

CAREER AND TECHNICAL EDUCATION WORK GROUP



December 2019 Report

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BACKGROUND

In July 2019, the State Board of Education (the Board) created the Career and Technical Education (CTE) Work Group. The CTE Work Group is an ad hoc work group tasked with providing recommendations to the Board to expand and improve career and technical education in Idaho. The CTE Work Group consisted of 14 members, including representatives of the State Board of Education, Division of Career Technical Education, Workforce Development Council, community colleges, school districts and schools, and employers. State Board of Education staff provided administrative and technical support. The CTE Work Group met from July 2019 to December 2019 and are submitting this report to the State Board of Education for consideration at the February 2020 meeting.

DISCLAIMER

This report is an internal working document of the CTE Work Group, an ad hoc work group of the Idaho State Board of Education. The recommendations presented here are the opinions of the Work Group and not necessarily that of the Board unless explicitly accepted by them.

IDAHO CTE OVERVIEW

What is Career & Technical Education?

Career Pathways that start in High School and continue to College and Workforce Training to prepare students for a wide variety of great careers like:



Agriculture, Food & Natural Resources

Agribusiness, Animal Science, Plant Genetics, Renewable Energy



Family & Consumer Sciences and Human Services

Culinary Arts, Hospitality, Early Childhood Development



Business & Marketing

Accounting, Management, Digital Communications, Administrative Services, Marketing



Health Professions & Public Safety

Dental Hygiene, EMT, Fire Services, Nursing, Medical Asst., Pharmacy Tech., Physical Therapist Asst.



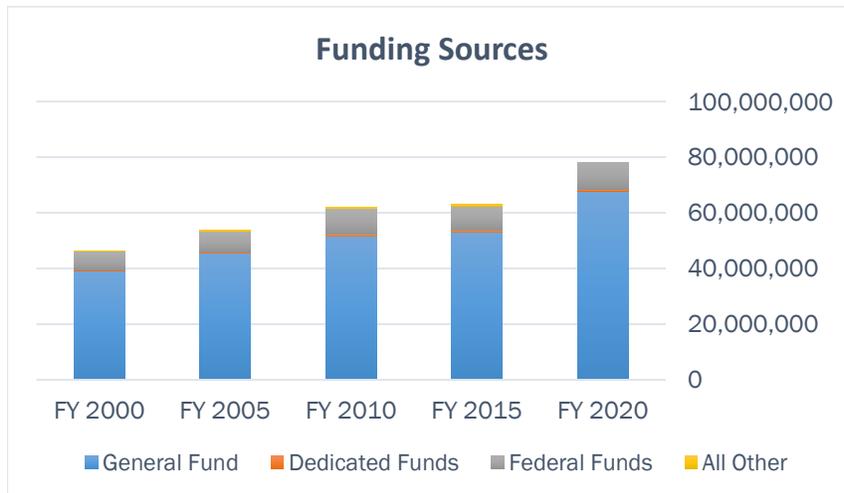
Engineering & Technology

Aerospace, Web Design, Robotics, Computer Networking, Graphic Communications, Programing



Trades & Industry

Auto & Diesel Mechanics, HVAC, Construction, Plumbing, Welding, Precision Machining

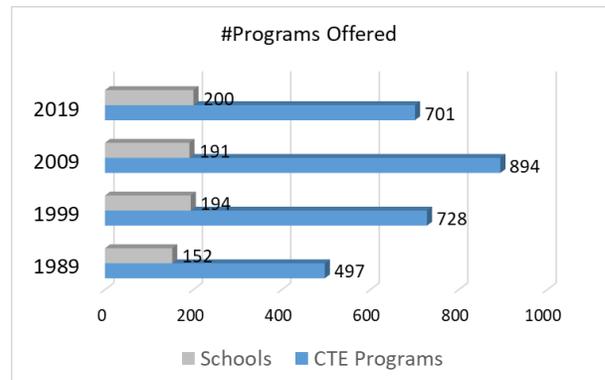
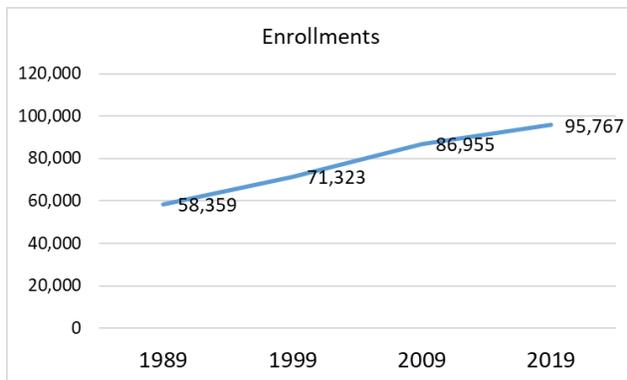


The Division has received increased funding over the past 20 years, from \$46,380,500 in fiscal year 2000 to \$78,205,300 in fiscal year 2020. During that time, the percentage of CTE funding from federal sources has dropped from 14.3% to 12.5%, while state funding (general and dedicated) has increased from 85.3% to 87.5%. In fiscal year 2020, state funding for the Division is over 68.4 million.

High School CTE Programs

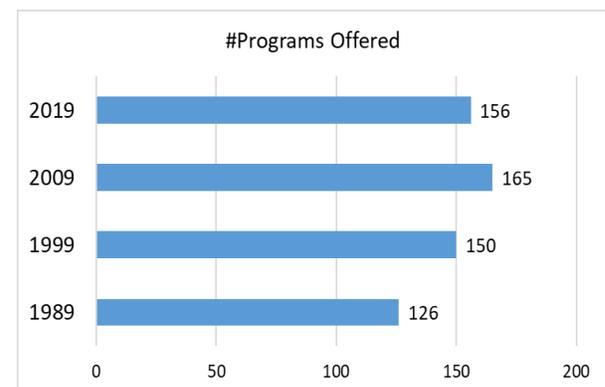
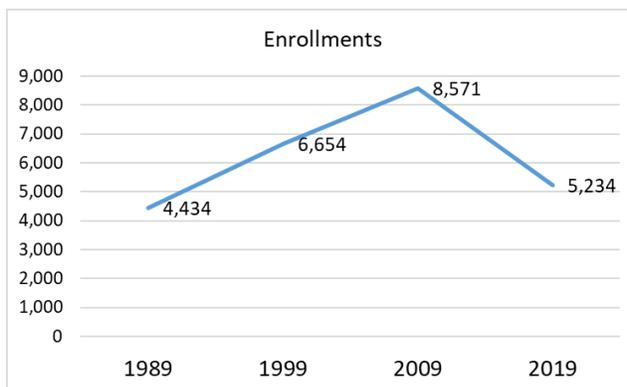
Types of High School CTE Programs	
CLUSTER	PATHWAY
Group of related courses in a program area	Series of incremental, sequential courses culminating in a capstone and technical skills assessment
Prepare students with introductory knowledge and skills in a variety of related content	Prepare students with knowledge and skills to advance to postsecondary or the workforce
Taught by university-prepared teachers	Taught by university-prepared teachers or industry professionals (alternative certification)
Receive state added-cost funds (no Perkins V funds).	Receive both state added-cost and Perkins V funds.
Examples: 1) Agriculture cluster 2) Business cluster	Examples: 1) Animal Science Pathway 2) Hospitality Management

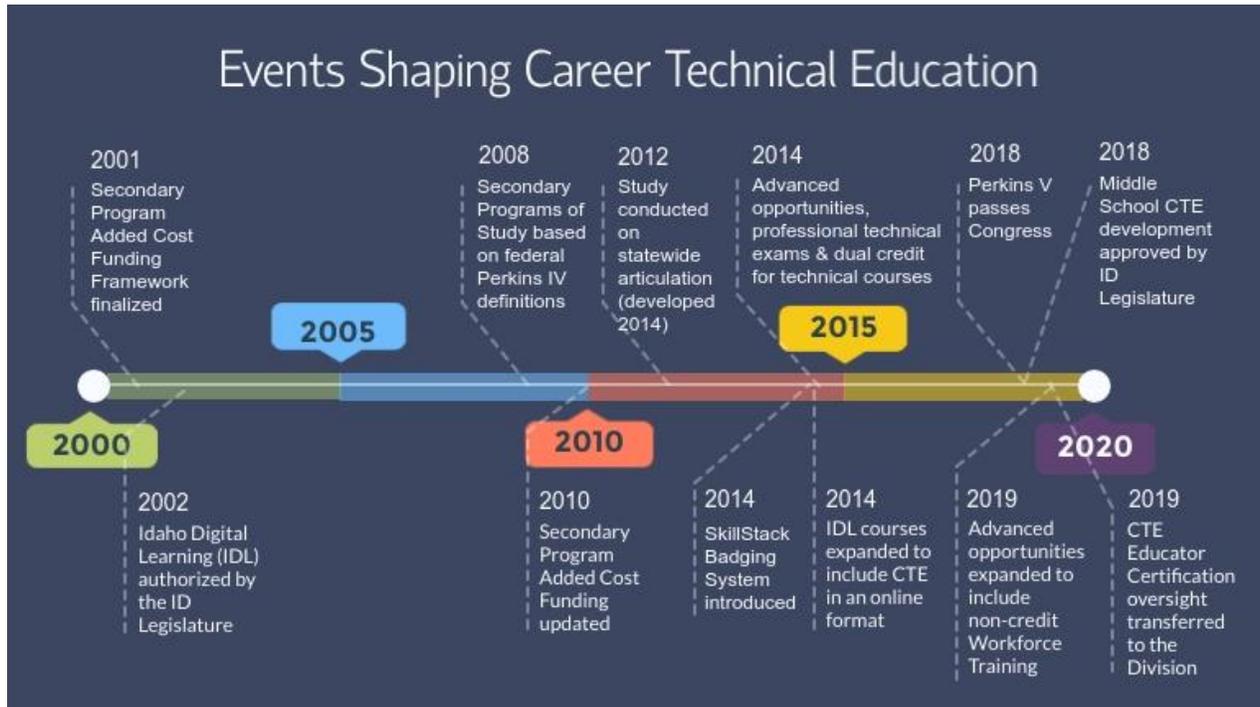
High School Program Enrollments and Programs Offered



Postsecondary CTE Programs

1,800 students earn certificates or AAS degrees annually (based on 10 year average)





EXECUTIVE SUMMARY

Over the past 40 years, the Division of Career Technical Education (the Division) has grown from an agency originally created to receive and distribute federal funds from the Smith-Hughes Act to an agency with a critical role within Idaho's educational landscape. The Division has shifted from overseeing a limited number of traditional programs to a diverse array of industry-connected subjects which form an increasingly important component of K-12 and postsecondary education in Idaho. The Division provides leadership, administrative and technical assistance, oversight, and accountability to a statewide educational system that provides career and technical programs at the state's high schools and technical colleges. This system prepares Idaho's youth and adults for high-skill, in-demand careers including one-year, two-year, and industry certifications, as well as for further educational attainment.

Despite the increased importance of CTE programs, the Board's structural relationship with the division has not kept pace. Additionally, while innovation has occurred in some aspects of programming, over time, challenges have arisen in two main areas: **Program Management** and **Program Execution**. Program Management challenges have included over-centralized decision making and a lack of two-way communications with the field, which has led to misunderstandings and friction with stakeholders. Program Execution has been affected by implementation of policies and procedures that have prevented the Division and CTE programs statewide from adjusting quickly enough to meet evolving industry needs.

To address Program Management, the Board should adjust the structures of accountability, support, and communication with the Division. The Board has already taken the first step towards accomplishing this goal by assigning policy setting oversight to the Board's Planning, Policy, and Governmental Affairs Committee (PPGA). In addition, the Board should establish a permanent work group under PPGA, the CTE Advisory Council, which would bring together State Board of Education representatives, the Administrator of the Division of Career Technical Education, Executive Director of the Workforce Development Council, educators from the field, and employer representatives. The Division should facilitate the establishment of Regional CTE Committees to improve connections and communication with Idaho's regions and strengthen pathways for stakeholder input.

To address Program Execution, this report identifies specific issues that have hampered CTE programs and provides recommendations at both policy and implementation levels to resolve them. These are categorized as program alignment, credit articulation, program delivery, (especially in rural and remote parts of Idaho), and educator pipeline and certification. Of particular importance is the need to address flexibility and equity in delivery of CTE programs.

The goal is to have CTE programs that are aligned to employer needs and Board goals; responsive to stakeholders throughout the state; and both understood and valued by the people of Idaho.

RECOMMENDATIONS - PROGRAM MANAGEMENT

Organizational Structure

Background and Discussion

- The Division of Career Technical Education (the Division) is a separate entity under the governance of the State Board of Education (the Board). In fact, the Board is also the State Board for Career Technical Education
 - Oversight of the Division by the Board has been limited primarily to an annual presentation and supervision by the Board's Executive Director, plus issue-specific changes to Board policies.
- The Board is driving a focus on strategic planning, integration of educational approaches, and systemness in delivery of education in Idaho.
 - CTE outcomes are an important component of the 60 % goal.
 - The Board's oversight of the Division needs to expand to better integrate CTE educational outcomes into strategic goals and provide support of and accountability for increased state funding.
- State and federal funding for CTE has increased, including incentive-based funding
 - The Division's interpretation of recent changes in federal funding requirements has been a major concern for districts.
 - Changes in state funding process, i.e. inability for CTE to redistribute unspent funds has impacted district budgets.
 - As funding has increased, additional reporting requirements have been put in place for school districts and postsecondary institutions.
- The Workforce Development Council (WDC), also has a strong vested interest in CTE performance as does the Idaho Association for Commerce and Industry (IACI).
- The Division's program planning process has not adequately integrated stakeholder feedback.

Conclusion

The Board needs to increase its direct involvement with the Division and CTE programs. The Division needs to improve its stakeholder involvement in program planning, and ensure close coordination with the Workforce Development Council and employers.

Recommendations

Policy Recommendations - State Board of Education

Short-term Actions

1. Establish the CTE Advisory Council as a work group under Policy, Planning, and Governmental Affairs.
 - a. CTE Advisory Council membership should include: members of the Board, the Administrator of the Division, the Executive Director of the WDC, educators from the field, employer representatives, and other members identified by the Board; and
 - b. Solicit recommendations from the WDC for employer representatives.

Long-term Actions

1. The CTE Advisory Council should study how CTE metrics can be more integrated into the Board's strategic goals.
 - a. The Council should review and make recommendations to improve CTE data collection.

Implementation Recommendations - Division of Career Technical Education

Short-term Actions

1. Facilitate the establishment of Regional CTE Committees in all IASA Regions.
 - a. Regional CTE Committee membership should include: representatives of districts (all types and sizes), postsecondary institutions, and employer representatives;
 - b. Regional CTE Committees are not program specific and are separate from technical advisory committees (TACs). Regional TACs could be developed separately based on the regional needs and preferences; and
 - c. Regional CTE Committees will interface with the Division, the WDC, high school and postsecondary programs, and employers.

Long-term Actions

1. Regional CTE Committees shall ensure coordination of needs assessments, program prioritization, and demand-driven planning.

Outcomes

- CTE programs are aligned with Board goals.
- The Division has appropriate support from and accountability to the Board, and districts.
- Planning processes are more inclusive and responsive.

Management and Communications

Internal Communications

Background and Discussion

- Districts, schools, and stakeholders have provided feedback that they do not receive adequate and timely information about what is happening with CTE, particularly when there are changes.
 - While turnaround for questions presented to the Division is sometimes slow, stakeholders indicate they always get answers.
 - The Division has documentation of outreach efforts, but participation of districts and schools has varied.
 - Stakeholders have provided feedback that there have been limited in-person visits to local areas by the Division of CTE.
 - While the Division has attended superintendent meetings, it has not provided consistent decision-level staff, resulting in inconsistent messaging to stakeholders.
- Districts, schools, and stakeholders have provided feedback that they feel that decisions are made without adequate consideration of stakeholder feedback.
 - There needs to be more upfront engagement of stakeholders (locally and regionally) in decision-making and planning, rather than requests for buy-in after the fact.
 - For example, the Division's communication regarding the roll out of teacher incentive funds has led to confusion and frustration in the field.
 - The Division has not finalized the process for distributing funds.
 - The communicated plan for distribution was to be based on the number of students who pass TSAs, so only those who teach courses that end in TSAs would be eligible (not teachers of earlier grades or cluster courses).
- The Division's website can be challenging to navigate.

Marketing and Outreach

Background and Discussion

- The public, including parents and students, do not feel fully informed about what career technical education looks like in 2019 (as compared to the past), and it is dependent on districts to communicate it.
 - While the state's marketing and promotion efforts in recent years have communicated the equal value of academic and CTE options, public perception has not kept pace, and CTE is still seen by some as second class.

- The reallocation of the Division’s outreach position has impacted the Division’s capacity to share its messages.
- There are limited dedicated funds for outreach, particularly in the Division. However, if partnering agencies collaborate and pool resources, there will be adequate funds to launch a campaign.

Conclusion

The Division needs to significantly expand upon and improve communications and outreach. Processes should be developed that foster collaborative decision-making with stakeholders. Marketing and outreach should be focused on improving awareness, understanding, and support of CTE programming amongst all stakeholders.

Recommendations

Policy Recommendations - State Board of Education

Short-term Actions

None

Long-term Actions

None

Implementation Recommendations - Division of Career Technical Education

INTERNAL COMMUNICATIONS

Short-term Actions

1. Work with the Regional CTE Committees, districts, and CTE administrators to identify effective ways to improve communication, with a focus on providing timely information.
 - a. Request that superintendents designate a district staff member as the primary CTE contact;
 - b. Provide clear info and use differentiated distribution lists to cater messaging;
 - c. Consider making visits to individual districts after regional superintendents’ meetings.

Long-term Actions

1. Establish a program for mentorship of new administrators (superintendents and principals).
2. The Division’s Program Quality Managers should resume five year evaluations
 - a. Use a peer review audit process; and
 - b. Visit and work with struggling programs.

Implementation Recommendations - Division of Career Technical Education (continued)

INTERNAL COMMUNICATIONS

Short-term Actions

2. Improve processes for stakeholder involvement in decision-making.
 - a. Gather feedback about the process of distributing teacher incentive funds and communicate with stakeholders to address confusion.
3. Encourage connections between high school and postsecondary CTE programs.

MARKETING AND OUTREACH

Short-term Actions

1. Make Next Steps the singular platform for all opportunities for students after high school, including academics, CTE, and careers.
2. Launch a statewide campaign to promote CTE in collaboration with appropriate state agencies and stakeholders using available resources.
 - a. Highlight pathways from high school to both postsecondary and the workforce.

Long-term Actions

1. Adjust staffing functions within the Division to focus on Marketing and Outreach efforts.
 - a. Ensure collaboration with the Board and WDC.

Outcomes

- Stakeholders have information in a timely and accessible manner.
- The Division implements a decision-making model that includes appropriate time for a feedback loop that ensures gathering and considering stakeholder input.
- New administrators understand and support CTE programs.
- The general public, parents, and students have an increased awareness of the opportunities presented through career technical education.
- CTE is seen as an equally valued pathway to careers and not a lesser option when compared to academic programs.

RECOMMENDATIONS - PROGRAM EXECUTION

Alignment with Workforce Needs

Background and Discussion

- There sometimes can be a disconnect between skills and careers demands from employers and the programs that are available and accessed by students.
- Employers strongly value work-based learning.
- There is a lack of recognition of the value of high school programs that prepare students directly for the workforce. There are no set outcomes for these programs or data to track students who successfully complete them.
- There are multiple barriers to starting new, in-demand programs in a timely manner.
 - There is no mechanism to carryover funds for start-up programs.
 - The Board, Division, and WDC could gather data and employer feedback to aid in identifying priority programs for high schools and postsecondary institutions.
 - Regional CTE Committees could help identify and coordinate regional priorities among high schools and postsecondary institutions.
 - The statewide Talent Pipeline Management project may be helpful in developing more robust demand-driven planning with employers.
- Once programs are established, it can be very difficult to discontinue them.
 - The Division has benchmarks for discontinuance, but they are not consistently enforced.
- Pathway and cluster programs have both been successful. Cluster programs are particularly important in remote areas.
- Apprenticeships offer an alternative to a college education which need to be expanded in Idaho and connected to relevant CTE programs
- The Division has applied a strict interpretation of requirements for distribution federal CTE funding. However, Perkins V, offers states more flexibility in determining how to spend funds.

Appendix A shows the work-based learning continuum.

Conclusion

The Division needs to conduct a robust review of programs to identify priorities, gaps, and obsolete or outdated programs. The Division should create a flexible, responsive, and industry-informed approach to starting, measuring, and discontinuing CTE programs. Additionally, efforts should be made to consistently align and coordinate high school and postsecondary programs, including those which can lead to apprenticeships.

Recommendations

Policy Recommendations - State Board of Education

Short-term Actions

1. Work with the WDC and Department of Labor to create a unified approach to apprenticeships.

Long-term Actions

1. Seek a change in statute to authorize the Division to carry forward funds for start-up programs or identify a stable funding source for start-ups.

Implementation Recommendations - Division of Career Technical Education

Short-term Actions

1. Give districts maximum flexibility allowed under state and federal law to use funds based on regional program prioritization and demand-driven planning with employers.
2. Conduct a thorough review of high school and postsecondary pathway and cluster programs to identify priorities, gaps, and obsolete programs.
 - a. Technical Skills Assessment (TSA) data should be reviewed to determine high school postsecondary program alignment; and
 - b. Review the guidelines and develop a faster process for discontinuance of programs that are no longer serving employers or students.

Long-term Actions

1. Create a streamlined process for demand-driven planning with employers and start-up of new programs.
 - a. “Flatten” the approval process to ensure districts and postsecondary institutions can develop programs quickly in response to changing employer needs;
 - High school programs that end in industry credentials and/or whose students are in-demand from employers should not be required to have an aligned postsecondary program.
 - b. Programs should be built with work-based learning in mind; and
 - c. Utilize the workforce training centers in this process.

Outcomes

- CTE program structure is responsive to the economy and employer and student needs.

Postsecondary Matriculation and Credit Articulation

Background and Discussion

- There are barriers for graduates of high school CTE programs to continue in postsecondary CTE and academic programs, which leads to low matriculation rates.
 - For some programs, students complete coursework and appropriate technical skills assessments (TSAs) in high school, but are then required to do additional testing to qualify for aligned postsecondary programs. This additional testing frustrates students and leads some to choose not to pursue postsecondary CTE.
 - The Division and the state's postsecondary institutions have made efforts to improve vertical alignment of programs. However, not all programs have implemented changes yet.
- There is a confusion about the various CTE advanced opportunities (TCCs, technical dual credit, badges, and certifications / credentials) and a lack of congruence between the academic and CTE advanced opportunities systems.

Appendix B provides more details about CTE advanced opportunities.

 - There is no uniform process for issuing technical dual credit.
 - Technical competency credits (TCCs) have a delayed issuance. Students must be enrolled in a postsecondary institution, which is not guaranteed.
 - There is no transparent system for issuing TCCs.
 - Fast Forward funds cannot be used for TCCs.
 - There is confusion about how badges and certifications can be earned, how they transfer as postsecondary credit, and/or how they are valued by employers.
 - Articulation is inconsistent and dependent on program-to-program relationships between high school and postsecondary programs.
- There is no statewide policy to ensure appropriate transfer of CTE credits between CTE and academic programs across institutions.
 - There is an artificial distinction between academic and career technical education in certain programs, particularly in subjects such as engineering, computer science, and health sciences.
 - Transfer of CTE credits awarded by Idaho's community and technical colleges to state universities are done on a program-to-program basis through relationships.

Conclusion

There is an equity issue between students taking academic courses and certain CTE courses. Currently students may not receive credit when it is earned, unlike dual credit courses. This is a disincentive to taking CTE courses in High School as well as to moving from high school CTE programs to postsecondary CTE and academic programs because they may not get full credit for completed work.

Recommendations

Policy Recommendations - State Board of Education

Short-term Actions

1. Adjust policy to award TCCs incrementally to high school students.
2. Address articulation issues from high schools to postsecondary institutions and among postsecondary institutions.
 - a. Postsecondary institutions should accept TCCs, TSA results, and badges completed in aligned high school programs with no additional testing;
 - b. Postsecondary institutions should use a consistent process for accepting CTE credits completed in high school for relevant academic credit; and
 - c. Postsecondary institutions should consistently accept CTE credits awarded by other Idaho institutions.
3. Evaluate eliminating the distinction between academic and CTE credits (particularly in subjects where there is overlap, such as engineering, computer science, and health).

Long-term Actions

Implementation Recommendations - Division of Career Technical Education

Short-term Actions

None

Long-term Actions

1. Continue work with the postsecondary institutions to ensure vertical alignment and consistent course numbering of postsecondary CTE courses.
2. Identify a process to give admissions preference, as appropriate, to students from aligned high school programs.

Outcomes

- Students move from high school CTE programs to postsecondary with full credit for work completed.
- An increased number of high school CTE students matriculate to postsecondary education.

Program Delivery

Rural and Remote

Background and Discussion

- Rural and remote districts face barriers to providing a variety of CTE programs
 - Rural and remote districts lack the financial resources necessary to deliver a wide range of CTE programs.
 - Rural districts currently have the ability to share programs.
 - While remote districts are also allowed to share programs and resources, their distance to other schools and districts often makes this challenging.
 - Distance delivery could help bridge access, but is under-utilized. [See Online and Hybrid Delivery section for additional information.]
- Idaho's tribes have indicated interest in expanding students' access to CTE programs, and they face challenges due to their remote locations.
- Coalitions and partnerships between rural and remote districts and schools can allow for expanded access to CTE programs.
- Rural and remote programs are negatively impacted by the difficulty to find and keep teachers certified to provide CTE instruction. [See Educator Pipeline and Certification section for additional information.]
 - Occupational specialists can only teach pathways (rather than clusters), which is limiting, particularly in rural and remote districts.

Online and Hybrid [Blended] Delivery

Background and Discussion

- The Board is pressing for more online and hybrid [blended] delivery across Idaho education.
 - Districts and postsecondary institutions are being encouraged to integrate online and hybrid delivery of programs and to work with Idaho Digital Learning Academy (IDLA).
- During the 2019 legislative session, passing of HB 1106 highlighted the desire of legislators for the state to deliver appropriate programs online.
 - While some progress has been made to address the legislative intent of HB 1106, additional work should be done.
- There have been challenges in adjusting policy and practice to allow districts to facilitate online and hybrid CTE programs.
 - Historically, the Division has not had a funding structure in place for online delivery, other than creation through IDLA.

- The Division's current policy requires capstone courses to be provided face-to-face.
- While hands-on learning is a critical element of CTE, the definition of hands-on learning could be expanded beyond in-person.
- Leadership development in high schools could be integrated into non-CTE activities.
- Some CTE programs seem to be a good fit for full online delivery, while others benefit from traditional in-person teaching or hybrid [blended] model.
 - Web design is an example of a program under consideration for online delivery.
 - Academic programs focused on computer and technology-based content are not always well aligned with CTE programs, either at the high school or postsecondary level.
 - Welding is an example of a program that would be difficult to facilitate fully online, but could be considered for a hybrid approach.
- Rural broadband access limitations could limit the availability of online options.
 - While all high schools have internet access, challenges remain with infrastructure and staff capacity to provide technical support.
 - Students may have access at school, but not at home, limiting their ability to participate in online courses.

Conclusion

There needs to be a concerted effort to provide flexibility, remove barriers, and encourage expansion of CTE programs in rural and remote areas. Special attention should be given to overcoming challenges by incentivizing cooperation and innovation in program delivery.

Recommendations

Policy Recommendations - State Board of Education

RURAL AND REMOTE

Short-term Actions

1. Voice support of the recommendation of the Governor's "Our Kids, Idaho's Future" Task Force, Rural and Underserved Committee, to establish separate definitions for rural and remote districts and schools.

Long-term Actions

1. Identify policy changes to provide increased flexibility in funding, curriculum, personnel, and program delivery to address regional, local, and employer needs.

ONLINE AND HYBRID DELIVERY

Short-term Actions

1. Voice support of efforts to continue to improve rural broadband.

Long-term Actions

Implementation Recommendations - Division of Career Technical Education

RURAL AND REMOTE

Short-term Actions

1. Incentivize and support expansion of shared delivery models for rural districts.

Long-term Actions

1. Develop innovative models to expand CTE programs for remote districts, particularly since they are typically unable to engage in shared delivery due to their remote nature.

ONLINE AND HYBRID DELIVERY

Short-term Actions

1. Support efforts of districts and charter schools to offer certain CTE programs through online and hybrid delivery.
2. Provide support to teachers delivering CTE courses online to ensure they have the skills and resources needed to be successful.

Long-term Actions

3. Maximize online and hybrid delivery options.
 - a. Focus on expansion of options available to students in rural and remote districts.
 - b. Identify innovative approaches to hands-on learning within online and hybrid delivery models.

Outcomes

- Flexible and appropriate CTE options exist for students in all Idaho districts.
- Online and hybrid delivery of CTE programs increases access and opportunity for students, particularly in rural and remote areas.

Educator Pipeline and Certification

Background and Discussion

- There is a shortage of CTE teachers; rural and remote districts are especially hard hit.
 - By design, experience is not a consideration in placing individuals on the career ladder. Thus, there is no process for recognizing the certifications and experience of industry professionals in their pay as a teacher. Resulting low pay relative to experience adversely affects CTE educator recruitment.
 - Postsecondary programs previously had 4.0 FTEs focused on CTE educator recruitment. It is unclear how these positions are currently being used.
 - Other states have implemented mechanisms to reduce barriers and expand access to programs. For example, Tennessee adopted a model where the programs / curricula are approved or certified rather than the teacher.
- Consolidation of CTE endorsements and the variety of routes to certification (including alternative certification) are confusing for districts and CTE teachers.
 - Districts and teachers have been confused and frustrated by differences in the courses teachers may provide based on academic certificates and endorsements issued by the SDE vs. CTE certificates and endorsements.
 - There are current challenges with CTE teachers having to pursue academic endorsements to teach courses they could previously provide with a CTE certificate (health, engineering, computer science, etc.)
 - The challenges seem to be related to interpretation and implementation of rules by staff, rather than the law itself.
 - With the current certification system, an individual may teach CTE coursework as an adjunct professor at a postsecondary institution without a CTE certificate, but they are not allowed to teach in high schools.
 - The Division has launched the new INSPIRE cohort model, which streamlines the process for industry professionals to be certified to teach in pathways closely related to their professional experience.
- While the Occupational Specialist certification route is valuable, the required industry experience hours act as a barrier for some interested individuals
 - Idaho's requirements for industry hours (12,000) for the Occupational Specialist certification are considerably higher than similar certifications in surrounding states (Oregon 2,000; Washington 6,000).
 - Some postsecondary students are required to do clinical experience, but currently, any unpaid experience does not count towards the industry hours required for certification. This is particularly true in the health programs.

Conclusion

The current certification system is overly complex, as oversight of certification is fragmented between three agencies. A consistent, unified certification system would be simpler for

individuals to navigate. There should be a focus on CTE educator recruitment and certification, with the ultimate goal of minimizing the impact that CTE teacher recruitment and retention has on students' access to a variety of high quality CTE programs.

Recommendations

Policy Recommendations - State Board of Education

Short-term Actions

1. Adopt a unified approach to certification that addresses K-12 academic and CTE certificates and endorsements.
 - a. Identify and modify rules, as necessary, to simplify the process for obtaining CTE certifications and endorsements.

Long-term Actions

1. Evaluate and consider innovative approaches to CTE educator certification.
2. Develop a process for recognizing certifications and experience of industry professionals in placing them on the career ladder (or otherwise providing financial incentives).

Implementation Recommendations - Division of Career Technical Education

Short-term Actions

1. Evaluate the process for certifying industry professionals and provide recommendations to the Board.
 - a. Review the industry hours required, whether unpaid clinical hours could be applied, and renewal requirements (including maintaining professional licensure in some cases); and
 - b. Develop a manageable and streamlined process to certify industry professionals as instructors in rural communities, with consideration to the limitations presented by small student populations that only qualify for part-time instruction.
2. Ensure staff are interpreting and implementing certification rules and policies in a manner that grants the maximum flexibility allowed by law.
3. Provide additional technical assistance to ensure individuals pursuing certification are able to navigate the existing flexibility within the system.

Long-term Actions

1. Create or re-assign a position to focus on CTE educator recruitment.
 - a. Research to determine the status of the 4.0 FTE at postsecondary institutions that were originally committed to CTE educator recruitment.

Outcomes

- A unified certification system that enables CTE educator hiring.
- Institutional and structural barriers to CTE educator recruitment and retention are minimized.

GLOSSARY OF TERMS

Term	Definition
AGENCIES	
Division of Career Technical Education (the Division)	As an agency under the State Board of Education, the Division provides leadership, advocacy, quality control, and technical assistance for career and technical education in Idaho, from secondary students to adults. cte.idaho.gov
Idaho Association for Commerce and Industry (IACI)	IACI is an association of Idaho employers of all types and sizes, representing an estimated 200,000 employees. IACI members work together to influence public policy to enhance Idaho’s business climate and improve economic opportunity and security for Idaho families. www.iaci.org
Idaho Digital Learning Academy (IDLA)	Created by the Idaho State Legislature, Idaho Digital Learning Academy is a leader in online virtual education. idahodigitallearning.org
State Board of Education (the Board)	The Idaho State Board of Education is the entity with constitutional authority to provide general supervision and governance of Idaho’s public educational institutions, agencies, and school system. The Board is comprised of eight members and makes policy for K-20 public education. boardofed.idaho.gov
State Department of Education (SDE)	As an agency under the State Board of Education, the Idaho State Department of Education (SDE) is a government agency focused on implementation of K-12 education policies. The SDE provides technical assistance, distributes funds, administers statewide assessments, certifies educators, and promotes the academic success of K-12 students. www.sde.idaho.gov
Workforce Development Council (WDC)	Workforce Development Council is as an independent office under the Governor, established in October 2017. The WDC is focused on championing the development and implementation of a statewide, strategic workforce development plan that meets industries’ needs today and tomorrow. https://wdc.idaho.gov/
GENERAL TERMS	
Career and technical education (CTE)	Career and technical education programs provide students with the technical education and training for postsecondary education and in-demand careers. CTE is offered in Idaho at three levels: secondary, postsecondary, and workforce training.
Cluster	CTE cluster programs provides introductory and intermediate CTE courses to allow students to explore a career technical area and learn workplace readiness expectations. Cluster programs are not designed to follow a specific sequence of courses, nor do they culminate in a capstone or end of program assessment.
Education Unique Identifiers (EDU IDs)	A unique student identification number assigned to each student in Idaho and used to as a part of the state’s longitudinal data system (SLDS).
Hybrid / blended delivery	An approach to providing educational content that combines traditional place-based classroom or face-to-face methods with computer-mediated activities and online materials.

CAREER AND TECHNICAL EDUCATION WORK GROUP - FINAL REPORT

IASA Regions	Six regions of Idaho as identified by the Idaho Association of School Administrators (IASA).
Pathway	CTE pathway programs provide specific career area preparation, the opportunity to learn workplace readiness expectations, and the knowledge and skill development required to transition into a similar postsecondary program. Pathways culminate in a capstone or end of program assessment.
Perkins V	Federal legislation, which defines career-technical education (also known as vocational or professional technical education) and seeks to expand access to high-quality CTE programs. The federal legislation was originally passed as the National Vocational Education Act in 1917. It was later renamed the Smith-Hughes Act, and in 1984, was renamed the Carl D. Perkins Act. Perkins V is the most recent reauthorization of the Perkins Act, as passed by Congress in 2018.
Smith-Hughes Act	The National Vocational Education Act, which was later renamed the Smith-Hughes Act, and later, the Carl. D. Perkins Act. The Smith-Hughes Act promoted vocational education in "agriculture, trades and industry, and homemaking," and provided federal funds for this purpose.
Technical advisory committees (TACs)	Advisory groups made of industry, educators, and school personnel. The Division requires each CTE program to have a TAC that meets twice annually and submits reports in June of each year.
ADVANCED OPPORTUNITIES AND HIGHER EDUCATION TERMS	
Badges	Sometimes referred to as micro-credentials, badges are a record of student achievement and demonstration of a certain skill set, as defined by the badge. In Idaho, badges are maintained through the SkillStack system.
Industry-related CTE certifications or credentials	A credential or certificate recognized by a certain industry and its employers at the local, state, or national level. Industry certificates measure competency in an occupation and confirm the holder's mastery of skills in a particular industry.
Credit articulation	Prescribed curriculum sequence that allows credit transfers from one area to another, such as between grade levels, between career-technical and academic education and between secondary (high school) and postsecondary (higher) education. This term is most commonly used when referring to adult workforce or high school program credits that transfer to a two- or four-year college program.
Matriculation	To enroll in a postsecondary education (college or university) as a candidate for a certificate or degree.
Next Steps	Next Steps Idaho is a web-based statewide initiative designed to get Idaho's students ready for life after high school, and in the process, help to meet the state's goal of having 60% of Idahoans ages 25-34 possessing a degree or certificate by 2020. nextsteps.idaho.gov
Technical Competency Credit (TCC)	Competency-based technical-college credit that can be purchased by students within two years of completing course. \$10 per credit paid when student chooses to purchase credits; postsecondary credit awarded at time of purchase. TCC costs are not Fast Forward funding eligible.
Technical Skills Assessment (TSA)	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 third party vendor (CTECS,

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	<p>www.ctecs.org). The TSA measures a student’s technical competencies as related to a specific CTE pathway program. Any junior/senior concentrator enrolled in a capstone course is expected to take the aligned TSA.</p>
EDUCATOR CERTIFICATION TERMS	
Alternative routes to certification	Processes specifically designed to allow individuals to gain teacher certification without completing a traditional, campus-based teacher preparation program at a university.
Clinical hours	Guided, hands-on, practical applications and demonstrations of professional knowledge and theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, and activities across a variety of settings. Clinical hours may be paid or unpaid, but are often unpaid when completed in conjunction with an educational program.
Educator credential	The document that lists all of an educator’s educational certificates and endorsements. The holder is entitled to provide educational services in any and/or all areas listed on the credential.
Educator certificates / certifications	A certificate establishes the overarching eligibility regarding the educational services an educator may provide, and is subject to valid endorsements attached to it in regards to specific content areas and grade ranges.
Endorsements	Endorsement refers to the content area or specific area of expertise and grade ranges in which an educator is may provide educational services.
Industry hours (for certification)	The hours of recent, gainful employment in the related occupation that are required for candidates to earn an Industry-Based Occupational Specialist certificate.
Occupational Specialist certification	The Industry-Based Occupational Specialist certificate is an alternative route certificate issued in lieu of a Standard Instructional certificate. The Industry-Based Occupational Specialist certificate requires direct occupational experience in the field in which the individual seeks to be endorsed. cte.idaho.gov/educators/certifications

CTE WORK GROUP

Membership

Co-Chairs

Linda Clark, Ed.D. Idaho State Board of Education; Retired Superintendent, West Ada School District

David Hill, Ph.D. Idaho State Board of Education; Retired Deputy Director, Science & Technology, Idaho National Laboratory

Education Members

Marc Beitia, M.S. Agriculture Instructor, American Falls School District; 2019 Idaho Teacher of the Year

Andrew Grover, Ed.D. Superintendent, Melba School District

Staci Low Director, Career Technical Education, West Ada School District; 2019 Career Technical Education Idaho Administrator of the Year

Colby Mattila, M.Ed. Director, Kootenai Technical Education Campus (KTEC)

Barry Pate, Ph.D. Instructional Dean, College of Southern Idaho

Andrew Wiseman Director, ARTEC and ARTE Industrial Regional Professional-Technical Charter Schools

Business and Industry Members

Alex LaBeau, M.P.A. President, Idaho Association of Commerce and Industry

Marie Price, M.S., Ed.S. Director of Training and Development, Idaho Forest Group

Angelique Rood Regional Manager, Idaho Power

Wendi Secrist Executive Director, Idaho Workforce Development Council

Ex-Officio

Dwight Johnson, M.P.A. State Administrator, Idaho Division of Career Technical Education (retired December 2019)

Clay Long, Ed.S. State Administrator, Idaho Division of Career Technical Education

Amy Lorenzo, Ph.D. Director, Policy and Organizational Planning, Idaho Division of Career Technical Education

Staff

Alison Henken, M.P.P. K-12 Accountability and Projects Program Manager, Idaho Office of the State Board of Education

Idaho LEADER

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	Learning About Work			Learning Through Work			Learning At Work	
Category	Career Education	Employer Engagement	Externships	Internships	Pre-Apprenticeship	Co-op	On-the-Job Training	Apprenticeship
Definition	Teachers bring career information into the classroom.	Students learn by directly engaging with potential future employers.	Short practical work experiences to “ground-truth” theory.	A short-term position providing experience and exposure. May be paid or unpaid and for-credit or non-credit.	A program that teaches basic technical and job-readiness skills to prepare for an apprenticeship.	Structured method of classroom learning integrated with workplace experience where credit is received for both.	Individuals are taught by other employees how to complete a task while doing the job.	An “earn while you learn” model where on-the-job training is coupled with related instruction. Wage gains are incorporated and the experience culminates in industry-recognized credentials.
Activities	<ul style="list-style-type: none"> Career Counseling Pathway Planning Presentations examining growth careers Industry Speakers Interviews with current employees 	<ul style="list-style-type: none"> Host a tour for middle school/high school students or participate in school-organized career fairs. Provide an opportunity for students to job shadow. Become a mentor through the STEM Action Center’s Mentorship Portal. 	<ul style="list-style-type: none"> Host a teacher during the summer to bring real-world experiences into the classroom. 	<ul style="list-style-type: none"> Connect with college & career advisors at high schools to reach high-school interns. Connect with postsecondary institutions to reach college interns. 	<ul style="list-style-type: none"> Partner with an industry association to develop a program to teach workplace skills. Host a competitive job-skill-building event requiring potential apprentices to collaborate on project-based activities. 	<ul style="list-style-type: none"> Connect with a local community college or other postsecondary institution to identify cooperative education opportunities in areas of in-demand skills. 	<ul style="list-style-type: none"> Partner with the Idaho Department of Labor, Division of Vocational Rehabilitation and/or Department of Health & Welfare to hire Veterans, individuals with disabilities, and other individuals seeking work. 	<ul style="list-style-type: none"> Develop registered apprenticeship programs for hard-to-fill positions. Expand apprenticeship programs to School to Registered Apprenticeship to engage high school students.

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Idaho Work-Based Learning Definitions

Learning About Work

Job Shadowing: a short-term experience where an individual learns through watching and conversation what it is like to perform a certain type of work by accompanying an experienced worker as they perform the targeted job.

Externship: an experience, for a teacher, where he/she is immersed in the workplace for a period of time with the expectation that the experience will inform their teaching.

Work Experience: paid or volunteer work to gain exposure to professional working environments and develop workplace readiness skills.

From [IDAPA 08.02.03.007](#)

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.

Mentorship: a relationship where an experienced person in a company or educational institution provides guidance for an individual regarding postsecondary and/or career exploration.

Learning Through Work

Internship: a paid or unpaid experience for a student or trainee where they work in an organization in order to gain professional experience or satisfy requirements for a qualification. They may or may not also receive secondary or postsecondary credit.

Clinical: an experience, similar to an internship, but typically found in health career preparation programs, where an individual observes and treats patients with oversight from a professional.

Pre-Apprenticeship: a program where an individual learns basic technical and job-readiness skills for designated apprenticeable occupations or industry sectors, to prepare them for Registered Apprenticeship training. Pre-apprenticeship normally features a classroom and/or lab setting, but may also involve worksite visits, job-shadowing, or other activities outside the program facility, to provide exposure to the work environment for the targeted occupation(s). Credit for the "classroom" instruction is typically applied to the related instruction of the registered apprenticeship program and prioritized entry for apprentice positions is commonly offered.

Co-Op: a structured method where a student receives both classroom-based education and practical work experience which is typically alternated throughout the program. A cooperative education

experience, commonly known as a "co-op", provides academic credit for structured job experience and students are generally paid by the employer during their work time. Students graduate with significant work experience.

From [IDAPA 08.02.03.007](#)

Cooperative Work Experience. Classroom learning is integrated with a productive, structured work experience directly related to the goals and objectives of the educational program. Schools and participating businesses cooperatively develop training and evaluation plans to guide and measure the progress of the student. School credit is earned for successful completion, and the work may be paid or unpaid. Cooperative work experiences are also known as co-operative education or co-op.

Learning At Work

On-the-Job Training (OJT): an experience where an employee receives one-on-one training located at their job site or office by a supervisor/mentor. The employer determines the skills/competencies and how they are measured. In certain cases, OJT may be referred to as **Subsidized Employment** if the employer receives a subsidy from federal, state or other public funds to offset some or all of the wages and costs of employing an individual. The participant is paid wages and receives the same benefits as any other employee doing similar work.

Apprenticeship: a combination of on-the-job training (OJT) and related classroom instruction under the supervision of a skilled mentor in which the apprentice learns the practical and theoretical aspects of a highly skilled occupation. Typically, wage gains are provided based on time and/or competency and the program may result in industry recognized credential(s).

Registered Apprenticeship: a combination of on-the-job training (OJT) and related classroom instruction under the supervision of a skilled mentor in which the apprentice learns the practical and theoretical aspects of a highly skilled occupation. Wage gains are provided based on time and/or competency and the program results in national and/or industry recognized credential(s). Programs are registered with and monitored for compliance by the U.S. Department of Labor.

School to Registered Apprenticeship: an extension of a registered apprenticeship program targeted to high school youth, 16 years old and above. The U.S. Department of Labor provides certain exemptions from child labor provisions for hazardous occupations to allow the apprentice to complete their program. All requirements for a registered apprenticeship program must be met and the apprenticeship agreement includes signatures from the high school and parents.

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

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Career & Technical
Education



The Right Path, for the Right Student, in the Right Program

Connecting High School CTE Students with
Postsecondary Education and Industry in Idaho



What are Advanced Opportunities in CTE?

- Advanced Opportunities allow Idaho students to receive college credit for the skills gained in high school career & technical education classes.
- Within Career & Technical Education, students have access to two primary opportunities: **Dual Credit** and **Technical Competency Credit (TCC)**.
- These credits are affordable, can save thousands of dollars in tuition and are designed to allow all students in all areas of Idaho access to CTE programs that are the right path and fit for the student.

Advanced Opportunities: Dual Credit

- Dual credit is a collaborative partnership between the college/university and high school(s) to provide college courses for high school students.
- Credits are earned simultaneously at high school and college and count for both high school and college graduation.
- Students generally attend the course at their high school but may travel to a college campus (this is sometimes referred to as “concurrent enrollment”).
- Some dual credit courses are also offered through Idaho Digital Learning.
- Dual Credit is Fast Forward eligible.*

** Fast Forward - “Students attending public school in Idaho will be eligible for \$4,125.00 to use towards overload courses, dual credits, college credit-bearing examinations and professional certification examinations.” (Idaho Code 33-4602)*

Why Dual Credit?

Benefits

- Reduced cost, \$75 per credit & Fast Forward eligible
- College credit while in high school
- Builds understanding of the expectations of college level work
- Provides students the opportunity to experience college classes and earn college credits while still in high school

Cautions / Considerations

- All grades (including D, F, Withdraw) will be on permanent college transcript *
- All college policies must be followed, including late work
- Student's responsibility to be aware of college requirements in terms of applications, multiple transcripts, fees and course drop dates for financial or academic reasons
- Credits may or may not apply to desired college major/program or a college outside of Idaho
- Not all high school coursework is offered as dual credit

**Grades impact Standard Academic Progress at each institution as well as financial aid eligibility once a student transitions to the college/university.*

Advanced Opportunities: Technical Competency Credit

- Technical Competency Credit is college credit awarded for demonstrated technical skills.
- High school students develop a series of skills throughout their CTE pathway program. These skills are recorded through [Idaho SkillStack®](#).
- Prior to earning credit, students may be required to test on competencies at a college campus.
- Fees are paid when students choose to transcribe credit after they enroll at a postsecondary institution; must be within two years of program completion, but allows flexibility on when to transcribe credits.
- Not Fast Forward eligible, but \$10 per credit; reduced affordable amount.



Why Technical Competency Credit?

Benefits

- Allows all Idaho pathway programs the opportunity to provide college credit for students statewide
- Students can evaluate their progress over time through the SkillStack® system
- Students have the choice to transcribe credit if needed for future postsecondary plans
- Students develop a portfolio of skills and competencies that align with the needs of employers and postsecondary institutions

Cautions /Considerations

- Credits may not apply to desired major or program, if outside of CTE and secondary program
- College credits will not be transcribed until TCC requirements are met
- Credits are transcribed as Pass/Fail only; institutions may interpret Pass/Fail differently for GPA.

SkillStack®:

Idaho's Skill-based Learning System

- SkillStack® is Idaho's system for tracking skill-based learning, developed by Idaho Career & Technical Education.
- Digital Badging (or micro-credentialing) is becoming a global trend to help close the skills gap and to enhance the traditional college transcript.
- Through SkillStack®, students can earn badges, educators can validate skills and businesses can search for qualified talent.
- The badges that are awarded were developed with industry input and are validated only by properly credentialed educators.

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



Idaho SkillStack® Can Assist Students with Two Key Goals:

- Assist with the articulation of credit from high school career & technical education programs into Idaho's colleges and universities
- Document, assess, and validate student skills utilizing industry and pathway-defined standards. Idaho employers are also better able to match candidates with required job duties
- Video: <https://skillstack.idaho.gov/>



Rest Assured...

- Advanced Opportunities provides all Idaho high school students with a range of options to receive college credit for the skills gained in their career & technical education classes.
- Regardless of the option, these credits are designed to allow all students in all areas of Idaho access to CTE programs.
- We are committed to finding **The Right Path, for the Right Student, in the Right Program.**

For more information, contact one of our regional Transition Coordinators:

<https://cte.idaho.gov/students/transition-to-college-career/>