

## Cover Page

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1. Eligible Agency (State Board) Submitting Plan on Behalf of State:

Agency Name:

Idaho State Board of Education

2. Lead individuals completing this plan:

Select the lead individuals completing the plan. If additional individuals without accounts will be completing the plan, return to the Submit Your Report page and click "Request Access" to submit a request for additional user accounts.

1. A. Please select the individual responsible for the **narrative descriptions** in this plan:

James Barrett-Spencer ▼

2. B. Please select the individual responsible for the **budget** in this plan:

Tim Tower ▼

3. C. Please select the **lead individual who may be contacted to answer questions** about this plan:

James Barrett-Spencer ▼

3. Type of Perkins V State Plan Submission:  1-Year Transition Plan (FY 2019 only)  State Plan (FY 2019-2023)
4. Submission of Perkins V State Plan as part of a Workforce Innovation and Opportunities Act (WIOA) combined State Plan:  Yes  No
5. Governor's Joint Signatory Authority of the Perkins V State Plan:

Date Governor was sent State Plan  
for signature:

If the Governor has provided a letter that he or she is jointly signing the State Plan for submission to the Department, please upload the letter.

## II. NARRATIVE DESCRIPTIONS

### A. Plan Development and Consultation

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.
2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)
3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

### B. Program Administration and Implementation

#### 1. **State's Vision for Education and Workforce Development**

- a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)
- b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)

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

(c) PLAN DEVELOPMENT.—

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

(A) develop the State plan in consultation with—

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

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

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

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

(A) during the development of such plan; and

(B) prior to submission of the plan to the Secretary.

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

- c. Describe the State’s strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)
  
- d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for purposes under section 124 of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)

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

(a) GENERAL AUTHORITY.—

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

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

(Section 124 of Perkins V)

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

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

The Idaho Division of Career and Technical Education (Division) currently supports fifty-two (52) approved programs of study under six (6) discipline areas representing the fifteen (15) of the sixteen (16) career clusters as described in the National Career Clusters® Framework as presented by Advance CTE.

Six discipline areas:

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

National Career Cluster® Framework

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

- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—
- i. promote continuous improvement in academic achievement and technical skill attainment;
  - ii. expand access to career and technical education for special populations; and

- iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

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

The Division collects postsecondary disaggregated data directly from the institutions. Each CTE program is assigned a unique program ID associated with federally accepted CIP codes. Institutions are required to certify that information provided to the Division is accurate and complete. The Division validates all postsecondary data tied to approved programs.

In Idaho, the secondary portion of a program of study is called a pathway and consists of a sequence of courses culminating in a capstone course. Capstone courses are limited to juniors/seniors and require Technical Skills Assessments that test a student's ability to meet industry standards. The Division through consultation with industry leaders, postsecondary institutions, and LEAs establishes program standards to meet industry standards. It is through the standards setting process that the Division develops programs of study for the State of Idaho.

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

All eligible recipients must verify that special populations have access to all program areas offered in their school through the application process. After the transition year, the Division will require all recipients to receive annual equity training to remain eligible for Perkins funds. Equity training will facilitate identifying and eliminating barriers for special populations to participate in CTE programs.

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

An effective TAC reveals local career opportunities, prepares students to enter the workforce, and/or helps upgrade the skills of workers already employed. The TAC advises the program to ensure it stays up to date in terms of content and training. TAC members also assist in, and advocate for, student, faculty, and program needs.

Ultimately, TACs strengthen the working relationships between the career and technical education programs and the communities they serve.

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

A TAC can be established:

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

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

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

The size of the committee may vary by the size of the community, scope of the career and technical education program, diversity of businesses and industries in the community, and purpose of the committee. Size may also vary over time to align with

specific committee activities. Committees should be large enough to reflect the diversity of the community, yet small enough to be managed effectively. Committees with fewer than five members tend to be less effective as they may have limited perspectives, inadequate information on a number of target jobs, and too few employers represented. Committees with more than 15 members can become unmanageable. Five to nine members are generally an adequate size for most committees.

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

1. Develop a list of prospective members that include several key characteristics.
    - a. Representatives of:
      - i. business/industry (program specific or broad industry representation for schoolwide committees);
      - ii. local community (including Idaho Department of Labor representatives, if located in the community);
      - iii. general geographic area to be served; and
      - iv. programs at other schools, if applicable.
    - b. People who:
      - i. have recent experience related to the program area.
      - ii. are available to attend TAC meetings.
      - iii. have an interest in education and the program.
  2. Once the list is compiled, interview prospective members. The interviews should:
    - a. explain the nature of the committee.
    - b. explain the prospective member's role on the committee.
    - c. describe the terms and length of service.
    - d. gauge the prospective member's level of interest in serving and determine to what extent his or her participation would benefit the program.
  3. Send an invitation letter to prospective new member, which is signed by appropriate program or school leadership, including the date, time, and location of the next committee meeting.
  4. Once the administrator approves the appointment and the member has accepted it, send a formal letter of appointment.
- c. Describe how the eligible agency will—
- i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;



Secondary pathways are generally listed as electives in each school district's student handbook that is disseminated to students during the registration process. Information is also disseminated at career fairs, student assemblies, and through the Next Steps website at <https://nextsteps.idaho.gov/>. Next Steps is Idaho's comprehensive clearinghouse of information and resources pertaining to college and career. The website features a grade-by-grade timeline to help students prepare for life after high school. Resources provided on the website are designed to assist students in exploring possible careers, obtaining postsecondary credits through advanced opportunities, and the availability of funding sources for their career development.

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

Information regarding approved programs of study and associated standards may be found on the Division website at <https://cte.idaho.gov/students/transition-to-college-career/>. Links to Idaho Advanced Opportunities (described in 2.d) are provided on the website at <https://cte.idaho.gov/students/high-school-programs/advanced-opportunities/>.

- ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points; **Not required**
- iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate; **Not required**
- iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations; **Not required**
- v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate; **Not required**
- vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and **Not required**
- vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V) **Not required**

### Text Box 3: Statutory Definition of Career Pathways

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)

- (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. (Section 3(7) of the Workforce Innovation and Opportunity Act [Public Law 113- 128])

(Section 3(8) of Perkins V)

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

Secondary and postsecondary career and technical education programs provide opportunities for students to earn college credit as outlined in the State Board of Education’s Advanced Opportunities policies and procedures (section III.Y <https://boardofed.idaho.gov/board-policies-rules/board-policies/higher-education-affairs-section-iii/iii-y-advanced-opportunities/>). The State Board recognizes four different advanced opportunities programs: Technical Competency Credit (TCC), Advanced Placement®, dual credit, and the College Level Examination Program.

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

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

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

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

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

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

Currently 43 TCCs are available through SkillStack® in 26 programs of study.

- e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V) **Not required**
- f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. **Not required**
- g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the

requirements of section 134(c) of Perkins V. See Text Box 3 for the requirements of the comprehensive local needs assessment under section 134(c) of Perkins V. **Not required**

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

#### Size

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

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

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

#### Scope

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

#### Quality

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

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

#### **Text Box 4: Statutory Requirements for Local Applications**

- (a) CONTENTS.—The eligible agency shall determine the requirements for local applications, except that each local application shall contain—
- (1) a description of the results of the comprehensive needs assessment conducted under subsection (c);
  - (2) information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including—
    - (A) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded;
    - (B) a description of any new programs of study the eligible recipient will develop and submit to the State for approval; and
    - (C) how students, including students who are members of special populations, will learn about their school’s career and technical education course offerings and whether each course is part of a career and technical education program of study;
  - (3) a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners, will provide—
    - (A) career exploration and career development coursework, activities, or services;
    - (B) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment described in subsection (c); and
    - (C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program;
  - (4) a description of how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965);
  - (5) a description of how the eligible recipient will—
    - (A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
    - (B) prepare CTE participants for non-traditional fields;
    - (C) provide equal access for special populations to career and technical education courses, programs, and programs of study; and

(Continued on the following page)

#### **Text Box 4: Statutory Requirements for Local Applications**

- (D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;
- (6) a description of the work-based learning opportunities that the eligible recipient will provide to students participating in career and technical education programs and how the recipient will work with representatives from employers to develop or expand workbased learning opportunities for career and technical education students, as applicable;
  - (7) a description of how the eligible recipient will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable;
  - (8) a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession; and
  - (9) a description of how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.

(Section 134(b) of Perkins V)

### **Text Box 5: Statutory Requirements for Comprehensive Local Needs Assessment**

- (c) COMPREHENSIVE NEEDS ASSESSMENT.—
- (1) IN GENERAL.—To be eligible to receive financial assistance under this part, an eligible recipient shall—
- (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and
  - (B) not less than once every 2 years, update such comprehensive local needs assessment.
- (2) REQUIREMENTS.—The comprehensive local needs assessment described in paragraph (1) shall include each of the following:
- (A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.
  - (B) A description of how career and technical education programs offered by the eligible recipient are—(i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and (ii)(I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the “State board”) or local workforce development board, including career pathways, where appropriate; or (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.
  - (C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.
  - (D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.
  - (E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including— (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations; (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

(Section 134(c) of Perkins V)

### 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;

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

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

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

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

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

- iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations; **Not required**
  - iv. will be provided with appropriate accommodations; and

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



- v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V) **Not required**

#### **4. Preparing Teachers and Faculty**

- a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V) **Not required**

#### **C. Fiscal Responsibility**

- 1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—
  - a. each eligible recipient will promote academic achievement;
  - b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and
  - c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V) **Not required**

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

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

- d) Feasibility of performance improvement plans (if required)
- e) Allowability, accuracy, and completeness of project budgets

Eligible recipients must offer CTE programs that include rigorous, sequential CTE content aligned with challenging academic standards as established by the SDE.

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

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

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—
  - a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and
  - b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

Funds made available under Section 111 of the Act will be allocated to both secondary and postsecondary/adult career and technical education programs. Of the funds available under Section 112(a)(1), 10 percent will be reserved in accordance with Section 112(c). The remaining funds will be allocated 65 percent to secondary education programs and 35 percent to postsecondary education programs.

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

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

consortium for purposes or programs benefitting only one (1) member of the consortium.

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

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

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

<b>Local Education Agency</b>	<b>District</b>	<b>Amount</b>
Boise	1	\$325,100
West Ada (Meridian)	2	\$371,462
Kuna	3	\$73,075
Meadows Valley	11	\$4,324
Council	13	\$4,200
Marsh Valley	21	\$19,127
Pocatello	25	\$178,947
Bear Lake County	33	\$14,155
St Maries	41	\$12,798
Plummer/Worley	44	\$15,859
Snake River	52	\$24,187
Blackfoot	55	\$67,000
Aberdeen	58	\$11,164
Firth	59	\$8,814
Shelley	60	\$25,966
Blaine County	61	\$31,415
Garden Valley	71	\$4,903
Idaho City	72	\$5,051
Horseshoe Bend	73	\$3,805
West Bonner County	83	\$25,770
Lake Pend Orielle	84	\$64,380
Idaho Falls	91	\$146,808
Bonneville	93	\$123,076
Boundary County	101	\$34,991
Butte Co/Arco	111	\$7,247
Camas County	121	\$2,013
Nampa	131	\$254,808

Caldwell	132	\$133,499
Wilder	133	\$8,717
Middleton	134	\$39,484
Notus	135	\$3,918
Melba	136	\$9,077
Parma	137	\$14,269
Vallivue	139	\$115,635
Grace	148	\$6,140
North Gem	149	\$1,848
Soda Springs	150	\$8,523
Cassia County	151	\$67,895
Clark County	161	\$2,712
Orofino	171	\$16,705
Challis	181	\$6,962
Mackay	182	\$2,087
Glenns Ferry	192	\$6,891
Mountain Home	193	\$62,059
Preston	201	\$24,070
West Side	202	\$6,229
Fremont	215	\$33,594
Emmett	221	\$42,974
Gooding	231	\$21,662
Wendell	232	\$16,208
Hagerman	233	\$5,346
Bliss	234	\$2,212
Cottonwood	242	\$6,379
Salmon River (Riggins)	243	\$1,912
Mountain View (Grangeville)	244	\$19,172
Jefferson County	251	\$59,349
Ririe	252	\$5,221
West Jefferson	253	\$7,848
Jerome	261	\$61,835
Valley	262	\$8,842
Coeur d'Alene	271	\$143,718
Lakeland	272	\$65,163
Post Falls	273	\$91,486
Moscow	281	\$33,575
Genesee	282	\$3,864
Kendrick	283	\$2,099
Potlatch	285	\$7,535
Troy	287	\$2,820

Whitepine	288	\$2,620
Salmon	291	\$17,670
South Lemhi	292	\$1,307
Nezperce	302	\$1,947
Kamiah	304	\$17,671
Highland	305	\$2,670
Shoshone	312	\$8,522
Dietrich	314	\$3,529
Richfield	316	\$3,903
Madison	321	\$71,417
Sugar-Salem	322	\$16,243
Minidoka County	331	\$57,931
Lewiston	340	\$60,691
Lapwai	341	\$8,712
Culdesac	342	\$1,868
Oneida County (Malad)	351	\$11,202
Marsing	363	\$13,759
Bruneau-Grand View	365	\$7,953
Homedale	370	\$18,072
Payette	371	\$28,337
New Plymouth	372	\$14,264
Fruitland	373	\$18,919
American Falls	381	\$24,515
Rockland	382	\$1,675
Kellogg	391	\$20,475
Mullan	392	\$2,742
Wallace	393	\$10,300
Teton County	401	\$21,932
Twin Falls	411	\$138,317
Buhl	412	\$26,235
Filer	413	\$18,303
Kimberly	414	\$16,860
Hansen	415	\$6,180
Castleford	417	\$4,737
Murtaugh	418	\$3,264
McCall-Donnelly	421	\$7,624
Cascade	422	\$8,965
Cambridge	432	\$2,768
Midvale	433	\$1,891
Weiser	431	\$23,953
Sho-Ban School	537	\$7,731

<b>Total</b>	\$3,777,653
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Idaho will allocate funds for state fiscal year 2020 of \$3,777,653 (based on the estimate provided at [https://s3.amazonaws.com/PCRN/docs/FY\\_2019\\_Allocations\\_Memo.pdf](https://s3.amazonaws.com/PCRN/docs/FY_2019_Allocations_Memo.pdf)) to our eligible recipients in accordance with section 131(a)-(e).

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

Postsecondary Institution	FY20 Perkins Funds
College of Eastern Idaho	\$258,991
College of Southern Idaho	\$358,240
College of Western Idaho	\$433,857
Idaho State University, College of Technology	\$526,489
Lewis-Clark State College	\$161,633
North Idaho College	\$294,911
<b>Total</b>	<b>\$2,034,121</b>

Idaho will allocate funds for state fiscal year 2020 of \$2,034,121 (based on the estimate provided at [https://s3.amazonaws.com/PCRN/docs/FY\\_2019\\_Allocations\\_Memo.pdf](https://s3.amazonaws.com/PCRN/docs/FY_2019_Allocations_Memo.pdf)) to our eligible institutions in accordance with section 132(a)(2).

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

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

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

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

6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—
  - a. include a proposal for such an alternative formula; and
  - b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

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

Idaho is not requesting a waiver at this time.

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

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

Idaho is not requesting a waiver at this time.

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

The Division reserves funds in accordance with Section 112(c) of Perkins V to primarily facilitate the transition of career and technical education students from secondary to postsecondary programs via Technical Competency Credit (TCC) and Idaho SkillStack®.

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

### **Eligible Recipients**

Institutions eligible for a postsecondary Reserve Fund grant award must currently offer Perkins approved CTE programs and meet at least **one** of the following criteria in each subsection below:

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

- d) areas with disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II); and
- 2) in order to—
- a) foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields; or
  - b) promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.

**Purpose for Reserve Fund**

- 1) Transition secondary career and technical students to postsecondary CTE programs.
- 2) Primary focus on student access to TCC that directly benefits a student’s postsecondary goals and reduces cost of obtaining a postsecondary credential. Project will mainly focus on TCC and SkillStack® 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 Pathway and Career Specialty programs 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 (pathway and career specialty) are the primary focus of alignment with postsecondary CTE programs.
  - a) **Individual articulation agreements** for TCC should be entered into in limited cases where specific classes do not fall under statewide articulation, and:
    - i) secondary educators hold the appropriate credentials and certification in the program area where postsecondary credit is to be awarded;
    - ii) secondary and postsecondary faculty reach agreement on the competencies; and
    - iii) secondary and postsecondary faculty reach agreement on the required level of proficiency and approved assessment of student skills.
 individual articulations must not delineate from learning outcomes of programs that have already been horizontally aligned.
  - b) **Statewide articulation agreements** will be provided by the Division for each program that has gone through horizontal program alignment and institutions have adopted curriculum changes. Statewide articulations will provide information on the grouping of badges and competencies that must be met, as well as Technical Skills Assessments and other postsecondary requirements for TCC.
  - c) **Dual Credit** is identified and supported as one advanced opportunity (academic or technical) by the Idaho State Board of Education in Advanced Opportunities Policy



III.Y; project should not focus primarily or solely on Dual Credit, nor should funding be used primarily for this activity.

- d) TCC and Dual Credit are identified as Advanced Opportunities by the Idaho State Board of Education, Advanced Opportunities Policy III.Y; Institutions should not delineate from Board policy.
- 4) This project will commit to the equivalent of at least one (1) full-time position for the oversight of the project.

### **Application Process**

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

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

Expenditures made with federal funds must meet the following criteria:

- 1) Federal funds must be used to supplement **not supplant** state and local resources.
  - 2) Costs must be necessary and reasonable for the proper and efficient administration of the program.
  - 3) Costs must be allocable to the project.
9. Provide the State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary’s annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

\$57,748,952, in the aggregate, was spent on all non-federal programs by the State of Idaho during FY18. At 95%, Idaho’s new base for maintenance of effort in FY20 is \$54,206,339.

### **D. Accountability for Results**

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

- 1. Identify and include at least one (1) of the following indicators of career and technical education program quality—
  - a. the percentage of CTE concentrators (See Text Box for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;
  - b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
  - c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)

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

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

2. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

### **Text Box 6: Statutory Definition of CTE Concentrator**

The term ‘CTE concentrator’ means—

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

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

(Section 3(12) of Perkins V)

3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—
  - a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance. (See Text Box 5 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);
  - b. an explanation for the State determined levels of performance; and
  - c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).

As part of the procedures for determining State determined levels of performance, describe

the process that will be used to establish a baseline for those levels.

4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).

As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)

#### **Text Box 7: Statutory Requirements for Consultation on State Determined Performance Levels**

**(B) PUBLIC COMMENT.—**

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

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

## Statutory Assurances

The eligible agency assures that:

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

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN):

\*\*\*\*\*

Title/Agency:

State Administrator/Idaho

Date:

5/23/2019 12:00:00 AM

## EDGAR Certifications

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

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

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN):

\*\*\*\*

Title/Agency:

State Administrator/Idaho

Date:

5/23/2019 12:00:00 AM

**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.


**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE <i>State Administrator</i>
APPLICANT ORGANIZATION <i>Idaho Career Technical Education</i>	DATE SUBMITTED <i>5-20-2019</i>

### Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352  
(See reverse for public burden disclosure)

<b>1. Type of Federal Action:</b> a. contract _____ b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	<b>2. Status of Federal Action:</b> a. bid/offer/application _____ b. initial award c. post-award	<b>3. Report Type:</b> a. initial filing _____ b. material change  <b>For material change only:</b> Year _____ quarter _____ Date of last report _____
<b>4. Name and Address of Reporting Entity:</b> _____ Prime _____ Subawardee _____ Tier _____, if Known:  <b>Congressional District, if known:</b>		<b>5. If Reporting Entity in No. 4 is Subawardee,</b> Enter Name and Address of Prime:  <b>Congressional District, if known:</b>
<b>6. Federal Department/Agency:</b>	<b>7. Federal Program Name/Description:</b>  CFDA Number, if applicable: _____	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$	
<b>10. a. Name and Address of Lobbying Registrant</b> <i>(if individual, last name, first name, MI):</i>	<b>b. Individuals Performing Services</b> <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i>	
<b>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</b>	<b>Signature:</b> _____ <b>Print Name:</b> _____ <b>Title:</b> _____ <b>Telephone No.:</b> _____ <b>Date:</b> _____	
<b>Federal Use Only</b>	<b>Authorized for Local Reproduction</b> <b>Standard Form - LLL (Rev. 7-97)</b>	



## INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.  
  
(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.


(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Idaho Career Technical Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: Dwight Middle Name: <input type="text"/>
* Last Name: Johnson	Suffix: <input type="text"/>
* Title: State Administrator	
* SIGNATURE: 	* DATE: 5-20-2019

## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about the following provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

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

narrative, or, if appropriate, may be discussed in connection with related topics in the application.

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

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

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

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

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

<b>2</b>	<b>State Administration</b>	
<b>3</b>	<b>State Leadership</b>	\$ 759709.00
<b>4</b>		\$ 75970.00
		\$ 75970.00
		0.00
		\$ 0.00
		60000.00
		\$ 7597.00
		6457527.00
		\$ 645753.00
		0.00
		\$ 645753.00
		5811774.00
		\$ 3777653.00
		\$ 2034121.00
		\$ 379854.00

## State Plan Certification

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

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN):

\*\*\*\*

Title/Agency:

State Administrator/Idaho

Date:

5/23/2019 12:00:00 AM