 2 for reference.

**IMPACT**

Approval of the two actions would update the standards for use in the next grant award cycle and delegate future amendments to the standards to the Division Administrator.

**ATTACHMENTS**

- Attachment 1 – Proposed IQPS First Reading
- Attachment 2 – Existing IQPS Approved 2014,
- Attachment 3 – Board Policy VII.D. First Reading

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Through discussion with IDCTE staff it seems clear that the proposed amendments to Board Policy VII.D. seek to solve an existing problem. The frequency with which the standards need to be updated in the near future will result in IQPS standards adoption becoming a regular agenda item for the Board. Additionally, as the Board has established a precedent for conducting two readings of proposed revisions to documents incorporated by reference into policy, the process for updating these standards is lengthy. As a proposed solution to this problem, IDCTE is requesting that the adoption of standards be delegated to the State Administrator for IDCTE, thereby removing the perceived burden on the Board and creating a more nimble process. However, several concerns have presented during the review of this proposal that the Board should consider.



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First, Idaho Code § 33-1629(1)(a) states that “the board for career technical education shall adopt and implement Idaho quality program standards for agricultural and natural resource education programs offered in any grade 9 through 12.” While Idaho Code § 33-107(4)(a) provides the Board broad authority to delegate “such powers as said officers require to carry out and administer the policies, orders, and directives of the board”, in this case the Board is not being asked to delegate the powers necessary to administer the Board’s decision. It is being asked to grant the State Administrator of IDCTE the authority to make this statutorily required decision on behalf of the Board. This is a significant distinction. Whereas such delegation of decision-making authority is not expressly authorized, the Board should consider whether delegating this type of decision is the best solution to the problem at hand and whether it sets a desired precedent.

Second, the Board has established a precedent of conducting two readings of documents incorporated by reference into policy. This is not a required step, but a process established in emulation of rulemaking requirements that ensures sufficient public transparency in revisions made to documents that impact a broader group of stakeholders. While the process does require extra time between readings, removing it would not only create an exception to the established practice, but would remove an opportunity for public transparency of Board decisions. The proposed policy amendments do seek to establish a structure for how IDCTE will engage with a committee and a review process. However, this process already exists, and is concluded with Board adoption of the committee’s recommended revisions. The request being made of the Board is simply to remove the Board’s involvement in the process. As statute requires the Board, and not the State Administrator, to establish the standards, the Board should consider whether its own public transparency obligations are met if the proposed amendments are adopted.

Board staff acknowledges that IDCTE is faced with a difficult issue of needing to move more quickly than the current process allows. However, a more appropriate solution may be to seek to revise the governing statute to provide for the delegation of the adoption of these standards to the State Administrator.

Board staff does not recommend approval of the request to delegate the approval of IQPS standards to the State Administrator. Board approval of IQPS standards therefore continues to require two readings. Additionally, IDCTE staff did not have time to prepare a redline version of the proposed amendments. A redline copy has been requested for the second reading.

Board staff recommends approval of the first reading of the proposed amendments to Idaho Quality Program Standards as provided in Attachment 1. Board staff recommends approval of the first reading of proposed amendments to Board Policy VII.D. with one exception: on page 1, line 19 replace the word “Division” with

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the word "Board", thereby ensuring that the Board retains the authority granted by statute.

**BOARD ACTION**

1. I move to approve the first reading of the Idaho Quality Program Standards as provided in Attachment 1.

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

**AND**

I move to approve the first reading of proposed amendments to Board Policy VII.D. as provided in Attachment 3 with the following exception: on page 1, line 19 replace the word "Division" with the word "Board."

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

## Idaho Quality Program Standards (IQPS)

### Standards and Quality Indicators

This document was prepared and reviewed by representatives of: Idaho Team Ag Ed; Idaho Division of Career Technical Education; Idaho Agriculture Teachers Association; Department of Agricultural Education and 4-H Youth Development, University of Idaho.

### Introduction

The Idaho Agricultural Education Quality Program Standards are a result of a need to provide a consistent delivery of high-quality agricultural education programs across the state of Idaho focused on relevant instruction, rigorous clear goals, continuous program improvement and the development of essential skills for student success. Input from local and state leaders was sought and obtained regarding the qualities of highly successful agricultural education programs.

The Idaho Agricultural Education Quality Program Standards are designed to be used by the local instructor(s), administration, community partners, stakeholders, technical advisory committee, FFA Alumni and/or an external assessment team to conduct an evaluation of the local agricultural education program and develop clear goals and objectives for program improvement. The local self-assessment or evaluation will serve as the basis for further review by the Idaho Division of Career Technical Education in determining the quality of the agricultural education program in reference to the Idaho Agricultural Education Quality Program Standards.

During the 2014 sixty-second Legislative regular session, Senate Bill 1275 was passed to amend Chapter 26, Title 33 of the Idaho Code to establish provisions relating to the Idaho Quality Standards Incentive Grants and direct the State Board of Career Technical Education to adopt and implement the Idaho Agriculture Education Quality Program Standards.

The Idaho Agriculture Education Quality Program Standards comprise seven main areas dealing with the school based agricultural education program and the agricultural education instructor. Standards 1 – 6, address the agricultural education program and standard 7 addresses the agricultural education instructor. Each standard and standard statement is followed by a series of quality indicators which further define the standard or standard statement.

Local Program Success materials found in the National Council for Agricultural Education's National Program Quality Standards rubric may provide additional tools, resources and information to help agricultural education programs meet the standards and standard statements in this document.

**Standard 1:**

A standards-based curriculum in Agriculture, Food and Natural Resources Systems is delivered through an integrated model that incorporates classroom and laboratory instruction, experiential learning and student leadership and personal development.

**Quality Indicators:**

1. The agricultural education curriculum includes course names and descriptions, course objectives/competencies, course sequences, course prerequisites, and staffing assignments for all courses.
2. The Program(s) of Study (POS is the course sequence) offered by the AFNR program is cross-walked/aligned to the Idaho State Department of Education (SDE) academic content standards and references the Idaho Core Standards.
3. The agricultural education program provides students with “value added” components to enhance their ability to be either college or career ready.
4. Instructional activities throughout the year are balanced between classroom and laboratory instruction, experiential learning (SAE), and leadership and personal development (FFA).

**Standard 2:**

Programs promote achievement and skill development of all students through year-round instruction using multiple methods to assess student learning that illustrates academic achievement and skill development.

**Quality Indicators:**

1. Course instructional outlines are documented and based upon an approved Program of Study (POS).
2. Instruction reinforces written objectives and appropriate assessments aligned to relevant and rigorous academic content and Idaho Core standards.
3. The instructor uses multiple instructional strategies for varied student learning styles and incorporates real-life experiences to facilitate learning.
4. The instructional program uses a variety of current instructional materials, techniques, and community-based support.



**Standard 3:**

The facilities and equipment support implementation of the agricultural education program and curriculum by providing all students opportunities for the development and application of knowledge and skills. (Facilities are defined as classroom, agricultural education science laboratory, computer laboratory, wood and metal shop, greenhouse, head house, land laboratory, livestock facilities, storage areas and office).

**Quality Indicators:**

1. Facility size, layout, storage and labs provide for effective delivery of the courses offered and student enrollment.
2. Facility is clean, organized, and maintained to provide an environment conducive to learning.
3. Facility meets existing local, state, and/or federal health standards including air, temperature, water, acoustics, ventilation, light and particulate control.
4. Current equipment is industry relevant and adequate for student instruction.
5. Adequate consumable supplies are provided annually to deliver instruction.
6. Current technology is available, maintained, and updated to offer high quality instruction and support experiential learning (SAE) and student leadership development (FFA).

**Standard 4:**

Education is enhanced through active participation by all students in a year-round experiential learning program (SAE) that is planned, developed and managed by the student with instruction and support by the agricultural instructor.

**Quality Indicators:**

1. All students have experiential learning (SAE) programs based on career pathways/clusters/interests and agricultural education curriculum standards.
2. Continuous instruction and supervision of student experiential learning (SAE) programs are provided by the agricultural education instructor throughout the calendar year.
3. Students have a comprehensive experiential learning program that shows evidence of improvement.
4. Students have comprehensive experiential learning programs (SAE) and keep accurate record of continuous improvement.

**Standard 5:**

All students participate in year-round intra-curricular agricultural education student organization (FFA) programs and activities.

**Quality Indicators:**

1. The FFA chapter annually plans and implements a Program of Activities (POA) and reviews and approves Chapter Constitution/Bylaws.
2. The agricultural education program students participate in FFA programs and activities listed in the Program of Activities.
3. The FFA chapter conducts and/or participates in local activities and events.
4. The FFA chapter conducts or participates in district, state and national activities.
5. Students who are FFA members show evidence of continuous improvement by achieving advanced degrees based on their SAE program and FFA participation.

**Standard 6:**

Key stakeholders are continually engaged, consulted and invested in the agricultural education program.

**Quality Indicators:**

1. The agriculture education program consults with an educational advisory board, recognized by the local board of education, to plan and direct the program's curriculum, supervised agriculture experiences (SAE), and leadership development (FFA).
2. Technical Advisory Committee is comprised of School Board, Administration, Alumni, parents, local decision makers, and agricultural industry leaders from the community and its impact area.
3. Stakeholder groups (Technical Advisory Committee or Alumni and Supporters Group) collaborate often in order to maintain consistent support of the agriculture education program and promote its success.
4. Agricultural education program stakeholders and supporters (e.g. Technical Advisory Committee and/or Alumni and Supporters group) are recognized for their support of the agricultural education program.
5. Community volunteers (FFA Alumni and Supporters group or others) are organized and involved in supporting the agricultural education program.

6. The agricultural education program provides relevant data/information to key stakeholders and other entities.
7. A recruitment and retention plan is annually implemented for prospective and current students.
8. Follow-up data is collected and maintained on all agriculture program graduates.

**Standard 7:**

Competent and certified agricultural education instructor provides the core of the program.

**Quality Indicators:**

1. The agricultural education instructor has current Idaho certification to teach agriculture and has advanced training to enhance instruction in the agricultural education program.
2. The agricultural education instructor provides student instruction and supervision throughout the year in classroom and laboratory, experiential learning (SAE) and leadership and personal development (FFA).
3. The agricultural education instructor demonstrates effectiveness in quality teaching that promotes student growth.
4. The agricultural education instructor practices classroom management that maximizes time-on-task and minimizes disruptive behaviors.
5. The agricultural education instructor demonstrates effectiveness involving experiential learning (SAE) activities that promotes student growth.
6. The agricultural education instructor demonstrates effectiveness involving leadership and personal development (FFA) activities that promotes student growth.
7. The agricultural education instructor demonstrates professional growth through activities to promote knowledge of content, instructional strategies, industry practices and instructor leadership roles.
8. The agricultural education instructor is an active member in local, state and national professional education associations.

# Idaho Agricultural Education Quality Program Standards



This document was prepared and reviewed by representatives of:

Idaho Team Ag Ed  
Idaho Division of Career Technical Education  
Idaho Vocational Agriculture Teachers Association  
Department of Agricultural Education & 4-H Youth Development, University of Idaho



## **INTRODUCTION**

The Idaho Agricultural Education Quality Program Standards are a result of a need to provide a consistent delivery of high quality agricultural education programs across the state of Idaho focused on relevant instruction, rigorous clear goals, continuous program improvement and the development of essential skills for student success. Input from local and state leaders was sought and obtained regarding the qualities of highly successful agricultural education programs.

The Idaho Agricultural Education Quality Program Standards are designed to be used by the local instructor(s), administration, community partners and/or stakeholders, advisory council, FFA Alumni and/or an external assessment team to conduct an evaluation of the local agricultural education program and develop clear goals and objectives for program improvement. The local self-assessment or evaluation will serve as the basis for further review by the State Division of Career Technical Education in determining how well an agricultural education program meets the Idaho Agricultural Education Quality Program Standards.

During the 2014 sixty-second Legislative regular session, Senate Bill 1275 was passed to amend Chapter 26, Title 33 of the Idaho Code to establish provisions relating to the Idaho Quality Standards Incentive Grants and direct the State Board of Career Technical Education to adopt and implement the Idaho Agriculture Education Quality Program Standards.

The Idaho Agriculture Education Quality Program Standards comprise seven main areas dealing with the school based agricultural education program and the agricultural education instructor. Standards 1 – 6, address the agricultural education program and standard 7 addresses the agricultural education instructor. Each standard and standard statement is followed by a series of quality indicators which further define or assess the standard or standard statement.

Local Program Success materials found in the National FFA Local Program Resource Guide may provide additional tools, resources and information to help agricultural education programs meet the standards and standard statements in this document.

**Standard 1: Program Planning, Design & Curriculum****Standard Statement:**

A standards-based curriculum in Agriculture, Food & Natural Resources Systems is delivered through an integrated model that incorporates classroom and laboratory instruction, experiential learning and student leadership & personal development.

**Quality Indicators:**

1. The agricultural education curriculum includes: 1.) approved Ag/NR courses; 2.) course names & descriptions; 3.) course objectives/ competencies; 4.) course sequences, 5.) course prerequisites, 6.) staffing assignments for all courses.
2. The Program of Study (POS) offered by the program is cross-walked/aligned to the Idaho Department of Education (SDE) academic content standards and references the Idaho Core Standards.
3. Experiential learning (SAE) is integrated throughout the instructional program.
4. Student leadership & personal development (FFA) is integrated throughout the instructional program.
5. The agricultural education program consults with an advisory board, recognized by the local board of education, with current constitution and bylaws on program planning, design and curriculum.
6. The agricultural education program provides students with “value added” components to enhance their ability to be either college or career ready.

**Standard 2: Instruction & Assessment****Standard Statement:**

Programs promote academic achievement and skill development of all students through year-round instruction using multiple methods to assess student learning that illustrates academic achievement and skill development.

**Quality Indicators:**

1. Instructional activities throughout the year are balanced between classroom & laboratory instruction, experiential learning (SAE), and leadership & personal development (FFA).
2. Course instructional outlines are documented and based upon an approved Program of Study (POS).
3. Instruction reinforces written objectives and appropriate assessments aligned to relevant and rigorous academic content and Idaho Core standards. The instructor uses multiple instructional strategies for varied student learning styles and incorporates real-life experiences to facilitate learning.
4. The instructional program uses a variety of current instructional materials, equipment, techniques, technology and community-based resources.

**Standard 3: Facilities & Equipment****Standard Statement:**

The facilities and equipment support implementation of the agricultural education program and curriculum by providing all students opportunities for the development and application of knowledge and skills. (Facilities are defined as classroom, agricultural education science laboratory, computer laboratory, wood and metal shop, greenhouse, head house, land laboratory, livestock facilities, storage areas and office).

**Quality Indicators:**

1. Facility size, layout, storage and labs provide for effective delivery of the courses offered and student enrollment.
2. Facility is clean, organized, and maintained to provide an environment conducive to learning.
3. Facility meets existing local, state, and/or federal health standards including air, temperature, water, acoustics, ventilation, light and particulate control.
4. Idaho Building Safety Inspection (IBSI) has been conducted on the facility, equipment and tools with all defective items removed, repaired, or replaced.
5. Current equipment is available and maintained and adequate consumable supplies are provided annually to deliver instruction.
6. Current technology is available, maintained, and updated to offer high quality instruction and support experiential learning and student leadership development.



**Standard 4: Experiential Learning****Standard Statement:**

Education is enhanced through active participation by all students in a year-round experiential learning program that is planned, developed and managed by the student with instruction and support by the agriculture instructor.

**Quality Indicators:**

1. All students have experiential learning programs based on career pathways/clusters/ interests and agricultural education curriculum standards.
2. Continuous instruction and supervision of student experiential learning programs are provided by the agriculture instructor throughout the calendar year.
3. Students have comprehensive experiential learning programs that show evidence of continuous improvement.
4. The agricultural education program consults with an advisory board, recognized by the local board of education, with current constitution and bylaws on experiential learning.

**Standard 5: Leadership Development****Standard Statement:**

All students participate in year-round intra-curricular agricultural education student organization programs and activities.

**Quality Indicators:**

1. The FFA chapter annually plans and implements a Program of Activities (POA) and reviews and approves Chapter constitution and/or bylaws.
2. The agricultural education program students participate in FFA programs and activities and have a progressive plan for leadership and personal development.
3. The FFA chapter conducts and/or participates in local activities and events.
4. The FFA chapter participates in district, state and national activities.
5. Students who are FFA members show evidence of continuous improvement by achieving advanced degrees based on the SAE program and FFA participation.
6. The agricultural education program consults with an agricultural education advisory board, recognized by the local board of education, with current constitution and bylaws on leadership development.

**Standard 6: Partnerships & Marketing****Standard Statement:**

Key stakeholders are continually engaged, consulted and invested in the agricultural education program.

**Quality Indicators:**

1. School and community partners (School Board, Administration, agriculture advisory board, Alumni, parents, media, decision makers, agricultural industry leaders and community) are familiar with the agricultural education model (classroom, SAE and FFA), are involved in shaping and strengthening the program and promoting program accomplishments and success.
2. Agricultural education program stakeholders and supporters are recognized for their support of the agricultural education program.
3. Community volunteers (FFA Alumni or others) are organized and involved in supporting the agricultural education program.
4. The agricultural education program provides relevant data/information to key stakeholders and other entities.
5. A recruitment and retention plan is annually developed and implemented for prospective and current students.
6. Follow-up data is collected and maintained on all agriculture program graduates.

**Standard 7: Certified Agricultural Education Instructor and Professional Growth****Standard Statement:**

Competent and certified agricultural education instructor provides the core of the program.

**Quality Indicators:**

1. The agricultural education instructor has current Idaho certification to teach agriculture and has advanced training to enhance instruction in the agricultural education program.
2. The agricultural education instructor provides student instruction and supervision throughout the year in classroom & laboratory, experiential learning (SAE) and leadership & personal development (FFA).
3. The agricultural education instructor demonstrates effectiveness in quality teaching that promotes student growth.
4. The agricultural education instructor practices classroom management that maximizes time-on-task and minimizes disruptive behaviors.
5. The agricultural education instructor demonstrates effectiveness involving experiential learning (SAE) activities that promotes student growth.
6. The agricultural education instructor demonstrates effectiveness involving leadership and personal development (FFA) activities that promotes student growth.
7. The agricultural education instructor demonstrates professional growth through activities to promote knowledge of content, instructional strategies, industry practices, and instructor leadership roles.
8. The agricultural education instructor is an active member in local, state and national professional education associations.



1 Idaho State Board of Education

2 GOVERNING POLICIES AND PROCEDURES

3 SECTION: VII. DIVISION OF CAREER TECHNICAL EDUCATION

4 Subsection: D. Miscellaneous Grant Program Standards and Requirements  
5 ~~August 2023~~ June 2024  
6

7 1. Section 33-1629, Idaho Code, establishes the Idaho Agricultural Education Quality Program  
8 Standards Incentive Grants and Agricultural Education Program Start-Up Grants. These  
9 grants shall be administered based on the provisions of Section 33-1629, Idaho Code, and  
10 IDAPA 55.01.04.

11  
12 a. Pursuant to the provisions of IDAPA 55.01.04, the Idaho Agricultural Education Quality  
13 Program Standards shall be used to evaluate the quality of Agricultural, Food and Natural  
14 Resource education programs. ~~The Idaho Agricultural Education Quality Program~~  
15 ~~Standards as approved August 14, 2014, are adopted and incorporated by reference into~~  
16 ~~this policy. The standards shall be reviewed at a minimum on a five year cycle and may~~  
17 ~~be updated more frequently at the request of agricultural education~~  
18 ~~stakeholders.~~ The standards may be found on the Division of Career Technical Education  
19 website at <http://cte.idaho.gov>. The Division will adopt new or updated standards based  
20 on recommendations from a standards review committee. The review committee shall  
21 consist of, but not be limited to the following representation:

- 22  
23 i. Agricultural program educators, including program administrators,  
24 ii. Existing grant program awardees, and  
25 iii. Eligible grant program staff.

26  
27 b. The Division will include reference to any Idaho Agricultural Education Quality Program  
28 Standards as part of the annual update to the Board, if applicable to the reporting period.

29  
30 2. Industry Partner Fund

31  
32 Section 33-2213, Idaho Code, establishes the Industry Partner Fund. In an effort to  
33 increase the capacity of each of Idaho's six public technical colleges to work with regional  
34 industry partners to provide a "rapid response to gaps in skills and abilities," Idaho has  
35 established the Industry Partner Fund. The purpose of the fund is to provide funds that  
36 give the technical colleges the flexibility to work with Idaho employers to provide "timely  
37 access to relevant college credit and non-credit training and support projects."  
38

39 a. Industry Partner Fund Definitions:

- 40  
41 i. Technical College Leadership Council (TCLC) means the career technical  
42 education deans of Idaho's six public technical colleges  
43 ii. Wage threshold means evidence that training will lead to jobs that provide  
44 living wages appropriate to the local labor market or local standard of living.

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**ATTACHMENT 3**

- 1           iii.   Regional means the six defined career technical service regions pursuant  
2           to Board Policy III.Z.
- 3           iv.   Support project means supplemental items, activities, or components that  
4           may enhance program outcomes (such as job analysis, placement services,  
5           data collection and follow up, workplace readiness skills training, etc.)
- 6           v.   Regional industry partners means employers that operate in Idaho and/or  
7           serve as a talent pipeline for Idaho students and employees.
- 8           vi.   Impact potential means the extent to which the training or project will  
9           increase regional capacity to meet talent pipeline needs. May include  
10          number of students or employees affected, associated wages, and long-  
11          term regional improvement or sustainability. May also include the timeframe  
12          for implementation.
- 13          vii.   Demonstrated commitment means the promissory financial commitment  
14          made by the partner employer that includes cash or in-kind contribution to  
15          the project.

16  
17   b. Roles and Responsibilities

18  
19       The Administrator and TCLC are jointly responsible for reviewing and  
20       administering the application process for accessing Industry Partner Fund monies.

21  
22       The TCLC, in accordance with the deadlines outlined in the following section, shall  
23       conduct the preliminary review of all proposals to ensure they meet the eligibility  
24       requirements and align with legislative intent. Each institution shall have one vote  
25       on the TCLC throughout the recommendation process. Deans shall not vote on  
26       proposals from their institution. The TCLC shall make recommendations to the  
27       division administrator to approve, deny, or modify submitted proposals.

28  
29       The Administrator shall review all eligible proposals and make the final  
30       determination on the award of those proposals.

31  
32       The Division shall be responsible for management and distribution of all moneys  
33       associated with the fund.

34  
35   c. Submission and Review Process

36  
37       Proposals will be accepted quarterly, on a schedule set by the Division. The TCLC  
38       shall provide the Administrator with recommendations on which proposals to award  
39       within 14 calendar days of the closing date of the application period. Pursuant to  
40       language outlined in Section 33-2213, Idaho Code, the TCLC and the  
41       Administrator will notify the technical college within 30 days of submission of their  
42       proposal as to whether their proposal was approved.

43  
44       Submitted proposals must contain all required supporting documentation, as  
45       outlined by the Administrator, the TCLC, and as specified in the application.

46

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**ATTACHMENT 3**

1 Proposals must be signed by the College Dean, Financial Vice President/Chief  
2 Fiscal Officer, Provost/Vice President for Instruction, and institution President.

3  
4 Proposals must outline how the institution and industry partner(s) are unable to  
5 meet industry need with existing resources.

6  
7 d. Eligibility Criteria

8  
9 Each proposal will be reviewed and evaluated according to the following criteria:

- 10 i. The extent to which the proposal meets regional demand  
11 ii. Relevant labor market information, which must include, but is not limited to,  
12 Idaho Short Term Projections (Idaho Department of Labor)  
13 iii. Wage thresholds – low wage program starts should be accompanied with  
14 appropriate justification including regional economic demand.  
15 iv. Impact potential  
16 v. Degree of employer commitment  
17 vi. The extent to which the proposal aligns with and/or supports career  
18 technical education programs and relevant workforce training  
19 vii. the anticipated administrative costs  
20 viii. any special populations that may benefit from the proposed education or  
21 training  
22 ix. sustainability of the program

23  
24 Preference will be given to proposals that include:

- 25 i. Multiple employers  
26 ii. Higher number of impacted workers  
27 iii. Demonstrated commitment (highest consideration will be given to proposals  
28 with a matching component)

29  
30 Each college may submit more than one proposal per quarter. In the event a  
31 qualified proposal isn't selected in the quarter in which it was submitted, the  
32 proposal may be resubmitted the following quarter. Resubmission of an eligible  
33 proposal is not a guarantee of future awards.

34  
35 d. Distribution and Use of Funds

36  
37 The Administrator, in awarding funds, shall ensure that funds are available each  
38 quarter. As such, the Administrator may adjust or reduce the award amount to an  
39 accepted proposal. These adjustments or reductions shall be made in consultation  
40 with the TCLC and the technical college impacted and will ensure the original intent  
41 of the proposal can still be met.

42  
43 Funds will be distributed on a one-time basis; renewal proposals may be  
44 submitted, based on the nature of the project or training.

45  
46 Industry Partner Fund moneys may be used for:

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**ATTACHMENT 3**

- 1           i.    Facility improvement/expansion
- 2           ii.   Facility leasing
- 3           iii.   Curriculum development
- 4           iv.   Salaries and benefits (if the training program needs are anticipated to go
- 5                beyond the initial award, the college must provide additional details on long-
- 6                term sustainability of the position filled through the fund)
- 7           v.    Staff development
- 8           vi.    Operating expenses
- 9           vii.   Equipment and supplies
- 10          viii.   Travel related to the project
- 11          ix.    Approved administrative costs, as outlined in the application

12  
13          Funds may not be used for:

- 14           i.    Real property
- 15           ii.   indirect costs
- 16           iii.   the cost of transcribing credits
- 17           iv.   tuition and fees
- 18           v.    materials and equipment normally owned by a student or employee for use
- 19                in the program or training

20  
21          e.   Performance Measures and Reporting Requirements

22  
23          In accordance with the approved proposal, colleges shall provide a quarterly

24          update and closeout report on elements such as:

- 25           i.    Number of affected workers
  - 26           ii.   Number of enrolled or participating students
  - 27           iii.   Placement rate of training completers
  - 28           iv.   Average wages and any wage differential
  - 29           v.    Industry match
  - 30           vi.   If practicable, Idaho public college credits, certificates, certifications,
  - 31                qualifications or micro certifications of value toward postsecondary
  - 32                certificates or degrees.
  - 33           vii.   Funds obligated and expended. Any funds not obligated within 18 months
  - 34                of the initial award shall revert back to the fund.
- 35



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**IDAHO DIVISION OF CAREER TECHNICAL EDUCATION**

**SUBJECT**

Idaho State Perkins V State Plan Update

**REFERENCE**

February 2007	The Board, acting as the State Board for Career Technical Education, approved the Idaho federal Carl D. Perkins IV six-year plan
February 2009	The Board approved updated five-year plan under Perkins IV Act
February 2019	The Board received an update on the new Perkins V Act adopted by Congress in 2018
May 2019	The Board approved the Perkins V State Transition Plan
December 2019	The Board received an update on the status of the Perkins V State Plan
February 2020	The Board was presented with amendments to the Perkins program enacted through Perkins V and timeline for consideration of Idaho's Perkins V State plan.
March 16, 2020	The Board approved Idaho's Perkins V State plan.

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-2201 through 33-2207, Idaho Code  
The Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224) (Perkins V) (2018)

**BACKGROUND/DISCUSSION**

The Smith-Hughes Act of 1917 was the first authorization for the federal funding of vocational education. Subsequent legislation for vocational education (now termed career and technical education) included the Vocational Act of 1973 and the Carl D. Perkins Act of 1984 (Perkins). Perkins was reauthorized as the Carl D. Perkins Vocational and Applied Technology Act (Perkins II) in 1990, the Carl D. Perkins Career and Technical Education Act of 1998 (Perkins III), and the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). Section 33-2202, Idaho Code designates the State Board of Education for Career Technical Education with the responsibilities to carry out the provisions of the federal act, now known as Perkins. Section 33-2205, Idaho Code, authorizes the Board to hire a State Administrator for career technical education and authorizes the creation of the Division for the purposes of carrying out the federal acts and chapter 22, title 33, Idaho Code.

Congress enacted amendments to the Carl D. Perkins Career and Technical Education Act of 2006 in July 2018. Following the July 2018 enactment, the

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Division developed, and the Board approved a one-year transition plan from Idaho’s Perkins IV State Plan to Idaho’s current Perkins V State Plan. This was followed up with development and subsequent Board approval of Idaho’s current Perkins V state plan. That plan has been in place for approximately four years and is now required to be updated. The US Department of Education, Office of Career, Technical, and Adult Education (Attachment 4) outlines the requirements and timeline for submitting Idaho’s amended Perkins V State Plan. The federal requirements allow states two options for submitting updates: Option 1 allows for a new four-year State plan covering federal fiscal year (FFY) 2024-27 and Option 2 allows for annual revisions. At this time, while mostly technical in nature, there were enough amendments to warrant the submittal of a new plan. A redlined version of the plan is provided in Attachment 1 and a clean version is provided in Attachment 2.

The Division has conducted multiple stakeholder meetings throughout the summer to garner feedback on the current State Plan and feedback on proposed amendments. The proposed amendments were posted to the Division’s website for 30 days for public comment followed by a statewide public hearing conducted online. Meetings were held with both secondary and postsecondary educators requesting feedback for consideration as well as opportunities for feedback from industry partners.

Technical corrections and grammatical changes were made throughout the (new) four-year State plan as well as removal of duplicative or unnecessarily specific details that were not required to be included in the plan or no longer aligned with Board policy. Other revisions and updates include:

PAGE NO.	NOTES
3	Added information regarding the original posting of the Idaho State Perkins V plan in FY19.
6	Update to State’s vision for CTE aligned with the Divisions Board approved strategic plan.
7	Updates to language about Idaho’s microcredential system consistent with recent amendments made in Board policy.
8	Removal of performance measures that were originally aligned with the Board’s strategic plan and have since been removed (e.g. 60% credential attainment performance measure).
9-10	Updates to the IDCTE Objectives in alignment with approved strategic plan.
11	Addition of a program Individualized Occupational Training as a recognized program area and removal of National Career Cluster Framework reference to clarify we only have the seven program areas.
11	Addition of requirement to provide career exploration courses to students in grade 7 and grade 8.
12	Addition to statutory reference, Section 33-2202, Idaho Code, regarding state and federal funding.
12-13	Removal of capstone grade requirement to align with definitions in Board policy, Section VII.
13	Removal of repetitive and unnecessary detail regarding the process for establishing technical advisory committees.
17-18	Expand references to just dual credit to include all applicable advanced opportunities as defined in Board policy.
17	Clarify state CTE governance, including statutory references.

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18	Addition of advanced opportunities program.
22	Addition of allowing LEAs to be in the application process for a program of study to be eligible for Perkin’s funding rather than requiring they already have at least one approved program of study.
22	Removal of requirement for secondary programs to have at least one articulation agreement under SCOPE.
22-23	Removal of the requirement of having at least one Technical Skills Assessment offered once every two years to remain eligible for Perkins funds. Program requirements are governed through Board policy and removal allows for more flexibility as policy requirement evolve over time.
23	Removal of reference to an advanced option that may be awarded for additional credits of at least 15 credit hours that are beyond the A.A.S. degree in order to align with Board policy.
23	Removal of training development requirement. Training already exists regarding special populations that meet Perkins V requirements.
24	Removal of reference to Idaho Core Teacher Standards and Foundation Standards for Career Technical Education. These currently do not exist as referenced. Additionally, the reference is not responsive to the question.
28	Increase in reserve funds percentage from 13% to 15%.
28	Clarification on how data is updated.
34	New State determined performance levels.
37	Glossary updates and clarifications to align definitions with federal definitions or definitions in state law and Board policy.

The US Department of Education has indicated it will send out additional guidelines regarding the submittal of Perkins V State Plans. It is anticipated that while the content will not change, the format of the State Plans will be required to be submitted in an alternate format through the US Department of Education’s online portal.

Attachment 3 provides the public comments received during the public comment period.

**IMPACT**

Idaho’s Perkins V State Plan sets the requirements for use of Idaho’s annual Perkins V federal award. Approval of the plan will meet the federal requirements for updating the State Plan and authorize the Division to submit the plan to the Governor for consideration. While the US Department of Education requires an opportunity for each State’s governor to sign on to the plan, State Plans may be submitted without the governor’s signature. Idaho’s FFY 2023 Perkins V award was \$5.7M.

**ATTACHMENTS**

- Attachment 1 – Perkins V State Plan Amendments - redlined
- Attachment 2 – Perkins V State Plan Amendments – clean version
- Attachment 3 – Perkins V State Plan Public Comments Received
- Attachment 4 – US Department of Education State Plan Submission Requirements

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Board staff recommends approval of the proposed revision to the Perkins V State Plan as presented in Attachment 2 and to authorize the State Administrator to

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make any non-substantive edits necessary throughout the federal approval process.

**BOARD ACTION**

I move to approve the FFY 2024 Strengthening Career and Technical Education for the 21st Century Act (Perkins V) State Plan as provided in Attachment 2 and to authorize the State Administrator to make any non-substantive edits that are necessary as it moves through the federal approval process.

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





## Idaho ~~State Plan~~ Perkins V State Plan

[Approved by the State Board of Career Technical Education April 18, 2024](#)

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## Narrative Descriptions – Plan Development and Consultation

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.

The initial Idaho Perkins V State Plan was developed and posted in fiscal year 2019. The following describes stakeholder engagement for that plan. IDCTE has reviewed and updated this current version based on internal feedback, and stakeholder consultation, and public comment building on the original plan development work. That process is described in further detail below.

During 2019 the Idaho Division of Career Technical Education (Division) engaged in a series of outreach efforts designed to collect input from as many stakeholder groups as possible, including:  
~~The Idaho Division of Career Technical Education (Division/IDCTE) has engaged in a series of outreach efforts designed to collect input from as many stakeholder groups as possible, including:~~

- Outreach sessions for secondary and postsecondary stakeholder groups includeing sessions during the Division's annual statewide conferences, and REACH, which is Idaho's statewide professional development conference. This annual conference, ~~which~~ brings approximately 900 secondary and postsecondary ~~stakeholders~~ educators and industry stakeholds to Boise for a three-day training, and is Idaho's largest CTE professional development opportunity. The summer conference alternates every other year with regionally based conferences held around the state.

- The 2019 conference included several sessions specific to labor market information and understanding Perkins V requirements.

- During our Spring-spring 2019 and Winter-winter 2020 outreach, we-the Division hosted community forums in each of Idaho's six education regions. Members of the community, including family members, community organizations, and business members were invited to attend. The only stakeholder group with a consistent presence was bBusiness members in-were represented from each region.

- Various meetings with the Idaho Workforce Developmental Council (WDC) were held to discuss a combined Workforce Innovation and Opportunity Act (WIOA) plan and development of a labor market tool designed to help grant recipients identify high-skill, high-wage, and in-demand occupations. While the ultimate decision was ~~to not~~ not to pursue a combined plan at ~~this that~~ time, ~~It was~~ we agreed to ~~begin using that~~ common labor market data would be used to discuss regional labor market trends. Newly developed labor market tools allowed-will allow recipients to use readily available data to help reduce the data burden associated with the Comprehensive Local Needs Assessment (CLNA) and to help ensure consistent data analyses statewide.

- As a part of outreach efforts, ~~invited~~ directors from each of our Centers for New Direction were invited to ~~our the~~ regional meetings, and were provided ~~them~~ with additional information on how the Perkins V projects could expand services (including individual services) through the Centers. ~~Connected~~ Center Directors were connected with postsecondary representatives to ensure additional special populations are-were considered in the planning and project process.

- In conjunction with ~~our the WDC~~ Workforce Development Council, the Division conducted 14 regional listening sessions to better understand the needs of local communities and small business owners. Division staff also met ~~Met~~ with representatives of Idaho Business for Education, including a 90-minute listening session with Scott Stump who oversaw the federal Office of Career, Technical, and Adult Education. Additionally, the Division Reached

reached out to the Idaho Association for Commerce and Industry, as well as numerous Chambers of Commerce around the state.

- To help expand CTE access ~~to-for~~ more students, both the ~~Spring-spring~~ and ~~Fall-fall~~ 2019 outreach included a specific focus on better supporting students in need. This included ~~recommending-recomendations~~ that recipients connect with local foster care advocates, local homeless support entities, and local outreach organizations. Idaho Division of Juvenile Corrections was included in the outreach efforts and is working to expand CTE programming to help reduce recidivism for juvenile offenders. The ~~Winter-winter~~ 2020 outreach sessions included agencies related to special populations in an effort to expand knowledge of CTE programs and ~~provide-foster-an-opportunity-for~~ collaboration.

- The outreach included Multiple contacts with state tribal leaders including the ~~tribal education council~~ Idaho State Board of Education's Indian Education Committee, individual tribes, and listening sessions. At the request of the tribes, the Division conducted individual meetings with leaders from three of Idaho's five tribes. Follow-up meetings were requested, ~~and-joint~~ including joint meetings between the tribes and ~~the~~ local school districts and postsecondary institutions have been scheduled to identify strategies for collaboration. The Division continues to engage with this group and work with recipients of funding to increase engagement.

- As part of WIOA listening tours, Division staff met with representatives of Idaho Division of Vocational Rehabilitation, as well as regional advocacy groups representing individuals with physical disabilities, blind and visually impaired, cognitive disabilities, and seniors.

~~Identified areas of concern and potential solutions, including transportation and better connectivity between business, industry and service.~~

- The Division is also a member of the Idaho Interagency Council on Student Transition (IICST), a group devoted to helping students with disabilities transition from secondary to postsecondary life. The Division attended a conference hosted by the National Technical Assistance Center on Transition (NTACT) with other members of IICST centered on incorporating assistance for students with disabilities into ~~state~~-Perkins V state plans.

- The Division held Idaho's first ~~IDCTE~~-Rural District Symposium centered around helping rural and remote districts strengthen student learning outcomes and ~~to~~-align district priorities with Perkins V.

- During the 2023 calendar year, Division staff held sessions during the summer annual conferences where stakeholders were given the opportunity to provide feedback on the current administration of Perkins V funding. This feedback was used to inform updates that were incorporated into the updated plan. The updated plan was then provided to secondary and postsecondary education stakeholders and posted on the Division's website for 30 days for public comment. Near the conclusion of the public comment period the Division held a statewide virtual hearing to provide an additional opportunity for the public to provide comment.

2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)

~~The Idaho Division of Career Technical Education (Division) is currently~~ The Division is the state the agency responsible for ~~adult career and technical education and postsecondary education~~ in Idaho.



~~including secondary, postsecondary and other adult training programs. A copy of the State plan was submitted to the Idaho State Board for Career Technical Education, of which the State Superintendent of Public Instruction is a member, for approval prior to releasing the State plan for a 30-day public comment period. The Idaho State Board for Career Technical Education, pursuant to Section 33-2205, Idaho Code is the designated agency for implementing the provisions of the Smith Hughes Act of 1917 and any subsequent amendments as well as all other federally or state funded career technical education programs. The State Board is the Division's governing board and Idaho's state education agency. The State Superintendent of Public Instruction sits on the State Board and administers the State Department of Education (SDE).~~

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

During ~~our the~~ Spring 2019 outreach, the Division hosted community forums in each of Idaho's six education regions. Members of the community, including adult students, family members, community organizations, and business members were invited to attend. ~~The only stakeholder group with a consistent presence was business members in each region.~~

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

During our ~~Winter winter~~ 2020 outreach, the Division hosted more community forums in each of Idaho's six education regions. Members of the community, including adult students, family members, community organizations, and business members were invited to attend. During the summer of 2023 the Division conducted a number of stakeholder meetings in conjunction with the Divisions annual summer conferences held around the state as well as meetings conducted with secondary and postsecondary education groups who were specifically asked to provide feedback to the state plan and performance level descriptors.

Prior to sub-mission of the updated draft State plan to the State Board for Career Technical Education ~~in April 2024 for informational purposes~~, the draft State plan ~~will be~~ was made available on the Divisions ~~and OSBE~~ websites for review in accordance with the 30-day public comment period required by the Act. ~~A copy of the State transition plan has been available on our website for comment.~~ Comments have been and will ~~be~~ continue to be collected via email to stakeholderinput@cte.idaho.gov. ~~or mailed to the Division at;~~

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

Narrative Descriptions – Program Administration and Implementation

1. State's Vision for Education and Workforce Development

a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)

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

~~Idaho's vision for CTE is to provide premier educational opportunities for students and adults to gain relevant workforce and leadership skills in applied settings; to provide a gateway to meaningful careers and additional education opportunities; and to educate a strong talent pipeline that meets Idaho business workforce needs.~~

The ~~WDC Council~~ arrived at three broad goals for the State's workforce system, which are outlined below. Under each of these goals, the ~~Council-WDC~~ identified several strategies that relate more specifically to the populations, services, policies, and priorities within the workforce development system. The strategies cited under each goal below are a priority subset of the ~~Council's-WDC's~~ strategic plan that directly relate to the foundational analysis within ~~this Combined State Plan and clarify how the Councils goals relate to individuals with barriers to employment.~~the State's WIOA plan.

1. Promote policies that align workforce, education, economic development, and entrepreneurship to meet industry and employer's workforce needs.

- Leverage public and private resources (in order to provide greater levels of service to those with barriers to employment and in rural communities).

2. Facilitate development of an Idaho workforce that is highly skilled and committed to continuous learning.

- Provide access to low-skilled and at-risk youth and adults, dislocated workers and others with barriers to employment to a full range of information and supports to prepare for work that leads to economic self-sufficiency.
- Enhance opportunities for lifelong learning by expanding delivery options such as: 1) stackable credentials, 2) compressed scheduling, 3) on-line and distance learning, 4) modularized curriculum and 5) other alternative learning modalities
- Encourage the use of workplace flexibility options such as job sharing, job restructuring, part-time worker pools, flex-time and telecommuting to increase employment opportunities and retain quality workers
- Promote employment practices and workplace environments that encourage a culture of diversity and inclusiveness

3. Support a comprehensive education and workforce delivery system.

- Maintain a quality One-Stop Career System that connects employers and workers and facilitates access to workforce services, education services and information.
- Enhance coordination among workforce system partners and streamline services by eliminating duplication and ineffective or unnecessary practices.
- Provide access to information, financial aid and other supportive services that allow all workers to obtain education and training ~~leading that leads~~ to employment.

- Coordinate a system of work supports for low-income workers to ~~help them stay employed and move toward~~ encourage economic self-sufficiency (e.g., food stamps, child care, and housing) and provide safety nets to those who are in transition in the workforce.

Idaho's ~~Workforce Development Council~~ WDC identified four focus areas for the purposes of improving Idaho's workforce system.

- Serving Rural Communities.
- Attracting, Training, and Retaining Quality Staff.
- Career Pathways.
- Connecting Youth.

~~The Idaho Division Career Technical Education (Division/IDCTE)~~, which administers both the WIOA Title II and Carl D. Perkins programs, and ~~oversees~~ administers both secondary and postsecondary career ~~and~~ technical education in Idaho, is essential in connecting workforce programs with career ~~and~~ technical education, engaging the State's technical colleges, and administering the development of meaningful career pathways. To this end, the Division aligns its efforts with the WDC's goals.

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

The Division is currently aligning all secondary CTE programs of study to postsecondary CTE programs using a microcredential system called SkillStack®. SkillStack® is a digital badging/microcredentialing platform that allows Idaho's educators to validate the skills their students demonstrate proficiency in. The Idaho State Board Education requires Idaho's public postsecondary institutions to use SkillStack® for all CTE and non-CTE badges and microcredentials.

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

Program standards are developed for each badge through a collaborative process that engages industry, postsecondary faculty, secondary faculty, and other critical stakeholders. As students provide evidence of the competencies for each skill, educators evaluate the competencies based on common assessments. ~~(including the Technical Skills Assessment and Postsecondary Assessment).~~ Once all skills are validated for a particular badge, the information is entered in the SkillStack® platform and badges are ~~issued~~ awarded.

Secondary students may earn postsecondary credit through successful completion of dual credit courses, articulation agreements between high school and postsecondary institutions for achieved outcomes, and by earning microcredentials and badges in SkillStack® combined with the postsecondary institutions prior learning assessment process. Matriculating secondary students can receive postsecondary credit for work accomplished during their high school tenure.

Originally, Idaho's high school, college, university, and workforce training educators ~~are~~ were the only individuals allowed to validate skills in SkillStack®. These ~~individuals~~ entities gain authorization to validate skills upon verification and training from the Division. Since the original State Plan, we now have other educational and non-CTE entities using the system.

Employers can [access SkillStack® and](#) search the database for individuals that have been awarded badges aligned to the jobs [and skills](#) they are trying to ~~find~~. The SkillStack® platform ~~will~~ [can then](#) invite those individuals [identified](#) to learn more about the [company's](#) open position by visiting the company's website or location where the job is posted.

~~Currently there are 63 TCC secondary badges and up to 180 credits available through SkillStack® in 37 programs of study. As of June 2023, 32,000 unique students have earned over 115,000 microcredentials in the SkillStack® platform.~~

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

~~An effective TAC reveals local career opportunities, prepares students to enter the workforce, and/or helps upgrade the skills of workers already employed.~~ The TAC advises the program to ensure it stays up to date in terms of content and training. TAC members also assist in, and advocate for, student, faculty, and program needs. ~~Ultimately,~~ TACs strengthen the working relationships between the career ~~and~~ technical education programs and the communities they serve.

The Division also administers the Center for New Directions programs. Through ~~this~~ [these](#) program, single parents and displaced homemakers receive services to help them move from dependence to independence. Services include personal, career, and education counseling, assessment and testing, and preparation for employment and training. The program also promotes gender equity in the Division's programs by supporting nontraditional career fields through grants, scholarships, and other methods. [The Centers for New Directions are on Idaho Technical College System campuses.](#)

**b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)**

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

Idaho State Board for Career Technical Education and IDCTE Objectives (fiscal years ~~2020-2024~~ [2024-2028](#)).

MISSION STATEMENT

~~The mission of the Career Technical Education~~ [CTE](#) system's [mission](#) is to prepare Idaho's youth and adults for high-skill, in-demand careers.

VISION STATEMENT

[The Division's vision](#) ~~The vision of the Idaho Division Career Technical Education~~ is to be:

1. A ~~premiere~~ premier educational opportunity for students and adults to gain relevant workforce and leadership skills in an applied setting;
2. A gateway to meaningful careers and additional educational opportunities; and
3. A strong talent pipeline that meets Idaho business workforce needs.

GOAL 1 EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

Objective A: ~~Technical assistance and support for CTE programs – Provide timely, accurate, and comprehensive support to CTE programs that meets the needs of administrators and instructors at both the secondary and postsecondary levels.~~ Support State Board Policy III.Y by aligning CTE programs among the technical colleges and ensuring that secondary program standards align to those postsecondary programs.

Objective B: ~~Data-informed improvement – Develop quality and performance management practices that will contribute to system improvement, including current research, data analysis, and strategic and operational planning.~~ Technical assistance and support for CTE programs – Provide timely, accurate, and comprehensive support to CTE programs that meets the needs of administrators and instructors at both the secondary and postsecondary levels.

Objective C: ~~Funding Quality Programs – Secondary and postsecondary programs will include key components that meet the definition of a quality program and are responsive to the needs of business and industry.~~ Data-informed improvement – Develop quality and performance management practices that will contribute to system improvement, including current research, data analysis, and strategic and operational planning.

Objective D: ~~Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements.~~ Funding Quality Programs – Secondary and postsecondary programs will include key components that meet the definition of a quality program and are responsive to the needs of business and industry.

Objective E: Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements.

GOAL 2 EDUCATIONAL READINESS – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn at the next educational level.

Objective A: Workforce Training – Non-credit training will provide additional support in delivering skilled talent to Idaho’s employers.

Objective B: Adult Education (AE) – AE will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.

Objective C: Centers for New Directions (CND) – CNDs will help foster positive student outcomes, provide community outreach events and workshops, as well as collaborate with other agencies.

GOAL ~~2-3~~ EDUCATIONAL ATTAINMENT – Idaho’s public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.



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

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

Objective B: Higher Level of Educational Attainment – Increase completion of microcredentials.

GOAL ~~3-4~~ 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.

Objective A: ~~Workforce Training— Non-credit training will provide additional support in delivering skilled talent to Idaho’s employers. CTE concentrators will demonstrate college and career readiness.~~

Objective B: ~~Adult Education (AE)— AE will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency. CTE teachers will track student progress for pathway completion through the microcredential platform.~~

~~Objective C: Centers for New Directions (CND)— CNDs will help foster positive student outcomes, provide community outreach events and workshops, as well as collaborate with other agencies.~~

Goals and objectives are reviewed annually and updated at a minimum of every four years.

c. Describe the State’s strategy for any joint planning, alignment, coordination, and leveraging of funds between the State’s career and technical education programs and programs of study with the State’s workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2) (B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)

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

d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)

The Division will use leadership funds in accordance with Section 112(a)(2)(B) of the Act to:

- ~~continue supporting~~ Support non-traditional students through an equal distribution of \$10,000 to each of the six eligible postsecondary recipients; Any unspent funds from prior year will be targeted towards non-traditional student activities;
- ~~support~~ Support programs at the Idaho Department of Corrections not to exceed 1 percent of the total allocation for the State;
- ~~provide~~ Provide additional funds equal to 0.5 percent to be distributed to the Idaho Department of Juvenile Corrections and Idaho Educational Services for the Deaf and Blind at a base amount of \$7,500 per facility with the remainder split evenly between the two agencies;
- ~~improve~~ Support enrollment of special populations into CTE programs through coordination with other State agencies including, but not limited to, the Division of Vocational Rehabilitation and the Idaho State Department of Education (an amount equal to 0.1 percent).

Remaining leadership funds will be used to provide statewide professional development and leadership development; provide technical assistance to recipients; develop statewide programs and programs of study; support Career and Technical Student Organizations (CTSOs); ~~and to~~ support development of valid and reliable assessments of competencies and technical skills; program alignment; and enhanced data use capabilities.

## 2. Implementing Career and Technical Education Programs and Programs of Study

a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

### Secondary

The Idaho Division of Career ~~and~~ Technical Education (Division) currently supports fifty ~~four~~ seven (~~54~~57) approved programs of study for secondary programs (see Appendix A) under in six seven (67) discipline areas program areas representing fifteen (15) of the sixteen (16) career clusters as described in the National Career Clusters® Framework as presented by Advance CTE (excluding Government career cluster). All Idaho public secondary schools are required to provide career technical education courses.

The seven ~~Six discipline program~~ areas are:

1. Agriculture, Food, and Natural Resources
2. Business and Marketing Education
3. Engineering and Technology Education
4. Family and Consumer Sciences and Human Services
5. Health Professions and Public Safety
6. Trades and Industry
7. Individualized Occupational Training

### Middle School

Students may also participate in career exploration starting in middle school. Idaho public schools are required to provide career exploration courses to students grades 7 and 8. Career technical education programs may be delivered starting in grade 7.

Postsecondary

The technical colleges support over 200 programs representing all seven of the identified secondary program areas.

~~National Career Cluster® Framework:~~

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

b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 1328 will—

- i. promote continuous improvement in academic achievement and technical skill attainment;
- ii. expand access to career and technical education for special populations; and
- iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4) (B) of Perkins V)

i. The Division collects data related to local education agencies (LEA) through the Idaho System for Educational Excellence (ISEE) operated and maintained by the ~~State Department of Education (SDE) Office of the~~ State Board of Education (OSBE). ISEE is a robust data system allowing for the collection of disaggregated data down to the student and course level at each public school within the state. Each CTE course is assigned a unique code by ~~SDE OSBE~~ associated with federally accepted School Codes for Exchange of Data (SCED) CIP codes. Postsecondary CIP codes are then aligned to the SCED codes. School administrators are responsible for accurate entry of data into ISEE.

The Division collects postsecondary disaggregated data directly from the institutions. Each CTE program is assigned a unique program ID associated with federally accepted CIP codes.

Institutions are required to certify that information provided to the Division is accurate and complete. The Division validates all postsecondary data tied to approved programs.

Pursuant to Section 33-2202, Idaho Code, the Division, through the Administrator for Career Technical Education, is responsible for administering all public CTE programs in Idaho. As such, the Division is authorized to set the process and procedures for establishing approved CTE programs of study. ~~In Idaho, the~~ secondary portion of a program of study is called a pathway and consists of a sequence of courses culminating in a capstone course. ~~Capstone courses are limited to juniors/seniors and require Technical Skills Assessments that test a student's understanding of program standards. The Division~~ Through consultation with industry leaders, postsecondary institutions, and LEAs, the Division establishes program standards to align with industry standards, ~~and it~~ is through the standards setting process that the Division develops programs of study for the State of Idaho.

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

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

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

An effective TAC reveals local career opportunities, prepares students to enter the workforce, and ~~or~~ helps upgrade the skills of workers already employed. The TAC advises the program to ensure it stays up to date in terms of content and training. TAC members also assist in, and advocate for, student, faculty, and program needs. ~~Ultimately,~~ TACs strengthen the working relationships between the career ~~and~~ technical education programs and the communities they serve.

TACs at the secondary level are established by a program representative, which is ~~usually~~ typically the local CTE administrator, teacher, or departmental chairperson. TACs must meet Division guidelines.

~~A TAC can be established:~~

- ~~• for a single program of study~~
- ~~• as a school-wide committee that includes representatives from multiple industries (aligned to the programs of study the school offers)~~
- ~~• as a joint committee with other schools in the district and/or with nearby districts~~
- ~~• This is especially helpful in ensuring alignment of curriculum and seamless transition for students from high school to the technical colleges)~~

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

~~The size of the committee may vary by the size of the community, scope of the career and technical education program, diversity of business and industries in the community, and purpose of the committee. Size may also vary over time to align with specific committee activities. Committees should be large enough to reflect the diversity of the community, yet small enough to be managed effectively. Committees with more than 15 members can become unmanageable. Five to nine members are adequate size for most committees.~~

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

- ~~1. Develop a list of prospective members that include several key characteristics:
 
  - ~~a. Representatives of:
 
    - ~~i. business/industry (program specific or broad industry representation for schoolwide committees);~~
    - ~~ii. local community (including Idaho Department of Labor representatives, if located in the community);~~
    - ~~iii. general geographic area to be served; and programs at other schools, if applicable.~~~~
  - ~~b. People who:
 
    - ~~i. have recent experience related to the program area.~~
    - ~~ii. are available to attend TAC meetings.~~
    - ~~iii. have an interest in education and the program.~~~~~~
- ~~2. Once the list is compiled, interview prospective members. The interviews should:
 
  - ~~a. explain the nature of the committee.~~
  - ~~b. explain the prospective member's role on the committee.~~
  - ~~c. describe the terms and length of service.~~
  - ~~d. gauge the prospective member's level of interest in serving and determine to what extent his or her participation would benefit the program.~~~~



~~3. Send an invitation letter to prospective new member, which is signed by appropriate program or school leadership, including the date, time, and location of the next committee meeting.~~

~~4. Once the administrator approves the appointment and the member has accepted it, send a formal letter of appointment.~~

c. Describe how the eligible agency will—

i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;

iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

~~i. Secondary programs of study are listed as electives in each school district's student handbook disseminated to students during registration.~~ [Approved program areas are listed on the Division website.](#)

Information is also disseminated at career fairs, student assemblies, and through the Next Steps [Idaho](#) website. ~~at <https://nextsteps.idaho.gov/>.~~ Next Steps is Idaho's comprehensive clearinghouse of information and resources pertaining to college and career. The website features a grade-by-grade timeline to help students prepare for life after high school. Resources provided on the website are designed to assist students in exploring [careers](#), obtaining postsecondary credits through advanced opportunities, and [inform students of](#) the availability of funding sources for their career development.

Postsecondary institutions provide a course catalog available in hard copy and online. Institutions employ transition coordinators to provide guidance to secondary students seeking to obtain certifications or degrees in their chosen profession. Each coordinator is responsible for disseminating information about available programs to LEAs within the region associated with their postsecondary institution.

Information regarding [secondary](#) approved programs of study and associated standards may be found on the Division website, at

~~<https://cte.idaho.gov/students/transition-to-college-career/>. Links to Idaho Advanced Opportunities (described in 2.d) are provided on the website at <https://cte.idaho.gov/students/high school programs/advanced opportunities/>.~~

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

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

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

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

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

The Division’s annual professional development conference, ~~REACH~~, provides multiple training ~~and~~ collaboration opportunities to foster the development of strong programs. ~~In addition, REACH~~ [Additionally, it](#) provides the opportunity for ancillary stakeholders to access state level program managers and agency directors that oversee program development and delivery.

Division staff uses the information gathered ~~at REACH~~ to help guide agency collaboration efforts throughout the year with key stakeholder groups. These groups include:

- Centers for New Directions.
- Dual Credit and Transition Coordinators.
- Postsecondary Presidents, Provosts, and Deans.
- Department of Corrections.
- Department of Juvenile Corrections.
- Idaho [Bureau of](#) Education Services for the Deaf and Blind.
- Department of Education, Special Education Secondary Transition.

- [Division of Vocational Rehabilitation.](#)
- High school ~~guidance~~ counselors and college and career advisors.
- ~~Middle school~~ [Teachers, instructors,](#) and administrators.
- Department of Labor.
- [Workforce Training Centers.](#)
- [Fire service trainers.](#)
- [Local Adult Education directors.](#)

[Through Idaho's advanced opportunities programs, secondary students can participate in programs and courses designed to provide a postsecondary experience or deliver postsecondary level instruction. Most of these programs, when successfully completed, result in secondary students earning postsecondary credits while in high school or when they matriculate to a public Idaho postsecondary institution. These programs require secondary and postsecondary programs to collaborate to assure success.](#)

iii. The Idaho Department of Labor developed a labor market information tool in collaboration with the Division and the ~~Idaho Workforce Development Council~~ [WDC](#). The labor market tool is a sortable database accessible to all recipients that may be used to identify in-demand occupations at the statewide level or refined down to occupations within each region.

iv. The Division [works with organizations to focus on support for special populations such as](#), ~~in collaboration with the National Alliance for Partnerships in Equity (NAPE) to help identify and eliminate barriers,~~ [intends to develop an equity training program during the State Plan period that will facilitate identifying and eliminating barriers](#) for special populations to participate in CTE programs. ~~Once developed, the Division will require all recipients to receive annual equity training to remain eligible for Perkins funds.~~

v. ~~Following the process outlined in ii, the Division will present proposed new secondary programs of study to the State Board Education for consideration and approval. Once approved, board policy will establish the statewide framework including program standards. OSBE policy section III.G: Postsecondary Program Approval and Discontinuance, provides the Division with the method for approving locally developed programs of study or career pathways under section 132. Section 33-2202, Idaho Code, establishes the Idaho State Board for Career Technical Education and the role of the State Administrator for career technical education in Idaho. The State Board, established in Section 33-101, Idaho Code, serves as the Idaho State Board for Career Technical Education. The State Board of Education has governance and oversight over all publicly funded education in Idaho (elementary, secondary, and postsecondary) and is Idaho's State Education Agency. Section 33-107, Idaho Code, authorizes the Board to approve all non-CTE programs leading to a degree and section 33-2202, Idaho Code authorizes the State Board for Career Technical Education authority to approve CTE programs and set policy for all CTE programs. Through Board Policy III.G, the Board has established the process for the approval and discontinuation of all postsecondary programs. Through this process, the Division reviews and approves programs of study and career pathways aligned with the approved CTE program standards or forwards the requests to the full Board for approval with recommendation.~~

vi. As part of ~~our~~ [the](#) new program application process, all new secondary program applications are required to demonstrate the existence of a relevant and participatory ~~technical advisory committee~~ [TAC](#). These committees are designed ~~and intended~~ to help ensure program delivery aligns with industry needs and to help provide real world experiences to CTE students as part of

their program experience. When possible, secondary programs are encouraged to partner with their postsecondary counterparts to create regional, program specific advisory committees.

The Division requires work-based learning [standards](#) in all Idaho programs of study and also requires a Workplace Readiness Assessment ~~for all seniors who have completed any two CTE courses.~~

~~In addition to the work-based learning courses available in each CTE program of study, t~~[The Workforce Development Council](#) ~~WDC recently launched has a new~~ [an](#) initiative tied to work-based learning and established a statewide definition in collaboration with a variety of stakeholders.

~~As defined in IDAPA~~

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

~~The Division provides disaggregated performance data annually for recipient analysis by program of study.~~ Performance gaps will necessitate a performance improvement plan with a description of strategies that will be employed (professional development, micro-messaging, etc.) to address issues. The Division will review, assess, and approve all performance improvement plans.

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

d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

Secondary and postsecondary career ~~and~~ technical education programs provide opportunities for students to earn college credit as outlined in ~~the State Board of Education's Advanced Opportunities policies and procedures (section III.Y https://boardofed.idaho.gov/board-policies-rules/board-policies/higher-education-affairs-section-iii/iii-y-advanced-opportunities/).~~ The State Board recognizes four ~~different~~ advanced opportunities programs: ~~Technical Competency Credit (TCC), Advanced Placement®, dual credit, and the College Level Examination Program.~~ [Additionally, Section 33-4602, Idaho Code, establishes the state funded advanced opportunities program. This program provides each Idaho public school student with access to funds to reimburse public schools for the cost of eligible advanced opportunities costs. These include dual credit courses per credit fees, Advanced Placement exams, CLEP exams, CTE exams that lead to an industry-recognized certificate, license, or degree and CTE workforce training courses. The Stat](#)

Board has set the dual credit course fee at \$75/per credit for courses taken though the high school. Dual credit courses include CTE courses.

In addition, articulation agreements as well as badges awarded in Idaho’s microcredentialing platform, administered by the Division, link secondary career ~~and~~ technical education programs and postsecondary programs that may lead to: ~~Microcredentials; Technical Certificate of Completion;~~ Basic Technical Certificate; Intermediate Technical Certificate; Advanced Technical Certificate; or an Associate ~~or Advanced Associate~~ of Applied Science Degree (A.A.S.). Completion of an A.A.S. degree may leads to a Bachelor of Applied Technology Degree (B.A.T.) or Bachelor of Applied Science Degree (B.A.S.).

The Division is currently aligning all secondary CTE programs of study to postsecondary CTE programs using a ~~micro-certification~~ microcredentialing system called SkillStack®. SkillStack® is a digital badging and /micro-certification credentialing platform that allows Idaho’s educators to validate the skills their students demonstrate proficiency ~~in,~~ leading to industry-relevant badges ~~/TCCs,~~ and microcredentials. Microcredentials may be stacked. Public postsecondary institutions may then award credits and or credentials through the Board’s established credit for prior learning process.

Program standards are developed for each badge through a collaborative process that engages industry, postsecondary faculty, secondary faculty, and other critical stakeholders. As students provide evidence of the competencies for each skill, educators evaluate the competencies based on common assessments —(including the Technical Skills Assessment and Postsecondary Assessment). Once all skills are validated for a particular badge, the information is entered in the SkillStack® platform and badges are issued.

Matriculating Through Idaho Advanced Opportunities program and credit for prior learning policies secondary students can receive postsecondary credit for work accomplished during their high school tenure.

Originally, Idaho’s high school, college, university, and workforce training educators ~~are were~~ the only individuals allowed to validate skills in SkillStack®. These individuals gain authorization to validate skills upon verification and training from the Division. Since the original Perkins V State Plan, we now have other educational and non-CTE entities using the system.

Employers can search the database for individuals that have been awarded badges aligned to the jobs they are trying to fill. The SkillStack® platform will invite those individuals to learn more about the open position by visiting the company’s website or location where the job is posted.

**e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)**

In Idaho, the secondary portion of a program of study is called a pathway and consists of a sequence of courses culminating in a capstone course. Capstone courses are primarily limited to juniors and/ seniors and require Technical Skills Assessments (TSAs) that test a student’s understanding of program standards. The Division, through consultation with industry leaders, postsecondary institutions, and LEAs establishes program standards to align with industry



standards, and it is through the standards setting process that the Division develops programs of study for the State of Idaho.

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

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

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

An effective TAC reveals local career opportunities, prepares students to enter the workforce, and ~~or~~ helps upgrade the skills of workers already employed. The TAC advises the program to ensure it stays up to date in terms of content and training. TAC members also assist in, and advocate for, student, faculty, and program needs. ~~Ultimately,~~ TACs strengthen the working relationships between the career ~~and~~ technical education programs and the communities they serve.

TACs at the secondary level are established by a program representative, which is ~~usually typically~~ the local CTE administrator, teacher, or departmental chairperson. TACs must meet Division guidelines.

~~A TAC can be established:~~

- ~~• for a single program of study.~~
- ~~• as a school wide committee that includes representatives from multiple industries (aligned to the programs of study the school offers).~~
- ~~• as a joint committee with other schools in the district and/or with nearby districts. This is especially helpful in ensuring alignment of curriculum and seamless transition for students from high school to the technical colleges).~~

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

- ~~1. Determine the structure of the committee:
 
  - ~~a. Interview the representatives from programs with well established committees.~~
  - ~~b. Study the duties, function, and framework of existing committees.~~
  - ~~c. Observe committee meetings.~~
  - ~~d. Consider creating an ad hoc committee to plan and develop the new TAC.~~~~
- ~~2. Prepare a general structure and plan for the committee.~~

- ~~3. Obtain appropriate approvals.
 
  - ~~a. Explain the intended function of the TAC to administration.~~
  - ~~b. Share examples of other committees, particularly for similar areas of study or those with similar workforce needs.~~
  - ~~c. List potential benefits to the administration, school, and teachers. Individualized Occupational Training (IOT) programs are not required to have separate TACs if the program representative can gain industry input by attending the TAC meetings of other programs in the school.~~~~
- ~~4. General Committee Framework. A TAC is a group that is:
 
  - ~~a. recognized for its expertise in a specific occupational area,~~
  - ~~b. made up of business, industry, and labor representatives of the occupation(s) for which training is provided, and~~
  - ~~c. organized to advise school personnel on matters concerning the career and technical education program.~~~~

~~The size of the committee may vary by the size of the community, scope of the career and technical education program, diversity of business and industries in the community, and purpose of the committee. Size may also vary over time to align with specific committee activities. Committees should be large enough to reflect the diversity of the community, yet small enough to be managed effectively. Committees with more than 15 members can become unmanageable. Five to nine members are generally an adequate size for most committees.~~

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

- ~~5. Develop a list of prospective members that include several key characteristics.
 
  - ~~a. Representatives of:
 
    - ~~i. business/industry (program specific or broad industry representation for schoolwide committees);~~
    - ~~ii. local community (including Idaho Department of Labor representatives, if located in the community);~~
    - ~~iii. general geographic area to be served; and~~
    - ~~iv. programs at other schools, if applicable.~~~~
  - ~~b. People who:
 
    - ~~i. have recent experience related to the program area.~~
    - ~~ii. are available to attend TAC meetings.~~
    - ~~iii. have an interest in education and the program.~~~~~~
- ~~6. Once the list is compiled, interview prospective members. The interviews should:
 
  - ~~a. explain the nature of the committee.~~
  - ~~b. explain the prospective member's role on the committee.~~
  - ~~c. describe the terms and length of service.~~
  - ~~d. gauge the prospective member's level of interest in serving and determine to what extent his or her participation would benefit the program.~~~~
- ~~7. Send an invitation letter to prospective new member, which is signed by appropriate program or school leadership, including the date, time, and location of the next committee.~~
- ~~8. Once the administration approves the appointment and the member has accepted it, send a formal letter of appointment.~~

**f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.**

~~Eligible recipients will be provided with baseline SDPLs for the for year period of the State Plan through the Division website at . Annual disaggregated data collected and correlated by the Division for each secondary recipient will be provided through secure file protocol maintain by the Division.~~

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

Copies of the secondary and postsecondary applications ~~have been uploaded.~~ [are available on the Division's Educator Portal.](#)

g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.

[Copies of the comprehensive local needs assessment template and guidelines are available on the Division's Educator Portal.](#)

h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

**SIZE**

As defined by the Division, at the secondary level, means the recipient must offer a minimum of one ~~(1)~~ Division approved program of study [aligned to one state and \(1\)](#) authorized CTSO. [LEAs can also be in the application process as determined by the Division to be eligible for funding. Both must align to the comprehensive local needs assessment. A Career and Technical School \(CTS\) must have a minimum of three \(3\) Division approved programs of study and one \(1\) authorized CTSO. Both must align to the comprehensive local needs assessment.](#) Individual courses that constitute a program of study should take into consideration the available space, equipment, ~~technology~~, safety, and teacher to student ratio for a quality student experience.

At the postsecondary level, means a program approved by the Idaho State Board for Career Technical Education in compliance with Board policy III.G.; Postsecondary Program Approval and Discontinuance, that meets the enrollment requirements established by the ~~community college~~ [postsecondary institution](#) and offers [a](#) recognized postsecondary credential.

**SCOPE**

~~The term "scope" as defined by the Division~~ [At the secondary level](#) means ~~that a secondary~~ program must provide opportunity for postsecondary advancement as evidenced by: at least ~~one (1) articulation agreement in place or~~ opportunity [ies](#) to earn college credits under Idaho's Advanced Opportunities program; alignment with business and industry needs as identified in the CLNA; rigorous academic and technical skills aligned with challenging academic and CTE standards (including employability skills); a capstone course within a program of study; a recognized [industry or](#) postsecondary credential; participation in work based learning experiences; and identifying one (1) of the three (3) definitions of a high skill, high wage, or in demand occupation in their CLNA.

~~At the P~~ [postsecondary level means](#) programs ~~must that~~ provide opportunities to earn a degree or certificate, [including, but not limited to,](#) (Basic Technical Certificate (B.T.C.), Intermediate Technical Certificate (I.T.C.), Advanced Technical Certificate (A.T.C.), or Associate ~~or Advanced Associate~~ of Applied Science degree (A.A.S.)) that: aligns with business and industry needs as identified in the CLNA; includes rigorous academic and technical skills aligned with challenging academic and CTE standards;

provides work based learning experiences; and leads to a high skill, high wage, or in demand occupation.

**QUALITY**

~~As defined by the Division, quality means a~~At the secondary level means an educational program that effectively uses data to inform and improve student success, including closing student equity gaps in access and completion and improving attainment of rigorous academic and technical skills. Secondary CTE concentrators, as defined by the state, demonstrate acceptable levels of proficiency as measured by ~~Technical Skills Assessments~~TSAs. ~~At least one Technical Skills Assessment must be offered once every two years to remain eligible to receive Perkins funds.~~ Authorized CTSOs must align with CTE course curriculum, but are not limited to programs of study offered.

Postsecondary CTE concentrators, as defined by the ~~state~~Division, demonstrate proficiency through earning a degree or certificate (Basic Technical Certificate (B.T.C.), Intermediate Technical Certificate (I.T.C.), Advanced Technical Certificate (A.T.C.), or Associate of Applied Science degree (A.A.S.) ~~—an Advanced option may be awarded for additional credits of at least 15 credit hours that are beyond the A.A.S. degree).~~

All secondary and postsecondary recipients must complete ~~or update their a Comprehensive Local Needs Assessment ( CLNA)~~ at least every two ~~(2)~~ years, have a ~~technical advisory committee~~TAC for each program of study that meets at least once a year, annually submit program data and analysis showing progress toward performance targets, employ faculty that meet the minimum certification requirements as established by the Division, and must connect to an authorized CTSO that is aligned to course curriculum and led by qualified personnel. ~~a teacher that meets the minimum certification requirements as established by the Division, and must provide professional development opportunities.~~

### 3. Meeting the Needs of Special Populations

a. Describe the eligible agency’s program strategies for special populations, including a description of how individuals who are members of special populations—

- i. will be provided with equal access to activities assisted under this Act;
- ii. will not be discriminated against on the basis of status as a member of a special population;
- iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113,
- iv. will be provided with appropriate accommodations; and
- v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

i. All eligible recipients must verify that special populations have access to all program areas offered in their school through the application process. The Division works with organizations that focus on support for special populations such as, ~~in collaboration with the National Alliance for Partnerships in Equity (NAPE), to help~~ intends to develop an equity training program during the ~~State Plan period that will facilitate~~ identifying and ~~eliminating~~ eliminate barriers for special

populations to participate in CTE programs. ~~Once developed, the Division will require all recipients to receive annual equity training to remain eligible for Perkins funds.~~

ii. Members of special populations enroll in ~~career and technical education~~ CTE programs in accordance with their individual interests and not on the basis of their status as members of special populations. The local application requires eligible recipients to describe specific strategies that will be used to prevent discrimination against individuals based on their status as member of special populations.

The Division will provide technical assistance to eligible recipients to enable them to identify and overcome barriers to equitable participation for each student, including barriers based on special population, ~~and~~ or on gender, race, color, national origin, disability, and age as required by various civil rights laws. Assistance will also be provided to prevent enrolling special population students into specific career ~~and~~ technical education programs based on status rather than interests.

iii. The Division will consult with other Idaho agencies related to special populations to gain a deeper understanding of student needs. Agencies will be invited to provide technical assistance in the Division’s efforts to develop and implement ~~equity training as a requirement for Perkins funding.~~ The Division will provide technical assistance to those agencies.

iv. ~~The Idaho Core Teacher Standards and Foundation Standards for Career and Technical Education require an understanding of how students learn and develop, differ in their approaches to learning, how to create instructional opportunities to meet student needs and how instruction accommodations can be used to increase student learning.~~ Secondary and postsecondary programs are required to provide reasonable accommodations in accordance with Individuals with Disabilities Education Act (IDEA)

v. The Division has connected with the Division of Vocational Rehabilitation and other statewide agencies, ~~with regional Transition Coordinators in five of Idaho’s six education regions through a series of outreach efforts.~~ The Division works with these agencies to promote ~~will develop a semi-annual process of promoting~~ interagency collaboration between local Perkins recipients and agencies who serve special populations.

#### 4. Preparing Teachers and Faculty

a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

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

~~Idaho will~~ The Division works to ensure that school counselors and college and career advisors are equipped to help students understand the value of acquiring workplace readiness and leadership skills including: creative literacy, critical thinking, collaboration, technology, and communication skills. They will also help students take advantage of learning in applied settings, such as work-based learning,



including school-based simulated work sites, mentoring, work site visits, job shadowing, project-based learning, and skills-based and paid internships. [OSBE collaborates with the Division to provide resources and tools for teachers, school counselors and college and career advisors and other educators to help all students improve instruction and support college and career readiness through the Next Steps Idaho website in alignment with the state college and career readiness competencies.](#)

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

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

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

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

The Division offers new teacher training in several layers to completely support new teachers who enter the classroom directly from industry. These individuals are issued a three-year nonrenewal limited occupational specialist (LOS) teaching certificate for their first three years in the classroom while earning their standard teaching certificate. Components of the new teacher training program are: (1) Pre-service Academy, which is an online training to instruct new teachers in Idaho's teacher standards, (2) First Camp and First Camp OA (occupational analysis), (3) prescribed teacher training offer through three different formats/platforms, which the new teachers can choose, and (4) a mentoring and coaching program. The teacher training program consists of:

1. Pre-service Academy: This self-paced program is offered completely online. It instructs new teachers in the foundational standards for Idaho teachers.
2. First Camp and First Camp OA: First Camp is a four-day intensive training intended to cover many of the "firsts" of a new teacher's experience. It embarks on the topics they will learn in more depth through their teacher training such as pedagogy, classroom management, instructional planning, and so forth. First Camp OA is a training offered during their second year intended to cover occupational analysis to help new teachers take the content they know from their industry background and turn it into curriculum.
3. Teacher training: New teachers complete a training program of their choice to learn about the learner, pedagogy, classroom management, planning for instruction, and other necessary components of teaching. One option is to complete 12 credits of prescribed university coursework. Another option is to participate in the InSpIRE Ready! program, which is underwritten by the Division. InSpIRE Ready! stands for Industry Specialist Integrating Real-world Experience. Secondary teachers complete the Non-traditional Teacher Preparation Program offered through the College of Southern Idaho. Postsecondary teachers complete a prescribed list of courses offered through CTE Learn, which is the education arm of the Association for Career Technical Education (ACTE).
4. Mentor program: During the first three years while teachers are awarded a three-year LOS certificated. The Division provides a mentor/coach who observes their teaching at least once per semester, provides feedback and coaching, and helps them through their certification process. Mentors are not evaluative, only supportive.

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

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

## Narrative Descriptions – Fiscal Responsibility

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

- a. each eligible recipient will promote academic achievement;
- b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and
- c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

Local a Applications and ~~Comprehensive Local Needs Assessments~~ CLNAs are two separate documents used to inform projects funded through the Act. Project descriptions and budgets must be submitted on an annual basis and must include information on how needs identified in the CLNA determined which projects to fund. All applications go through a two ~~(2)~~-step process of approval. Recipients must be approved through a local application.

Applications and CLNAs will be reviewed by Program Quality Managers, the Program Director of Perkins and Methods of Administration, and other Division personnel as applicable. Reviews assess: ~~and the Federal Oversight and Compliance Coordinator to determine:~~

- ~~the~~ The recipient’s qualifying program of study.
- ~~the~~ The accuracy of the list of programs of study in the application.
- ~~presence~~ Presence, accuracy, and reasonableness of the information as required by section 134 of the Act.

Project descriptions and budgets will be reviewed by Program Quality Managers, the Program Director of Perkins and Methods of Administration, and other Division personnel as applicable ~~the Federal Oversight and Compliance Coordinator, and administrative personnel~~ to determine:

- ~~connectivity~~ Connectivity to the application and CLNA.
- ~~completeness~~ Completeness of project.
- ~~allowability~~ Allowability and accuracy of proposed project budgets.

Eligible recipients must offer CTE programs that include rigorous, sequential CTE content aligned with ~~challenging academic standards as established by the SDE~~ state content standards as applicable to the program area.

Programs of study must meet the Division standards ~~developed by the Division~~ and will be evaluated on a regular basis by Program Quality Managers assigned to one of the ~~six~~ seven (7) ~~(6)~~ discipline areas. All secondary concentrators must demonstrate industry-determined levels of proficiency as measured by ~~Technical Skills Assessments~~ TSAs.

Postsecondary concentrators demonstrate proficiency through any of the following: earning a microcredential; Technical Certificate of Completion; ~~Basic Technical Certificate; Intermediate Technical Certificate; Advanced Technical Certificate; or an Associate~~ ~~or Advanced Associate~~ of Applied

Science Degree (A.A.S.) ~~as aligned with industry standards.~~ Completion of an A.A.S. degree may leads to a Bachelor of Applied Technology Degree (B.A.T.) or Bachelor of Applied Science Degree (B.A.S.).

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—

a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and

b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

Funds made available under Section 111 of the Act will be allocated to both secondary and postsecondary ~~and~~ adult career ~~and~~ technical education programs. Of the funds available under Section 112(a)(1), ~~13-15~~ percent will be reserved in accordance with Section 112(c). The remaining funds will be allocated 65 percent to secondary education recipients and 35 percent to postsecondary education recipients.

Idaho's allocation of funds to secondary and postsecondary recipients reflects historical data analysis with a basis in career ~~and~~ technical education full-time equivalent (FTE) positions funded by both State and Federal agencies.

Idaho encourages any LEA, including ~~or~~ public charter schools, not meeting the minimum allocation amount of \$15,000 (Sec. 131(c)(1)) to enter into a consortium with other LEAs ~~or public charter schools~~ for the purposes of meeting the minimum allocation amount. LEAs, in accordance with Section 131(f)(1) of the Act, are encouraged to operate programs that are of sufficient size, scope, and quality to be effective or to participate in a Career Technical ~~School~~ Center. Funds distributed to individual LEAs within the consortium must be pooled to meet the minimum allocation requirement. Funds shall be used only for purposes and projects mutually beneficial to all consortium members. Such funds may not be reallocated to individual members of the consortium for purposes or projects benefitting only one ~~(1)~~ member of the consortium.

Waivers ~~to~~ of the minimum allocation amount will only be granted in those instances where the LEA has an approved program of study that is of sufficient size, scope, and quality, and can demonstrate they are unable to enter into a consortium agreement. Documentation of the attempt(s) to enter into an agreement will be required. Waivers are based on the LEA's ability to enter into an agreement, ~~not their willingness.~~

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

Allocation amounts are calculated in accordance with section 131(a)-(e). Reserve fund amounts are provided for those districts designated as rural or remote. Values are based on the initial assumption that all ~~districts~~ local education agencies have a program of study and may be used to help determine if a program of study is appropriate. Final funding distributions are made to local education agencies with an approved program or an approved plan to start a program. Allocations will be updated annually to reflect the Idaho allotment amount as determined by the US Secretary

of Education. ~~The table above will be modified once a determination is made of whether a district has or will have a program of study.~~

3. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

The Division will update data annually based on the US Census data and state enrollment data to verify eligible local education agencies. This includes local education agencies without geographic borders by using actual enrollment and population data based on a percentage of the local population. ~~adjust the data used to make allocations to reflect changes in school district boundaries and charter LEAs operating approved career and technical education programs by using the criteria established by the Idaho Department of Education for use with the Elementary and Secondary Education Act of 1965.~~

Idaho ~~has two types of~~ charter schools may be authorized through the Idaho Public Charter School Commission or authorized by a school district Board of Trustees. Charter schools approved by the Idaho Public Charter School Commission are separate local education agencies with attendance areas that may overlap multiple school district boundaries. Charter schools authorized by a school district may be identified as separate local education agencies, however, their attendance boundaries fall within the authorizing school district's boundaries. Virtual charter schools are approved by the Idaho Public Charter School Commission and attendance area covers the entire state.

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

For purposes of Perkins V funds, charter schools ~~approved~~ authorized by the school district board of trustees are considered to be the same as all other schools within the school district. Charter schools operating approved career ~~and~~ technical education programs that are authorized by the Idaho Public Charter School Commission ~~may have been designated as LEAs by the Idaho Charter Schools Commission will~~ qualify for separate allocations.

4. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—

- a. include a proposal for such an alternative formula; and
- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 1328 will—

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Idaho is not requesting a waiver at this time.



5. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—

- a. include a proposal for such an alternative formula; and
- b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Idaho is not requesting a waiver at this time.

6. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

Secondary eligible recipients

The Division reserves funds in accordance with Section 112(c) of Perkins V to carry out multiple functions. Primarily, funds will be used to bring rural and remote secondary recipients with a program of study of sufficient size, scope, and quality, to a minimum level of funding. Each rural school district will receive a minimum of \$7,500 and each remote district will receive a minimum of \$15,000 in order to promote the development, implementation, and adoption of programs of study. [Rural districts receiving less than the minimum amount are encouraged to enter a consortium agreement with at least one other district to meet the eligibility funding level established by Perkins V of \\$15,000 \(Section 131\(c\)\(1\)\).](#) Remote districts are not required to enter into a consortium, but may choose to do so.

Waivers to the minimum allocation amount will only be granted in those instances where the LEA has an approved program of study that is of sufficient size, scope, and quality, and can demonstrate they are unable to enter into a consortium agreement. Documentation of the attempt(s) to enter into an agreement will be required. Waivers are based on the LEA’s ability to enter into an agreement, not their willingness.

Postsecondary eligible recipients

~~A portion of R~~reserve funds, ~~not to exceed 10% of the secondary/postsecondary distribution,~~ will also be used to facilitate the transition of career ~~and~~ technical education students from secondary to postsecondary programs. Transition projects for reserve funds must be submitted annually.

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

Eligible Recipients

~~Institutions~~ Postsecondary recipients may receive ~~eligible for a postsecondary Reserve Fund grant award must currently offer~~ reserve funds for approved Perkins CTE programs as long as they ~~and~~ meet at least one of the following criteria in each subsection below:

- (1) in—
  - (a) rural areas;
  - (b) areas with high percentages of CTE concentrators or CTE participants

- (c) areas with high numbers of CTE concentrators or CTE participants
- (d) areas with disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II); and

2) in order to—

- a) foster innovation through the identification and promotion of promising and proven career ~~and~~ technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields; or
- b) promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.

Purpose ~~for of~~ Transition Funds

- 1) Transition secondary career ~~and~~ technical students to postsecondary CTE programs.
- 2) Primary focus on student access to ~~TCC~~ advanced opportunities that directly benefits a student's postsecondary goals and reduces cost of obtaining a postsecondary credential.

~~Project will mainly focus on TCC and SkillStack@Implementation:~~

- ~~a) SkillStack@ training for secondary and postsecondary instructors~~
- ~~b) Establishment of Postsecondary testing and dates~~
- ~~c) Policies for transcription of credit~~
- ~~d) Internal campus communication~~
- ~~e) Regional communication to high school programs~~
- ~~f) Focus on programs of study in their region~~
- ~~g) Active promotion, marketing, and support to secondary programs on SkillStack@~~

~~3) Support the implementation of horizontal program alignment, by promoting content alignment to postsecondary career and technical programs. Secondary programs of study are the primary focus of alignment with postsecondary CTE programs.~~

- ~~a) Individual articulation agreements for TCC should be entered into in limited cases where specific classes do not fall under statewide articulation, and:
 
  - ~~• secondary educators hold the appropriate credentials and certification in the program area where postsecondary credit is to be awarded;~~
  - ~~• secondary and postsecondary faculty reach agreement on the competencies; and~~
  - ~~• secondary and postsecondary faculty reach agreement on the required level of proficiency and approved assessment of student skills.~~
  - ~~• individual articulations must not delineate from learning outcomes of programs that have already been horizontally aligned.~~~~
- ~~b) Statewide articulation agreements will be provided by the Division for each program that has gone through horizontal program alignment and institutions have adopted curriculum changes. Statewide articulations will provide information on the grouping of badges and competencies that must be met, as well as Technical Skills Assessments and other postsecondary requirements for TCC.~~
- ~~c) Dual Credit is identified and supported as one advanced opportunity (academic or technical) by the Idaho State Board Education in Advanced Opportunities Policy III.Y; project should not focus primarily or solely on Dual Credit, nor should funding be used primarily for this activity.~~
- ~~d) TCC and Dual Credit are identified as Advanced Opportunities by the Idaho State Board of Education, Advanced Opportunities Policy III.Y; Institutions should not delineate from Board policy.~~

~~43) This project will commit to the equivalent of at least one (1) full-time position for the oversight of the project.~~

~~Application Process (Postsecondary only)~~

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

- ~~1. Signed Signature Page~~
- ~~2. Application and Project Description Form~~
- ~~3. IDCTE Budget Forecast~~
- ~~4. Budget Narrative~~

~~Expenditures made with federal funds must meet the following criteria:~~

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

7. Provide the State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary’s annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

The Division maintains effort in aggregate expenditures and reports these expenditures on the Consolidated Annual Report. The baseline is a continuing level determined annually from the prior fiscal year’s appropriation.

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

## Narrative Descriptions – Accountability for Results

1. Identify and include at least one (1) of the following indicators of career and technical education program quality—

- a. the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;
- b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
- c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of “other” program quality measure(s) is optional for States.

Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

Idaho is using the following indicators of CTE program quality: 1.b

Idaho has determined the percentage of CTE concentrators graduating high school having attained postsecondary credits as one of the indicators of program quality.

Numerator: The number of CTE concentrators who graduated from high school having attained postsecondary credits in the relevant CTE program of study earned through a dual ~~or concurrent enrollment~~ credit or another credit transfer agreement.

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

**Data Source/Criteria**

~~ISEE: Exit code of 4 (graduates)~~

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

SkillStack@: Includes ~~TCC stacked microcredentials through the Board's established credit for prior learning process. badges for statewide aligned and individual articulation.~~

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

~~SkillStack@: Includes TCC badges for Individual Articulation.~~

Idaho has also selected the applicable ~~Technical Skills Assessment (TSA)~~ as a measure of student success as a statewide, valid, and reliable assessment that is comparable across the State.

Numerator: The number of CTE concentrators who passed the TSA during the reporting year.

Denominator: The number of CTE concentrators who took the TSA during the reporting year.

The Division ~~ICTE~~ will calculate participation rates separately from ~~our~~ federal measures. For students that left school or had a schedule change, they will be excluded from the participation rate.

**Data Source/Criteria**

ISEE: Student demographics (gender, race, special populations)

CTECS (assessment vendor): ~~Assessment vendor~~ Provide pass rates, includes retake score.

Idaho does not currently have reliable systems for tracking performance indicators related to recognized postsecondary credential attainment or work-based learning participation. A statewide work-based learning system is in the early stages of development and may provide more opportunities for assessing program quality in the future.

2. Provide on the form in Step 4b, for each year covered by the State plan beginning in FY ~~2020~~ 2024, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

<u>Secondary Indicators</u>	<u>24/25</u>	<u>25/26</u>	<u>26/27</u>	<u>27/28</u>
<u>1S1: Four Year Graduation Rate</u>	<u>94.8%</u>	<u>94.9%</u>	<u>95.0%</u>	<u>95.1%</u>
<u>2S1: Academic Proficiency – Reading/Language Arts</u>	<u>64.9%</u>	<u>65.9%</u>	<u>66.9%</u>	<u>67.3%</u>
<u>2S2: Academic Proficiency – Mathematics</u>	<u>38.0%</u>	<u>39.5%</u>	<u>40.1%</u>	<u>42.4%</u>

<a href="#">2S3: Academic Proficiency – Science</a>	<a href="#">39.0%</a>	<a href="#">39.8%</a>	<a href="#">40.8%</a>	<a href="#">41.8%</a>
<a href="#">3S1: Post-Program Placement</a>	<a href="#">74.7%</a>	<a href="#">74.8%</a>	<a href="#">75.0%</a>	<a href="#">75.2%</a>
<a href="#">4S1: Non-Traditional Program Concentration</a>	<a href="#">25.3%</a>	<a href="#">25.6%</a>	<a href="#">25.9%</a>	<a href="#">26.2%</a>
<a href="#">5S2: Attained Postsecondary Credits</a>	<a href="#">43.0%</a>	<a href="#">44.0%</a>	<a href="#">44.5%</a>	<a href="#">46.0%</a>
<a href="#">5S4: Technical Skills Assessment</a>	<a href="#">73.0%</a>	<a href="#">74.0%</a>	<a href="#">74.5%</a>	<a href="#">75.0%</a>

<a href="#">Postsecondary Indicators</a>	<a href="#">24/25</a>	<a href="#">25/26</a>	<a href="#">26/27</a>	<a href="#">27/28</a>
<a href="#">1P1: Postsecondary Retention and Placement</a>	<a href="#">80.6%</a>	<a href="#">80.7%</a>	<a href="#">80.8%</a>	<a href="#">80.9%</a>
<a href="#">2P1: Earned Recognized Postsecondary Credential</a>	<a href="#">42.8%</a>	<a href="#">42.9%</a>	<a href="#">43.0%</a>	<a href="#">43.1%</a>
<a href="#">3P1: Non-Traditional Program Concentration</a>	<a href="#">15.2%</a>	<a href="#">15.3%</a>	<a href="#">15.4%</a>	<a href="#">15.6%</a>

3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—

- a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);
- b. an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and
- c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

In the spring of 2019, the Division began outreach efforts with a discussion of performance measure definitions and the selection of which quality of program measure Idaho would use for secondary concentrators. In October of 2019, based on feedback received from stakeholders, the Division selected postsecondary credits as our quality measure. Measurement Guides were developed in November based on feedback before analyzing baseline data in December. Baseline data includes an average of two to four years of data, depending on the specific measure. Secondary baseline data for academic achievement is dependent upon data entered into the statewide system in compliance with federal and state code, including demographic information.

In January 2020, the Division finalized baseline performance levels and announced the opening of the ~~60-day~~ public comment period by email to stakeholders and posting to the Division website. The Division’s ~~Winter~~-winter outreach included a workshop for secondary and postsecondary stakeholders to assist in the review and analysis of their individualized data reports, including a reminder of the timeline for public comment periods for performance levels and the state plan.

[In January 2024, the Division updated baseline measures using data collected over the prior three school years \(20/21 to 22/23\) and proposed State determined performance levels for the next four years. This was announced along with the public comment period as part of the revised State Plan. Secondary and postsecondary programs were provided the proposed baseline measures and given an](#)



[opportunity to provide additional comment. The Division will be reviewing recipient's individualized reports for the CLNA and disaggregated data analysis.](#)

4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).

As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

[Comments for the 2024 Idaho State Plan are found in Appendix A.](#)

5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3) (C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)

As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP),<sup>9</sup> the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.

[The Division uses evidence-based research to provide technical assistance to address disparities and gaps in performance. The Division analyzes disaggregated performance data on an annual basis by program of study. Performance gaps will necessitate a performance improvement plan with a description of strategies that will be employed \(professional development, micro messaging, etc.\) to address issues.](#)

## GLOSSARY

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

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

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

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

### ~~CAREER AND TECHNICAL STUDENT ORGANIZATION (CTSO) (Perkins Sec. 3.6)~~

~~An organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.~~

### ~~CAREER CLUSTER~~

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

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

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

~~high schools, financial literacy, and support services, as appropriate; and may provide assistance for special populations with respect to direct support services that enable students to persist in and complete career and technical education, programs of study, or career pathways.~~

CAREER PATHWAY (Perkins Sec. 3.8)

The term “career pathways” has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102). ~~See Program of Study~~  
(Workforce Innovation and Opportunity Act (WIOA) Sec. 3.7)

(7) CAREER PATHWAY. –The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that–

(A) aligns with the skill needs of industries in the economy of the State or regional economy involved;

(B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171);

(C) includes counseling to support an individual in achieving the individual’s education and career goals;

(D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

(E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

(F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

(G) helps an individual enter or advance within a specific occupation or occupational cluster.

CLUSTER PROGRAM (~~ISBE-SBOE~~ Policy ~~IVVII.EB.7.b2.~~)

As defined by the ~~Idaho State~~ Board ~~Education~~ policy (~~ISBE~~), cluster program: provides introductory and intermediate courses as an introduction to a career technical area and the opportunity to learn workplace readiness expectations. ~~provides introductory and intermediate courses as an introduction to a career technical area and the opportunity to learn workplace readiness expectations. A cluster program must meet the following requirements: consist of a variety of foundation and intermediate courses within a single Career Cluster that does not culminate in a capstone course; offer a program that is three or more semesters (or the equivalent) in length; demonstrate a strong career/workplace readiness skills alignment; participate in a related Career Technical Student Organization; maintain an active Technical Advisory Committee to guide program development and foster industry engagement; and require a nationally validated, industry-based Workplace Readiness Assessment created to evaluate skills and attitudes needed for success in the workplace administered by an approved developer as part of the program.~~

i. Consist of a variety of foundational and intermediate courses within a single Career Cluster. The program does not culminate in a capstone course.

ii. Offer a program that is three or more semesters (or the equivalent) in length.

iii. Demonstrate a strong career/workplace readiness skills alignment.

iv. Participate in a related Career Technical Student Organization.

v. Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.

vi. Require a nationally validated, industry-based Workplace Readiness Assessment created to evaluate skills and attitudes needed for success in the workplace administered by an approved developer as part of the program.

CREDIT TRANSFER AGREEMENT (Perkins Sec. 3.11)

A formal agreement, such as an articulation agreement, among and between secondary and postsecondary education institutions or systems that grant students transcribed postsecondary credit, which may include credit granted to students in dual or concurrent enrollment programs or early college high school, dual credit, articulated credit, and credit granted on the basis of performance on technical or academic assessments.

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

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

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

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

~~(A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and~~

~~(B) at the postsecondary level, a student enrolled in an eligible recipient who has—~~

~~(i) earned at least 12 credits within a career and technical education program or program of study; or~~

~~(ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.~~

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

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

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

DISPLACED HOMEMAKER (Workforce Innovation and Opportunity Act (WIOA) Sec. 3.16)

An individual who has been providing unpaid services to family members in the home and who has been dependent on the income of another family member but is no longer supported by that income; or is the dependent spouse of a member of the Armed Forces on active duty and whose family income is significantly reduced because of a deployment a call or order to active duty, a permanent change of station, or the service-connected death or disability of the member; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

DUAL OR CONCURRENT ENROLLMENT (DUAL CREDIT) PROGRAM (Perkins Sec. 3.15)

The term “dual or concurrent enrollment program” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.~~A program offered by a partnership between at least one institution of higher education and at least one local educational agency through which a secondary school student who has not graduated from high school with a regular high school diploma is able to enroll in one or more postsecondary courses and earn postsecondary credit that is~~

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

(Elementary and Secondary Education Act of 1965 (ESEA) Sec. 8101.15)

A program offered by a partnership between at least one institution of higher education and at least one local educational agency through which a secondary school student who has not graduated from high school with a regular high school diploma is able to enroll in one or more postsecondary courses and earn postsecondary credit that—

(A) is transferable to the institutions of higher education in the partnership; and

(B) applies toward completion of a degree or recognized educational credential as described in the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.).

ELIGIBLE INSTITUTION (Perkins Sec. 3.20)

(A) A consortium of 2 or more entities described in subparagraphs (B) through (F):

(B) ~~including~~ a public or nonprofit private institution of higher education that offers and will use funds provided under this title in support of career and technical education courses that lead to technical skill proficiency or a recognized postsecondary credential, including an industry-recognized credential, a certificate, or an associate degree, except that, for the purpose of section 132, the term “recognized postsecondary credential” as used in this subparagraph shall not include a baccalaureate degree;

(C) a local educational agency providing education at the postsecondary level;

(D) an area career and technical education school providing education at the postsecondary level;

(E) an Indian Tribe, Tribal organization, or Tribal education agency that operates a school or may be present in the ~~state~~State;

(F) a postsecondary educational institution controlled by the Bureau of Indian Education or operated by or on behalf of any Indian Tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination and Education Assistance Act (25 U.S.C. 5301 et seq.) or the Act of April 16, 1934 (25 U.S.C. 5342 et seq.);

(G) a tribally controlled college or university; or

(H) an educational service agency.

ELIGIBLE RECIPIENT (Perkins Sec. 3.21)

(A) A local educational agency (including a public charter school that operates as a local educational agency), an area career and technical education school, an Indian Tribe, Tribal organization, or Tribal education agency or consortium, eligible to receive assistance under 131; or

(B) an eligible institution or consortium of eligible institution eligible to receive assistance under section 132. ~~educational service agency, an Indian Tribe, Tribal organization, or Tribal educational agency or a consortium, eligible to receive assistance; or an eligible institution or consortium of eligible institutions eligible to receive assistance.~~

ENGLISH LEARNER (Perkins Sec. 3.22)

(A) a secondary school student who is an English learner, as defined in section 8101 of the Elementary and Secondary Education Act of 1965; or

(B) an adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and—

(i) whose native language is a language other than English; or

(ii) who lives in a family environment or community in which a language other than English is the dominant language.

~~(ESEA Sec. 8101.20) A secondary school student who is aged 3 through 21; is enrolled or preparing to enroll in a secondary school; who was not born in the United States or whose native language is a language other than English, who is Native American or Alaska Native or a native resident of the outlying areas and who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency or who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or~~



~~understanding the English language may be sufficient to deny the individual the ability to meet the challenging State academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society.~~

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

HIGH\_SKILL (Division defined)

~~A program that leads to a~~ A career that uses an industry validated curriculum meeting standards developed by educators and industry under direction of the Division with multiple entry and exit points resulting in industry recognized certificates, credentials, degrees or apprenticeships beyond a high school diploma.

HIGH\_WAGE (Division defined)

~~A career provides a wage that meets or exceeds the county average wage.~~ A career provides a wage that meets or exceeds the county average wage.

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

IN-DEMAND INDUSTRY SECTOR OR OCCUPATION (~~Perkins Sec. 3.26~~ WIOA Sec. 3.23)

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

~~(Workforce Innovation and Opportunity Act (WIOA) Sec. 3.7)~~ (Workforce Innovation and Opportunity Act (WIOA) Sec. 3.7)

~~(A) IN GENERAL.—The term "in-demand industry sector or occupation" means—~~ (A) IN GENERAL.—The term "in-demand industry sector or occupation" means—

~~(i) an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) 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~~ (i) an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) 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

~~(ii) an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate.~~ (ii) an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate.

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

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

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

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

INDIVIDUAL WITH A DISABILITY (Perkins Sec. 3.28)

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

~~(B) INDIVIDUALS WITH DISABILITIES. –The term ‘individuals with disabilities’ means more than 1 individual with a disability.~~

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

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

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

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

INSTITUTION OF HIGHER EDUCATION (Perkins Sec. 3.30)

The term “institution of higher education” has the meaning given the term in section 101 of the Higher Education Act of 1965.

LOCAL EDUCATIONAL AGENCY (Perkins Sec. 3.32)

The term “local educational agency” (LEA) has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

NON-TRADITIONAL FIELDS (Perkins Sec. 3.33)

Occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

OUT-OF-SCHOOL YOUTH (Perkins Sec. 3.35)

The term “out-of-school youth” has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

OUT-OF-WORKFORCE INDIVIDUAL (Perkins Sec. 3.36)

~~(A) An individual who is a displaced homemaker, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102); or~~

~~(B) –or an individual who–~~

~~(i)(I) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills, or~~

~~(ii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.~~

PARAPROFESSIONAL (Perkins Sec. 3.37)

~~The term “paraprofessional” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965. Also known as a “paraeducator”, includes an education assistant and instructional assistant.– (Elementary and Secondary Education Act of 1965 (ESEA) Sec. 8101.37)~~

~~The term “paraprofessional”, also known as a “paraeducator”, includes an education assistant and instructional assistant.~~

PATHWAY PROGRAM (~~ISBESBOE~~ Policy ~~IV.VII.EC.7.e~~)

A pathway program provides specific career area occupational preparation, the opportunity to learn workplace readiness expectations, and the knowledge and skill development required to transition into a similar postsecondary program.

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

POSTSECONDARY EDUCATIONAL INSTITUTION (Perkins Sec. 3.39)

(A) An institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor’s degree;

(B) a tribally controlled college or university; or

(C) a nonprofit educational institution offering certificate or other skilled training programs at the postsecondary level.

PROFESSIONAL DEVELOPMENT (Perkins Sec. 3.40)

The term “professional development” means activities that—

~~(A) Activities that~~ are an integral part of eligible agency, eligible recipient, institution, or school strategies for providing educators (including teachers, principals, other school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals) with the knowledge and skills necessary to enable students to succeed in career and technical education, to meet challenging State academic standards under section 1111(b)(1) of the Elementary and Secondary Education Act, or to achieve academic skills at the postsecondary level; and

(B) are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused, to the extent practicable evidence-based, and may include activities that—

(i) improve and increase educator’—

(I) knowledge of the academic and technical subjects;

(II) understanding of how students learn; and

(III) ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;

(ii) are an integral part of eligible recipients’ improvement plans;

(iii) allow personalized plans for each educator to address the educator’s specific needs identified in observation or other feedback;

(iv) support the recruitment, hiring, and training of effective educators, including educators who became certified through State and local alternative routes to certification;

(v) advance educator understanding of—

(I) effective instructional strategies that are evidence-based; and

- (II) strategies for improving student academic and technical achievement or substantially increasing the knowledge and teaching skills of educators;
- (vi) are developed with extensive participation of educators, parents, students, and representatives of Indian Tribes (as applicable), of schools and institutions served under this Act;
- (vii) are designed to give educators of students who are English learners in career and technical education programs or programs of study the knowledge and skills to provide instruction and appropriate language and academic support services to those students, including the appropriate use of curricula and assessments;
- (viii) as a whole, are regularly evaluated for their impact on increased educator effectiveness and improved student academic and technical achievement, with the findings of the evaluations used to improve the quality of professional development;
- (ix) are designed to give educators of individuals with disabilities in career and technical education programs or programs of study the knowledge and skills to provide instruction and academic support services to those individuals, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;
- (x) include instruction in the use of data and assessments to inform and instruct classroom practice;
- (xi) include instruction in ways that educators may work more effectively with parents and families;
- (xii) provide follow-up training to educators who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the educators are implemented in the classroom;
- (xiii) promote the integration of academic knowledge and skills and relevant technical knowledge and skills, including programming jointly delivered to academic and career and technical education teachers; or
- (xiv) increase the ability of educators providing career and technical education instruction to stay current with industry standards.

PROGRAM OF STUDY (Perkins Sec. 3.41)

A coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

- (A) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- (B) addresses both academic and technical knowledge and skills, including employability skills;
- (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- (E) has multiple entry and exit points that incorporate credentialing; and
- (F) culminates in the attainment of a recognized postsecondary credential. ~~Commonly used interchangeably with the terms pathway and career pathway.~~

~~QUALITY (Division defined)~~

~~At the secondary level, an educational program effectively uses data to inform and improve student success including closing student equity gaps in access and completion and improving attainment of rigorous academic and technical skills. Secondary CTE concentrators, as defined in this plan, demonstrate acceptable levels of proficiency as measured by Technical Skills Assessments. At least one Technical Skills Assessment must be administered to CTE concentrators once every two years as part of a program of study to remain eligible to receive Perkins funds. Authorized CTSOs must align with CTE course curriculum, but are not limited to programs of study offered.~~

~~Postsecondary CTE concentrators, as defined by the state, demonstrate proficiency through earning a degree or certificate (Basic Technical Certificate (B.T.C.), Intermediate Technical Certificate (I.T.C.), Advanced Technical Certificate (A.T.C.), or Associate of Applied Science degree (A.A.S.)—an Advanced option may be awarded for additional credits of at least 15 credit hours that are beyond the A.A.S. degree).~~

~~All secondary and postsecondary recipients must complete a Comprehensive Local Needs Assessment (CLNA) every two (2) years, have a technical advisory committee for each program of study that meets at least twice a year, annually submit program data and analysis showing progress toward performance targets, employ faculty that meet the minimum certification requirements as established by the Division, must connect to an authorized CTSO that is aligned to course curriculum led by a teacher that meets the minimum certification requirements as established by the Division, and must provide professional development opportunities.~~

~~RECOGNIZED POSTSECONDARY CREDENTIAL—(Perkins Sec. 3.43)  
(WIOA Sec. 3.52)~~

~~The term “recognized postsecondary credential” has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102). (Workforce Innovation and Opportunity Act (WIOA) Sec. 3.7) The term “recognized postsecondary credential” means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree. A credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree. ISBE definitions for postsecondary certifications available at state institutions may be found at <https://boardofed.idaho.gov/board-policies-rules/board-policies/higher-education-affairs-section-iii/iii-e-certificates-and-degrees/>.~~

~~REMOTE SCHOOL DISTRICT (Division defined)~~

~~A rural district isolated from the other districts of the state because of geographical or topographical conditions. Districts are considered remote when the distance between district offices is equal to or greater than 25 miles on a continuous all-weather surface road.~~

~~RURAL SCHOOL DISTRICT (Idaho Code §33-319)~~

~~(1) A school district shall be considered a rural school district if it meets one (1) of the following two (2) criteria:~~

- ~~(a) There are fewer than twenty (20) enrolled students per square mile within the area encompassed by the school district’s boundaries; or~~
- ~~(b) The county in which a plurality of the school district’s market value for assessment purposes is located contains less than twenty-five thousand (25,000) residents, based on the most recent decennial United States census.~~

~~(2) A public charter school shall be considered a rural public charter school if the school district in which the public charter school is physically located meets the definition of a rural school district, pursuant to subsection (1) of this section. A public charter school that is also a virtual school shall be considered a rural public charter school if over fifty percent (50%) of its enrolled students reside within school districts that meet the definition of a rural school district pursuant to subsection (1) of this section.~~

~~A school district with fewer than twenty (20) enrolled students per square mile within the area encompassed by the school district’s boundaries or the county in which a plurality of the school district’s market value for assessment purposes is located contains less than twenty five thousand (25,000) residents.~~



~~SCOPE (Division defined)~~

~~A secondary program must provide opportunity for postsecondary advancement as evidenced by: at least one (1) articulation agreement in place or opportunities to earn college credits under Idaho's Advanced Opportunities program (<https://boardofed.idaho.gov/k-12-education/advancedopportunities-for-high-school-academics/>); alignment with business and industry needs as identified in the CLNA; rigorous academic and technical skills aligned with challenging academic and CTE standards (including employability skills); a capstone course within a program of study; a recognized postsecondary credential; participation in work-based learning experiences; and identifying one (1) of the three (3) definitions of a high skill, high wage, or in-demand occupation in their CLNA.~~

~~Postsecondary programs must provide opportunities to earn a degree or certificate (Basic Technical Certificate (B.T.C.), Intermediate Technical Certificate (I.T.C.), Advanced Technical Certificate (A.T.C.), or Associate or Advanced Associate of Applied Science degree (A.A.S.)) that: aligns with business and industry needs as identified in the CLNA; includes rigorous academic and technical skills aligned with challenging academic and CTE standards; provides work-based learning experiences; and leads to a high skill, high wage, or in-demand occupation.~~

~~SIZE (Division defined)~~

~~At the secondary level, the recipient must offer a minimum of one (1) Division approved program of study and one (1) authorized CTSO. Both must align to the comprehensive local needs assessment. A Career and Technical School (CTS) must have a minimum of three (3) Division approved programs of study and one (1) authorized CTSO. Individual courses that constitute a program of study should take into consideration the available space, equipment/technology, safety, and teacher to student ratio for a quality student experience.~~

~~At the postsecondary level, a program approved by the Idaho in compliance with Board policy III.G: Postsecondary Program Approval and Discontinuance that meets the enrollment requirements established by the institution and offers a recognized postsecondary credential.~~

SPECIAL POPULATIONS (Perkins Sec. 3.48)

The term "special populations" means—

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including low-income youth and adults;
- (C) individuals preparing for non-traditional fields;
- (D) single parents, including single pregnant women;
- (E) out-of-workforce individuals;
- (F) English learners;
- (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
- (H) youth who are in, or have aged out of, the foster care system; and
- (I) youth with a parent who—
  - (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
  - (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

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

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

**WORK-BASED LEARNING (Perkins Sec. 3.55)**

Sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.



Idaho Perkins V State Plan

Approved by the State Board of Career Technical Education April 18, 2024

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## Narrative Descriptions – Plan Development and Consultation

**1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.**

The initial Idaho Perkins V State Plan was developed and posted in fiscal year 2019. The following describes stakeholder engagement for that plan. IDCTE has reviewed and updated this current version based on internal feedback, stakeholder consultation, and public comment building on the original plan development work. That process is described in further detail below.

During 2019 the Idaho Division of Career Technical Education (Division) engaged in a series of outreach efforts designed to collect input from as many stakeholder groups as possible, including:

- Outreach sessions for secondary and postsecondary stakeholder groups including sessions during the Division's annual statewide conferences. This annual conference brings approximately 900 secondary and postsecondary educators and industry stakeholders to Boise for a three-day training, and is Idaho's largest CTE professional development opportunity. The summer conference alternates every other year with regionally based conferences held around the state.
- The 2019 conference included several sessions specific to labor market information and understanding Perkins V requirements.
- During our spring 2019 and winter 2020 outreach, the Division hosted community forums in each of Idaho's six education regions. Members of the community, including family members, community organizations, and business members were invited to attend. Business members were represented from each region.
- Various meetings with the Idaho Workforce Developmental Council (WDC) were held to discuss a combined Workforce Innovation and Opportunity Act (WIOA) plan and development of a labor market tool designed to help grant recipients identify high-skill, high-wage, and in-demand occupations. While the ultimate decision was not to pursue a combined plan at that time. It was agreed to that common labor market data would be used to discuss regional labor market trends. Newly developed labor market tools allowed recipients to use readily available data to help reduce the data burden associated with the Comprehensive Local Needs Assessment (CLNA) and to help ensure consistent data analyses statewide.
- As a part of outreach efforts, directors from each of our Centers for New Direction were invited to the regional meetings, and were provided with additional information on how the Perkins V projects could expand services (including individual services) through the Centers. Center Directors were connected with postsecondary representatives to ensure additional special populations were considered in the planning and project process.
- In conjunction with the WDC Council, the Division conducted 14 regional listening sessions to better understand the needs of local communities and small business owners. Division staff also met with representatives of Idaho Business for Education, including a 90-minute listening session with Scott Stump who oversaw the federal Office of Career, Technical, and Adult Education. Additionally, the Division reached out to the Idaho Association for Commerce and Industry, as well as numerous Chambers of Commerce around the state.
- To help expand CTE access for more students, both the spring and fall 2019 outreach included a specific focus on better supporting students in need. This included recommendations that recipients connect with local foster care advocates, local homeless support entities, and local outreach organizations. Idaho Division of Juvenile Corrections was included in the outreach efforts and is working to expand CTE programming to help reduce recidivism for



juvenile offenders. The winter 2020 outreach sessions included agencies related to special populations in an effort to expand knowledge of CTE programs and foster collaboration.

- The outreach included multiple contacts with state tribal leaders including the Idaho State Board of Education’s Indian Education Committee, individual tribes, and listening sessions. At the request of the tribes, the Division conducted individual meetings with leaders from three of Idaho’s five tribes. Follow-up meetings were requested, including joint meetings between the tribes and local school districts and postsecondary institutions have been scheduled to identify strategies for collaboration. The Division continues to engage with this group and work with recipients of funding to increase engagement.
- As part of WIOA listening tours, Division staff met with representatives of Idaho Division of Vocational Rehabilitation, as well as regional advocacy groups representing individuals with physical disabilities, blind and visually impaired, cognitive disabilities, and seniors.
- The Division is also a member of the Idaho Interagency Council on Student Transition (IICST), a group devoted to helping students with disabilities transition from secondary to postsecondary life. The Division attended a conference hosted by the National Technical Assistance Center on Transition (NTACT) with other members of IICST centered on incorporating assistance for students with disabilities into Perkins V state plans.
- The Division held Idaho’s first Rural District Symposium centered around helping rural and remote districts strengthen student learning outcomes and align district priorities with Perkins V.
- During the 2023 calendar year, Division staff held sessions during the summer annual conferences where stakeholders were given the opportunity to provide feedback on the current administration of Perkins V funding. This feedback was used to inform updates that were incorporated into the updated plan. The updated plan was then provided to secondary and postsecondary education stakeholders and posted on the Division’s website for 30 days for public comment. Near the conclusion of the public comment period the Division held a statewide virtual hearing to provide an additional opportunity for the public to provide comment.

**2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)**

The Division is the state agency responsible for career technical education in Idaho, including secondary, postsecondary and other adult training programs. The Idaho State Board for Career Technical Education, pursuant to Section 33-2205, Idaho Code is the designated agency for implementing the provisions of the Smith Hughes Act of 1917 and any subsequent amendments as well as all other federally or state funded career technical education programs. The State Board is the Division’s governing board and Idaho’s state education agency. The State Superintendent of Public Instruction sits on the State Board and administers the State Department of Education (SDE).

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

During the Spring 2019 outreach, the Division hosted community forums in each of Idaho’s six education regions. Members of the community, including, adult students, family members, community organizations, and business members were invited to attend.

In conjunction with the WDC, the Division conducted 14 regional listening sessions to better understand the needs of local communities and small business owners.

During our winter 2020 outreach, the Division hosted more community forums in each of Idaho’s six education regions. Members of the community, including, adult students, family members, community organizations, and business members were invited to attend. During the summer of 2023 the Division conducted a number of stakeholder meetings in conjunction with the Divisions annual summer conferences held around the state as well as meetings conducted with secondary and postsecondary education groups who were specifically asked to provide feedback to the state plan and performance level descriptors.

Prior to submission of the updated draft State plan to the State Board for Career Technical Education in April 2024, the draft State plan was made available on the Divisions website for review in accordance with the 30-day public comment period required by the Act. Comments have been and will continue to be collected via email to [stakeholderinput@cte.idaho.gov](mailto:stakeholderinput@cte.idaho.gov).

## Narrative Descriptions – Program Administration and Implementation

### 1. State’s Vision for Education and Workforce Development

**a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)**

Idaho’s vision for CTE is to provide premier educational opportunities for students and adults to gain relevant workforce and leadership skills in applied settings; to provide a gateway to meaningful careers and additional education opportunities; and to educate a strong talent pipeline that meets Idaho business workforce needs.

The WDC arrived at three broad goals for the State’s workforce system, which are outlined below. Under each of these goals, the WDC identified several strategies that relate more specifically to the populations, services, policies, and priorities within the workforce development system. The strategies cited under each goal below are a priority subset of the WDC’s strategic plan that directly relate to the foundational analysis within the State’s WIOA plan.

1. Promote policies that align workforce, education, economic development, and entrepreneurship to meet industry and employer’s workforce needs.

- Leverage public and private resources (in order to provide greater levels of service to those with barriers to employment and in rural communities).

2. Facilitate development of an Idaho workforce that is highly skilled and committed to continuous learning.

- Provide access to low-skilled and at-risk youth and adults, dislocated workers and others with barriers to employment to a full range of information and supports to prepare for work that leads to economic self-sufficiency.
- Enhance opportunities for lifelong learning by expanding delivery options such as: 1) stackable credentials, 2) compressed scheduling, 3) on-line and distance learning, 4) modularized curriculum and 5) other alternative learning modalities
- Encourage the use of workplace flexibility options such as job sharing, job restructuring, part-time worker pools, flex-time and telecommuting to increase employment opportunities and retain quality workers
- Promote employment practices and workplace environments that encourage a culture of diversity and inclusiveness

3. Support a comprehensive education and workforce delivery system.

- Maintain a quality One-Stop Career System that connects employers and workers and facilitates access to workforce services, education services and information.
- Enhance coordination among workforce system partners and streamline services by eliminating duplication and ineffective or unnecessary practices.
- Provide access to information, financial aid and other supportive services that allow all workers to obtain education and training that leads to employment.
- Coordinate a system of work supports for low-income workers to encourage economic self-sufficiency (e.g., food stamps, child care, and housing) and provide safety nets to those who are in transition in the workforce.

Idaho’s WDC identified four focus areas for the purposes of improving Idaho’s workforce system.

- Serving Rural Communities.
- Attracting, Training, and Retaining Quality Staff.
- Career Pathways.
- Connecting Youth.

The Division, which administers both the WIOA Title II and Carl D. Perkins programs and administers both secondary and postsecondary career technical education in Idaho, is essential in connecting workforce programs with career technical education, engaging the State’s technical colleges, and administering the development of meaningful career pathways. To this end, the Division aligns its efforts with the WDC’s goals.

The Division connects education to Idaho’s workforce in three essential ways, through the microcredential process, technical advisory committees, and the Centers for New Directions.

The Division is currently aligning all secondary CTE programs of study to postsecondary CTE programs using a microcredential system called SkillStack®. SkillStack® is a digital badging/microcredentialing platform that allows Idaho’s educators to validate the skills their students demonstrate proficiency in. The State Board requires Idaho’s public postsecondary institutions to use SkillStack ® for all CTE and non-CTE badges and microcredentials.

Program standards are developed for each badge through a collaborative process that engages industry, postsecondary faculty, secondary faculty, and other critical stakeholders. As students provide evidence of the competencies for each skill, educators evaluate the competencies based on common assessments. Once all skills are validated for a particular badge, the information is entered in the SkillStack® platform and badges are awarded.

Secondary students may earn postsecondary credit through successful completion of dual credit courses, articulation agreements between high school and postsecondary institutions for achieved outcomes, and by earning microcredentials and badges in SkillStack® combined with the postsecondary institutions prior learning assessment process.

Originally, Idaho's high school, college, university, and workforce training educators were the only individuals allowed to validate skills in SkillStack®. These entities gain authorization to validate skills upon verification and training from the Division. Since the original State Plan, we now have other educational and non-CTE entities using the system.

Employers can access SkillStack® and search the database for individuals that have been awarded badges aligned to the jobs and skills they are trying to find. The SkillStack® platform can then invite those individuals identified to learn more about the company's open position by visiting the company's website or location where the job is posted.

As of June 2023, 32,000 unique students have earned over 115,000 microcredentials in the SkillStack® platform.

Successful career technical education programs maintain close ties with business and industry, and must be integrally linked to their communities and state. Career technical education programs in Idaho are required to incorporate active input from applicable business and industry technical advisory committees (TACs).

The TAC advises the program to ensure it stays up to date in terms of content and training. TAC members also assist in, and advocate for, student, faculty, and program needs. TACs strengthen the working relationships between the career technical education programs and the communities they serve.

The Division also administers the Center for New Directions programs. Through these program, single parents and displaced homemakers receive services to help them move from dependence to independence. Services include personal, career, and education counseling, assessment and testing, and preparation for employment and training. The program also promotes gender equity in the Division's programs by supporting nontraditional career fields through grants, scholarships, and other methods. [The Centers for New Directions are on Idaho Technical College System campuses.](#)

**b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)**

Idaho State Board for Career Technical Education and IDCTE Objectives (fiscal years 2024-2028).

MISSION STATEMENT

CTE system's mission is to prepare Idaho's youth and adults for high-skill, in-demand careers.

**VISION STATEMENT**

The Division's vision is to be:

1. A premier educational opportunity for students and adults to gain relevant workforce and leadership skills in an applied setting;
2. A gateway to meaningful careers and additional educational opportunities; and
3. A strong talent pipeline that meets Idaho business workforce needs.

**GOAL 1 EDUCATIONAL SYSTEM ALIGNMENT** – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

**Objective A: Support State Board Policy III.Y** by aligning CTE programs among the technical colleges and ensuring that secondary program standards align to those postsecondary programs.

**Objective B: Technical assistance and support for CTE programs** – Provide timely, accurate, and comprehensive support to CTE programs that meets the needs of administrators and instructors at both the secondary and postsecondary levels.

**Objective C: Data-informed improvement** – Develop quality and performance management practices that will contribute to system improvement, including current research, data analysis, and strategic and operational planning.

**Objective D: Funding Quality Programs** – Secondary and postsecondary programs will include key components that meet the definition of a quality program and are responsive to the needs of business and industry.

**Objective E: Create systems, services, resources, and operations** that support high performing students in high performing programs and lead to positive placements.

**GOAL 2 EDUCATIONAL READINESS** – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn at the next educational level.

**Objective A: Workforce Training** – Non-credit training will provide additional support in delivering skilled talent to Idaho's employers.

**Objective B: Adult Education (AE)** – AE will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.

**Objective C: Centers for New Directions (CND)** – CNDs will help foster positive student outcomes, provide community outreach events and workshops, as well as collaborate with other agencies.

**GOAL 3 EDUCATIONAL ATTAINMENT** – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

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



Objective B: Higher Level of Educational Attainment – Increase completion of microcredentials.

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.

Objective A: CTE concentrators will demonstrate college and career readiness.

Objective B: CTE teachers will track student progress for pathway completion through the microcredential platform.

Goals and objectives are reviewed annually and updated at a minimum of every four years.

**c. Describe the State’s strategy for any joint planning, alignment, coordination, and leveraging of funds between the State’s career and technical education programs and programs of study with the State’s workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2) (B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)**

The Division and the WDC are partner agencies in developing and executing Idaho’s Workforce Development State Plan. The WDC, in conjunction with the Idaho Department of Labor, is an important stakeholder in the Perkins V State Plan, providing crucial labor market information, to all Perkins V eligible recipients and working with the Centers for New Directions to provide education opportunities for special population students within through Idaho’s six technical colleges.

**d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)**

The Division will use leadership funds in accordance with Section 112(a)(2)(B) of the Act to:

- Support non-traditional students through an equal distribution of \$10,000 to each of the six eligible postsecondary recipients. Any unspent funds from prior year will be targeted towards non-traditional student activities;
- Support programs at the Idaho Department of Corrections not to exceed 1 percent of the total allocation for the State;
- Provide additional funds equal to 0.5 percent to be distributed to the Idaho Department of Juvenile Corrections and Idaho Educational Services for the Deaf and Blind at a base amount of \$7,500 per facility with the remainder split evenly between the two agencies;
- Support enrollment of special populations into CTE programs through coordination with other State agencies including, but not limited to, the Division of Vocational Rehabilitation and the Idaho State Department of Education (an amount equal to 0.1 percent).

Remaining leadership funds will be used to provide statewide professional development and leadership development; provide technical assistance to recipients; develop statewide programs and

programs of study; support Career and Technical Student Organizations (CTSOs); support development of valid and reliable assessments of competencies and technical skills; program alignment; and enhanced data use capabilities.

## 2. Implementing Career and Technical Education Programs and Programs of Study

**a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)**

### Secondary

The Idaho Division of Career Technical Education (Division) currently supports fifty-seven (57) approved programs of study for secondary programs in seven (7) program areas representing fifteen (15) of the sixteen (16) career clusters as described in the National Career Clusters® Framework as presented by Advance CTE (excluding Government career cluster). All Idaho public secondary schools are required to provide career technical education courses.

The seven program areas are:

1. Agriculture, Food, and Natural Resources
2. Business and Marketing Education
3. Engineering and Technology Education
4. Family and Consumer Sciences and Human Services
5. Health Professions and Public Safety
6. Trades and Industry
7. Individualized Occupational Training

### Middle School

Students may also participate in career exploration starting in middle school. Idaho public schools are required to provide career exploration courses to students grades 7 and 8. Career technical education programs may be delivered starting in grade 7.

### Postsecondary

The technical colleges support over 200 programs representing all seven of the identified secondary program areas.

**b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 1328 will—**

- i. promote continuous improvement in academic achievement and technical skill attainment;
- ii. expand access to career and technical education for special populations; and

**iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4) (B) of Perkins V)**

i. The Division collects data related to local education agencies (LEA) through the Idaho System for Educational Excellence (ISEE) operated and maintained by the Office of the State Board of Education (OSBE). ISEE is a robust data system allowing for the collection of disaggregated data down to the student and course level at each public school within the state. Each CTE course is assigned a unique code by OSBE associated with federally accepted School Codes for Exchange of Data (SCED) codes. Postsecondary CIP codes are then aligned to the SCED codes. School administrators are responsible for accurate entry of data into ISEE.

The Division collects postsecondary disaggregated data directly from the institutions. Each CTE program is assigned a unique program ID associated with federally accepted CIP codes. Institutions are required to certify that information provided to the Division is accurate and complete. The Division validates all postsecondary data tied to approved programs.

Pursuant to Section 33-2202, Idaho Code, the Division, through the Administrator for Career Technical Education, is responsible for administering all public CTE programs in Idaho. As such, the Division is authorized to set the process and procedures for establishing approved CTE programs of study. The secondary portion of a program of study is called a pathway and consists of a sequence of courses culminating in a capstone course. Through consultation with industry leaders, postsecondary institutions, and LEAs, the Division establishes program standards to align with industry standards. It is through the standards setting process that the Division develops programs of study for the State of Idaho.

ii. All eligible recipients must verify that special populations have access to all program areas offered in their school through the application process. The Division works with organizations that focus on support for special populations, such as the National Alliance for Partnerships in Equity (NAPE), to help identify and eliminate barriers for special populations to participate in CTE programs.

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

An effective TAC reveals local career opportunities, prepares students to enter the workforce, and helps upgrade the skills of workers already employed. The TAC advises the program to ensure it stays up to date in terms of content and training. TAC members also assist in, and advocate for, student, faculty, and program needs. TACs strengthen the working relationships between the career technical education programs and the communities they serve.

TACs at the secondary level are established by a program representative, which is typically the local CTE administrator, teacher, or departmental chairperson. TACs must meet Division guidelines.

**c. Describe how the eligible agency will—**

i. **make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent**

enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;

iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

i. Approved program areas are listed on the Division website. Information is also disseminated at career fairs, student assemblies, and through the Next Steps Idaho website. Next Steps is Idaho's comprehensive clearinghouse of information and resources pertaining to college and career. The website features a grade-by-grade timeline to help students prepare for life after high school. Resources provided on the website are designed to assist students in exploring careers, obtaining postsecondary credits through advanced opportunities, and inform students of the availability of funding sources for their career development.

Postsecondary institutions provide a course catalog available in hard copy and online. Institutions employ transition coordinators to provide guidance to secondary students seeking to obtain certifications or degrees in their chosen profession. Each coordinator is responsible for disseminating information about available programs to LEAs within the region associated with their postsecondary institution.

Information regarding secondary approved programs of study and associated standards may be found on the Division website.

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

The Division’s annual professional development conference, provides multiple training and collaboration opportunities to foster the development of strong programs. Additionally, it provides the opportunity for ancillary stakeholders to access state level program managers and agency directors that oversee program development and delivery.

Division staff uses the information gathered to help guide agency collaboration efforts throughout the year with key stakeholder groups. These groups include:

- Centers for New Directions.
- Dual Credit and Transition Coordinators.
- Postsecondary Presidents, Provosts, and Deans.
- Department of Corrections.
- Department of Juvenile Corrections.
- Idaho Bureau of Education Services for the Deaf and Blind.
- Department of Education, Special Education Secondary Transition.
- Division of Vocational Rehabilitation.
- High school counselors and college and career advisors.
- Teachers, instructors, and administrators.
- Department of Labor.
- Workforce Training Centers.
- Fire service trainers.
- Local Adult Education directors.

Through Idaho’s advanced opportunities programs, secondary students can participate in programs and courses designed to provide a postsecondary experience or deliver postsecondary level instruction. Most of these programs, when successfully completed, result in secondary students earning postsecondary credits while in high school or when they matriculate to a public Idaho postsecondary institution. These programs require secondary and postsecondary programs to collaborate to assure success.

iii. The Idaho Department of Labor developed a labor market information tool in collaboration with the Division and the WDC. The labor market tool is a sortable database accessible to all recipients that may be used to identify in-demand occupations at the statewide level or refined down to occupations within each region.

iv. The Division works with organizations to focus on support for special populations such as NAPE to help identify and eliminate barriers for special populations to participate in CTE programs.

v. Section 33-2202, Idaho Code, establishes the Idaho State Board for Career Technical Education and the role of the State Administrator for career technical education in Idaho. The State Board, established in Section 33-101, Idaho Code, serves as the Idaho State Board for Career Technical Education. The State Board of Education has governance and oversight over all publicly funded education in Idaho (elementary, secondary, and postsecondary) and is Idaho’s State Education Agency. Section 33-107, Idaho Code, authorizes the Board to approve all non-CTE programs leading to a degree and section 33-2202, Idaho Code authorizes the State Board for Career Technical Education authority to approve CTE programs and set policy for all CTE programs. Through Board Policy III.G. the Board has established the process for the approval and discontinuation of all postsecondary programs. Through this process, the Division reviews and approves programs of study and career pathways aligned with the approved CTE program standards or forwards the requests to the full Board for approval with recommendation.



vi. As part of the new program application process, all new secondary program applications are required to demonstrate the existence of a relevant and participatory TAC. These committees are designed to help ensure program delivery aligns with industry needs and to help provide real world experiences to CTE students as part of their program experience. When possible, secondary programs are encouraged to partner with their postsecondary counterparts to create regional, program specific advisory committees.

The Division requires work-based learning standards in all Idaho programs of study and also requires a Workplace Readiness Assessment.

In addition to the work-based learning courses available in each CTE program of study, the WDC has an initiative tied to work-based learning and established a statewide definition in collaboration with a variety of stakeholders.

The Division provides disaggregated performance data annually for recipient analysis by program of study. Performance gaps will necessitate a performance improvement plan with a description of strategies that will be employed (professional development, micro-messaging, etc.) to address issues. The Division will review, assess, and approve all performance improvement plans.

The Division works with organizations to focus on support for special populations such as NAPE to help identify and eliminate barriers for special populations to participate in CTE programs.

**d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)**

Secondary and postsecondary career technical education programs provide opportunities for students to earn college credit as outlined in State Board Advanced Opportunities policies and procedures. The State Board recognizes four advanced opportunities programs. Additionally, Section 33-4602, Idaho Code, establishes the state funded advanced opportunities program. This program provides each Idaho public school student with access to funds to reimburse public schools for the cost of eligible advanced opportunities costs. These include dual credit courses per credit fees, Advanced Placement exams, CLEP exams, CTE exams that lead to an industry-recognized certificate, license, or degree and CTE workforce training courses. The Stat Board has set the dual credit course fee at \$75/per credit for courses taken though the high school. Dual credit courses include CTE courses.

In addition, articulation agreements as well as badges awarded in Idaho's microcredentialing platform, administered by the Division, link secondary career technical education programs and postsecondary programs that may lead to: Microcredentials; Basic Technical Certificate; Intermediate Technical Certificate; Advanced Technical Certificate; or an Associate of Applied Science Degree (A.A.S.). Completion of an A.A.S. degree may lead to a Bachelor of Applied Technology Degree (B.A.T.) or Bachelor of Applied Science Degree (B.A.S.).

The Division is currently aligning all secondary CTE programs of study to postsecondary CTE programs using a microcredentialing system called SkillStack®. SkillStack® is a digital badging and microcredentialing platform that allows Idaho's educators to validate the skills their students demonstrate proficiency leading to industry-relevant badges and microcredentials. Microcredentials may be stacked. Public postsecondary institutions may then award credits and or credentials through the Board's established credit for prior learning process.

Program standards are developed for each badge through a collaborative process that engages industry, postsecondary faculty, secondary faculty, and other critical stakeholders. As students provide evidence of the competencies for each skill, educators evaluate the competencies based on common assessments. Once all skills are validated for a particular badge, the information is entered in the SkillStack® platform and badges are issued.

Through Idaho Advanced Opportunities program and credit for prior learning policies secondary students can receive postsecondary credit for work accomplished during their high school tenure.

Originally, Idaho's high school, college, university, and workforce training educators were the only individuals allowed to validate skills in SkillStack®. These individuals gain authorization to validate skills upon verification and training from the Division. Since the original Perkins V State Plan, we now have other educational and non-CTE entities using the system.

Employers can search the database for individuals that have been awarded badges aligned to the jobs they are trying to fill. The SkillStack® platform will invite those individuals to learn more about the open position by visiting the company's website or location where the job is posted.

**e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)**

In Idaho, the secondary portion of a program of study is called a pathway and consists of a sequence of courses culminating in a capstone course. Capstone courses are primarily limited to juniors and seniors and require Technical Skills Assessments (TSAs) that test a student's understanding of program standards. The Division, through consultation with industry leaders, postsecondary institutions, and LEAs establishes program standards to align with industry standards, and it is through the standards setting process that the Division develops programs of study for the State of Idaho.

All eligible recipients must verify that special populations have access to all program areas offered in their school through the application process. The Division will work with others to promote and develop resources and training for identifying and eliminating barriers for special populations.

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

An effective TAC reveals local career opportunities, prepares students to enter the workforce, and helps upgrade the skills of workers already employed. The TAC advises the program to ensure it stays up to date in terms of content and training. TAC members also assist in, and advocate for, student, faculty, and program needs. TACs strengthen the working relationships between the career technical education programs and the communities they serve.

TACs at the secondary level are established by a program representative, which is typically the local CTE administrator, teacher, or departmental chairperson. TACs must meet Division guidelines.

**f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.**

Copies of the secondary and postsecondary applications are available on the Division’s Educator Portal.

**g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.**

Copies of the comprehensive local needs assessment template and guidelines are available on the Division’s Educator Portal.

**h. Provide the eligible agency’s definition for “size, scope, and quality” that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.**

**SIZE**

As defined by the Division, at the secondary level, means the recipient must offer a minimum of one Division approved program of study aligned to one state authorized CTSO. LEAs can also be in the application process as determined by the Division to be eligible for funding. Individual courses that constitute a program of study should take into consideration the available space, equipment, technology, safety, and teacher to student ratio for a quality student experience.

At the postsecondary level, means a program approved by the Idaho State Board for Career Technical Education in compliance with Board policy III.G, Postsecondary Program Approval and Discontinuance, that meets the enrollment requirements established by the postsecondary institution and offers a recognized postsecondary credential.

**SCOPE**

At the secondary level means a program must provide opportunity for postsecondary advancement as evidenced by: at least opportunity to earn college credits under Idaho’s Advanced Opportunities program; alignment with business and industry needs as identified in the CLNA; rigorous academic and technical skills aligned with challenging academic and CTE standards (including employability skills); a capstone course within a program of study; a recognized industry or postsecondary credential; participation in work based learning experiences; and identifying one (1) of the three (3) definitions of a high skill, high wage, or in demand occupation in their CLNA.

At the postsecondary level means programs that provide opportunities to earn a degree or certificate, including, but not limited to, Basic Technical Certificate (B.T.C.), Intermediate Technical Certificate (I.T.C.), Advanced Technical Certificate (A.T.C.), or Associate of Applied Science degree (A.A.S.) that: aligns with business and industry needs as identified in the CLNA; includes rigorous academic and technical skills aligned with challenging academic and CTE standards; provides work based learning experiences; and leads to a high skill, high wage, or in demand occupation.

**QUALITY**

At the secondary level means an educational program that effectively uses data to inform and improve student success, including closing student equity gaps in access and completion and improving attainment of rigorous academic and technical skills. Secondary CTE concentrators, as defined by the

state, demonstrate acceptable levels of proficiency as measured by TSAs.. Authorized CTSOs must align with CTE course curriculum, but are not limited to programs of study offered.

Postsecondary CTE concentrators, as defined by the Division, demonstrate proficiency through earning a degree or certificate (Basic Technical Certificate (B.T.C.), Intermediate Technical Certificate (I.T.C.), Advanced Technical Certificate (A.T.C.), or Associate of Applied Science degree (A.A.S.) .

All secondary and postsecondary recipients must complete or update their CLNA at least every two years, have a TAC for each program of study that meets at least once a year, annually submit program data and analysis showing progress toward performance targets, employ faculty that meet the minimum certification requirements as established by the Division, and must connect to an authorized CTSO that is aligned to course curriculum and led by qualified personnel.

### 3. Meeting the Needs of Special Populations

**a. Describe the eligible agency’s program strategies for special populations, including a description of how individuals who are members of special populations—**

- i. will be provided with equal access to activities assisted under this Act;**
- ii. will not be discriminated against on the basis of status as a member of a special population;**
- iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113,**
- iv. will be provided with appropriate accommodations; and**
- v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)**

i. All eligible recipients must verify that special populations have access to all program areas offered in their school through the application process. The Division works with organizations that focus on support for special populations such as NAPE, to help identify and eliminate barriers for special populations to participate in CTE programs.

ii. Members of special populations enroll in CTE programs in accordance with their individual interests and not on the basis of their status as members of special populations. The local application requires eligible recipients to describe specific strategies that will be used to prevent discrimination against individuals based on their status as member of special populations.

The Division will provide technical assistance to eligible recipients to enable them to identify and overcome barriers to equitable participation for each student, including barriers based on special population, or on gender, race, color, national origin, disability, and age as required by various civil rights laws. Assistance will also be provided to prevent enrolling special population students into specific career technical education programs based on status rather than interests.

iii. The Division will consult with other Idaho agencies related to special populations to gain a deeper understanding of student needs. Agencies will be invited to provide technical assistance in the Division’s efforts to develop and implement training. The Division will provide technical assistance to those agencies.

iv. Secondary and postsecondary programs are required to provide reasonable accommodations in accordance with Individuals with Disabilities Education Act (IDEA)

v. The Division has connected with the Division of Vocational Rehabilitation and other statewide agencies. The Division works with these agencies to promote interagency collaboration between local Perkins recipients and agencies who serve special populations.

## 4. Preparing Teachers and Faculty

**a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)**

The Division provides professional development opportunities for teachers, faculty, school leaders, and other CTE professionals to build their capacity to use competency-based models. LEA's and postsecondary institutions are encouraged to use Perkins funds to support professional development as defined in the Act (page 5).

The Division works to ensure that school counselors and college and career advisors are equipped to help students understand the value of acquiring workplace readiness and leadership skills including: creative literacy, critical thinking, collaboration, technology, and communication skills. They will also help students take advantage of learning in applied settings, such as work-based learning, including school-based simulated work sites, mentoring, work site visits, job shadowing, project-based learning, and skills-based and paid internships. OSBE collaborates with the Division to provide resources and tools for teachers, school counselors and college and career advisors and other educators to help all students improve instruction and support college and career readiness through the Next Steps Idaho website in alignment with the state college and career readiness competencies.

The Division provides professional development through Leadership Institution. Leadership Institute is a professional development program delivered through the Division that prepares the next generation of district and state career technical education leaders. It is designed to produce forward-thinking and change-oriented leaders through a three-year professional development program. The program consists of three basic components: (1) CTE governance; (2) policy and advocacy; and (3) personal leadership development.

The Division offers new teacher training in several layers to completely support new teachers who enter the classroom directly from industry. These individuals are issued a three-year nonrenewal limited occupational specialist (LOS) teaching certificate for their first three years in the classroom while earning their standard teaching certificate. Components of the new teacher training program are: (1) Pre-service Academy, which is an online training to instruct new teachers in Idaho's teacher standards, (2) First Camp and First Camp OA (occupational analysis), (3) prescribed teacher training offer through three different formats/platforms, which the new teachers can choose, and (4) a mentoring and coaching program. The teacher training program consists of:

1. Pre-service Academy: This self-paced program is offered completely online. It instructs new teachers in the foundational standards for Idaho teachers.



2. **First Camp and First Camp OA:** First Camp is a four-day intensive training intended to cover many of the “firsts” of a new teacher’s experience. It embarks on the topics they will learn in more depth through their teacher training such as pedagogy, classroom management, instructional planning, and so forth. First Camp OA is a training offered during their second year intended to cover occupational analysis to help new teachers take the content they know from their industry background and turn it into curriculum.
3. **Teacher training:** New teachers complete a training program of their choice to learn about the learner, pedagogy, classroom management, planning for instruction, and other necessary components of teaching. One option is to complete 12 credits of prescribed university coursework. Another option is to participate in the InSpIRE Ready! program, which is underwritten by the Division. InSpIRE Ready! stands for Industry Specialist Integrating Real-world Experience. Secondary teachers complete the Non-traditional Teacher Preparation Program offered through the College of Southern Idaho. Postsecondary teachers complete a prescribed list of courses offered through CTE Learn, which is the education arm of the Association for Career Technical Education (ACTE).
4. **Mentor program:** During the first three years while teachers are awarded a three-year LOS certificated. The Division provides a mentor/coach who observes their teaching at least once per semester, provides feedback and coaching, and helps them through their certification process. Mentors are not evaluative, only supportive.

The Division hosts an annual summer conference that provides workshops in broad, overlapping areas such as CTE and academic integration, linking secondary and postsecondary education, workforce development, career advising, quality program improvement, program promotion and management, and current industry-based skill standards.

The Division works with organizations that focus on support for special populations such as NAPE to help identify and eliminate barriers for special populations to participate in CTE programs.

## Narrative Descriptions – Fiscal Responsibility

1. **Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—**
  - a. **each eligible recipient will promote academic achievement;**
  - b. **each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and**
  - c. **each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)**

Local applications and CLNAs are two separate documents used to inform projects funded through the Act. Project descriptions and budgets must be submitted on an annual basis and must include information on how needs identified in the CLNA determined which projects to fund. All applications go through a two step process of approval. Recipients must be approved through a local application.

Applications and CLNAs will be reviewed by Program Quality Managers, the Program Director of Perkins and Methods of Administration, and other Division personnel as applicable. Reviews assess:

- The recipient’s qualifying program of study.
- The accuracy of the list of programs of study in the application.
- Presence, accuracy, and reasonableness of the information as required by section 134 of the Act.

Project descriptions and budgets will be reviewed by Program Quality Managers, the Program Director of Perkins and Methods of Administration, and other Division personnel as applicable to determine:

- Connectivity to the application and CLNA.
- Completeness of project.
- Allowability and accuracy of proposed project budgets.

Eligible recipients must offer CTE programs that include rigorous, sequential CTE content aligned with state content standards as applicable to the program area.

Programs of study must meet the Division standards and will be evaluated on a regular basis by Program Quality Managers assigned to one of the seven (7) discipline areas. All secondary concentrators must demonstrate industry-determined levels of proficiency as measured by TSAs.

Postsecondary concentrators demonstrate proficiency through any of the following: earning a microcredential; Basic Technical Certificate; Intermediate Technical Certificate; Advanced Technical Certificate; or an Associate of Applied Science Degree (A.A.S.) Completion of an A.A.S. degree may lead to a Bachelor of Applied Technology Degree (B.A.T.) or Bachelor of Applied Science Degree (B.A.S.).

**2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—**

- a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and**
- b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)**

Funds made available under Section 111 of the Act will be allocated to both secondary and postsecondary and adult career technical education programs. Of the funds available under Section 112(a)(1), 15 percent will be reserved in accordance with Section 112(c). The remaining funds will be allocated 65 percent to secondary education recipients and 35 percent to postsecondary education recipients.

Idaho’s allocation of funds to secondary and postsecondary recipients reflects historical data analysis with a basis in career technical education full-time equivalent (FTE) positions funded by both State and Federal agencies.

Idaho encourages any LEA, including public charter schools, not meeting the minimum allocation amount of \$15,000 (Sec. 131(c)(1)) to enter into a consortium with other LEAs for the purpose of meeting the minimum allocation amount. LEAs, in accordance with Section 131(f)(1) of the Act, are encouraged to operate programs that are of sufficient size, scope, and quality to be effective

or to participate in a Career Technical Center. Funds distributed to individual LEAs within the consortium must be pooled to meet the minimum allocation requirement. Funds shall be used only for purposes and projects mutually beneficial to all consortium members. Such funds may not be reallocated to individual members of the consortium for purposes or projects benefiting only one member of the consortium.

Waivers of the minimum allocation amount will only be granted in those instances where the LEA has an approved program of study that is of sufficient size, scope, and quality, and can demonstrate they are unable to enter into a consortium agreement. Documentation of the attempt(s) to enter into an agreement will be required. Waivers are based on the LEA's ability to enter into an agreement.

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

Allocation amounts are calculated in accordance with section 131(a)-(e). Reserve fund amounts are provided for those districts designated as rural or remote. Values are based on the initial assumption that all local education agencies have a program of study and may be used to help determine if a program of study is appropriate. Final funding distributions are made to local education agencies with an approved program or an approved plan to start a program. Allocations will be updated annually to reflect the Idaho allotment amount as determined by the US Secretary of Education.

**3. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)**

The Division will update data annually based on the US Census data and state enrollment data to verify eligible local education agencies. This includes local education agencies without geographic borders by using actual enrollment and population data based on a percentage of the local population.

Idaho charter schools may be authorized through the Idaho Public Charter School Commission or authorized by a school district Board of Trustees. Charter schools approved by the Idaho Public Charter School Commission are separate local education agencies with attendance areas that may overlap multiple school district boundaries. Charter schools authorized by a school district may be identified as separate local education agencies, however, their attendance boundaries fall within the authorizing school district's boundaries. Virtual charter schools are approved by the Idaho Public Charter School Commission and attendance area covers the entire state.

For purposes of Perkins V funds, charter schools authorized by the school district board of trustees are considered to be the same as all other schools within the school district. Charter schools operating approved career technical education programs that are authorized by the Idaho Public Charter School Commission may qualify for separate allocations.

**4. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—**

- a. include a proposal for such an alternative formula; and

- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 1328 will—

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Idaho is not requesting a waiver at this time.

5. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—

- a. include a proposal for such an alternative formula; and
- b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Idaho is not requesting a waiver at this time.

6. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

Secondary eligible recipients

The Division reserves funds in accordance with Section 112(c) of Perkins V to carry out multiple functions. Primarily, funds will be used to bring rural and remote secondary recipients with a program of study of sufficient size, scope, and quality, to a minimum level of funding. Each rural school district will receive a minimum of \$7,500 and each remote district will receive a minimum of \$15,000 in order to promote the development, implementation, and adoption of programs of study. Rural districts receiving less than the minimum amount are encouraged to enter a consortium agreement with at least one other district to meet the eligibility funding level established by Perkins V of \$15,000 (Section 131(c)(1)). Remote districts are not required to enter into a consortium, but may choose to do so.

Waivers to the minimum allocation amount will only be granted in those instances where the LEA has an approved program of study that is of sufficient size, scope, and quality, and can demonstrate they are unable to enter into a consortium agreement. Documentation of the attempt(s) to enter into an agreement will be required. Waivers are based on the LEA's ability to enter into an agreement, not their willingness.

Postsecondary eligible recipients

A portion of reserve funds will be used to facilitate the transition of career technical education students from secondary to postsecondary programs. Transition projects for reserve funds must be submitted annually.

Remaining funds will be used for additional projects as determined by the Division

Postsecondary recipients may receive reserve funds for approved CTE programs as long as they meet at least one of the following criteria in each subsection below:

(1) in—

- (a) rural areas;
- (b) areas with high percentages of CTE concentrators or CTE participants
- (c) areas with high numbers of CTE concentrators or CTE participants
- (d) areas with disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II); and

2) in order to—

- a) foster innovation through the identification and promotion of promising and proven career technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields; or
- b) promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.

Purpose of Transition Funds

- 1) Transition secondary career technical students to postsecondary CTE programs.
- 2) Primary focus on student access to advanced opportunities that directly benefits a student's postsecondary goals and reduces cost of obtaining a postsecondary credential.
- 3) This project will commit to the equivalent of at least one (1) full-time position for the oversight of the project.

**7. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)**

The Division maintains effort in aggregate expenditures and reports these expenditures on the Consolidated Annual Report. The baseline is a continuing level determined annually from the prior fiscal year's appropriation.

## Narrative Descriptions – Accountability for Results

**1. Identify and include at least one (1) of the following indicators of career and technical education program quality—**

- a. the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;
- b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or



c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of “other” program quality measure(s) is optional for States.

Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

Idaho is using the following indicators of CTE program quality: 1.b

Idaho has determined the percentage of CTE concentrators graduating high school having attained postsecondary credits as one of the indicators of program quality.

Numerator: The number of CTE concentrators who graduated from high school having attained postsecondary credits in the relevant CTE program of study earned through a dual credit or another credit transfer agreement.

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

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

SkillStack®: Includes stacked microcredentials through the Board’s established credit for prior learning process.

Idaho has also selected the applicable TSA as a measure of student success as a statewide, valid, and reliable assessment that is comparable across the State.

Numerator: The number of CTE concentrators who passed the TSA during the reporting year.

Denominator: The number of CTE concentrators who took the TSA during the reporting year.

The Division will calculate participation rates separately from federal measures. For students that left school or had a schedule change, they will be excluded from the participation rate.

Data Source/Criteria

ISEE: Student demographics (gender, race, special populations)

CTECS (assessment vendor): Provide pass rates, includes retake score.

Idaho does not currently have reliable systems for tracking performance indicators related to recognized postsecondary credential attainment or work-based learning participation. A statewide work-based learning system is in the early stages of development and may provide more opportunities for assessing program quality in the future.

2. Provide on the form in Step 4b, for each year covered by the State plan beginning in FY 2024, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

Secondary Indicators	24/25	25/26	26/27	27/28
1S1: Four Year Graduation Rate	94.8%	94.9%	95.0%	95.1%
2S1: Academic Proficiency – Reading/Language Arts	64.9%	65.9%	66.9%	67.3%
2S2: Academic Proficiency – Mathematics	38.0%	39.5%	40.1%	42.4%
2S3: Academic Proficiency – Science	39.0%	39.8%	40.8%	41.8%
3S1: Post-Program Placement	74.7%	74.8%	75.0%	75.2%
4S1: Non-Traditional Program Concentration	25.3%	25.6%	25.9%	26.2%
5S2: Attained Postsecondary Credits	43.0%	44.0%	44.5%	46.0%
5S4: Technical Skills Assessment	73.0%	74.0%	74.5%	75.0%

Postsecondary Indicators	24/25	25/26	26/27	27/28
1P1: Postsecondary Retention and Placement	80.6%	80.7%	80.8%	80.9%
2P1: Earned Recognized Postsecondary Credential	42.8%	42.9%	43.0%	43.1%
3P1: Non-Traditional Program Concentration	15.2%	15.3%	15.4%	15.6%

3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—

- a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);
- b. an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and
- c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

In the spring of 2019, the Division began outreach efforts with a discussion of performance measure definitions and the selection of which quality of program measure Idaho would use for secondary concentrators. In October of 2019, based on feedback received from stakeholders, the Division selected postsecondary credits as our quality measure. Measurement Guides were developed in November based on feedback before analyzing baseline data in December. Baseline data includes an average of two to four years of data, depending on the specific measure. Secondary baseline data for academic achievement is dependent upon data entered into the statewide system in compliance with federal and state code, including demographic information.

In January 2020, the Division finalized baseline performance levels and announced the opening of the public comment period by email to stakeholders and posting to the Division website. The Division's winter outreach included a workshop for secondary and postsecondary stakeholders to assist in the review and analysis of their individualized data reports, including a reminder of the timeline for public comment periods for performance levels and the state plan.

In January 2024, the Division updated baseline measures using data collected over the prior three school years (20/21 to 22/23) and proposed State determined performance levels for the next four years. This was announced along with the public comment period as part of the revised State Plan. Secondary and postsecondary programs were provided the proposed baseline measures and given an opportunity to provide additional comment. The Division will be reviewing recipient's individualized reports for the CLNA and disaggregated data analysis.

**4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).**

**As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.**

Comments for the 2024 Idaho State Plan are found in Appendix A.

**5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3) (C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)**

As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP),<sup>9</sup> the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.

The Division uses evidence-based research to provide technical assistance to address disparities and gaps in performance.

## GLOSSARY

### CAREER AND TECHNICAL STUDENT ORGANIZATION (CTSO) (Perkins Sec. 3.6)

An organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.

### CAREER PATHWAY (Perkins Sec. 3.8)

The term “career pathways” has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

(Workforce Innovation and Opportunity Act (WIOA) Sec. 3.7)

(7) CAREER PATHWAY. —The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—

(A) aligns with the skill needs of industries in the economy of the State or regional economy involved;

(B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171);

(C) includes counseling to support an individual in achieving the individual’s education and career goals;

(D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

(E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

(F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

(G) helps an individual enter or advance within a specific occupation or occupational cluster.

### CLUSTER PROGRAM (SBOE Policy VII.B.2.)

As defined by the Board policy , cluster program: provides introductory and intermediate courses as an introduction to a career technical area and the opportunity to learn workplace readiness expectations.

i. Consist of a variety of foundational and intermediate courses within a single Career Cluster. The program does not culminate in a capstone course.

ii. Offer a program that is three or more semesters (or the equivalent) in length.

iii. Demonstrate a strong career/workplace readiness skills alignment.

iv. Participate in a related Career Technical Student Organization.

v. Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.

vi. Require a nationally validated, industry-based Workplace Readiness Assessment created to evaluate skills and attitudes needed for success in the workplace administered by an approved developer as part of the program.

### CREDIT TRANSFER AGREEMENT (Perkins Sec. 3.11)

A formal agreement, such as an articulation agreement, among and between secondary and postsecondary education institutions or systems that grant students transcribed postsecondary credit, which may include credit granted to students in dual or concurrent enrollment programs or early college high school, dual credit, articulated credit, and credit granted on the basis of performance on technical or academic assessments.

**CTE CONCENTRATOR (Perkins Sec. 3.12)**

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

**CTE PARTICIPANT (Perkins Sec. 3.13)**

An individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient.

**DISPLACED HOMEMAKER (Workforce Innovation and Opportunity Act (WIOA) Sec. 3.16)**

An individual who has been providing unpaid services to family members in the home and who has been dependent on the income of another family member but is no longer supported by that income; or is the dependent spouse of a member of the Armed Forces on active duty and whose family income is significantly reduced because of a deployment a call or order to active duty, a permanent change of station, or the service-connected death or disability of the member; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

**DUAL OR CONCURRENT ENROLLMENT (DUAL CREDIT) PROGRAM (Perkins Sec. 3.15)**

The term “dual or concurrent enrollment program” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965. (Elementary and Secondary Education Act of 1965 (ESEA) Sec. 8101.15)

A program offered by a partnership between at least one institution of higher education and at least one local educational agency through which a secondary school student who has not graduated from high school with a regular high school diploma is able to enroll in one or more postsecondary courses and earn postsecondary credit that—

- (A) is transferable to the institutions of higher education in the partnership; and
- (B) applies toward completion of a degree or recognized educational credential as described in the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.).

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

- (A) A consortium of 2 or more entities described in subparagraphs (B) through (F);
- (B) a public or nonprofit private institution of higher education that offers and will use funds provided under this title in support of career and technical education courses that lead to technical skill proficiency or a recognized postsecondary credential, including an industry-recognized credential, a certificate, or an associate degree, except that, for the purpose of section 132, the term “recognized postsecondary credential” as used in this subparagraph shall not include a baccalaureate degree;
- (C) a local educational agency providing education at the postsecondary level;
- (D) an area career and technical education school providing education at the postsecondary level;
- (E) an Indian Tribe, Tribal organization, or Tribal education agency that operates a school or may be present in the State;
- (F) a postsecondary educational institution controlled by the Bureau of Indian Education or operated by or on behalf of any Indian Tribe that is eligible to contract with the Secretary of the Interior for the



administration of programs under the Indian Self-Determination and Education Assistance Act (25 U.S.C. 5301 et seq.) or the Act of April 16, 1934 (25 U.S.C. 5342 et seq.);  
(G) a tribally controlled college or university; or  
(H) an educational service agency.

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

(A) A local educational agency (including a public charter school that operates as a local educational agency), an area career and technical education school, an Indian Tribe, Tribal organization, or Tribal education agency or consortium, eligible to receive assistance under 131; or  
(B) an eligible institution or consortium of eligible institution eligible to receive assistance under section 132.

**ENGLISH LEARNER (Perkins Sec. 3.22)**

(A) a secondary school student who is an English learner, as defined in section 8101 of the Elementary and Secondary Education Act of 1965; or  
(B) an adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and—  
(i) whose native language is a language other than English; or  
(ii) who lives in a family environment or community in which a language other than English is the dominant language.

**HIGH-SKILL (Division defined)**

A program that leads to a career that uses an industry validated curriculum meeting standards developed by educators and industry under direction of the Division with multiple entry and exit points resulting in industry recognized certificates, credentials, degrees or apprenticeships beyond a high school diploma.

**HIGH-WAGE (Division defined)**

A career provides a wage that meets or exceeds the county average wage.

**IN-DEMAND INDUSTRY SECTOR OR OCCUPATION (Perkins Sec. 3.26)**

The term “in-demand industry sector or occupation” has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

(Workforce Innovation and Opportunity Act (WIOA) Sec. 3.7)

(A) IN GENERAL.—The term “in-demand industry sector or occupation” means—

- (i) an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) 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
- (ii) an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate.

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

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

(B) INDIVIDUALS WITH DISABILITIES. —The term ‘individuals with disabilities’ means more than 1 individual with a disability.

**INSTITUTION OF HIGHER EDUCATION (Perkins Sec. 3.30)**

The term “institution of higher education” has the meaning given the term in section 101 of the Higher Education Act of 1965.

**LOCAL EDUCATIONAL AGENCY (Perkins Sec. 3.32)**

The term “local educational agency” (LEA) has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

**NON-TRADITIONAL FIELDS (Perkins Sec. 3.33)**

Occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

**OUT-OF-SCHOOL YOUTH (Perkins Sec. 3.35)**

The term “out-of-school youth” has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

**OUT-OF-WORKFORCE INDIVIDUAL (Perkins Sec. 3.36)**

(A) An individual who is a displaced homemaker, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102); or

(B) an individual who—

(i)(I) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills, or

(II) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

**PARAPROFESSIONAL (Perkins Sec. 3.37)**

The term “paraprofessional” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965. (Elementary and Secondary Education Act of 1965 (ESEA) Sec. 8101.37)

The term “paraprofessional”, also known as a “paraeducator”, includes an education assistant and instructional assistant.

**PATHWAY PROGRAM (SBOE Policy VII.C.)**

A pathway program provides specific career area occupational preparation, the opportunity to learn workplace readiness expectations, and the knowledge and skill development required to transition into a similar postsecondary program.

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

(A) An institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor’s degree;

(B) a tribally controlled college or university; or

(C) a nonprofit educational institution offering certificate or other skilled training programs at the postsecondary level.

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

The term “professional development” means activities that—

(A) are an integral part of eligible agency, eligible recipient, institution, or school strategies for providing educators (including teachers, principals, other school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals) with the knowledge and skills necessary to enable students to succeed in career and technical education, to meet challenging State academic standards under section 1111(b)(1) of the Elementary and Secondary Education Act, or to achieve academic skills at the postsecondary level; and

(B) are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused, to the extent practicable evidence-based, and may include activities that–

(i) improve and increase educator’–

(I) knowledge of the academic and technical subjects;

(II) understanding of how students learn; and

(III) ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;

(ii) are an integral part of eligible recipients’ improvement plans;

(iii) allow personalized plans for each educator to address the educator’s specific needs identified in observation or other feedback;

(iv) support the recruitment, hiring, and training of effective educators, including educators who became certified through State and local alternative routes to certification;

(v) advance educator understanding of–

(I) effective instructional strategies that are evidence-based; and

(II) strategies for improving student academic and technical achievement or substantially increasing the knowledge and teaching skills of educators;

(vi) are developed with extensive participation of educators, parents, students, and representatives of Indian Tribes (as applicable), of schools and institutions served under this Act;

(vii) are designed to give educators of students who are English learners in career and technical education programs or programs of study the knowledge and skills to provide instruction and appropriate language and academic support services to those students, including the appropriate use of curricula and assessments;

(viii) as a whole, are regularly evaluated for their impact on increased educator effectiveness and improved student academic and technical achievement, with the findings of the evaluations used to improve the quality of professional development;

(ix) are designed to give educators of individuals with disabilities in career and technical education programs or programs of study the knowledge and skills to provide instruction and academic support services to those individuals, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;

(x) include instruction in the use of data and assessments to inform and instruct classroom practice;

(xi) include instruction in ways that educators may work more effectively with parents and families;

(xii) provide follow-up training to educators who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the educators are implemented in the classroom;

(xiii) promote the integration of academic knowledge and skills and relevant technical knowledge and skills, including programming jointly delivered to academic and career and technical education teachers; or

(xiv) increase the ability of educators providing career and technical education instruction to stay current with industry standards.

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

A coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

- (A) incorporates challenging State academic standards, including those adopted by a State under section 11111(b)(1) of the Elementary and Secondary Education Act of 1965;
- (B) addresses both academic and technical knowledge and skills, including employability skills;
- (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- (E) has multiple entry and exit points that incorporate credentialing; and
- (F) culminates in the attainment of a recognized postsecondary credential.

**RECOGNIZED POSTSECONDARY CREDENTIAL(Perkins Sec. 3.43)**

The term “recognized postsecondary credential” has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).(Workforce Innovation and Opportunity Act (WIOA) Sec. 3.7)The term “recognized postsecondary credential” means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.

**REMOTE SCHOOL DISTRICT (Division defined)**

A rural district isolated from the other districts of the state because of geographical or topographical conditions. Districts are considered remote when the distance between district offices is equal to or greater than 25 miles on a continuous all-weather surface road.

**RURAL SCHOOL DISTRICT (Idaho Code §33-319)**

(1) A school district shall be considered a rural school district if it meets one (1) of the following two (2) criteria:

- (a) There are fewer than twenty (20) enrolled students per square mile within the area encompassed by the school district’s boundaries; or
- (b) The county in which a plurality of the school district’s market value for assessment purposes is located contains less than twenty-five thousand (25,000) residents, based on the most recent decennial United States census.

(2) A public charter school shall be considered a rural public charter school if the school district in which the public charter school is physically located meets the definition of a rural school district, pursuant to subsection (1) of this section. A public charter school that is also a virtual school shall be considered a rural public charter school if over fifty percent (50%) of its enrolled students reside within school districts that meet the definition of a rural school district pursuant to subsection (1) of this section.

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

The term “special populations” means—

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including low-income youth and adults;
- (C) individuals preparing for non- traditional fields;
- (D) single parents, including single pregnant women;
- (E) out-of-workforce individuals;
- (F) English learners;

(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);

(H) youth who are in, or have aged out of, the foster care system; and

(I) youth with a parent who—

(i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and

(ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

**WORK-BASED LEARNING (Perkins Sec. 3.55)**

Sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.



**APPENDIX A****PUBLIC COMMENTS RECEIVED**

The following public comments were received on the Idaho State Plan Perkins V. There were no relevant public comments noted during the public hearing which took place on February 7, 2024.

**From:** Leanne Kendall  
**Sent:** Tuesday, January 30, 2024 8:15 AM  
**To:** Stakeholder Input <Stakeholderinput@cte.idaho.gov>  
**Subject:** CTE feedback

I appreciate all you do to grow our Career Technical Education Programs. I have seen first hand how they truly impact students' lives for the better. My only feedback is that I think they need to pay instructors more so that they can get qualified, quality people that stay teaching. People can make way more working in industry and I think the wages for teachers need to be more competitive.

Thank you for your consideration.

**IDCTE: Thank you for your comment.**

**From:** Brian Sullivan <bsullivan@caldwellschools.org>  
**Sent:** Tuesday, January 30, 2024 8:40 AM  
**To:** Stakeholder Input <Stakeholderinput@cte.idaho.gov>  
**Subject:** Re: We're now accepting public comments on the Perkins V State Plan

Good Morning Mr.Long,  
With the changes coming, I am wondering if Perkins funds can now be used for CTSO costs since we cannot charge students for required items and all CTSO's have fees, events, travel etc involved. If so, how would this work?  
Thank you and have a good day

**IDCTE: Thank you for your comment. Perkins V allows for career technical student organization costs. More information regarding allowable costs can be found in IDCTE resources.**

**From:** Kyle Stapleton  
**Sent:** Tuesday, January 30, 2024 11:57 AM  
**To:** Stakeholder Input <Stakeholderinput@cte.idaho.gov>  
**Subject:** Perkins V State Plan

To whom it may concern,

My name is Kyle Stapleton and I teach Agriculture Science and Technology at Nezperce High School in Nezperce, ID. I would like to thank you for opening up comments about the current Perkins V State Plan.

In 2018-2019, Idaho CTE worked with the different CTE programs in the state. However, a lot of small rural schools' concerns about the plan fell on deaf ears. The way the plan was written required CTE programs to initiate a pathway into their program and required students to take a capstone course followed by a Technical Skill Assessment. I completely understand this concept for a large school district that can provide specific classes to follow a pathway. However, small rural schools in Idaho struggle to only teach those classes in a specific pathway. We are negating other possibilities for students by doing this. I liken the concept to a foot-wide, mile-deep education. Let me explain. If I teach an animal science pathway, students are required to take an introductory course, an intermediate course, and a capstone course only in that pathway. Therefore, it limits opportunities for students who do not want to follow that specific pathway. We lose enrollment in CTE programs by doing this. Those students are going deeper into animal science than students who may take an animal science class to capture a science credit or to see if animal science interests them. In Nezperce, we offer chemistry to juniors and seniors on alternating years as well as botany and zoology on alternating years. Students have to choose between taking chemistry or botany or physics and zoology. Therefore, students have to choose as a junior and senior on which science credits they would like to obtain. You might say it is a scheduling problem but that is the only way it can work with limited teachers and limited students. We have tried to correct the situation but it just won't work in a small rural town.

Myself, my Technical Advisory Committee, and Administration prefer the mile-wide foot-deep education at the high school level. We want to provide as many classes as possible to the different students to provide possible interest in agriculture. By limiting the classes that can be offered because of a pathway, we are limiting the different opportunities students can scratch the surface in to see if they are interested in that agricultural avenue: the more classes taught, the more chances of gaining interest in agriculture.

As it is now, I have an agriculture leadership and communications pathway and am teaching the corresponding capstone course. After doing surveys with students, I had one student interested in learning more about agriculture leadership and communications. Thus, limiting 11 other students from potential other learning avenues. I had students interested in Agriculture Sales, Agriculture Marketing, Botany, and others. However, because of the specific pathway, 11 students are taking the class to obtain an agriculture class to remain in FFA when they could be taking a class that potentially creates a career pathway.

Therefore, it would be best for small rural schools in Idaho to be allowed to continue with cluster programs and receive Perkins funding.

I do know that the state can write the plan in how it best suits students as other states surrounding Idaho have continued with cluster programs and received Perkins funding. Idaho recognizes the Workplace Readiness Technical Skill Assessment which I have used for the last 4 years. However, this will be the first year that students will take the

Agriculture Leadership and Communication Technical Skill Assessment as I was forced to follow the pathway to receive Perkins V funding.

Small rural schools have an added cost budget of typically \$15,000. Perkins funding is generally utilized to keep up with industry-quality equipment so students can go directly into the workplace and be confident to work with newer industry-standard equipment.

--

Kyle Stapleton  
Nezperce High School AST  
NAAE Region I Vice President  
208-937-2551  
208-791-6764 (Cell)

IDCTE: Thank you for your comment. Perkins V requires eligible recipients to have not less than 1 program of study (Perkins V Sec. 1349(b)(2)). Funding for career technical education is further directed by allowability costs and a local education agency's comprehensive local needs assessment.

**From:** Brian Sullivan <  
**Sent:** Tuesday, February 20, 2024 10:17 AM  
**To:** Stakeholder Input <Stakeholderinput@cte.idaho.gov>  
**Subject:** Comment on the Idaho Perkins V State Plan by Feb. 23

Greetings,

The following is related to the Proposed Perkins V plan and how it translates to programs statewide.

Middle School

Students may also participate in career exploration through middle school. Idaho public schools are required to provide career exploration courses to students in grade 7 and grad 8.

*This would be a great time for the state to introduce the course for 7-8 Middle School 221510 First Steps: Understanding the World of Work through Career and Technical Education (CTE) 7,8*

QUALITY As defined by the Division, means at the secondary level an educational program that effectively uses data to inform and improve student success including closing student equity gaps in access and completion and improving attainment of rigorous academic and technical skills. Secondary CTE concentrators, as defined by the state, demonstrate acceptable levels of proficiency as measured by TSAs. Authorized CTSOs must align with CTE course curriculum, but are not limited to programs of study offered.

*With a recent test security violation, is there any provision in Perkins V or beyond for programs that may not be able to administer the TSA due to circumstances beyond their control.*

All secondary and postsecondary recipients must complete or update their (CLNA) at least every two years, have a TAC for each program of study that meets at least once a year, annually submit program data and analysis showing progress toward performance targets, employ faculty that meet the minimum certification requirements as established by the Division, must connect to an authorized CTSO that is aligned to course curriculum and led by qualified personnel

*It was recently observed in proposed standards (pharmacy technician) that CTSO participation and competing in at least the state leadership conference (SLC) is required. So, if program quality is judged on the standards; then the question arises, how will the membership fees, travel and other associated costs be paid for. I recently observed a CTSO board conversation relating to the significant costs related to CTSO participation and travel. Since CTSO's are co-curricular and we cannot charge students for this, all programs will need funding for participation, how will this be provided?*

*Thank you and have a good day*

**IDCTE: Thank you for your comment. Perkins V allows for career technical student organization costs. More information regarding allowable costs can be found in IDCTE resources.**

**From:** Stephanie Lathrop

**Sent:** Friday, February 23, 2024 6:00 PM

**To:** Stakeholder Input <Stakeholderinput@cte.idaho.gov>

**Cc:** Jeffrey Ober <jrober@lcsc.edu>

**Subject:** 3P1 Percentage increase concern

Good Afternoon,

I would like to submit a comment about raising the 3P1 SPDL to 15.1% (90%=13.59%) along with the subsequent increases.

In Nez Perce and Asotin County (WA), where the majority of our population comes from, there is a large wage disparity between NTBG populations. When tasked with addressing barriers for this population, I put together a task force of my peers (and a student representative) who work directly with students as well as upper administration. We further analyze these percentages of male and female attendees, look for gaps/barriers and discuss how we can improve the presence of males in traditionally female careers and continue to promote females in traditionally male careers. It was in one of these meetings that a member postulated that the reason we do not have enough males in traditionally female careers, is due to a large wage disparity.

It is true; males in traditionally female careers make substantially less money than their female counterparts. I've attached an analysis of our local employment annual wage

distribution for comparison that shows the average median annual income is \$18,144.70 less for males in these NTBG careers.

This has been an ongoing trend as the following analysis, completed in 2021, shows a similar wage disparity.

Average Salary for:	Lewiston 10th	Lewiston Median	Lewiston 90th	Regional 10th	Regional Median	Regional 90th	State 10th	State Median	State 90th
Males in Trad Female Careers	34,182.64	39,760.14	59,010.44	31,269.22	44,427.92	62,795.59	28,296.67	41,641.87	72,109.29
Females in Trad Male Careers	34,259.05	53,378.85	82,762.22	36,400.77	57,079.11	86,574.58	38,953.47	59,790.91	93,794.80

As expected, LCSC exceeds the percentage of females in traditionally male CTE programs, however male attendance in traditionally female CTE programs is exceedingly low. Given the current economy, I would expect to see that trend, as well as overall low numbers in this category to continue as it has since 2015.

ID State CTE SDPL LCSC Performance		FY15 Perf Level	FY16 Perf Level	FY17 Perf Level	FY18 Perf Level	FY18/19 Perf Level	State Perf Levels
1P1	Technical Skill Attainment	92.31%	85.14%	84.11%	89.13%	NA	92.50%
1P1 b)	Technical Skill Participation	NA	NA	NA	85.19%	NA	90.00%
2P1	Credential, Certificate or Degree	36.68%	69.11%	84.31%	100.00%	67.60%	74.40%
3P1	Student Retention or Transfer	85.26%	69.85%	76.62%	75.58%	81.00%	74.50%
4P1	Student Placement	56.52%	91.21%	97.12%	98.68%	90.90%	95.50%
5P1	Nontraditional Participation	5.36%	5.71%	9.97%	7.33%	NA	15.00%
5P2	Nontraditional Completion	2.41%	3.41%	6.74%	5.88%	3.80%	13.00%
<b>Updated ICTE Performance Measures</b>							
<b>POSTSECONDARY INDICATORS</b>		<b>Baseline</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	
1P1	Postsecondary Retention & Placement	69.0%	69.0%	69.0%	69.2%	69.5%	
2P1	Earned Recognized Postsecondary Credential	54.0%	54.1%	42.5%	42.6%	42.7%	
3P1	Non-Traditional Program Concentration	16.0%	16.0%	13.9%	14.0%	14.1%	
ID State CTE SDPL LCSC Performance		FY19/20 Perf Level	FY20/21 Perf Level	FY21/22 Perf Level	FY22/23 Perf Level	FY23/24 Perf Level	
1P1	Postsecondary Retention & Placement	96.90%	59.09%	64.49%	73.33%		
2P1	Earned Recognized Postsecondary Credential	92.00%	31.29%	73.51%	40.08%		
3P1	Non-Traditional Program Concentration	8.50%	9.28%	9.86%	6.97%		
1P1 @ 90%	Postsecondary Retention & Placement	62.1%	62.1%	62.1%	62.3%	62.6%	
2P1 @ 90%	Earned Recognized Postsecondary Credential	48.6%	48.7%	38.3%	38.3%	38.4%	
3P1 @ 90%	Non-Traditional Program Concentration	14.4%	14.4%	12.5%	12.6%	12.7%	



Another challenge that adds to the low percentages in this category, is that Region 2 is comprised of many rural towns which may inadvertently lead to occupational gender segregation, poverty, and gaps in education before attending college. This may also result in the discouragement of one entering a non-traditional by gender field.

Those issues, along with the overall CTE enrollment challenges, makes achieving this SDPL extremely challenging.

Thank you for your time and consideration. Please let me know if you have any questions.

Best Regards,

Stephanie

**Stephanie Lathrop M.S. Ed**

Manager / Learning Resource Center / 208-792-2369

500 8th Avenue, SGC 218 / Lewiston, ID 83501

<https://www.lcsc.edu/career-technical-education/learning-resource-center>



IDCTE: Thank you for your comment.

Stephanie provided the 2024 NTBG Salary Analysis Nez Perce & Asotin County document on the following pages.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

APRIL 17-18, 2024

ATTACHMENT 3



Idaho Occupational Employment & Wage - May 2022 (Released April 2023)  
 Lewiston, ID-WA MSA  
 Includes: Nez Perce County, ID and Asotin County, WA  
 Source: Idaho Department of Labor, Communications & Research  
 \*Major SOC groups in bold



SOC Code	Occupation Title	Employment	Entry Wage		Midpoint (Median)		Average (Mean)		Middle Range (25th & 75th Percentiles)			
			Hourly	Annual	Hourly	Annual	Hourly	Annual	Hourly	Annual	Hourly	Annual
<b>00-0000</b>	<b>Total all occupations</b>	<b>27,800</b>	<b>\$13.80</b>	<b>\$28,704.00</b>	<b>\$20.11</b>	<b>\$41,820.00</b>	<b>\$25.24</b>	<b>\$52,489.00</b>	<b>\$15.36</b>	<b>\$31,941.00</b>	<b>\$29.39</b>	<b>\$61,126.00</b>
11-3021	Computer and Information Systems Managers	30	\$41.98	\$87,311.00	\$53.52	\$111,323.00	\$60.04	\$124,878.00	\$47.95	\$99,727.00	\$78.56	\$163,411.00
11-9199	Managers, All Other	40	\$23.61	\$49,114.00	\$43.96	\$91,442.00	\$44.15	\$91,826.00	\$29.10	\$60,537.00	\$54.19	\$112,710.00
13-1031	Claims Adjusters, Examiners, and Investigators	60	\$19.58	\$40,732.00	\$28.45	\$59,171.00	\$28.94	\$60,190.00	\$18.77	\$39,039.00	\$36.07	\$75,026.00
13-2099	Financial Specialists, All Other		\$25.30	\$52,614.00	\$34.12	\$70,974.00	\$47.96	\$99,756.00	\$26.41	\$54,923.00	\$75.00	\$156,009.00
15-1211	Computer Systems Analysts	30	\$28.38	\$59,022.00	\$33.58	\$69,838.00	\$37.08	\$77,135.00	\$31.43	\$65,376.00	\$42.98	\$89,406.00
15-1231	Computer Network Support Specialists	30	\$20.22	\$42,059.00	\$25.97	\$54,024.00	\$28.95	\$60,222.00	\$24.47	\$50,906.00	\$32.85	\$68,323.00
15-1242	Database Administrators		\$28.22	\$58,691.00	\$63.23	\$131,512.00	\$48.67	\$101,227.00	\$33.08	\$68,812.00	\$63.23	\$131,512.00
15-1244	Network and Computer Systems Administrators	30	\$30.69	\$63,831.00	\$37.60	\$78,206.00	\$39.29	\$81,732.00	\$33.57	\$69,830.00	\$45.61	\$94,870.00
15-1251	Computer Programmers		\$24.98	\$51,951.00	\$32.36	\$67,312.00	\$42.69	\$88,805.00	\$29.52	\$61,394.00	\$52.69	\$109,598.00
15-1252	Software Developers	50	\$32.64	\$67,888.00	\$49.49	\$102,943.00	\$48.02	\$99,881.00	\$38.83	\$80,762.00	\$59.90	\$124,602.00
15-1255	Web and Digital Interface Designers		\$22.38	\$46,547.00	\$37.83	\$78,687.00	\$34.60	\$71,963.00	\$25.15	\$52,307.00	\$45.37	\$94,363.00
15-1299	Computer Occupations, All Other		\$16.13	\$33,551.00	\$19.11	\$39,758.00	\$28.87	\$60,051.00	\$18.27	\$37,994.00	\$38.17	\$79,391.00
17-1011	Architects, Except Landscape and Naval		\$23.21	\$48,269.00	\$27.67	\$57,561.00	\$30.59	\$63,627.00	\$25.46	\$52,966.00	\$36.14	\$75,177.00
17-3011	Architectural and Civil Drafters		\$18.21	\$37,867.00	\$27.10	\$56,375.00	\$26.45	\$55,007.00	\$19.84	\$41,270.00	\$28.80	\$59,905.00
	Electrical and Electronic Engineering Technologists and Technicians		\$23.16	\$48,168.00	\$26.36	\$54,829.00	\$27.40	\$56,987.00	\$23.07	\$47,994.00	\$29.84	\$62,062.00
17-3023	Industrial Engineering Technologists and Technicians		\$22.67	\$47,151.00	\$23.44	\$48,752.00	\$24.94	\$51,866.00	\$23.44	\$48,752.00	\$25.67	\$53,392.00
17-3029	Engineering Technologists and Technicians, Except Drafters, All Other	70	\$22.96	\$47,747.00	\$28.88	\$60,064.00	\$27.13	\$56,436.00	\$24.29	\$50,529.00	\$28.88	\$60,064.00
17-3031	Surveying and Mapping Technicians		\$21.22	\$44,136.00	\$24.45	\$50,856.00	\$25.81	\$53,690.00	\$22.18	\$46,141.00	\$28.27	\$58,795.00
23-2011	Paralegals and Legal Assistants	40	\$15.68	\$32,607.00	\$23.19	\$48,243.00	\$23.97	\$49,860.00	\$18.94	\$39,404.00	\$29.83	\$62,053.00
25-2011	Preschool Teachers, Except Special Education	70	\$12.37	\$25,737.00	\$14.49	\$30,139.00	\$14.77	\$30,726.00	\$13.63	\$28,353.00	\$16.50	\$34,314.00
25-2022	Middle School Teachers, Except Special and Career/Technical Education	60		\$48,769.00		\$63,731.00		\$69,234.00		\$50,540.00		\$84,448.00
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	200		\$41,951.00		\$64,963.00		\$63,664.00		\$49,178.00		\$79,772.00
25-2052	Special Education Teachers, Kindergarten and Elementary School			\$43,392.00		\$70,554.00		\$69,558.00		\$48,768.00		\$92,135.00
25-2057	Special Education Teachers, Middle School			\$30,993.00		\$47,489.00		\$49,665.00		\$30,993.00		\$56,493.00
25-2058	Special Education Teachers, Secondary School			\$39,906.00		\$59,881.00		\$58,442.00		\$47,038.00		\$71,011.00
25-9045	Teaching Assistants, Except Postsecondary	330		\$25,576.00		\$32,279.00		\$34,238.00		\$28,269.00		\$41,220.00
27-2022	Coaches and Scouts	90		\$30,556.00		\$40,791.00		\$50,679.00		\$32,016.00		\$58,904.00
29-2061	Licensed Practical and Licensed Vocational Nurses	70	\$21.99	\$45,732.00	\$26.80	\$55,744.00	\$27.68	\$57,573.00	\$23.12	\$48,097.00	\$31.17	\$64,833.00
29-2072	Medical Records Specialists	30	\$17.24	\$35,850.00	\$19.94	\$41,478.00	\$21.06	\$43,797.00	\$18.48	\$38,437.00	\$21.54	\$44,798.00
31-9092	Medical Assistants	190	\$16.47	\$34,258.00	\$18.44	\$38,348.00	\$19.49	\$40,546.00	\$17.47	\$36,339.00	\$22.14	\$46,045.00
33-1021	First-Line Supervisors of Firefighting and Prevention Workers	30	\$40.21	\$83,635.00	\$43.60	\$90,683.00	\$45.09	\$93,790.00	\$43.59	\$90,671.00	\$44.07	\$91,675.00
33-1099	First-Line Supervisors of Protective Service Workers, All Other		\$20.96	\$43,605.00	\$29.95	\$62,296.00	\$30.48	\$63,399.00	\$20.85	\$43,360.00	\$32.89	\$68,411.00
33-2011	Firefighters	90	\$18.33	\$38,130.00	\$28.18	\$58,622.00	\$28.15	\$58,559.00	\$22.67	\$47,163.00	\$37.07	\$77,102.00

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

APRIL 17-18, 2024

ATTACHMENT 3

39-9031	Exercise Trainers and Group Fitness Instructors		\$13.65	\$28,384.00	\$16.45	\$34,208.00	\$17.92	\$37,269.00	\$15.07	\$31,344.00	\$21.69	\$45,121.00
43-1011	First-Line Supervisors of Office and Administrative Support Workers	290	\$17.84	\$37,108.00	\$24.61	\$51,195.00	\$26.94	\$56,035.00	\$20.09	\$41,787.00	\$30.65	\$63,756.00
43-3031	Bookkeeping, Accounting, and Auditing Clerks	300	\$14.21	\$29,553.00	\$20.11	\$41,831.00	\$20.55	\$42,737.00	\$16.40	\$34,103.00	\$24.27	\$50,472.00
43-3051	Payroll and Timekeeping Clerks		\$15.35	\$31,919.00	\$23.39	\$48,659.00	\$22.16	\$46,092.00	\$17.73	\$36,878.00	\$25.91	\$53,894.00
43-4151	Order Clerks		\$14.31	\$29,763.00	\$19.13	\$39,799.00	\$19.71	\$40,988.00	\$14.94	\$31,070.00	\$24.92	\$51,823.00
43-4161	Human Resources Assistants, Except Payroll and Timekeeping		\$15.08	\$31,376.00	\$16.55	\$34,431.00	\$18.29	\$38,048.00	\$15.49	\$32,218.00	\$21.22	\$44,145.00
43-6011	Executive Secretaries and Executive Administrative Assistants	30	\$22.93	\$47,690.00	\$30.53	\$63,503.00	\$29.64	\$61,653.00	\$25.58	\$53,199.00	\$32.67	\$67,947.00
43-6012	Legal Secretaries and Administrative Assistants	30	\$15.79	\$32,844.00	\$20.73	\$43,113.00	\$20.70	\$43,066.00	\$16.86	\$35,069.00	\$23.58	\$49,036.00
43-6013	Medical Secretaries and Administrative Assistants	100	\$14.87	\$30,933.00	\$17.63	\$36,676.00	\$18.07	\$37,578.00	\$15.36	\$31,940.00	\$19.36	\$40,267.00
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	350	\$14.84	\$30,859.00	\$18.61	\$38,719.00	\$19.45	\$40,464.00	\$16.12	\$33,530.00	\$23.03	\$47,898.00
43-9021	Data Entry Keyers		\$13.16	\$27,370.00	\$16.58	\$34,477.00	\$16.93	\$35,223.00	\$13.74	\$28,579.00	\$18.05	\$37,550.00
49-3021	Automotive Body and Related Repairers	30	\$15.52	\$32,285.00	\$22.20	\$46,177.00	\$22.18	\$46,140.00	\$18.63	\$38,744.00	\$27.00	\$56,160.00
49-3023	Automotive Service Technicians and Mechanics	210	\$15.73	\$32,720.00	\$23.90	\$49,717.00	\$24.09	\$50,111.00	\$17.37	\$36,132.00	\$29.13	\$60,589.00
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	60	\$20.87	\$43,408.00	\$25.05	\$52,104.00	\$26.69	\$55,515.00	\$22.46	\$46,710.00	\$30.19	\$62,786.00
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	90	\$17.75	\$36,927.00	\$24.03	\$49,982.00	\$24.28	\$50,499.00	\$18.20	\$37,853.00	\$28.90	\$60,121.00
49-9041	Industrial Machinery Mechanics	90	\$23.78	\$49,459.00	\$30.39	\$63,216.00	\$32.41	\$67,418.00	\$24.07	\$50,068.00	\$40.83	\$84,921.00
49-9043	Maintenance Workers, Machinery	30	\$21.82	\$45,383.00	\$30.50	\$63,446.00	\$28.24	\$58,732.00	\$26.00	\$54,080.00	\$31.90	\$66,342.00
49-9044	Millwrights	40	\$27.12	\$56,414.00	\$34.71	\$72,188.00	\$33.65	\$69,999.00	\$26.57	\$55,262.00	\$37.85	\$78,718.00
51-4121	Welders, Cutters, Solderers, and Brazers	280	\$20.34	\$42,304.00	\$25.94	\$53,958.00	\$25.44	\$52,911.00	\$21.50	\$44,717.00	\$29.36	\$61,061.00
51-9124	Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	40	\$14.67	\$30,512.00	\$22.00	\$45,760.00	\$21.71	\$45,152.00	\$17.85	\$37,124.00	\$29.19	\$60,725.00

NTBG	Female	30 Matching Occupations - Middle Range Annual Salary Total Ave	\$79,292.27
NTBG	Male	23 Matching Occupations - Middle Range Annual Salary Total Ave	\$61,147.57



UNITED STATES DEPARTMENT OF EDUCATION  
 OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION  
 DIVISION OF ADULT AND TECHNICAL EDUCATION

**PROGRAM MEMORANDUM – OCTAE-23-3**

DATE: June 30, 2023

TO: State Directors of Career and Technical Education

FROM: Sharon Lee Miller  
 Director, Division of Academic and Technical Education

SUBJECT: State Plan Submissions for Fiscal Year (FY) 2024 Grant Awards - OMB Approval Number: 1830-0029

Pursuant to the *Guide for the Submission of Perkins V State Plans* (OMB Approval Number: 1830-0029, Exp. 8/31/2025), I am pleased to inform you of the statutory requirements, procedures, and State plan submission instructions for each eligible agency (State) to receive its Fiscal Year (FY) 2024 grant award under the *Carl D. Perkins Career and Technical Education Act of 2006*, as amended by the *Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act* (Public Law 115-224) (Perkins V). This information applies to your State whether it submits its Perkins V State plan separately or as part of a Workforce Innovation and Opportunity Act (WIOA) combined State plan. FY 2024 grant awards generally cover the period from July 1, 2024 – June 30, 2025, although the period of availability of FY 2024 funds can be extended for a 15-month period through September 30, 2025. We expect to issue FY 2024 Perkins V grant awards on July 1, 2024 (initial award), and October 1, 2024 (supplemental award).

**Statutory Requirements for FY 2024 State Plan Submissions**

Following the July 2018 enactment of Perkins V, your State submitted a one-year transition plan covering FY 2019 (July 1, 2019 – June 30, 2020) and then a four-year State plan covering FY 2020-23 (July 1, 2020 – June 30, 2024). For your State to receive its FY 2024 Perkins grant award, you are required to submit one of the following pursuant to section 122(a)(5) of Perkins V:

- *Option 1:* A subsequent (new) four-year State plan covering FY 2024-27 (July 1, 2024 – June 30, 2028), including a budget for FY 2024 and State determined performance levels (SDPLs) through FY 2027; or
- *Option 2:* Annual revisions to establish your SDPLs for FY 2024 and a budget for FY 2024.

If your State chooses Option 2, your State may submit any other revisions<sup>1</sup> to your previously approved State plan as Perkins V permits annual revisions to be made at any time (section 122(a)(2)(A) of Perkins V).

**Establishing State Determined Performance Levels**

Regardless of whether your State selects Option 1 or Option 2, your State must establish SDPLs that meet the requirements of section 113(b)(3)(A)(III) of Perkins V. In addition, your State must engage in a public comment process pursuant to section 113(b)(3)(B) of Perkins V, which requires broad stakeholder consultation, the opportunity for written comments not less than 60 days prior to submission of the State plan, and a written response to the comments provided in the State plan submission.

**Submission Procedures and Support**

In developing your FY 2024 State Plan, your State must follow the applicable requirements in section 122 of Perkins V and 34 CFR Part 76. In addition to the required broad stakeholder consultation and public comment period, depending on which option your State pursues, your process may include public hearings and the opportunity for your Governor’s signature as shown in the chart below:

State Plan Options	Broad Stakeholder Consultation	Public Hearings	Public Comment Period	Opportunity for Governor’s Signature
<b>Option 1:</b> New 4-Year State Plan -OR-	Required	Required	Required	Required
<b>Option 2:</b> Annual SDPL Revisions -AND AS APPLICABLE-	Required		Required	
Any Other Annual Revisions: Non-Substantive -AND/OR-				
Any Other Annual Revisions: Significant & Relevant	Required	Required	Required	Required

Your State must submit the applicable items listed above to the Perkins State Plan Portal no later than the close of business on May 10, 2024. If your State includes Perkins

<sup>1</sup> As a reminder, under 34 CFR 76.140, any revision that results in a “significant and relevant change in ...the information or assurances in the plan; the administration or operation of the plan; or the organization, policies, or operations of the State agency that received the grant, if the change materially affects the information or assurances in the plan” must follow the procedures in 34 CFR 76.140



as part of its WIOA combined State plan, it must still follow the same procedures outlined above. However, such States are required to instead submit any narrative revisions as part of their WIOA State plan submissions to the WIOA State Plan Portal.

Online training sessions regarding the submission of items to the Perkins State Plan Portal will be held for State career and technical education directors and their staff in March of 2024. Further details regarding these sessions will be sent under separate cover and posted to the calendar on the Perkins Collaborative Resource Network at <https://cte.ed.gov>.

Please contact your Perkins Regional Coordinator if you have any questions regarding the submission requirements and procedures for your State's FY 2024 Perkins V grant award. A State-by-State listing of these staff members is available at <https://cte.ed.gov/contact/staff-by-state-responsibility>.

Our office intends to release a subsequent memo and host a Town Hall series outlining policy priorities for consideration in planning for FY 2024 Perkins State plan submissions. We look forward to continuing to work with you to implement your Perkins V State plan and provide all students with access to and success in high-quality career and technical education programs.

**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS**  
**April 17-18, 2024**

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**SUBJECT**

New Educator Certificate Endorsement Program Approval for Idaho State Board Approved Educator Preparation Programs

**REFERENCE**

August 2023	State Board of Education approved the Idaho Standards for Educator Preparation Providers.
October 2023	State Board of Education approved the Educator Preparation Program Approval Guide.
February 2024	State Board of Education approved Brigham Young University-Idaho's K-12 Literacy Program

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Code § 33-114  
IDAPA 08.02.02.015.01, Rules Governing Uniformity  
IDAPA 08.02.02.021, Rules Governing Uniformity  
Idaho State Board of Education Governing Policies & Procedures, Section IV.D.

**BACKGROUND/DISCUSSION**

In academic year 2022-23, a work group was formed to create the Idaho Standards for Educator Preparation Providers and the Educator Preparation Program Approval Guide. These two documents were approved by the State Board in 2023. Brigham Young University – Idaho (BYU-I) was the first Educator Preparation Provider to submit a new certificate endorsement program application for review and consideration by the State Board with the new process last February 2024. Northwest Nazarene University (NNU) is submitting the second new program application under this new process. A review team was assembled and reviewed NNU's Early Literacy certificate endorsement program application on February 21, 2024. Board staff facilitated the review. The review team concluded the review on February 21, 2024, and recommended NNU's Early Literacy program application to be approved.

**IMPACT**

The approval of the new program application would allow NNU to offer an Early Literacy endorsement as a 20-credit endorsement option. The disapproval of the new program application would not allow NNU to offer an Early Literacy endorsement as a 20-credit endorsement option.

**ATTACHMENTS**

Attachment 1 – NNU's Early Literacy Program Approval Evaluation Report and Recommendation  
Attachment 2 – NNU's Early Literacy Program Application

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Board staff facilitated the new program application review and recommends approval of NNU's requested new program.

**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS**  
**April 17-18, 2024**

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**BOARD ACTION**

I move to approve the review team's recommendation to approve Northwest Nazarene University's proposed Early Literacy Certificate Endorsement Program.

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



**Idaho State  
Board of Education**

**New Program Approval Evaluation Report  
Northwest Nazarene University  
February 21, 2024**

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**EDUCATOR PREPARATION PROVIDER**

Northwest Nazarene University

**NEW PROGRAM AREA**

Early Literacy

**NEW PROGRAM REVIEW DATE**

February 21, 2024

**REVIEW TEAM**

**New Program Approval Review Facilitator:**

Name	Employer	Role
Katie Shoup	Office of the Idaho State Board of Education	Educator Effectiveness Program Manager

**New Program Approval Review Team:**

Name	Employer	Role
Jennifer Alexander	Lewis Clark State College	Associate Professor, Teacher Education and Mathematics Division
Kristi Enger	Idaho Division of Career Technical Education	Director of Certification
		Professional Standards Commission Member
Dr. Melissa Green	Brigham Young University - Idaho	Dean, College of Teacher Preparation Programs
Karyn Kilpatrick-Snell	Idaho Department of Education	K-5 ELA/K-12 Dyslexia Coordinator
Cina Lackey	Idaho Department of education	Certification Director
Katie Mathias	Boise State University	Assessment and Reporting Director
		Professional Standards Commission Member
Dr. Tracey Meyerhoeffer	College of Southern Idaho	Dept. Chair/Distinguished Professor, Education
Kirsten Pomerantz	University of Idaho	Instructor, Curriculum & Instructor, Elementary Education Program Coordinator, Teacher Practicum Coordinator
Dr. Royal Toy	Lewis Clark State College	Director, PACE

**REVIEW TEAM RECOMMENDATION**

**Recommend**

**The review team does recommend the approval of the new Early Literacy twenty (20) credit hour endorsement application by Northwest Nazarene University. A twenty (20) credit hour endorsement may be added as a second endorsement area per IDAPA 08.02.02.015.01.c.i.**

## INTRODUCTION

This document describes the process by which an Idaho State Board Approved Educator Preparation Providers (Educator Preparation Providers) seek approval for a new endorsement program leading to certification. The Office of the Idaho State Board of Education (Board Office) facilitates the approval process.

Public universities and colleges seeking a new degree or certificate program will also follow their institutional policies and procedures and the process identified in [State Board Policy III.G – Postsecondary Program Review and Approval](#). Additional information may be found on the Idaho State Board of Education’s website at [Postsecondary Program Approval | Idaho State Board of Education](#). Educator Preparation Providers seeking a new degree or certificate program will complete the Postsecondary Program approval process in addition to the new program approval process for programs leading to educator certification.

## STATUTORY AUTHORITY AND REFERENCES

[Idaho Code 33-114](#): supervision and control of the certification of professional education personnel is vested in the State Board. The Board shall approve the program of education of such personnel in all higher institutions in the state, both public and private, and shall accredit as teacher training institutions those in which such programs have been approved.

[Idaho Code 33-1207A](#): The State Board shall review teacher preparation programs at the institutions of higher education.

[IDAPA 08.02.02.021](#): Idaho Educator Preparation Providers shall prepare candidates to teach in area(s) of endorsements in accordance with the Idaho Standards for Initial Certification of Professional School Personnel.

[State Board Policy IV.D.](#): Educator Preparation and Certification

[IDAPA 08.02.02.015.01](#): Instructional staff certification requirements.

[IDAPA 08.02.02.015.02](#): Pupil service staff certification requirements.

[IDAPA 08.02.02.015.03](#): Administrator certification requirements.

## NEW PROGRAM APPROVAL PROCESS STEPS

The new program approval process has a total of three steps as follows:

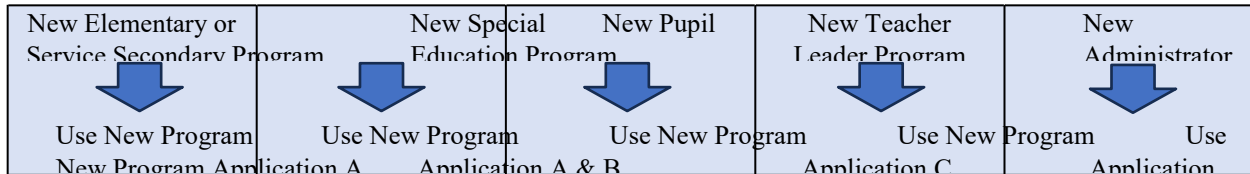
1. Preparation and Submission of the New Program Application
2. Review and Feedback
3. Determination of Approval Status

### Step 1: Preparation and Submission of the New Program Application

The Educator Preparation Provider will use one or more of the following new program applications to request approval of the new program:

- New Elementary or Secondary Program – Use New Program Application A
- New Special Education Program – Use New Program Applications A and B
- New Pupil Service Program – Use New Program Application C
- New Teacher Leader Program – Use New Program Application D
- New Administrator Program – Use New Program Application E

**Flow Chart**



The new program application includes the following:

- New Program Design
- Explanation how the New Program will meet the provider standards and components
- Clinical Experience Design

Upon completion, the new program application and all applicable supporting documentation is submitted to the Board Office – Educator Effectiveness Program Manager.

**Step 2: Review and Feedback**

After receiving a completed new program application, the Board Office will assemble and facilitate a team to review the new program application materials, to include one member of the Professional Standards Commission and members from at least two of the following groups:

- Approved Idaho Educator Preparation Program Staff
- Idaho Experts from the Field and experience with Educator Preparation Program Review
- Idaho Division of Career Technical Education Staff
- Idaho Local practicing K-12 Educators
- Idaho Local practicing K-12 Administrators
- Idaho State Department of Education staff – Certification Department

The review team will assess whether the new program as proposed meets the criteria listed in the new program application. A new program that meets the criteria listed in the new program application and shows alignment to the Idaho Standards for Educator Preparation Providers (Provider Standards) will move to Step 3. The review team will use review rubrics to guide input and make the determination if the program meets the criteria listed in the new program application and shows alignment to the Provider Standards.

A new program that does not meet the criteria listed in the new program application will be returned to the Educator Preparation Provider by electronic mail and accompanied by review team feedback. The

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Educator Preparation Provider may address the feedback and resubmit a new program application to the Board Office for review as described in Step 1.

Incomplete new program applications received by the Board Office will be returned to the Educator Preparation Provider for completion.

**Step 3: Determination of Approval Status**

The review team will provide a program recommendation to the Board Office, for consideration by the State Board at their next regularly scheduled meeting. The Board Office will notify the Educator Preparation Provider of the date of the State Board meeting at which the new program proposal will be considered. The State Board will either approve or not approve the new program. Upon State Board approval or non-approval of the new program, Board Staff will notify the Educator Preparation Provider of the new program approval status by electronic mail. If the new program is approved by the State Board, the Educator Preparation Provider may advertise the program and recruit candidates to the program. If the new program is not approved by the State Board, the application may be revised and resubmitted. Approved new programs will be reviewed at the same time as the Educator Preparation Providers state review that typically occurs on a seven-year cycle.



New Program Application A - Elementary or Secondary Program

<b><u>New Program Application for Idaho State Board Approved Educator Preparation Providers</u></b>			
<b>Name of Educator Preparation Provider</b>	Northwest Nazarene University	<b>Date of Submission</b>	November 17, 2023
<b>New Program Name (as applicable)</b>		<b>Certification/Endorsement</b>	Early Literacy (K-3)
<b>STANDARD ONE: PROFESSIONAL, CONTENT, AND PEDAGOGICAL KNOWLEDGE</b> Educator Preparation Providers ensure candidates develop an understanding of the critical concepts, principles, and practices of their discipline, and are able to use practices flexibly to advance the learning of all students.			
<b>1.1 CONTENT KNOWLEDGE AND PEDAGOGY</b> Educator Preparation Providers ensure candidates are able to apply their knowledge in critical concepts, principles, and practices as identified in the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and State Board approved Idaho Student Content Standards.			
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)		
	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard	
<b>Idaho Teaching Standards</b> The Learner and Learning • Standard 1: Learner Development	<a href="#">State Board of Education approval of Elementary Education major</a> , August 2022  <a href="#">State Team Report, NNU EPP Review</a> , March 2022	NNU's EPP seeks to add an Early Literacy Endorsement option for Elementary Candidates. The Elementary program has already met approval. See the State Department Review from March 2022.	
<b>Idaho Teaching Standards</b> The Learner and Learning • Standard 2: Learning Differences	<a href="#">State Board of Education approval of Elementary Education major</a> , August 2022  <a href="#">State Team Report, NNU EPP Review</a> , March 2022	NNU's EPP seeks to add an Early Literacy Endorsement option for Elementary Candidates. The Elementary program has already met approval. See the State Department Review from March 2022.	
<b>Idaho Teaching Standards</b> The Learner and Learning • Standard 3: Learning Environment	<a href="#">State Board of Education approval of Elementary Education major</a> , August 2022  <a href="#">State Team Report, NNU EPP Review</a> , March 2022	NNU's EPP seeks to add an Early Literacy Endorsement option for Elementary Candidates. The Elementary program has already met approval. See the State Department Review from March 2022.	
<b>Idaho Teaching Standards</b> Content • Standard 4: Content Knowledge	<a href="#">State Board of Education approval of Elementary Education major</a> , August 2022  <a href="#">State Team Report, NNU EPP Review</a> , March 2022	NNU's EPP seeks to add an Early Literacy Endorsement option for Elementary Candidates. The Elementary program has already met approval. See the State Department Review from March 2022.	
<b>Idaho Teaching Standards</b> Content • Standard 5: Application of Content	<a href="#">State Board of Education approval of Elementary Education major</a> , August 2022  <a href="#">State Team Report, NNU EPP Review</a> , March 2022	NNU's EPP seeks to add an Early Literacy Endorsement option for Elementary Candidates. The Elementary program has already met approval. See the State Department Review from March 2022.	
<b>Idaho Teaching Standards</b> Instructional Practice • Standard 6: Assessment	<a href="#">State Board of Education approval of Elementary Education major</a> , August 2022  <a href="#">State Team Report, NNU EPP Review</a> , March 2022	NNU's EPP seeks to add an Early Literacy Endorsement option for Elementary Candidates. The Elementary program has already met approval. See the State Department Review from March 2022.	

	March 2022	
<b>Idaho Teaching Standards</b> Instructional Practice <ul style="list-style-type: none"> <li>Standard 7: Planning for Instruction</li> </ul>	<a href="#">State Board of Education approval of Elementary Education major</a> , August 2022  <a href="#">State Team Report, NNU EPP Review</a> , March 2022	NNU’s EPP seeks to add an Early Literacy Endorsement option for Elementary Candidates. The Elementary program has already met approval. See the State Department Review from March 2022.
<b>Idaho Teaching Standards</b> Instructional Practice <ul style="list-style-type: none"> <li>Standard 8: Instructional Strategies</li> </ul>	<a href="#">State Board of Education approval of Elementary Education major</a> , August 2022  <a href="#">State Team Report, NNU EPP Review</a> , March 2022	NNU’s EPP seeks to add an Early Literacy Endorsement option for Elementary Candidates. The Elementary program has already met approval. See the State Department Review from March 2022.
<b>1.2 PROFESSIONAL KNOWLEDGE</b> <b>Educator Preparation Providers ensure candidates are able to apply their knowledge of the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and the State Board approved Idaho Student Content Standards</b>		
<b>Component</b>	<b>How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)</b>	

	<b>Evidence Item (Link Syllabus only as a PDF)</b>	<b>Narrative/Rationale for Meeting Standard</b>
<b>Idaho Teaching Standards</b> Professional Responsibility: <ul style="list-style-type: none"> <li>Standard 9: Professional Learning and Ethical Practice</li> </ul>	<a href="#">State Board of Education approval of Elementary Education major</a> , August 2022  <a href="#">State Team Report, NNU EPP Review</a> , March 2022	NNU’s EPP seeks to add an Early Literacy Endorsement option for Elementary Candidates. The Elementary program has already met approval. See the State Department Review from March 2022.
<b>Idaho Teaching Standards Professional Responsibility</b> <ul style="list-style-type: none"> <li>Standard 10: Leadership and Collaboration</li> </ul>	<a href="#">State Board of Education approval of Elementary Education major</a> , August 2022  <a href="#">State Team Report, NNU EPP Review</a> , March 2022	NNU’s EPP seeks to add an Early Literacy Endorsement option for Elementary Candidates. The Elementary program has already met approval. See the State Department Review from March 2022.
<b>1.3 IDAHO EDUCATIONAL EXPECTATIONS</b> <b>Educator Preparation Providers integrate State Board of Education policies and procedures and Idaho Rules Governing Uniformity into the preparation of candidates.</b>		
<b>Component</b>	<b>How is each standard met? What is the plan to meet the standard? Please share your program design, policy, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)</b>	
	<b>Evidence Item (Only link to PDFs)</b>	<b>Narrative/Rationale for Meeting Standard</b>
<b>Idaho Teaching Standards</b> State Specific Standards: <ul style="list-style-type: none"> <li>Standard 11: American Indian Tribes in Idaho</li> </ul>	<a href="#">State Board of Education approval of Elementary Education major</a> , August 2022  <a href="#">State Team Report, NNU EPP Review</a> , March 2022	NNU’s EPP seeks to add an Early Literacy Endorsement option for Elementary Candidates. The Elementary program has already met approval. See the State Department Review from March 2022.
<b>Idaho Teaching Standards</b> State Specific Standards: <ul style="list-style-type: none"> <li>Standard 12: Code of Ethics for Idaho Professional Educators</li> </ul>	<a href="#">State Board of Education approval of Elementary Education major</a> , August 2022  <a href="#">State Team Report, NNU EPP Review</a> , March 2022	NNU’s EPP seeks to add an Early Literacy Endorsement option for Elementary Candidates. The Elementary program has already met approval. See the State Department Review from March 2022.
<b>Idaho Teaching Standards</b> State Specific Standards: <ul style="list-style-type: none"> <li>Standard 13: Digital Technology and Online Learning</li> </ul>	<a href="#">State Board of Education approval of Elementary Education major</a> , August 2022  <a href="#">State Team Report, NNU EPP Review</a> , March 2022	NNU’s EPP seeks to add an Early Literacy Endorsement option for Elementary Candidates. The Elementary program has already met approval. See the State Department Review from March 2022.
<b>Idaho Comprehensive Literacy Standards</b> <ul style="list-style-type: none"> <li>Standard 1: Foundational Literacy Concepts</li> <li>Standard 1: Fluency, Vocabulary Development, and Comprehension</li> <li>Standard 3: Literacy Assessment Concepts</li> <li>Standard 4: Writing Process</li> <li>Standard 5: Diverse Reading and Writing Profiles – Reading and Writing Difficulties</li> </ul>	<a href="#">State Board of Education approval of Elementary Education major</a> , August 2022  <a href="#">State Team Report, NNU EPP Review</a> , March 2022	NNU’s EPP seeks to add an Early Literacy Endorsement option for Elementary Candidates. The Elementary program has already met approval. See the State Department Review from March 2022.

<p><b>(IDAPA 08.02.02 &amp; State Board Policy IV.D.)</b> *Show how your sequence of courses/modules/evidence of student learning meet the requirements in policy and rule.</p>	<p>NNU seeks to add an Early Literacy Endorsement. This endorsement will incorporate many of our current classes and will add four new courses.</p> <p>Standard language matched to course descriptions demonstrates the EPP’s ability to meet the policy and rule requirements. The attached syllabi demonstrate courses that are aligned to the SSR Literacy Standards and the Early Literacy Endorsement requirements. Field experiences and assignments are included in the syllabi and demonstrate progression towards the mastery of these skills. On September 14, 2023, the EPP received university approval to develop the minor. Documents linked below align to IDAPA language.</p>	
Certificate and Endorsement Requirements	Evidence Item	Narrative/Rationale for Meeting Standard
<p><b>Certificate and Endorsement Requirements</b></p> <p>Early Literacy (K-3). Twenty (20) semester credit hours to include coursework in methods of teaching reading and writing; the body of knowledge regarding the science of reading; the cognitive process of learning to read and write; phonological and phonemic awareness; oral language development; phonics, vocabulary, fluency, and comprehension; diagnostic literacy assessments and analysis leading to the development and implementation of individual reading improvement plans; data analysis related to early recognition of literacy difficulties including characteristics of dyslexia; data driven instruction and intervention; language acquisition and development; stages of reading and writing development; early elementary reading and writing resources including children’s literacy advocacy strategies for meeting the needs of struggling readers and writers; and the Idaho Comprehensive Literacy Plan.</p>	<p><a href="#">University Approval: Early Literacy Minor Proposal (Approved by NNU Academic Council, September 14, 2023)</a></p> <p><a href="#">Catalog Language</a></p>	
	<p><a href="#">Introduction to the Science of Reading</a></p>	<p>The specific endorsement requirements aligned to this course are listed below.</p> <ul style="list-style-type: none"> <li>● Introduction to the Science of Reading:                             <ul style="list-style-type: none"> <li>○ the body of knowledge regarding the science of reading</li> <li>○ the cognitive process of learning to read and write</li> </ul> </li> </ul>
	<p><a href="#">Fundamentals of Literacy</a></p>	<p>The specific endorsement requirements aligned to this course are listed below.</p> <ul style="list-style-type: none"> <li>● Fundamentals of Literacy:                             <ul style="list-style-type: none"> <li>○ phonological and phonemic awareness;</li> <li>○ oral language development</li> <li>○ phonics,</li> <li>○ vocabulary,</li> <li>○ fluency,</li> <li>○ comprehension</li> </ul> </li> </ul>
	<p><a href="#">Literacy for Learning</a></p>	<p>The specific endorsement requirements aligned to this course are listed below.</p> <ul style="list-style-type: none"> <li>● Literacy for Learning                             <ul style="list-style-type: none"> <li>○ vocabulary,</li> <li>○ fluency,</li> <li>○ comprehension</li> </ul> </li> </ul>
	<p><a href="#">Data Driven Literacy: Assessment, Intervention and Diverse Literacy Profiles</a></p>	<p>The specific endorsement requirements aligned to this course are listed below.</p> <ul style="list-style-type: none"> <li>● Data Driven Literacy: Assessment, Intervention and Diverse Literacy Profiles:                             <ul style="list-style-type: none"> <li>○ diagnostic literacy assessments and analysis leading to the development and implementation of individual reading improvement plans</li> <li>○ data analysis related to early recognition of literacy difficulties including characteristics of dyslexia</li> <li>○ data driven instruction and intervention</li> </ul> </li> </ul>

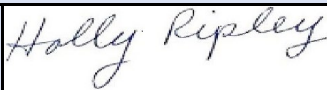
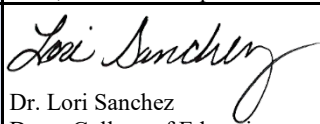
<p>Early Literacy (K-3). Twenty (20) semester credit hours to include coursework in methods of teaching reading and writing; the body of knowledge regarding the science of reading; the cognitive process of learning to read and write; phonological and phonemic awareness; oral language development; phonics, vocabulary, fluency, and comprehension; diagnostic literacy assessments and analysis leading to the development and implementation of individual reading improvement plans; data analysis related to early recognition of literacy difficulties including characteristics of dyslexia; data driven instruction and intervention; language acquisition and development; stages of reading and writing development; early elementary reading and writing resources including children’s literacy advocacy strategies for meeting the needs of struggling readers and writers; and the Idaho Comprehensive Literacy Plan.</p>		
	<p><a href="#">Writing Development and Pedagogy in K-8 Schools</a></p>	<p>The specific endorsement requirements aligned to this course are listed below.</p> <ul style="list-style-type: none"> <li>● Writing Pedagogy                             <ul style="list-style-type: none"> <li>○ the cognitive process of learning to read and write;</li> <li>○ stages of reading and writing development;</li> <li>○ early elementary reading and writing resources including children’s literacy</li> </ul> </li> </ul>
	<p><a href="#">Laws, Issues, and Advocacy in Literacy</a></p>	<p>The specific endorsement requirements aligned to this course are listed below.</p> <ul style="list-style-type: none"> <li>● Laws, Issues, and Advocacy in Literacy:                             <ul style="list-style-type: none"> <li>○ advocacy strategies for meeting the needs of struggling readers and writers</li> <li>○ Idaho Comprehensive Literacy Plan</li> </ul> </li> </ul>
	<p><a href="#">Language Acquisition for Early Literacy</a></p>	<p>The specific endorsement requirements aligned to this course are listed below.</p> <ul style="list-style-type: none"> <li>● Language Acquisition for Early Literacy:                             <ul style="list-style-type: none"> <li>○ language acquisition and development</li> </ul> </li> </ul>
	<p><a href="#">Early Literacy Methods</a></p>	<p>The specific endorsement requirements aligned to this course are listed below.</p> <ul style="list-style-type: none"> <li>● Early Literacy Methods                             <ul style="list-style-type: none"> <li>○ Clinical application of all of the above</li> </ul> </li> </ul>

**STANDARD TWO: CLINICAL EXPERIENCE**  
 Educator Preparation Providers ensure diverse high-quality clinical experiences to develop knowledge, skills, and professional dispositions in candidates and educators.

**2.1 CLINICAL PRACTICE**  
 Educator Preparation Providers include clinical practice of depth, breadth, coherence, and duration to enable candidates or educators to demonstrate proficiency in their area of endorsement.

Component	How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)	
	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard



<b>Clinical preparation depth, breadth, coherence, and duration</b>	See above syllabi & NNU’s 2022 State Department Review for additional information	Courses with an early literacy aligned field experience: <ul style="list-style-type: none"> <li>• Fundamentals of Literacy – 20 hours in a primary classroom, focusing on early literacy skills</li> <li>• Data Driven Literacy – approximately 20 hours of work with a struggling reader – focusing on assessment, intervention planning, progress monitoring, and reassessment</li> </ul>	
<b>Comprehensive clinical experience</b>	<ol style="list-style-type: none"> <li>1. <a href="#">Early Literacy Methods</a></li> <li>2. Student Teaching</li> </ol>	<ul style="list-style-type: none"> <li>• This particular course includes a 20 hour clinical experience in a K-1 classroom. Candidates will create and implement lessons based on best practices in methodology</li> <li>• All NNU candidates must spend 16 weeks in a clinical placement aligned to their endorsement areas</li> </ul>	
<b>Signatures</b>			
<b>Signature of the Program/College Chair, Director, or Other Designee</b>	 Holly Ripley Chair, Education Department	<b>Date</b>	1/10/2024
<b>Signature of the College of Education Dean or Educator Preparation Provider Head Official</b>	 Dr. Lori Sanchez Dean, College of Education	<b>Date</b>	1/10/2024

*\*Applications without appropriate dated signatures will not be considered.*

*\* Public universities and colleges seeking a new degree or certificate program will also follow the process identified in [State Board Policy III.G – Postsecondary Program Review and Approval](#).*

*\*The signatures serve as an attestation that the Educator Preparation Provider understands the requirements and has met all policies, rules, and statutes, and institutional procedures.*

Upon completion, the new program application and all applicable supporting documentation is submitted to the Board Office – Educator Effectiveness Program Manager.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**APRIL 17-18, 2024**

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**SUBJECT**

2024 Legislative Update

**REFERENCE**

June 2023	The Board approved legislative ideas for the 2024 legislative session.
August 2023	The Board approved legislative proposals and proposed administrative rules for the 2024 legislative session.
November 2023	The Board approved pending administrative rules for the 2024 legislative session.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Code § 33-107(5)(b)

**BACKGROUND/DISCUSSION**

This agenda item will provide the Board with an update on the education related legislation being considered by the 2024 Idaho Legislature.

**IMPACT**

This update provides the Board with the status of education and agency-related legislation that has been signed into law and an overview of the impact such new legislation will have.

**ATTACHMENTS**

Attachment 1 – 2024 New Legislation Overview

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Attachment 1 provides a list of education-related legislation and legislation impacting state agencies and institutions, including those under the Board's governance as of the due date for meeting materials for this meeting.

**BOARD ACTION**

This agenda item is for informational purposes only.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 17-18, 2024**

**ATTACHMENT 1**

	Bill #	Short Title	Final Outcome	Description	Impact
Board Agency Legislation	1246	SBE Optional Retirement Program	Law	Amends existing law to revise provisions regarding an optional retirement program.	
	411	Educational Data	Failed	Proposed technical corrections and clarifications to Section 33-133, Idaho Code	
	NA	Transfer Credit Report	Withdrawn	Proposed removal of specific data points required for the transfer credit report from Idaho Code	
Education Budget Bills	458	Approp, State Board of Education	Law	I. Agricultural research and extensionservice; II. College and Universities; III - Community Colleges; IV - OSBE; V - Health Education Programs ; VI - Division of CTE; VII - IPTV; VIII - Speical Programs; IX - Department of Ed; X - IDVR; XI - PCSC	
	692	Approp, Special Programs, Add'l	Law	Forest Utilization, Geological Survey, Museum of Natural History, Scholarships and Grants, Small Business Development Center,	
	698	Approp, OSBE, Add'l	to Gov	IT, Safety, In-Demand	
	634	Broadband	to Gov	Policy bill related to budget shift from SDE to OSBE	
	693	Approp, CTE, Trailer	Law		
	460	Approp, Public Schools 2025 Maintenance	to Gov		
	700	Approp, IDVR, Trailer	To Gov		
Education Rules	1399	Approp, IPTV, Add'l	Law		
	SCR 121	IDAPA, Multiple	Passed	Docket No. 08-0112-2301 – Rules Governing the Postsecondary Credit Scholarship Docket No. 08-0203-2301 – Rules Governing Thoroughness Docket No. 55-0103-2301 – Rules Governing Career Technical Schools Docket No. 55-0104-2301 – Rules Governing Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-up Grants ☐ Docket No. 08-0113-2302 – Rules Governing the Opportunity Scholarship	
	SCR122	IDAPA 08.04.01	Held House Floor	Regarding Docket No. 08-0401-2301 – Rules Governing the Idaho Digital Learning Academy	
HCR032	IDAPA 08.04.01	Senate Education	Regarding Docket No. 08-0401-2301 – Rules Governing the Idaho Digital Learning Academy		

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
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**ATTACHMENT 1**

	Bill #	Short Title	Final Outcome	Description	Impact
High Interest	417	Cash Paymnets	Law	This legislation assures that cash is an acceptable payment in Idaho government and that citizens would not be charged additional fees if they choose to use it.	Will requires changes at institutions of higher ed
	422	Public Charter Schools	Law	Repeal and rewrite of Title 33 Chapter 52, Idaho Code.	Data collection review re. System-based LEAs
	500	Oppportunity Scholarship	Law	Would allow community colleges to be recipients of the opportunity scholarship funds. Would also increase the credit completion rates for eligibility to renew from the existing federal minimum, to on track to complete in 100% of time levels.	Guidance Memo; Rule
	521	Taxation, School Facilities Funds	Law	First, it dedicates \$125 million in ongoing sales tax revenue to the new School Modernization Facilities Fund for bonding, while providing the legislature with expanded options to cover annual service on the bonds in the event of economic downturns. Second, this legislation increases the funding to the School District Facility Fund in two ways. It increases the sales tax revenue directed to the fund from 2.25% to 3.25% which is projected to be \$25 million in FY 2025, and redirects existing lottery dividends to the fund, which is projected to be approximately \$50 million in FY 2025. This fund will help school districts with paying down school bonds, levies, and plant facility levies, with any remaining funds being used at the district level for additional school facility projects. Third, this legislation reduces income taxes from 5.8% to 5.695%, allowing Idahoans to have more money to better support local bonds and levies related to school facilities.	Board action pending trailer bills
	644	Board of Education, Regions	Law	This legislation establishes seven geographical regions for appointment to the State Board of Education	
	1317	License Plates, Don't Tread on Me	Law	This legislation amends section 49-402 and 49-402D of Idaho Code to provide for the State Board of Education to be a permissible beneficiary of the Gadsden "Don't Tread On Me" license plate. This legislation further amends section 33-1628 of Idaho Code to establish a firearm safety grant fund and program for the purposes of firearms safety education currently found in section 33-1628 of Idaho Code	Rule; Implementation of new grant program for firearms safety
	1274	Diversity Statements, prohibition	Law	This bill will make clear Idaho's state policy that hiring, and admissions decisions must be made on merit. This bill will also guarantee that hiring and admissions decisions made by state agencies, including public colleges and universities, are not "conditioned on a requirement that applicants submit or ascribe to a diversity statement."	
	1352	Counselors, Therapists, Principles	Law	The legislation protects counselors in their fundamental rights of conscience by allowing them to decline to provide services in support of objectives which violate their sincerely held principles without fear of loss of licensure or civil or criminal action.	
	1358	Empowering parents grant	Printed, Education	Amends existing law to provide that certain qualified expenses for the Empowering Parents Grant program will be reimbursed, to establish provisions for reimbursements, and to provide that unused funds may be forfeited by a participant	Program Administration Changes and Possible Contract Amendment
	HCR026	University of Idaho, Corporation	Passed	States findings of the Legislature regarding the University of Idaho's proposed affiliation with the University of Phoenix and authorizes the Speaker of the House and the President Pro Tempore to act as agents of the Legislature in a potential legal action.	
HCR029	Department of Administration Rule Rejection	Passed	Removes the rules governing the ITN process.	May impact ISEE Modernization timeline	

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 17-18, 2024**

**ATTACHMENT 1**

	Bill #	Short Title	Final Outcome	Description	Impact
K-12 Impact	450	School district activity funds	Law	This bill adds the option of a debit or credit card to be associated with an Activity Fund account set up by the school district or school district's designee.	
	454	Advanced Opportunities	Law	Would allow for a higher proportion of a student's advanced opportunities funds to be spent on single courses. Intent is to accommodate for courses that cost more than the current ceiling.	
	566	Reading Assessment, Exemption	Law	Provides an exemption from the IRI for English language learning students, who have not been enrolled for two (2) full school years in the United States and who score less than a level two (2) on the state's English language proficiency test.	
	580	Military leave, public schools	Law	Adds to existing law to establish military leave for public school and public charter school employees.	
	581	Teachers, corporal punishment	Law	Amends existing law to revise the powers of teachers in the classroom to provide when a teacher may physically escort a student out of class and when restraint or seclusion of a student must cease.	
	1359	Education, advanced opportunities	Law	Amends existing law to increase the Advanced Opportunities funding for both public school students and nonpublic school students, to remove a spending cap for certain courses eligible for the public school Advanced Opportunity funding, and to revise provisions regarding the administration of the program for nonpublic school students	
	1361	School district boards	Law	Amends existing law to require school district boards of trustees and public charter schools to adopt certain rules of procedure for the conduct of their meetings, which shall include provisions allowing members of the public to comment and offer up items for the agenda.	
	HCR 025	Holocaust Education	Adopted	Encourages IDE to adopt age-appropriate Holocaust education in social Studies classes and develop resources and guidance for educators	
	scr116	Civics education	Signed	States findings of the Legislature, declares the importance of civics education, and supports teaching responsible citizenship in Idaho public schools.	