



# WEST CENTRAL MOUNTAINS SCHOOL DISTRICT OPPORTUNITY ASSESMENT 2019



**BOISE STATE UNIVERSITY**  
IDAHO POLICY INSTITUTE

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# WCMEDC DISTRICT OPPORTUNITY ASSESSMENT: **EXECUTIVE SUMMARY**

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*How can Idaho's west central mountain school districts better align CTE offerings to address the needs of students and regional employers?*

This study attempts to answer this question by building on previous Idaho Policy Institute (IPI) research into employer needs and student desires in the West Central Mountain Region (WCMR). Further research was conducted through interviews with superintendents and visits to each high school to determine their capacity.

The key findings of our research reveal abundant opportunities for collaboration, the foremost being the establishment of a career technical school with recognized pathways which meet both student and industry needs. Formal partnerships will leverage the unique strengths of each school district to best meet each school's needs as one.



# OVERVIEW

## What ignites student passion, interest, and development?

The limited resources of Idaho's rural schools make both determining student desires and achieving them very difficult compared to their metropolitan counterparts. To best utilize the resources that are - and what funding is (and may become) - available, administrators must be aware of their students' desires and knowledgeable about which pedagogies could cause students' passions to **catch fire**.

Career Technical Education (CTE) has the spark.



**“Really we’re trying to find something where they CATCH FIRE and they realize, okay this is what I want...”  
- Phil Schoensee, Principal, Heartland High School**



The benefits of the CTE platform are numerous, including the development of technical skills, civic engagement and collaboration, and even increased go-on rates; 97% of Idaho's CTE students graduate, 63% go on to college (compared to only 47% of all Idaho students), and nearly all CTE students (94%) go on to some postsecondary education, the workforce, or the military.<sup>1</sup> Source But without an understanding of student and industry desires or the resources needed to support existing CTE programs, schools cannot hope to implement new pathways... and that is where we come in.

This study seeks to bridge the divide between school resources, industry needs, and student interests, providing contextual data for regional program development as well as additional implementation resources to successfully bring these recommendations to life.

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<sup>1</sup> See Idaho CTE Fact Sheet (2018), for additional information about career and technical education's impact on graduation rates. Find more information at [https://www.acteonline.org/wp-content/uploads/2018/04/Idaho\\_State\\_Fact\\_Sheet.pdf](https://www.acteonline.org/wp-content/uploads/2018/04/Idaho_State_Fact_Sheet.pdf)

# METHODOLOGY

## DATA COLLECTION METHOD

Phone and in-person interviews with Meadows Valley, McCall-Donnelly, and Cascade School District leadership were performed through a research partnership with the West Central Mountains Economic Development Council. Superintendents from each district participated in hour long phone interviews consisting of 14 questions, with the McCall-Donnelly and Cascade superintendents electing to include their high schools' principals, and the latter's CTE instructor. The student researchers then met with the interviewees during a visit to each school district to tour facilities and conclude their study. When necessary for clarification, additional questions were asked of superintendents via email.

Supplementary interviews were conducted in-person with the Department of Labor, including Idaho Division of Career and Technical Education (CTE) staff, and with the Director of the Concurrent Enrollment program at Boise State University to determine which program decisions and delivery options best fit the needs of each district.

Employment data was collected from the Idaho Department of Labor fact sheets for Adams and Valley counties. School district demographic and academic achievement data was collected from Idaho State Board of Education and Idaho Department of Education online data sets.

## DATA ANALYSIS METHOD

The MPA student researchers used a grounded theory approach to collect and review data from a wide variety of sources, including the coded and transcribed phone interviews (from consented recordings), notes and photographs gathered from the site visits, and email exchanges. This data was then evaluated to create district-specific SWOT analyses.

The top ten CTE pathway options were determined by ranking the 78 defined pathways against employer needs, student desires, and each district's implementation feasibility. A rubric (Appendix H) determined the scoring of how each pathway met the selected criteria in each scoring area: programs were scored on a scale of 0 to 3, with 3 representing the best possible fit. When appropriate, weighting was applied to distinguish the more influential criteria within each scoring area. The criteria used to evaluate the CTE programs is as follows:

# STUDENT DESIRE CRITERIA

S1: Program aligns with top 1-10 job categories identified by students

S2: Program aligns with top 11-20 job categories identified by students

S3: Program aligns with high-wage applications

S4: Program encourages or supports postsecondary go-on or student plans for military service

The top job categories represented in S1 and S2 were determined based on student responses from the previously conducted surveys. The survey instruments used were not uniform across the districts; Cascade and Meadows Valley provided students with a list of available jobs to choose from, while the McCall-Donnelly survey asked students to write-in their preferred occupation. Student responses across all districts were aggregated to create a combined list, with the open-ended responses from McCall-Donnelly consolidated into the categories presented to Meadows Valley and Cascade students when possible.

Due to the wide variety of survey data, the researchers chose to include the top 20 responses as part of the evaluation criteria. However, weighting was applied to reduce the influence of job categories that ranked below 10. Job categories that ranked between 11 and 20 were given a .5 weighting.

## TOP TWENTY STUDENT DESIRED OCCUPATIONS:

- |                      |                         |
|----------------------|-------------------------|
| 1. Nursing Assistant | 11. Forestry            |
| 2. Fire              | 12. Flooring            |
| 3. EMT               | 13. Computer            |
| 4. Cooking           | 14. Accounting          |
| 5. Police            | 15. Manager             |
| 6. Mechanic          | 16. Childcare           |
| 7. Bartending        | 17. Equipment Operating |
| 8. Welding           | 18. Electrician         |
| 9. Physical Therapy  | 19. Plumbing            |
| 10. Maintenance      | 20. Barista             |

Researchers include the S3 criteria to address the high-wage aspect of student desires (of high importance in Perkins V).<sup>2</sup> To determine high-wage occupations, the researchers utilized the “Labor Market Projections for Idaho, Idaho Industries 2014-2024” report from the Idaho Department of Labor.<sup>3</sup>

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<sup>2</sup> See Idaho State Five-Year Plan, Carl D. Perkins Career and Technical Education Act of 2016 (2008), for additional information about Perkins funding. Find more information at <https://cte.idaho.gov/wp-content/uploads/2016/01/ExecutiveSummary.pdf>

<sup>3</sup> See Labor Market Projections for Idaho, Idaho Industries 2014-2024 (2014) for additional information about Idaho industries and occupations. See the projections at <https://labor.idaho.gov/dnn/Portals/0/Publications/2024-Idaho-Projections.pdf?ver=2016-10-03-145907-130>

## IDAHO HOT JOBS:

- Software developers
- Lawyers
- Management Analysts
- Accountants and Auditors
- Civil Engineers
- Personal Finance Advisors
- Business Operations Specialists, All Other
- Physical Therapists
- Health Specialties Teachers (post-secondary)
- Market Research Analysts and Marketing Specialists
- Registered Nurses
- Nurse Practitioners
- Industrial Machinery Mechanics
- Veterinarians
- Physicians Assistants
- Public Relations Specialists
- Network and Computer Systems Administrators
- Conservation Scientists
- Operations Research Analyst
- Web Developers

In previous surveys, students identified post-secondary education and military service as their two most likely post-graduation plans. The S4 criteria was weighted higher (1.5) to include CTE programs that better aligned with student post-graduation plans.

## STUDENT POST GRADUATION PLANS FROM PRIOR IPI SURVEYS:

- College (2 year or 4 year) 69%
- Military 11%
- Employment 5%

## EMPLOYER NEED CRITERIA

E1: Program aligns with growing regional industry sectors

E2: Program aligns with existing major regional industries

E3: Program aligns with top 25 employer requested skills

Idaho Department of Labor workforce trend data for Adams and Valley counties were used to determine growing regional industries for the E1 rubric criteria. The trend data captures changes in total employment

and wages from 2007 to 2017; any industry that shows workforce increases from 2007 to 2017 is considered to be growing.

**TABLE 1: CHANGE IN REGIONAL EMPLOYMENT BY INDUSTRY**

| Total Employ for Region           | 2007  | 2016  | 2017  | 2007- 2017 Change |       |
|-----------------------------------|-------|-------|-------|-------------------|-------|
| Total Covered Wages (employees)   | 5,968 | 5,402 | 5,627 | -341              | -6%   |
| Agriculture                       | 170   | 113   | 107   | -63               | -59%  |
| Mining                            | 27    | 0     | 0     | -27               | -100% |
| Construction                      | 838   | 418   | 488   | -350              | -72%  |
| Manufacturing                     | 81    | 209   | 218   | 137               | 63%   |
| Trade, Utilities & Transportation | 1,027 | 902   | 905   | -122              | -13%  |
| Information                       | 47    | 71    | 75    | 28                | 37%   |
| Financial Activities              | 306   | 229   | 242   | -64               | -26%  |
| Professional & Business Services  | 311   | 208   | 241   | -70               | -29%  |
| Educational & Health Services     | 224   | 517   | 543   | 319               | 59%   |
| Leisure & Hospitality             | 1,420 | 1,285 | 1,353 | -67               | -5%   |
| Other Services                    | 111   | 130   | 134   | 23                | 17%   |
| Government                        | 1,401 | 1,291 | 1,282 | -119              | -9%   |

**GROWING REGIONAL INDUSTRIES:**

- Manufacturing (+63%)
- Information (+37%)
- Education & Health Services (+59%)
- Other Services (+17%)

For the E2 rubric criteria, the Idaho Department of Labor’s employment profiles for Adams County<sup>4</sup> and Valley County<sup>5</sup> supplied the major regional employer industries:

- Manufacturing
- Education
- Forestry
- Health Services
- Leisure & Hospitality

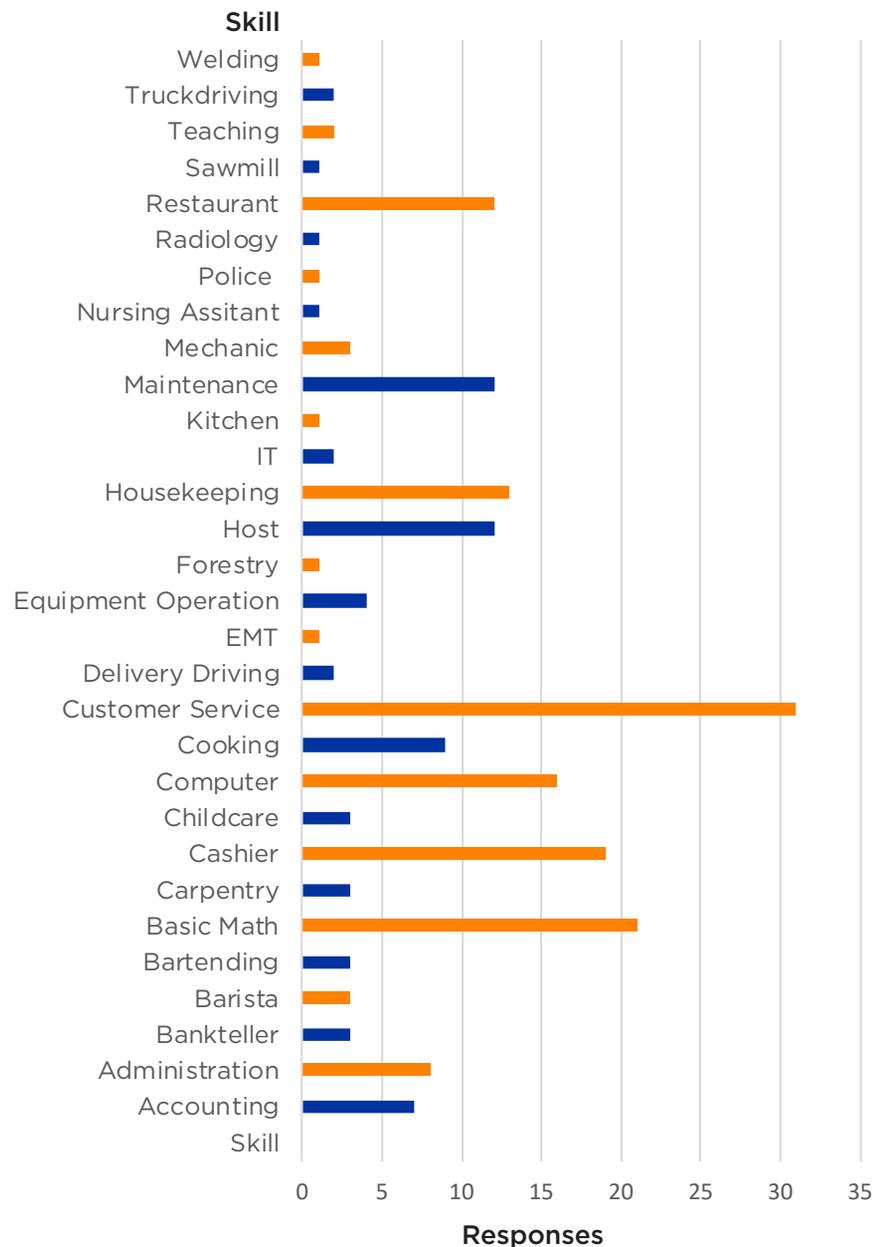
<sup>4</sup> See Idaho Department of Labor Adams County Workforce Trends (2019) for more information about workforce and employment trends. Found at <https://lmi.idaho.gov/Portals/0/2018/WorkforceTrends/AdamsProfile.pdf>

<sup>5</sup> See Idaho Department of Labor Valley County Workforce Trends (2019) for more information about workforce and employment trends. Found at <https://lmi.idaho.gov/Portals/0/2018/WorkforceTrends/ValleyProfile.pdf>

Previous IPI employer survey data was used to identify the top desired skills for the E3 rubric criteria. Employers were asked to identify the most needed occupational skills ranging in experience, from entry level all the way to senior management and C suite employees. The need for employees with ‘some experience’ and for ‘skilled/technical labor’ employees was reported most frequently, which aligns with the expected skill level for CTE participants graduating high school. As a result, the occupational skills identified for these two experience categories were included in the E3 rubric criteria.

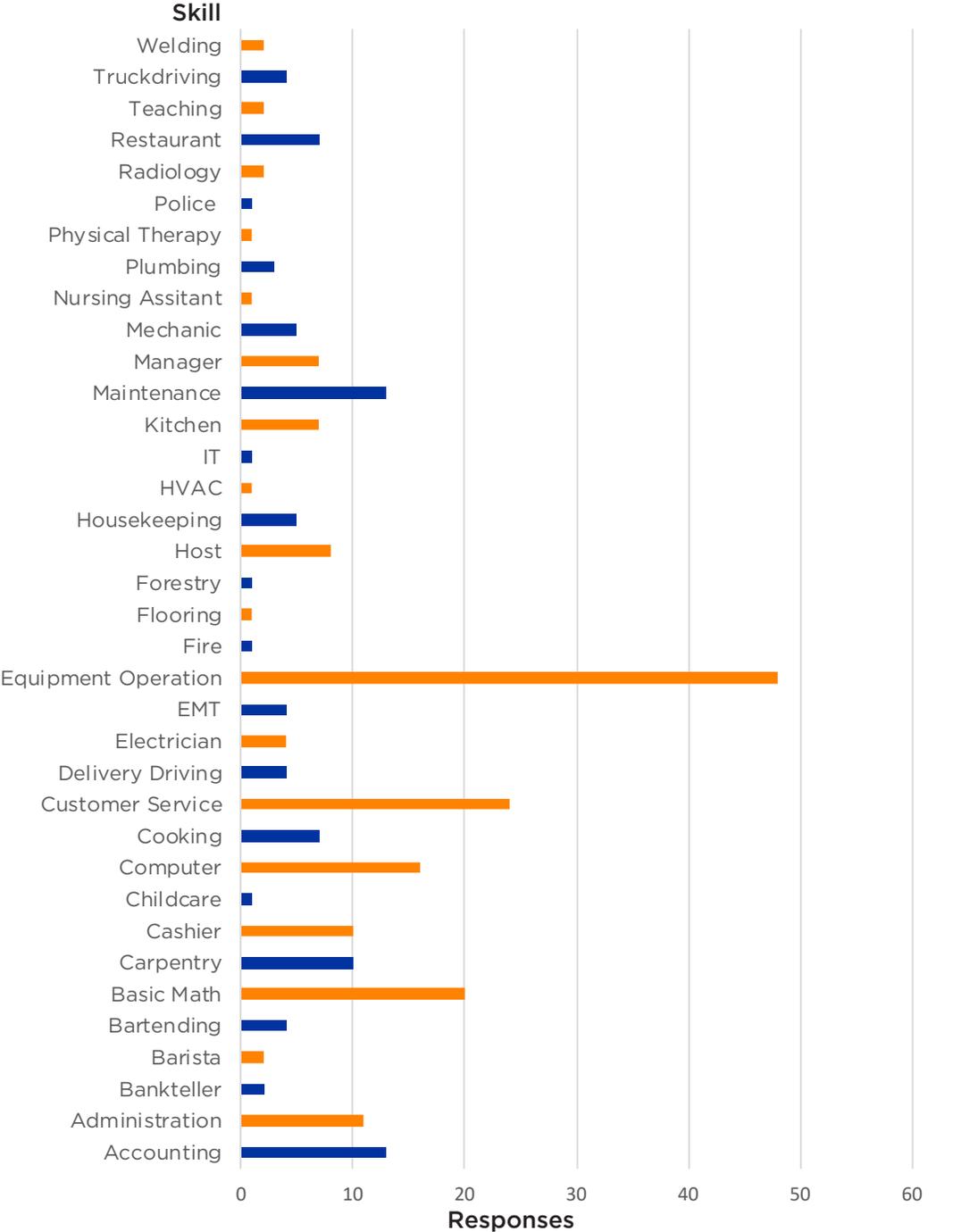
Note: due to slight oversampling of Accommodation & Food Services employers, no weighting was applied to the top 25 skills in the rubric to reduce the influence of skills that ranked below the top 10.<sup>6</sup>

**FIGURE 1: OCCUPATIONAL SKILLS - SOME EXPERIENCE**



<sup>6</sup> As noted in West Central Mountains Business Needs Assesment (2018), found at <https://wcmcdc.org/wp-content/uploads/2018/11/WCMEDC-Addendum-FINAL-1.pdf>

**FIGURE 2: OCUPATIONAL SKILLS - SKILLED/TECHNICAL LABOR**



## TOP 25 OCCUPATIONAL SKILLS DESIRED BY EMPLOYERS FOR “SOME EXPERIENCE” AND “SKILLED/TECHNICAL LABOR”:

- Customer Service
- Computer
- Accounting
- Maintenance
- Administration
- Cashier
- Equipment Operating
- Host
- Cooking
- Kitchen
- Manager
- Restaurant
- Housekeeping
- Mechanic
- Bartending
- Delivery Driving
- Electrician
- EMT
- Truck driving
- Plumbing
- Bank teller
- Barista
- Childcare
- Teaching
- Information Technology

## DISTRICT FEASIBILITY CRITERIA

D1: Program is compatible with existing teacher certifications

D2: Program is compatible with existing district facilities

D3: Program aligns with expressed district or parental interests

D4: Program encourages community engagement through visible projects

D5: Program aligns with other district goals and encourages collaboration

D6: Program is available online or could be delivered through closed-circuit TV or other synchronous remote delivery method (e.g. Skype)

D1 rubric criteria was established based on self-reported CTE certifications identified in email correspondence.

### **Cascade**

Fundamentals of  
Engineering and Tech  
Cabinetry  
Construction  
Welding  
Web Design

### **Meadows Valley**

Residential Construction

### **McCall-Donnelly**

Family and Consumer  
Sciences  
Business Technology  
Engineering and  
Technical Education  
Health Professions

The D2 rubric criteria evaluates how each school met or did not meet the facility needs for each pathway based on existing facilities and capacity, future goals, and site visit observations and is weighted to reflect the importance of working within existing facilities.

The D3 rubric criteria is similarly based on interviews with district administrators and CTE teachers.

A recurring theme in interviews with district administrators and CTE teachers was that students' projects visible to the community led to increases in support from parents and businesses. Partnerships with the U.S. Forest Service, local food pantries, and industry in students' immediate surroundings resulted in in-kind donations and accolades. The D4 rubric criteria attempts to capture these successes by determining if specific CTE pathways have the potential for or have led to visible projects that provided program exposure.

District-specific goals were of high importance to CTE administrators. Among the goals identified, a willingness or desire to collaborate with other regional districts was consistent across all districts. The D5 rubric criteria identifies whether a potential pathway reflects the region-wide goal of collaboration.

The D6 rubric criteria reflects the availability of a pathway to be provided digitally, either online or through CCTV. All districts stated that they utilize some form of online learning today, which creates a low barrier for entry into new CTE pathways. If there were not strict facility requirements, online, CCTV, or other synchronous methods were considered an option.

The CTE pathway scoring rubric along with score definitions can be viewed in Appendix H.



**“If it’s the right program we’re going to get support from everybody. Parents are going to love it because it meets the needs of their kids, the industry is going to love it because it increases the workforce in general, and the community is going to support it because they’re going to see it.”**  
- Jim Foudy, McCall-Donnelly School District Superintendent



# ANALYSIS

## DISTRICT COMBINED ANALYSIS

### STRENGTHS

The west central mountain school districts share an understanding that for their students to go far, the schools must go together. Administrators stated that they saw value in sharing resources and aligning CTE offerings to improve program provision while preventing duplicated effort. Regionally, adequate facilities exist to provide a variety of CTE pathway options, with suitable infrastructure to support digital learning through closed circuit television or web conferencing services (e.g. Skype, Zoom). District collaboration allows schools to offer a variety of desirable courses at less cost.

- Strong desire for collaboration among all district administrators
- Adequate resources and facilities exists among districts
- Infrastructure in classrooms to support synchronous remote courses
- Increased alignment with student career and post-secondary goals

### OPPORTUNITIES

All districts receive support from local industry. Expanding existing sponsorships to include apprenticeships and internships is critical to a Career Technical School model. Uniting students from all three districts will overcome the the challenges of low enrollment, creating the critical mass needed to fill capstone courses and increasing completion rates.

Sharing students opens the door to shared resources: each district can focus their CTE investments on fewer, yet better offerings while providing a diverse technical exposure. In addition, moving to a Career Technical School model provides an increase in Perkins funding above what is currently available for CTE clusters. This additional funding could be used to upgrade equipment to meet industry standards or provide transportation among other required or allowable Perkins uses. (For a full list of allowable Perkins V uses, see Appendix A)

- A variety of local industry support exists, which can provide opportunity for apprenticeships, internships, and sponsorships
- Combined CTE student populations could generate enough interest to fill capstone classes
- Raise regional go-on rates through expanded participation in CTE programs
- Efficiency opportunities through district-specific CTE focus areas

- More CTE pathway completers
- Additional Perkins funding available through CTS adoption

## WEAKNESSES

Currently, CTE course offerings are duplicated due to similar teacher certifications and available facilities. To make the travel between districts worth the time and effort, districts would benefit from a combination of unique course offerings and consistent scheduling practices. Aligning schedules prevents gaps in the school day which may be exacerbated by long travel times, especially in inclement weather.

- Considerable overlap in existing CTE program areas
- Class scheduling conflicts
- Distance between districts leads to loss of classroom time due to travel

## THREATS

Inadequate group transportation, dangerous road conditions, and increased liability resulting from extra transportation between schools may also create a barrier. Disparate funding and resources may make it difficult for some schools to transition to new CTE programs. As noted during interviews with district administrators, parents may not be supportive of busing students to other districts specifically for career and technical education opportunities.

- Unknown liability risks
- Uneven funding levels could create challenges for retooling
- Potential lack of parental support for busing between districts

**FIGURE 3: COMBINED DISTRICT LEVEL SWOT ANALYSIS**



# RECOMMENDATIONS

Conversations with each district reveal the benefits of cluster programming as a way to expose students to a variety of career options. But with limited resources, the student researchers believe that it is better to invest in a small amount of high-quality programs that will help students achieve their goals. Our recommendations center around the idea that each district can accomplish more collectively.

Based on the insights gained from the combined and individual SWOT analysis of each district (Appendices C,D,E), the student researchers used a rubric to determine the top ten CTE pathways for each district. For the school districts to better align CTE offerings student and regional employer needs, the student researchers recommend transitioning current cluster offerings into CTE pathways, combining resources between the three districts and establishing a career technical school (CTS). This approach, coupled with taking advantage of CCTV and online options when possible, will overcome some of the identified challenges of scheduling and transportation.

## PATHWAYS

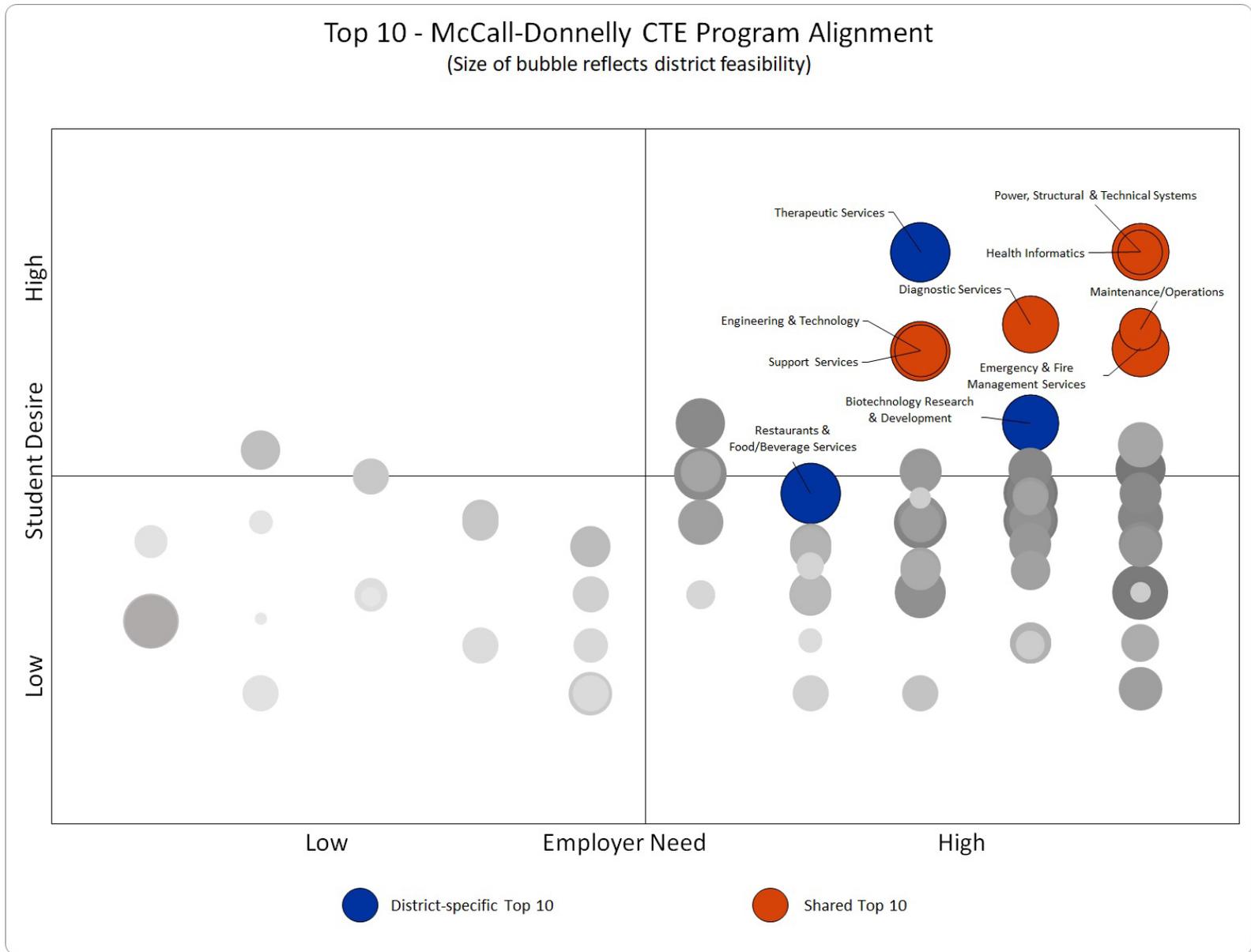
Career and technical education pathway programs are step-driven series of specific courses in an area of study within a career cluster that offer students the opportunity to explore and/or prepare for a career or post-secondary education within a specific field. Each school currently offers CTE exposure through broad career cluster models. Transitioning to narrower pathways, however, will help the districts provide structured opportunities, early specialization, and paraprofessionalism.

There are unique factors for each school district that impact pathways feasibility. Below are the top ten pathway options by district (Table 2). The visible overlap of courses is represented by the joint rankings in the Career and Technical School section below.

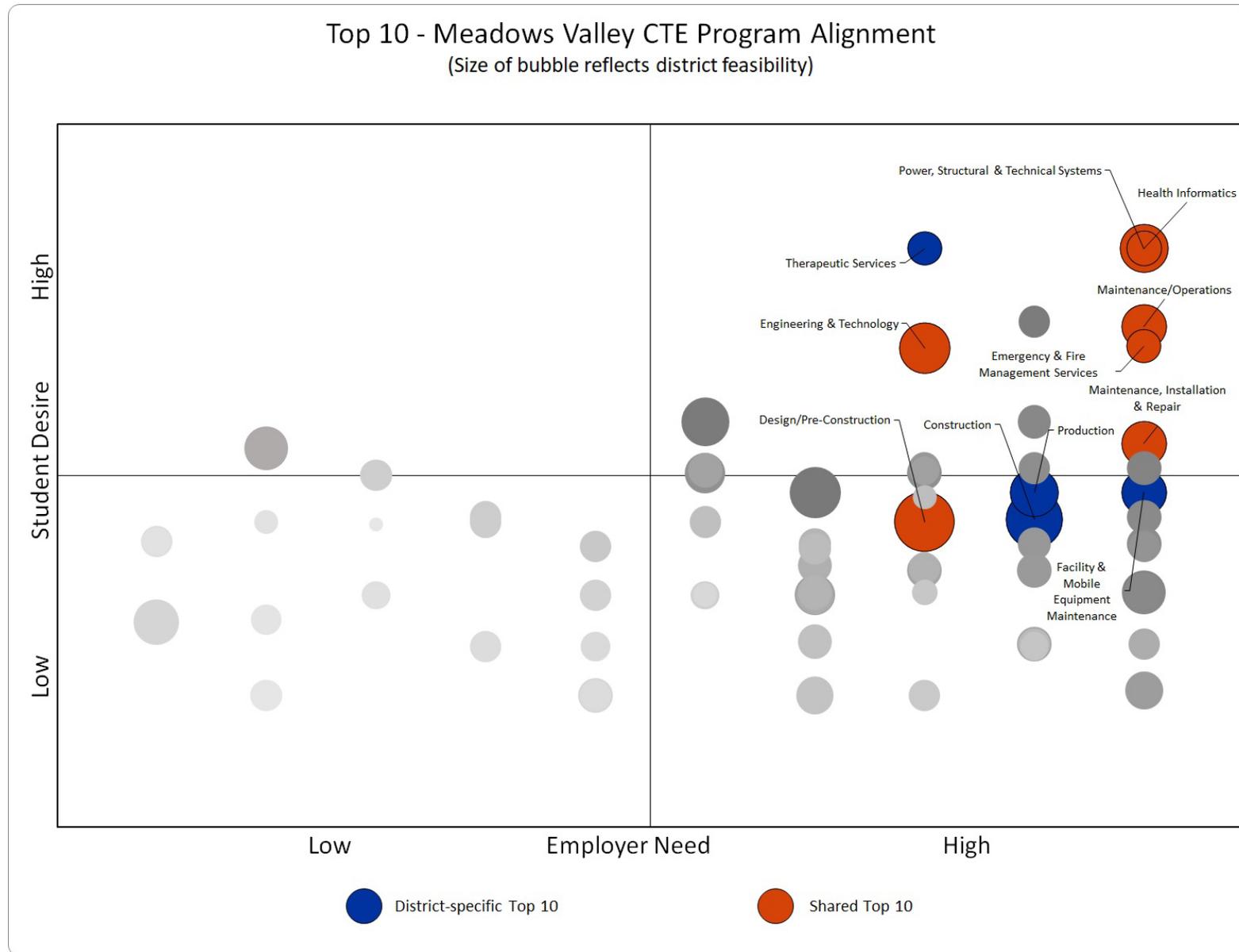
**TABLE 2: TOP TEN CTE PATHWAY RECOMMENDATIONS BY DISTRICT**

| CASCADE                                 | MEADOWS VALLEY                          | MCCALL-DONNELLY                       |
|---|---|---------------------------------------|
| Power, Structural & Technical Systems   | Power, Structural & Technical Systems   | Health Informatics                    |
| Maintenance/Operations                  | Maintenance/Operations                  | Therapeutic Services                  |
| Maintenance, Installation & Repair      | Engineering & Technology                | Emergency & Fire Management Services  |
| Design/Pre-Construction                 | Construction                            | Diagnostic Services                   |
| Engineering & Technology                | Design/Pre-Construction                 | Support Services                      |
| Health Informatics                      | Health Informatics                      | Power, Structural & Technical Systems |
| Web & Digital Communications            | Maintenance, Installation & Repair      | Biotechnology Research & Development  |
| Emergency & Fire Management Services    | Production                              | Engineering & Technology              |
| Production                              | Facility & Mobile Equipment Maintenance | Maintenance/Operations                |
| Facility & Mobile Equipment Maintenance | Therapeutic Services                    | Restaurants & Food/Beverage Services  |

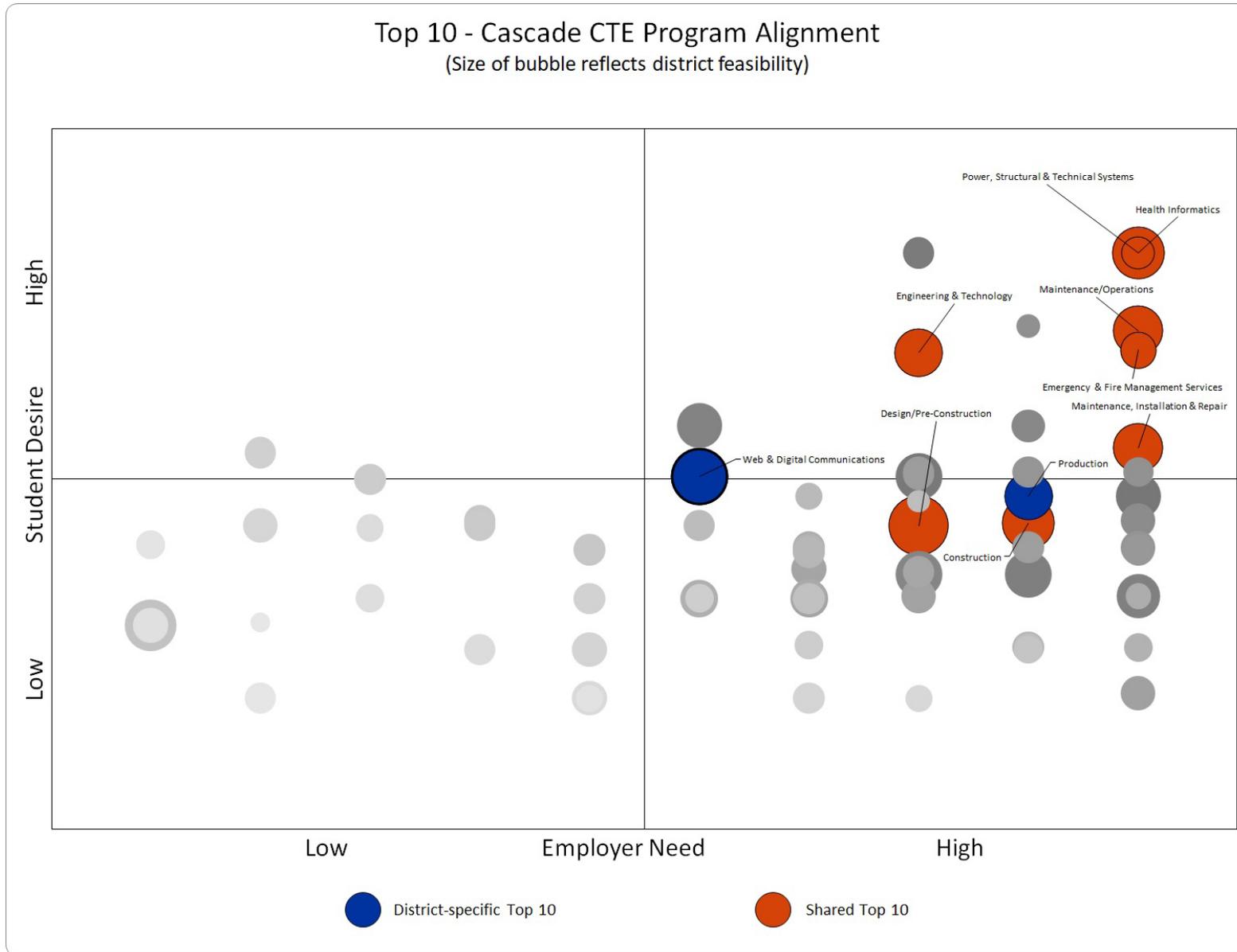
**FIGURE 4: MCCALL-DONNELLY CTE PROGRAM ALIGNMENT**



**FIGURE 5: MEADOWS VALLEY CTE PROGRAM ALIGNMENT**



**FIGURE 6: CASCADE CTE PROGRAM ALIGNMENT**





**“The kid really has to be taking the initiative, and if they do, Russ [CTE Instructor] can point them in any direction they want. They’re kind of isolated, they’re going on their own instead of going together in a program. What I like about it is, it offers a pathway.”**

**- Jeff Blaser, Cascade School District (on the benefit of doing pathways)**



## CAREER TECHNICAL SCHOOL

Career and Technical Schools (CTS) describe a formalized agreement between school districts and the Idaho Division of CTE (of the Idaho State Department of Education) to offer a variety of CTE programs at one (or in our recommendation, multiple) location(s) that are used by multiple districts. The student researchers recommend that the three school districts offer unique pathway options through each school and sending students to the other school(s) to participate in different pathway coursework.

The CTS model builds an economy of scale through shared resources, risks, and rewards. Additional funding is available from the state to each school who hosts a pathway program as part of the CTS model (funding model available in Appendix A). Furthermore, research shows that sending students to other districts does not affect average daily attendance. One of the biggest benefits and opportunities of pathway programs' required capstone courses is that they may be filled by opening the course to students from other districts.



**“I think I’d like to, in a perfect world, if I could have a perfect world up here, I think I’d combine all the schools into a trade program where you could have, because then you’d have the numbers to do it... It’s hard to have a pathway, because our classes are so small and so scattered.”**



**- Russ Fanselow, CTE instructor, Cascade School District**

CTE programs provide high school students with direct, advanced preparation for careers that require experience commensurate with a baccalaureate or graduate degree. Schools participating in CTS models are closely linked to postsecondary education, with coursework often counted as dual credit, which proves important to the majority (69%) of students who reported they would “go on” to post-secondary education in the IPI student survey. As a bonus, the dual credit and credentialing options alleviate some of the costs associated with post-secondary attendance, since high school students are eligible for low- or no-cost concurrent enrollment through the Fast Forward Initiative.<sup>7</sup>

Secondly, the CTS model is closely linked to current business and industry standards to ensure relevance and quality of instruction with the guidance of a technical advisory committee. CTS builds on pathways to include work-based learning, including paid or unpaid business/industry internships, clinical experience, supervised occupational experience, job placement, and school-based enterprise (Idaho CTE). See Appendix G for a local business directory.

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<sup>7</sup> See the Fast Forward Program FAQ, (2019) for more information about eligibility requirements and additional information about dual credit options at <https://nextsteps.idaho.gov/resources/fast-forward-program/>

**“Critical mass to fill a pathway capstone is also a challenge in the largest school, McCall, “All of a sudden you get to the to the capstone course, and in our capstone we don’t have the critical mass of kids.”  
- Tim Thomas, Principal, McCall-Donnelly High School**



# TOP TEN SHARED PATHWAY PREFERENCES

The student researchers ranked the top ten shared pathways from the results for each district to make recommendations on what pathway should be housed at which location based on district capacity. While it may not be feasible to implement all ten pathways into a shared CTS due to strained resources and/or incompatible priorities, the ranking system could serve as a guide for future implementation. In order of student preference across the three districts (the lowest score indicates proximity to first place), the top ten pathways are:

**FIGURE 7: RANKED PATHWAYS**





The **Power, Structural & Technical Systems** pathway is part of the Agriculture, Food and Natural Resources cluster and prepares students to design agricultural structures and work with the machinery/equipment of agricultural systems. No district currently has a teacher with the appropriate credential for this pathway, but though there are multiple certifications available. The student researchers have identified Cascade as the best school to house this program based on their existing infrastructure and the requirements of the pathway.



The **Construction** pathway is part of the Architecture and Construction career cluster and prepares students for both residential and commercial construction, as well as infrastructure. All three school districts currently have construction programs, but the student researchers have identified Meadows Valley School District as the best fit to offer the full pathway due to their recently acquired shop building and current teacher certification.



The **Diagnostic Services** pathway is part of the Health Services career cluster and trains students to test for, diagnose, and treat various diseases, injuries or other physical conditions. McCall-Donnelly's dedicated mock-medical classroom, proximity to St. Luke's, and ability to pursue further certification make them the best fit.



The **Maintenance/Operations** pathway belongs in the Architecture and Construction Cluster, and involves hands-on student education and applied practices, including installing, inspecting, and repairing machinery. The certification of Cascade High School's CTE instructor Russ Fanselow and the school's existing facilities indicate an appropriate fit for maintenance and operations study.



The **Health Informatics** pathway is part of the Health Science career cluster and exposes students to the responsibilities of health care employees at different levels of an organization, from entry-level data entry positions (maintaining charts and patient information) to hospital or practice administration. Based on current certifications and facilities, McCall-Donnelly is the best fit for this program.



The **Design/Pre-Construction** pathway is part of the Architecture and Construction career cluster. This pathway teaches students to create the plans utilized by carpenters, contractors, and engineers to execute concepts. Because they also house other pathways within this cluster, Meadows Valley would be the best fit.



The **Maintenance, Installation & Repair** pathway is part of the Manufacturing career cluster. Students learn to perform preventive maintenance procedures on machines, tools, and equipment.

While no school has the full certification to teach this pathway at this time, the student researchers believe Cascade shows the most potential to earn this certification.



The **Support Services** pathway belongs in the Health Sciences career cluster and focuses on providing a “therapeutic environment for the delivery of health care.” McCall-Donnelly is the best fit to offer this pathway with teacher certifications, their current facilities and equipment, and other pathways within the Health Sciences cluster.



The **Engineering & Technology** pathway is part of the Science, Technology, Engineering, and Mathematics (STEM) career cluster. This pathway focuses on applying mathematics and sciences in relation to engineering and technology problems. Due to McCall-Donnelly’s AP offerings and the availability of teachers, this pathway would be the most appropriate for McCall.



The **Emergency & Fire Management Services** pathway is part of the Law, Public Safety, Corrections, and Security career cluster. Students pursuing this pathway prepare to deal with emergency situations, particularly fires, and to treat injuries. McCall’s health services facilities, equipment, and teacher certification make it the best district to house this pathway.



Though the **Visual Design** pathway did not make the top ten, the student researchers noted that questions pertaining to the arts were not included student survey, and student desire wasn’t captured. However, the district desire for this area was high in McCall-Donnelly as well as Cascade, which has been without arts classes due to vacant positions. The Visual Design pathway (of the Arts, A/V Technology and Communications career cluster) would best suit McCall, where there is a full-time arts teacher, ample studio space, and supplies. This pathway allows students to engage in mixed-media fine arts, digital/graphic design, photography, and more, satisfying the personal interests and talents of students.

Each school district emerged as the expert or home institution of at least one CTE area:

- Cascade emerged as the best fit for mechanics, maintenance, and operations-related pathways with only minor improvements needed for the existing shop
- Meadows Valley was a natural fit for construction and pre-construction options
- McCall-Donnelly is well-prepared to house the health science and STEM related pathways

These recommendations are not intended to lead schools to do away with their current cluster offerings, but instead to focus their attention to cultivating these areas. Supplementing direct pathways with a variety of courses in clusters is still recommended.

**TABLE 3: TOP TEN CTE PATHWAY RECOMMENDATIONS BY DISTRICT**

| CASCADE                               | MEADOWS VALLEY          | MCCALL-DONNELLY                      |
|---------------------------------------|-------------------------|--------------------------------------|
| Power, Structural & Technical Systems | Construction            | Diagnostic Services                  |
| Maintenance/Operations                | Design/Pre-Construction | Health Informatics                   |
| Maintenance, Installation & Repair    |                         | Support Services                     |
|                                       |                         | Engineering & Technology             |
|                                       |                         | Emergency & Fire Management Services |
|                                       |                         | Visual Design                        |



## CCTV/ONLINE OPTIONS

As technology becomes more inexpensive and widely available, students have the opportunity to learn valuable skills without having to travel, helping to alleviate the phenomenon of spatial mismatch.

Although some skepticism was expressed about online delivery, studies demonstrate that blended instructional environments involving online learning (with their instructor) or distance learning (separated from an instructor) provide greater accessibility, social mobility, and computer literacy for students. Virtual classrooms, web- or video-based learning, eCampuses, and other forms of CCTV/online learning are receiving generous support in Idaho from local, state, and federal grantors. See Appendix A for a full list of grant opportunities.

There may be particular courses in each pathway that are better suited towards online or virtual delivery, such as medical terminology courses that do not require hands on experience. It is recommended school districts spend time researching applicable, relevant, and appropriate online options for their students.

# LIMITATIONS

The following research builds on the secondary data analysis from a survey of WCMR businesses and the results of a student survey which was not uniformly administered across districts. The student researchers were not involved in the planning, administration of, or interpretation of results of either survey. Instead, this previous research was utilized to identify gaps in the survey questions asked to both industry and students. The student researchers posited the reported interest areas against the school district desires to perform a tertiary analysis.

The ability to host various CTE programs within existing school facilities was confirmed during brief tours of existing classrooms. Some assumptions were made by the researchers regarding the flexibility of existing spaces; it was determined that retooling current CTE instructional spaces may still be required to adopt the pathways identified as a best fit for each district.

Where CTE instructors do not currently have the required certifications to teach a certain program or pathway, it is assumed that the schools will support this professional development based on administrator comments during the course of interviews.

The information presented has not been evaluated by educators or CTE professionals. The student researchers are not affiliated with the districts or local industry, and acknowledge that knowledge gaps may exist. For this reason, the study omits recommendations for class scheduling and implementation. Resources have been added to provide a starting point for further investigation outside the scope of this study.

# CONCLUSION

The research identifies clear opportunities for collaboration and better alignment of CTE offerings to meet the needs of students and regional employers. Combining the strengths of each district in a career technical school (CTS) and by strategically shifting to pathways will overcome the weaknesses and potential threats the schools face individually. Together, the districts' CTE programs will be bigger and bolder, more efficient and more effective, providing students with that opportunity they needed; for their passion to catch fire.

Based on the current momentum of regional business, advances in technology, and the prolific interests of students, a window has been opened to new and improved CTE and CTS offerings. Ultimately, this path forward supports growing industries in the region, with students able to develop and apply skills gained through the recommended pathways locally to the West Mountain Region. For this to occur, the student researchers recommend the school districts focus their energy on professional development to gain necessary certifications, establish more formal communication and planning among district administrators, and designate a regional CTE coordinator. Together, you can be the spark!

# APPENDICES

## APPENDIX A: LITERATURE REVIEW AND IMPLEMENTATION RESOURCE GUIDE

Do central Idaho schools have the resources to mend the rural skills gap?

Students are increasingly encouraged to pursue their aspirations and explore activities that may illuminate new strengths. But with a new envisioning of students' diverse paths comes an expectation of a more diverse education, which can be difficult for rural Idaho townships to provide. When it comes to balancing academic and professional preparedness, it is impossible to prioritize one over the other: research shows that a combination of pedagogies maximizes the enjoyment and efficacy of both.

CTE administrators must contend with the following pressures:

- rise in entrepreneurship as a marketable skill or job aspiration
- competition between schools for enrollment and funding
- recognizability of student paraprofessionalism and credentials
- shifting trends in curricula provision to include online/digital options
- expectation and reward of inclusivity and quality in secondary education

A Notice titled Applications for New Awards; Perkins Innovation and Modernization Grant Program was published in the Federal Register on April 15th, 2019.<sup>8</sup>

## CAREER TECHNICAL EDUCATION: MODELS

The most frequent models used in CTE program design include:

### MODEL: CAREER CLUSTER (NCTEF TRADEMARKED)

Nearly all CTE programs in the country are either implemented directly from or are some kind of adapted version of the 16 clusters trademarked by the National Career Technical Education Foundation.

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<sup>8</sup>See the Applications for New Awards; Perkins Innovation and Modernization Grant Program at <https://www.govinfo.gov/content/pkg/FR-2019-04-15/pdf/2019-07456.pdf>

**TABLE 4: CTE CLUSTER AREAS**

|  |   |
|--|---|
| Agriculture, Food, and Natural Resources | Hospitality and Tourism                           |
| Architecture and Construction            | Human Services                                    |
| Arts, A/V Technology, and Communications | Information Technology                            |
| Business Management and Administration   | Law, Public Safety, Corrections, and Security     |
| Education and Training                   | Manufacturing                                     |
| Finance                                  | Marketing   |
| Government and Public Administration     | Science, Technology, Engineering, and Math (STEM) |
| Health Sciences                          | Transportation, Distribution, and Logistics       |

**MODEL: CAREER PATHWAYS (NCTEF TRADEMARKED)**

Career pathways are step-driven series of specific courses in a specific area of study within a career cluster. As technology changes and more courses develop standards and design, more pathways are added to each cluster. (16 clusters equates to roughly 80 pathways)

**MODEL: REGIONAL TECHNICAL CENTERS**

Also called a regional technology center, joint technical education center (or district), joint vocational school district, or even “CTE academies—sometimes operating as magnet or specially focused schools—[that are] perceived by interviewees to be of higher quality than traditional vocational schools” 328 (Stringfield, Shumer, Steipanovic, and Murphy, 2013, p. 328). Centers offer a centralized location for a variety of CTE programs to take place. The Regional Technical Center model is lauded for easing the burden on rural schools (Imperatore).

## MODEL: REGIONAL WORKFORCE DEVELOPMENT

Designing and/or offering coursework around regional employer needs helps to construct the important partnerships and relationships between students and stakeholders that can provide resources (Imperatore), whether that includes on-site training opportunities or even a job. The regional workforce development model frequently pairs with local chambers of commerce and economic development councils.

## MODEL: INDUSTRY RECOGNIZED CREDENTIALS (IRC)

Designing CTE programs around the end goal of receiving an industry-recognized credential is becoming more popular, as evidenced by the language added to “Perkins V.” A form of educating to the ascertainment of industry or government standards within either a single occupation or for a specific skillset, this model usually includes a combination of instruction and hands-on activities culminating in a test for certification or licensure.

## MODEL: CTSO – CAREER AND TECHNICAL STUDENT ORGANIZATIONS

The CTSO model consists of national nonprofits – administered through local chapters – provide co-curricular programming and networking opportunities to students with the advisement from local industry. A good example of a CTSO is the FFA, which promotes agricultural education to build leadership skills, among other desired qualities.

## MODEL: WORK-BASED LEARNING (WBL)

Also called experience-based learning (EBL), problem-based learning, project-based learning, this broad model of CTE captures all of the following:

- Apprenticeships
- Service Learning
- Internships
- Volunteering
- Externships
- Cooperative Work Experience
- Mentorships
- Job Shadowing

The desired earn-while-you-learn Work-Based Learning programs preferable to low-income students work well to motivate the students while allowing them to fulfill other goals (Holzer). In addition, employers get the added benefit of training to their desired standards and methods, which transitions easily into a job offer

and added value in the employee (Holzer). Project-based learning is an alternate form of WBL with its own standards and sponsoring organizations; High Schools That Work and Project Lead The Way are examples of established platforms from which local jurisdiction could model POSs and connect with experts. Apprenticeships often involve students paid at below-market rates to internalize cost of training to the employer, which satisfies students motivated by certification. See Appendix G.

### MODEL: VIRTUAL/ONLINE/FLEXIBLE DELIVERY

As technology has become more inexpensive and widely available, students have had the opportunity to learn valuable skills without having to travel, helping to alleviate the phenomenon of spatial mismatch. Virtual coursework, while not preferable to many rural communities, was demonstrated in the studies as being helpful for easing into concurrent enrollment.

### MODEL: CONCURRENT/DUAL ENROLLMENT

Studies laud the impact of concurrent/dual CTE enrollment programs, which combine the rigor of postsecondary education with the pathways of high school. Assumed to be a competitor with high school Advanced Placement (College Board) classes, studies show that concurrent- and dual-enrollment coursework does not ‘water down’ college syllabi for high school students. In fact, unaltered college syllabi pose more challenge to high school students than AP coursework and are just as effective at earning college credit (Stringfield, Shumer, Steipanovic, and Murphy).

Students “who enrolled in dual-credit courses (i.e., receiving both high school and college credit) were awarded the same grade point value as those enrolled in Advanced Placement classes, clearly placing such programs on a par with demanding academic offerings” (Stringfield et al., 2013, p. 329).

The rigor of dual enrollment may also help to keep things engaging for high school seniors, who are the most likely to face the complacency and fatigue of ‘senioritis’ (Johnson and Brophy).

### MODEL: 2+2+2

The 2+2+2 model involves a partnership with local high schools, community colleges and/or providers of associates degrees, and traditional 4-year public universities to create a pathway that extends from the last two years of high school, to the 2-year degree program, and finishing with another 2 years at the university.

### LESS-REPORTED MODELS: SIMULATED WORKSPACES, STUDENT ENTREPRENEURSHIP, RESIDENTIAL (NEIGHBORHOOD- OR COMMUNITY-FOCUSED PROJECTS)

**TABLE 5: SUMMARY OF MAJOR FINDINGS**

| Study   | Study Objective  | Major Findings  |
|---|--|---|
| <b>Study of: Career Technical Education (CTE) Foundations</b> |  |   |
| Haag (2015)   | This paper provides factors and context for implementation of CTE programming based on administrators' experiences at Southern Maine Community College (SMCC)  | CTE Programs require different administration than academic programs because of their unique benefits, drawbacks, and implementation barriers   |
| Scala, Peterson, and Poland (2016)                            | This paper advocates for a residential platform of CTE unique to Alaska, discussing the need and benefits of local programming and making recommendations  | Locally-focused and engaged programs can support stronger community ties and affiliative behavior in students   |
| Imperatore (2016)   | This paper provides insight into different models of CTE benefit rural communities, highlighting state programs and councils   | Outlines rural benefits of CTE focuses such as regional technical centers, online/virtual learning, and workforce development   |
| Gaunt and Palmer (2005)                                       | Because program viability depends on it being a favorable choice, student perception of program audience, and that audience's skills and abilities, truly matter; this survey tested the perceptions of Michigan CTE and non-CTE students of CTE programs, what types of students they perceived as participants, levels of preparedness for work, postsecondary education, or the military. | Both CTE and non-CTE students surveyed said that CTE was for all ability levels, and was less for non-academic students and even less for students with "discipline problems." A much higher ratio of CTE students believed that CTE was for college and military-bound students. CTE is overwhelmingly cast in a positive light by both its target audience and observers. |
| Plank, DeLuca, and Estacion (2008)                            | To determine which type and what combination of high school curricula best determines drop-out rates for students of different demographics that entered high school at age <15 or >15   | Taking at least one CTE course in combination with academic coursework decreased the drop-out rate for those that entered high school at a normal age (14-15) compared to older counterparts and those with no CTE  |
| Casale-Giannola (2012)  | This paper seeks to analyze the strengths and weaknesses of CTE/vocational programs for students with disabilities following the No Child Left Behind and Individuals with Disabilities Education Acts   | While staff must be trained to student differences in skill and ability, as well relevant law and pedagogy, CTE provides active, real-life connections and professional development for those with learning disabilities  |

## TABLE 5 CONTINUED: SUMMARY OF MAJOR FINDINGS

|  |   |   |
|--|---|---|
| Aliaga, Kotamraju, and Stone (2014)          | This study argues that the historical classification of credit-taking experience of CTE participants and their academic and social categorization is no longer useful in determining student success; CTE is becoming more inclusive and more available, leading to dramatic shifts in audience typology. | Self-reported interview data, probability samples (transcript data) from NCES, and state data with discretionary reporting provide new, clearer (and atypical) typology of CTE recipients and their traits, including academic CTE coursetakers and CTE students without occupational goals, proving there is no one definition of a CTE student in the 21st century. |
| Stone, Alfeld, and Pearson (2008)            | Because mathematical concepts make up the foundation of many CTE programs, this study tests the improvement of math skills through maximization of existing skill opportunities; this study shows that the Math-in-CTE model has a mutually beneficial relationship with occupational knowledge           | Rather than prescribing more math to fix the poor math skills of students attempting to enter the workforce, applied learning of mathematical concepts and enhancement of problem-solving skills used by engaging math in its 'organic' environment improves skill in this area   |
| Fluhr, Choi, Herd, Woo, and Alagaraja (2017) | This article seeks to determine whether gender is a predictor (and/or predictor) of CTE participation and related stereotypes. Variables in the study include nontraditional CTE coursetaking, program area, and average wage earnings.   | While wage differences between men and women are more dependent upon program area, CTE students (when compared to non-CTE students) are more likely to choose gender-traditional courses overall. However, the results indicate an overall shift in gender stereotyping.  |

## FUNDING THE CTE PROGRAM

To make the best use of available funds, locate new sources of funding, and be better prepared to apply and receive funds when they come available, studies indicate that CTE administrators (in the event they cannot hire a coordinator/officer to perform such duties) should:

### GAIN EXPERTISE OF THE FUNDING STRUCTURE

CTE is funded at the State level in four ways:

- Foundation grants based on FTE or ADM units with added supplemental funding
- Unit cost funding: by student participation, instructional unit, cost reimbursement (Idaho)
- Weighted funding: assigning weight to vocational students in comparison to non-CTE students in order to achieve equitable funding
- Performance funding: sensible in practice, but discriminatory to underserved districts and potentially damaging to philosophical mission and student behavior (Klein)

*Idaho offers cost reimbursement but adds a funding cap to each vocational area, making some programs more supported than others, which leads to a “gaming” of the system. (Klein)*

Understanding that some vocational areas may be “worth more” than others may change what clusters or pathways a CTE program is willing to offer. Rural districts with less financial flexibility that wish to expand their course availability must research the details of the current funding structure.

## GAIN PROFICIENCY IN GRANT SKILLS

Studies show that school superintendents have unspoken concerns about their CTE instructors’ grant proficiency.

Idaho CTE scholars Cannon, Kitchel, and Duncan (2010) argue that the “perceived need for training related to grant writing and funding opportunities should raise concerns about the viability and sustainability of CTE programming through the public school system,”(p.63) as a lack of comprehensive knowledge about the program’s funding will likely result in it going unintentionally underfunded (or defunded). While “historically, Idaho has also financially supported CTE programs [...] the CTE profession should be concerned with future funding trends related to the viability and sustainability of programs and curriculum” (Cannon, Kitchel, and Duncan, 2010, 63). Low-performing educational programs are quick to have their funding reduced, so CTE administrators must closely monitor legislative changes in the field.

## GRANT OPPORTUNITIES

The following public, nonprofit, and private organizations have funds available for CTE, technology (hardware and software), infrastructure expansion and improvements, workforce and professional development opportunities, and aide to at-risk students and former students.

## LOCAL GRANT OPPORTUNITIES

For local programming:

- McCall-Donnelly Education Foundation Grants, <https://mdef.org/grants/>
- Steele-Reese Foundation Rural Education Grants for Idaho and Montana, [http://steele-reese.org/previous\\_grants](http://steele-reese.org/previous_grants)
- Idaho Community Foundation Regional Grant Program, <https://www.idahocf.org/nonprofits-students/grant-opportunities-and-workshops>

For hardware and software: Idaho STEM Action Center Grants, <https://stem.idaho.gov/grants/>  
For broadband access and expansion: Idaho Broadband Infrastructure Improvement Grant (BIIG), <http://www.sde.idaho.gov/tech-services/broadband/index.html>  
For concurrent enrollment, expanded in 2016: Fast Forward Program Grants, <https://nextsteps.idaho.gov/resources/fast-forward-program/>

## NONPROFIT FUNDING OPPORTUNITIES

Scholarships: Nagel Foundation CWI Second-Year CTE Scholarship, <https://www.idahocf.org/nonprofits-students/grant-opportunities-and-workshops>

Curricula, training, or retention: National Science Foundation

Advanced Technological Education, [https://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=5464&org=NSF](https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5464&org=NSF)  
Innovative Technology Experiences for Students and Teachers, [https://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=5467&org=NSF](https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5467&org=NSF)  
National STEM Education Distributed Learning, [https://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=5487&org=NSF](https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5487&org=NSF)

For retaining science teachers in high-need local educational agencies:  
Robert Noyce Teacher Scholarship and Fellowship Program, [https://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=5733&org=NSF](https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5733&org=NSF)

## FEDERAL GRANT OPPORTUNITIES

Grant database: Federal Grants, <https://www.grants.gov/web/grants/search-grants.html>

U.S. Department of Education

Carl D. Perkins Career and Technical Education Act (Perkins IV) now the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), <https://cte.ed.gov/grants/funding-opportunities>  
Student Support and Academic Enrichment Program (Formula Grant), <https://www2.ed.gov/programs/ssae/index.html>  
21st Century Community Learning Centers (Formula Grant), <https://www2.ed.gov/programs/21stcclc/index.html>  
Promise Neighborhoods Grant, <https://www2.ed.gov/programs/promiseneighborhoods/index.html>

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), <https://www2.ed.gov/programs/gearup/index.html>

U.S. Department of Agriculture

Community Facilities Loan and Grant Program for Rural Public Works, <https://www.rd.usda.gov/recovery/community.html>

4-H Youth Development Program, <https://4-h.org/parents/programs-at-a-glance/>

## WORKFORCE DEVELOPMENT GRANTS

To address community needs: AmeriCorps State and National, <https://www.nationalservice.gov/programs/ameri-corps/ameri-corps-programs/ameri-corps-state-national>, and AmeriCorps VISTA, <https://www.nationalservice.gov/programs/ameri-corps/ameri-corps-programs/ameri-corps-vista>

U.S. Department of Labor

YouthBuild Grant Program for High School Dropouts, [https://www.doleta.gov/youth\\_services/youthbuild.cfm](https://www.doleta.gov/youth_services/youthbuild.cfm)  
JobCorps Program, <https://www.jobcorps.gov/>

U.S. Department of Education Promoting Readiness of Minors in SSI (PROMISE) Grant, <https://www.ssa.gov/disabilityresearch/promise.htm>

U.S. Social Security Administration Youth Transition Demonstration Grant, <https://www.ssa.gov/disabilityresearch/youth.htm>

U.S. Small Business Administration Program for Investors in Microentrepreneurs (PRIME), <https://www.sba.gov/document/information-notice--program-investors-microentrepreneurs-prime>

## OTHER

Fundraising

Crowdfunding: Kickstarter, <https://www.kickstarter.com/>, GoFundMe, <https://www.gofundme.com/c/crowdfunding>

School-only crowdfunding: DonorsChoose, <https://www.donorschoose.org/>

## MAINTAINING AND MAKING THE BEST USE OF FUNDING

CTE Administrators should consider the following tips to maximize their monies:

- Perform frequent, routine needs assessments to collect accurate data
- Employ inexpensive, person-powered solutions (which rely on social capital) to correct problems
- Identify and communicate with current partners, and seek out prospective ones
- Work with local government to identify current and future large-scale opportunities
- Include process improvement and project management practices into decision-making
- Pilot new pathways and seek feedback in existing CTE courses to make yearly changes
- Reach out to other states or jurisdictions with similar demographics and issues for input

**TABLE 6: PERKINS FUNDING USAGE**

| CARL PERKINS V FUNDING USES: REQUIRED, PERMITTED, UNALLOWED  |  |
|--|--|
| Required Uses of Funds   | Permissive Uses of Funds   |
| <p>Assess the career and technical education programs funded under Perkins IV.</p> <ul style="list-style-type: none"> <li>· Develop, approve, or expand the use of technology in career and technical education.</li> <li>· Professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels</li> <li>· Integration of content aligned with challenging academic standards and relevant career and technical education.</li> <li>· Provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations.</li> <li>· Support partnerships among local educational agencies, secondary, postsecondary, adult education providers, employers, labor organizations, parents, and local partnerships, to enable students to complete career technical programs of study.</li> <li>· Serve individuals in state correctional institutions and institutions that serve individuals with disabilities.</li> <li>· Support programs for special populations that lead to high skill, high wage or high demand occupations</li> </ul> | <p>Improvement of career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions.</p> <p>Establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students.</p> <p>Support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs.</p> <p>Support career and technical student organizations.</p> <p>Support public charter schools operating career and technical education programs.</p> <p>Support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter.</p> <p>Support family and consumer sciences programs.</p> <p>Support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels.</p> <p>Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education</p> <p>Award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives</p> <p>Provide activities to support entrepreneurship education and training</p> <p>Provide career and technical education programs for adults and school dropouts to complete their secondary school education</p> <p>Provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs</p> <p>Develop valid and reliable assessments of technical skills</p> <p>Develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes</p> <p>Improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business</p> <p>Support occupational and employment information resources</p> |
| Allowed Expenditures   | Unallowable Expenditures   |

|   |   |
|---|---|
| <p>Charter schools (if part of a Consortium and have MDE approved CTE programs)</p> <ul style="list-style-type: none"> <li>· Contracted services</li> <li>· CTE Interest, Aptitude, and Ability Inventories (with Consortium/State Approval)</li> <li>· CTE related software (with Consortium/State approval)</li> <li>· CTE Student Organizations (advisor travel, instructional materials/supplies)</li> <li>· Curriculum development/curriculum modification - CTE State approved Programs</li> <li>· Displays, demonstrations, and exhibits</li> <li>· Pre-approved equipment/equipment upgrade to meet at industry standards</li> <li>· Expenditures for 7th/8th grade programs (career exploration/awareness activities)</li> <li>· Food costs for meetings related to CTE programs, working meals only, must have agenda,</li> <li>· Instructional materials and supplies related to CTE programs</li> <li>· Marketing and outreach activities related to CTE programs (brochures, videos, flyers, web design)</li> <li>· Meetings and conferences (registration fees, travel costs) related to CTE programs</li> <li>· Professional development related to CTE for non-CTE teachers/faculty/counselors (involved in CTE initiatives such as POS, academic technical integration, career awareness activities)</li> <li>· Professional development costs for CTE personnel</li> <li>· Professional service costs (consultants)</li> <li>· Program Advisory Committees</li> <li>· Program evaluation</li> <li>· Publication and printing costs related to CTE programs/activities</li> <li>· Student recognition awards (certificates, portfolios, trophies) related to CTE</li> <li>· Substitute pay for teachers, for activities and staff development related to CTE</li> <li>· Supplemental Support Services for Perkins special populations</li> <li>· Supportive personnel/instructional aids and devices</li> <li>· Teacher/faculty CTE in-services</li> <li>· Technical skill assessments, state approved, aligned with industry recognized standards</li> <li>· Training costs (administrative, instructor, Perkins staff)</li> <li>· Transportation costs incurred for approved CTE programs, workshops, professional development for Career Technical Student Organization competitions (administrators, counselors/advisors, CTE instructors, Perkins staff)</li> <li>· Work-based learning activities for CTE teachers and students in approved program</li> </ul> | <p>Alcoholic beverages</p> <p>Alumni/ae activities</p> <p>Career and Technical Education instruction in approved postsecondary programs, shops, labs, and internships not allowed. (Secondary salaries may be paid for the first three years of a new program)</p> <p>Child Care</p> <p>Commencement and convocation costs</p> <p>Construction, renovation, and/or remodeling of facilities</p> <p>Contributions and donations (cash, property, services)</p> <p>Entertainment – amusement and social activities (sports tickets)</p> <p>Expenditures for non-approved CTE programs</p> <p>Expenditures for career education prior to the 7th grade</p> <p>Expenditures that supplant</p> <p>Fines and penalties</p> <p>Fundraising</p> <p>Gifts</p> <p>Goods or services for personal use</p> <p>Items retained by students (supplies, clothing/uniforms, tools, calculators)</p> <p>Monetary awards</p> <p>Non-instructional furniture</p> <p>Postsecondary customized training courses and programs</p> <p>Political activities such as contributions, fund raising or lobbying</p> <p>Promotional materials (T-shirts, pens, cups, key chains, book bags, etc.)</p> <p>Remedial courses at both secondary and postsecondary levels</p> <p>Scholarships</p> <p>Student expenses/direct assistance to students (tuition, tools, fees, car repair, etc.)</p> <p>Student stipends</p> <p>Vehicles unless used for CTE instruction</p> <p>Washington Office of Superintendent of Public Instruction (OSPI)<br/>February 2017</p> |
|---|---|

**TABLE 7: SUMMARY OF MAJOR FINDINGS**

| Study  | Study Objective  | Major Findings   |
|--|--|--|
| <b>Study of: Resources, Funding, and Implementation Strategies</b>           |  |  |
| Bottoms (2008)   | This article suggests that CTE studies must be linked to high school reform in order for both to benefit. Mutual benefits, challenges, and state actions are offered to help link the two.   | CTE improves high school reform by improving academic skills, adding to the nation’s supply of skilled workers, meeting diverse learning needs, broadening ‘hard work,’ improving high school performance  |
| Kotamraju (2011)   | This article describes some of the terminology and methodology of determining inputs, process measures, outputs, and outcomes of CTE with foundational principles of internal efficiency and external effectiveness. ROI analyses of CTE may form a basis on any of the common economic variables, such as opportunity cost, time horizon, discount rate, monetization, and externalities. | Three common ROI applications for CTE are proposed to measure its efficacy, including the common framework, social benefits, and cost study techniques. It is suggested that CTE programs develop their own standard for which to conduct ROIs lest be bothered by others’ findings.   |
| Hyslop (2008)  | This article suggests piloting innovative funding practices as a recommendation for implementing CTE; innovative practices include various forms of incentivization for both schools and students  | Acknowledging limitations, the Integrated Basic Education and Skills Training (I-BEST) used in Washington, FTE reimbursement, and achievement-based funding (although there is stigma with the latter) are proposed as innovative funding strategies worth implementing in the absence of dedicated funds  |
| Withington, Hammond, Mobley, Stipanovic, Sharp, Stringfield, and Drew (2012) | This five-year study follows the impact of South Carolina’s Education and Economic Development Act (2005) and POS framework on three high schools across the state, focusing the data into four areas of overall policy implementation, differences in CTE and non-CTE students, how reform is changing guidance counselors, and if/how attitudes of affected persons change over time.    | The surveys identified common policy implementation facets, including the identification of at-risk students, organization of clusters, increased counselor roles, use of evidence-based reform models, local partnership and resource facilitation, and differentiation between educational opportunities and industry (dual enrollment). The positive results of mandated CTE reform demonstrate lawmaking efficacy. |
| Song, Martens, McCharen, and Ausburn (2011)                                  | This study seeks to analyze variables contributable to CTE teacher attrition (supportive learning culture, innovative school culture, and workplace autonomy) in the context of and in relation to human resource development (HRD) theory.  | Unsupportive environments, constraints to innovation and autonomy lead to higher turnover rates for instructors, which has a negative impact on student education. To retain these CTE instructors, administrators (as leaders) must honor the philosophical differences in between their experiences and those of purely-academic backgrounds.  |

|                                |   |   |
|--------------------------------|---|---|
| Klein (2001)                   | This article offers a comparative exploration of state funding, ruminating on costs and expenses related to states' varied CTE programs.  | Because CTE programs have proven more expensive to fund, funding structures – and the antiquated policies underlying them – must be reevaluated at the state level to determine equitable allocations.  |
| Hoachlander and Studier (2007) | Building upon a foundation of the traditional 16 CTE clusters, Wyoming's CTE plan seeks to define and make clear troublesome implementation areas by use of well-researched theory and standards towards advanced vision achievability. | The New Directions for High School Career and Technical Education in Wyoming Strategic Plan puts forth a comprehensive document outlining the foundation, principles, objectives, benefits, context and applicability, and considerations in a state comparable to Idaho. |

## STUDIES

Performing surveys provides much-needed quantitative data for structured and standardized evaluation to be used for program design, support, and funding purposes. For successful program reform, all students in all public schools must participate, with interviews conducted at all levels: from high-level administrators, to CTE instructors, to school staff, to students of all grades and learning abilities to determine current and future state (Withington et al.).

**TABLE 8: RESOURCES, FUNDING, AND IMPLEMENTATION**

| Study  | Study Objective  | Major Findings   |
|--|--|--|
| <b>Study of: Resources, Funding, and Implementation Strategies</b> |  |  |
| Kotamraju (2011)   | This article describes some of the terminology and methodology of determining inputs, process measures, outputs, and outcomes of CTE with foundational principles of internal efficiency and external effectiveness. ROI analyses of CTE may form a basis on any of the common economic variables, such as opportunity cost, time horizon, discount rate, monetization, and externalities. | Three common ROI applications for CTE are proposed to measure its efficacy, including the common framework, social benefits, and cost study techniques. It is suggested that CTE programs develop their own standard for which to conduct ROIs lest be bothered by others' findings. |

|  |   |  |
|--|---|--|
| Hyslop (2008)  | This article suggests piloting innovative funding practices as a recommendation for implementing CTE; innovative practices include various forms of incentivization for both schools and students   | Acknowledging limitations, the Integrated Basic Education and Skills Training (I-BEST) used in Washington, FTE reimbursement, and achievement-based funding (although there is stigma with the latter) are proposed as innovative funding strategies worth implementing in the absence of dedicated funds  |
| Withington, Hammond, Mobley, Stipanovic, Sharp, Stringfield, and Drew (2012) | This five-year study follows the impact of South Carolina's Education and Economic Development Act (2005) and POS framework on three high schools across the state, focusing the data into four areas of overall policy implementation, differences in CTE and non-CTE students, how reform is changing guidance counselors, and if/how attitudes of affected persons change over time. | The surveys identified common policy implementation facets, including the identification of at-risk students, organization of clusters, increased counselor roles, use of evidence-based reform models, local partnership and resource facilitation, and differentiation between educational opportunities and industry (dual enrollment). The positive results of mandated CTE reform demonstrate lawmaking efficacy. |
| Song, Martens, McCharen, and Ausburn (2011)                                  | This study seeks to analyze variables contributable to CTE teacher attrition (supportive learning culture, innovative school culture, and workplace autonomy) in the context of and in relation to human resource development (HRD) theory.   | Unsupportive environments, constraints to innovation and autonomy lead to higher turnover rates for instructors, which has a negative impact on student education. To retain these CTE instructors, administrators (as leaders) must honor the philosophical differences in between their experiences and those of purely-academic backgrounds.  |
| Klein (2001)   | This article offers a comparative exploration of state funding, ruminating on costs and expenses related to states' varied CTE programs.  | Because CTE programs have proven more expensive to fund, funding structures – and the antiquated policies underlying them – must be reevaluated at the state level to determine equitable allocations.   |
| Hoachlander and Studier (2007)   | Building upon a foundation of the traditional 16 CTE clusters, Wyoming's CTE plan seeks to define and make clear troublesome implementation areas by use of well-researched theory and standards towards advanced vision achievability.   | The New Directions for High School Career and Technical Education in Wyoming Strategic Plan puts forth a comprehensive document outlining the foundation, principles, objectives, benefits, context and applicability, and considerations in a state comparable to Idaho.  |

## IDAHO

The West Central Mountains of Idaho are a delight to most, and a tradition to many that visit year after year.

But lest the visitors of McCall, Cascade, New Meadows, and Donnelly forget, there are plenty of full-time residents seeking the same opportunities – quality of education, diversity of choice, resources to expand

horizons - you might find in Idaho's larger cities. Idaho has education policies aiding local jurisdictions in CTE dual enrollment programs, including the directive that the Idaho State Department of Education provide technical assistance to districts (Zinth). But rurality resulting from being in the top 15 states for land area but bottom 15 for population means that small cities have a harder time getting the same educational opportunities statewide (Cannon, Kitchel, and Duncan).

Most technical science teachers in Idaho have a high school diploma OR a master's degree (Cannon, Kitchel, and Duncan) because they do not need postsecondary education to maintain required teaching certification, yet "certified teachers within Idaho have been increasing in numbers in recent years, with only 20% of new teachers being industry teachers in 2008-2009 and 43% in 2013-2014" (Touchstone, 2015, p. 180).

Using a Likert Scale survey of 304 Idaho principals and 151 superintendents (455 total) identified by the Idaho State Department of Education in the spring of 2011, respondents indicated a high importance on industry-accepted skills and standards (Tenuto, Cannon, and Kitchel). The Idaho "administrators in [the 2011] study reported perceived lower occurrences of teachers integrating curriculum between CTE programs and traditional academic programs that emphasize STEM subject areas and reinforce necessary workplace skills associated with CTE programs" (Tenuto, Cannon, and Kitchel, 2013, p. 151).

Idaho has many local organizations supportive of CTE and willing to help expand its mission.

Idaho Association of Administration (IAA)

Idaho Career Guidance Association (ICGA)

Idaho Association of Teachers of Family and Consumer Sciences (IATFACS)

Idaho Health Professions Educators Association (IHPEA)

· Partnered with HOSA, <http://www.hosa.org/>

Idaho Business Education Association (IBEA), <https://www.ibeastrong.org/>

Idaho Marketing Education Association (IMEA)

· Partnered with DECA, <https://www.deca.org/>

Idaho Agriculture Teachers Association, <http://theiata.com/>

Idaho STEM Action Center, <https://stem.idaho.gov/>

Technology Education Association of Idaho, <https://tsaweb.org/>

Idaho Digital Learning Academy, <https://www.idahodigitallearning.org/>

Significant research on Idaho's CTE has been conducted by:

*Dr. John Cannon, Associate Professor and Program Coordinator, CTE Programs, University of Idaho*  
*Dr. Allen Kitchel, Associate Dean, College of Education; Curriculum and Instruction, University of Idaho*  
*Dr. Penny Tenuto, Associate Professor of Educational Leadership, University of Idaho*  
*Dr. Dennis Duncan, Professor of Leadership Studies, University of Georgia*

**TABLE 9: IDAHO CASES**

| Study                              | Study Objective  | Major Findings  |
|------------------------------------|--|---|
| <b>Study of: Idaho Cases</b>       |  |   |
| Cannon, Kitchel, and Duncan (2010) | This survey identifies the needs of in-service CTE science (non-agricultural) teachers in Idaho in both their educational needs as well as those relating to non-instructional competencies and program management.                        | In-service CTE science teachers in Idaho have different backgrounds, experiences, and needs than non-science teachers. These teachers perceive their highest needs in student guidance and partnership-building, but their perceived incompetence in grants and funding must be corrected with professional development to secure future opportunities. |
| Cannon, Kitchel, and Duncan (2012) | Using the Borich Needs Assessment framework, this study surveyed Idaho CTE teachers to determine what their most needed training areas.  | The highest rated teaching and learning professional development need is to be able to teach students to think critically and creatively, to motivate them to learn, to design new-age learning environments, and to utilize technology.  |
| Cannon, Kitchel, and Tenuto (2013) | This study petitioned Idaho public school superintendents to rate levels of importance and competence of certain academic subjects and professional development areas for their CTE educators using online delivery of Likert scale survey | Survey results showed that superintendents believed integration of academic materials and standards into CTE courses was a top priority and the best measure of teacher competence, leaving room for better understanding between administrative and industry pedagogies  |
| Cannon, Kitchel, and Tenuto (2013) | This study surveyed Idaho school leaders (principals and superintendents) to assess their perceptions of preparedness for integrating core and CTE coursework for STEM emphasis.   | Although the integration of STEM concepts through CTE integration was given high importance by educators, a lack of implementation was also reported, leading to doubts of schools' CTE experience.   |
| Touchstone (2015)                  | This study utilizes the Delphi method to gather consensus data on the challenges faced by new agricultural education instructors that can be used to foster better CTE teaching environments.  | Consensus was reached in multiple areas between new teachers, veteran teachers, and administrators; both in-class 'hygiene' factors and personal affects (poor experience in classroom, low pay, lack of administrative understanding) posed challenges to CTE Ag-Ed instructors within 8 weeks of starting their positions.                            |

## CONCLUSION

While it has a long and rocky history in many states, CTE programming is still evolving and expanding to meet the needs of rural communities, serving multiple functions in Idaho's small cities. The demand for highly-skilled labor will continue to grow, threatening to push students not just out of their towns, but out of the state altogether. The literature summarized and implementation resources provided here are meant to provide an informed view of CTE's theories, models, resources, admirers and opponents with hopes that each school district continues on their path to greatness more informed than ever before.

Idaho Career and Technical Education, <https://cte.idaho.gov/>

## APPENDIX B: CTS PLANNING DOCUMENTS

### NEW CAREER TECHNICAL SCHOOL LAUNCH REQUIRED INITIAL PLANNING AND DEVELOPMENT FRAMEWORK

#### APRIL/MAY (LEAD: SCHOOL DISTRICT)

1. Meet with administrators of potential participating high school(s) to introduce preliminary plan.
2. Meet with administrators of neighboring districts (if applicable) to announce launch of CTS.
3. Discuss CTS framework and requirements with CTE teachers.

#### JULY/AUGUST (LEAD: SCHOOL DISTRICT)

1. Meet with administrators from neighboring school districts to review current offerings within each district and gauge interest and support for participation with the CTS.
2. Review existing program offerings in neighboring districts, considering distance from new school, the number of courses offered, any pathways, and the number of teachers (Lead: School District/ICTE).
3. Finalize the preliminary list of the programs that will be offered as part of the CTS.
4. Plan to begin attending the CTS Administrator meetings. Meetings typically are held three or four times each year, with the first meeting of the year held at REACH (ICTE Summer Conference in Boise in August). Representation at this meeting is recommended, even if the CTS Administrator for the CT school is not yet selected.

#### AUGUST/SEPTEMBER (LEAD: SCHOOL DISTRICT)

1. Set a consistent program delivery schedule for all CTS programs.
2. Begin preliminary transportation discussions, including logistics and costs as applicable.
3. Crosswalk the credit accumulation process (e.g. quarter or trimester to semester).
4. Map the selected programs across five semesters (or the equivalent).

Work with the ICTE Director of Secondary Education on requirements for program delivery.

5. Ensure the selected programs and instructors meet the other IDAPA requirements.

Work with the ICTE Director of Secondary Education and/or Director of Certifications on requirements for programs and instructors.

#### SEPTEMBER/OCTOBER (LEADS: SCHOOL DISTRICT)/CTE)

1. Meet with administrators from neighboring school districts to outline statewide CTS requirements. Begin preliminary discussions with CWI for a marketing/communications plan to highlight TCC, postsecondary programs, and local employment opportunity and need

#### Recommended Outreach Activities\*

1. Based on the interests of neighboring districts, conduct an open forum community night for parents, students, and local business and industry to announce the new CTS and highlight how it expands opportunities for their children and the community.
2. Provide an open house for home school families to learn more about the CTS and how their children can participate.
3. Invite the press, mayors, and other community members to the CTS Launch, announcing the first round of selected programs and any partnering districts.

### NOVEMBER-JANUARY (LEAD: ICTE)

1. Provide professional development for all regional counselors, including middle schools. (Lead: ICTE)
2. Provide professional development at alternative high school(s) about CTE. (Lead: ICTE)
3. Provide professional development at high school(s) to include CTS requirements and expectations, the needs of students at alternative high schools, and how to foster success for all CTS students. (Lead: ICTE)
4. Finalize new course offerings for each high school to ensure students can register and enroll. (Lead: New CTS administration collaboratively with all participating districts)

### SPRING (LEADS: SCHOOL DISTRICT/ICTE)

1. Apply through ICTE to become a Career Technical School. Idaho Code 33-1002(g) requires all applications to be submitted by April 15. Applications can be submitted early to ensure approval and to begin participation in CTS related activities.

#### Recommended Outreach Activities\*

2. Conduct final kick-off celebration, invite press, mayors, and other community partners.

\*NOTE: Items listed in italics are strongly recommended by ICTE, but are not a required step in the planning process.

# MEMORANDUM OF UNDERSTANDING

## BETWEEN IDAHO DIVISION OF CAREER & TECHNICAL EDUCATION AND [DISTRICT]

This Agreement is made this \_\_\_\_\_ day of \_\_\_\_\_ between Idaho Career & Technical Education, a state education agency under the Idaho State Board of Education, located at 650 W. State St. Boise, ID (hereinafter referred to as ICTE) and [DISTRICT] (hereinafter referred to as The District) located at [ADDRESS].

In the spirit of expanding access and opportunity for Idaho students in Career & Technical Education in Idaho Education Region [REGION NUMBER], and with mutual interest in cooperation, ICTE and The District enter into this Memorandum of Understanding (MOU) to promote the launch of the [NAME OF THE CAREER TECHNICAL SCHOOL].

Parties agree to the following:

### **ARTICLE 1: SCOPE OF COLLABORATION - [NAME OF THE CAREER TECHNICAL SCHOOL]**

- 1.1 ICTE and The District agree to collaborate regarding the development, launch, and operation of the [NAME OF THE CAREER TECHNICAL SCHOOL].
- 1.2 ICTE and The District agree to meet each the of collaboration milestones prior to the launch of LTEC.
- 1.3 ICTE and The District agree to provide any identified deliverables by the specified deadline.

### **ARTICLE 2: TIMELINE OF PLANNING ACTIVITIES**

- 2.1 April/May 2018
  - 2.1.1 The District agrees to meet with administrators of potential participating high schools/districts to introduce preliminary plan.
  - 2.1.2 The District and ICTE agree to discuss CTS framework and requirements with [NAME OF DISTRICT] CTE teachers.
- 2.2 July 2018
  - 2.2.1 The District agrees to review existing program offerings in neighboring districts, consider distance from [LOCATION], the number of courses offered, any pathways, and the number of teachers.
  - 2.2.2 The District agrees to formulate the preliminary list of the programs that will be offered as part of the CTS.
  - 2.2.3 The District agrees to begin attending the CTS Administrator Meetings (generally 3-4 meetings per

year). The first meeting of the year occurs at REACH.

### 2.3 August/September 2018

2.3.1 The District agrees to submit a Notice of Intent to apply to become a Career Technical School.

2.3.2 The District agrees to create a consistent program delivery schedule for all CTS programs.

2.3.3 The District agrees to begin preliminary transportation discussions, including logistics and costs.

2.3.4 The District agrees, as applicable, to crosswalk the credit accumulation process (e.g. quarter or trimester to semester).

2.3.5 The District agrees to map the selected programs across five semesters (or the equivalent).

2.3.6 The District agrees to begin working with prospective CTS pathways to ensure the selected programs and instructors meet the other IDAPA requirements.

### 2.4 September/October 2018

2.4.1 The District and ICTE agree to meet with administrators from neighboring school districts to outline statewide CTS requirements.

2.4.2 The District and ICTE agree to begin preliminary discussions with [DISTRICT] for a marketing/communications plan to highlight technical competency credit (TCC), postsecondary programs, as well as local employment opportunity and need.

2.4.3 The District agrees to present to neighboring interested districts information about potential CTS opportunities, including presentations to superintendents, principals, counselors, and CTE teachers.

### 2.5 October-January 2019

2.5.1 The District agrees to provide professional development for all regional counselors, including middle school. ICTE agrees to provide technical assistance for this professional development.

2.5.2 The District agrees to provide professional development at any involved alternative high school about CTE. ICTE agrees to provide technical assistance for this professional development.

2.5.3 The District agrees to provide professional development at [HIGH SCHOOL] on the needs of students at alternative high schools and how to foster success. ICTE agrees to provide technical assistance for this professional development.

2.5.4 The District agrees to finalize new course offering for each high school to ensure students can register and enroll.

2.5.5 The District agrees to send materials to neighboring districts to prepare for student registration.

### 2.6 Spring 2019

2.6.1 The District agrees to submit the APPLICATION TO APPLY FOR A CAREER TECHNICAL SCHOOL to ICTE by April 15.

2.6.2 The District agrees to register students for courses.

2.6.3 The District agrees to conduct final kick-off celebration, and to invite press, mayor, and other community partners. ICTE agrees to provide technical assistance for these activities.

### **ARTICLE 3: DELIVERABLES**

3.1 The District agrees to submit to the ICTE Director of Secondary Education a signed NOTICE OF INTENT to apply for a career technical school, which includes the designation of an on-site CTS Administrator.

3.2 The District agrees to submit to the ICTE Director of Secondary Education a signed APPLICATION TO APPLY FOR A CAREER TECHNICAL SCHOOL once the terms of the MOU have been met and no later than April 15, 2019.

3.3 The District agrees that the designated CTS Administrator will submit to the ICTE Director of Secondary Education monthly planning reports each month after ICTE and the District enter into the MOU. These reports will summarize completion of required planning activities, list any identified barriers, and outline any additional technical assistance requested by the District from ICTE.

3.4 The District and ICTE agree to share meeting agendas, promotional materials, and training content in advance of any scheduled meetings or training.

### **ARTICLE 4: DURATION AND EVALUATION**

4.1 This MOU shall be in effect for a period of one (1) year from the last date of signature or until official CTS Application is approved by ICTE. Either party may request termination of this agreement, in writing, ninety (90) days prior to the shall be permitted to conclude as planned unless otherwise agreed in writing.

4.2 A joint evaluation of the MOU will be initiated by designated representatives three (3) months prior to the expiration date. Following the evaluation, the MOU may be renewed and resigned for an additional time period.

4.3 Amendments to this MOU may be requested, in writing, by either party and approved by the authorized signatories.

### **ARTICLE 5: NON-DISCRIMINATION**

The parties agree not to discriminate on the basis of religion, race, creed, national or ethnic origin, sex, age, handicap, political affiliation, sexual orientation, disability or status as a veteran, regarding any and all activities and events covered in the MOU and APPLICATION TO APPLY FOR A CAREER TECHNICAL SCHOOL.

### **ARTICLE 6: COMPLIANCE WITH LAW**

The parties specifically intend to comply with all applicable laws, rules and regulations as they may be amended from time to time. If any part of this Agreement is determined to violate federal, state, or local laws, rules, or regulations, the parties agree to negotiate in good faith revisions to any such provisions. If the parties fail to agree within a reasonable time to revisions required to bring the entire Agreement into compliance, either party may terminate this Agreement upon thirty (30) days' prior written notice to the other party.

For Idaho Career & Technical Education

\_\_\_\_\_  
Dona Orr, Director of Secondary Education

DATE: \_\_\_\_\_

For [DISTRICT]

\_\_\_\_\_  
[NAME OF SUPERINTENDENT], Superintendent

DATE: \_\_\_\_\_

## NOTICE OF INTENT TO APPLY FOR A CAREER TECHNICAL SCHOOL

This NOTICE OF INTENT is provided from [DISTRICT] (Applicant) to inform Idaho Career & Technical Education (ICTE) of its intent to apply for a career technical school.

Applicant understands and agrees to the following:

1. Review and understand the statutory requirements of a Career Technical School outlined in Idaho Code § 33-1002(G) and IDAPA 55.01.03.
2. Applicant collaborate with ICTE to create a Memorandum of Understanding (MOU) that will outline the planning responsibilities and activities of the Applicant and ICTE. This MOU is intended to ensure the district is prepared to meet all statutory requirements at the time of application.
3. Applicant will name a Career Technical School Administrator (CTS Administrator) who holds a valid CTE Administrator endorsement, or is able to obtain such endorsement. ICTE will work directly with the CTS Administrator to

provide the technical assistance needed to complete the prescribed MOU activities.

4. Upon sufficient completion of the required MOU activities, Applicant will complete an APPLICATION TO APPLY FOR A CAREER TECHNICAL SCHOOL. The application process is separate from this NOTICE OF INTENT and is dependent upon the completion of all activities prescribed in the MOU. Applications are due April 15.

This NOTICE OF INTENT is valid upon the date and signature set forth below. Following the receipt of this NOTICE OF INTENT, ICTE will initiate an initial meeting to establish a timeline to proceed with the creation of the MOU.

Date

CTE or other District Administrator

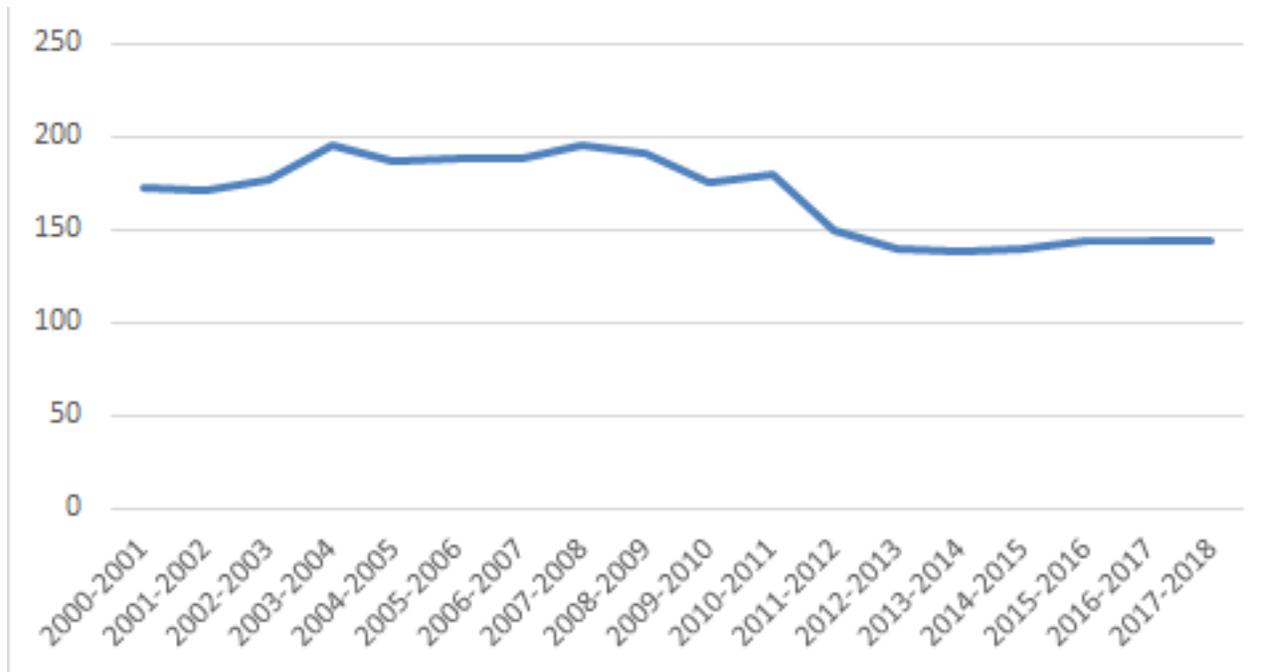
Send NOTICE OF INTENT to:  
dona.orr@cte.idaho.gov

## APPENDIX C: MEADOWS VALLEY SWOT ANALYSIS

Meadows Valley School District is situated within the Northeast corner of Adams County in the community of New Meadows. The population in Adams County was estimated to be 4,147 in 2017, with roughly 25% of this population being serviced by the Meadows Valley School District.

The school is home to 168 students and 30 staff, and ranks 99th in student enrollment among all Idaho school districts.<sup>10</sup> The Idaho State Board of Education reported the graduation rate for students as being 88% in 2016-2017.<sup>11</sup> The district saw a sharp decline in average daily attendance in 2010-2011, but has since stabilized and has remained constant.

**FIGURE 8: MEADOWS VALLEY AVERAGE DAILY ATTENDANCE BY YEAR<sup>12</sup>**



<sup>10</sup> See Meadows Valley report in the Idaho State Board of Education report at [https://www.google.com/url?q=https://www.sde.idaho.gov/finance/&sa=D&ust=1556399257440000&usq=AFQjCNF29va\\_SpeswS5Gg0T0Hy4lCXnCEQ](https://www.google.com/url?q=https://www.sde.idaho.gov/finance/&sa=D&ust=1556399257440000&usq=AFQjCNF29va_SpeswS5Gg0T0Hy4lCXnCEQ)

<sup>11</sup> See the graduation report by the Idaho State Board of Education at <http://apps.sde.idaho.gov/ReportCard/SchoolYear/23>

<sup>12</sup> Average daily attendance found at <https://www.sde.idaho.gov/finance/#attendance>

# SWOT FINDINGS

## STRENGTHS

Meadows Valley School District benefits from the highest go-on rate (37%)<sup>13</sup> of the three districts included in this analysis. The district provides each student with a Chromebook laptop that can be used to access to courses provided through Idaho Digital Learning Academy (IDLA), among other providers. The school is located near a number of major employers, which encourages internship and apprenticeship opportunities. The recent acquisition of property - a large shop adjacent to the school - allows for exciting, large-scale CTE offerings. The shop meets the challenge of offering CTE courses in the harsh winter months, and allows for year-round projects like building a tiny house, which is currently under construction within the shop.

- Proximity to major employers
- All students are provided a laptop (Chromebook)
- Highest go-on rate of the three schools evaluated
- Acquisition of a large shop on adjacent property

## OPPORTUNITIES:

The upcoming auction of the student-built tiny house provides exposure for the CTE programs. This visibility may increase partnerships with local employers in the form of contracted projects (or simply in-kind donations). Meadows Valley has had success with apprenticeships and internship relationships, which should be maintained to ensure that on-the-job experience is available to support CTE pathway requirements. Despite limited responses from Meadows Valley students in previous surveys, the identified student job skill desires align well with regional employment needs. Meadows Valley could benefit greatly from the openness of nearby school districts to collaborate on CTE pathways and course offerings, increasing student enrollment in classes and creating enough demand to fill capstone courses. Where Meadows Valley has seen an increase in high-achieving students seeking waivers to attend McCall-Donnelly, the district may be able to reduce these requests by leveraging their student laptop policy to provide access to more AP and dual credit courses through IDLA or post-secondary institution partnerships.

- Tiny house project can raise CTE visibility
- School districts in the region are open to collaboration

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<sup>13</sup> Meadows Valley graduation rates found at <http://www.idahoedtrends.org/schools/compare/568,580,378,784>

- Previous apprenticeship and internship relationships
- Student desires do align with regional job sector growth
- IDLA and University provided AP and dual credit courses to help retain students

## WEAKNESSES:

Currently, Mr. Carpenter is only certified to each residential construction CTE courses. To expand CTE course offerings in the district, additional certifications would be required. Meadows Valley also has the smallest class sizes of the districts evaluated in this study; small class sizes inhibit the District's ability to provide full pathways (a capstone course may only have one or two student enrollments). Building community support for expansion of CTE programs could be difficult with low levels of parent engagement.

- Teachers have limited CTE certifications (residential construction only)
- Small class sizes make it difficult to provide a variety of CTE pathways
- Parents have not been actively engaged in school events and academics

## THREATS:

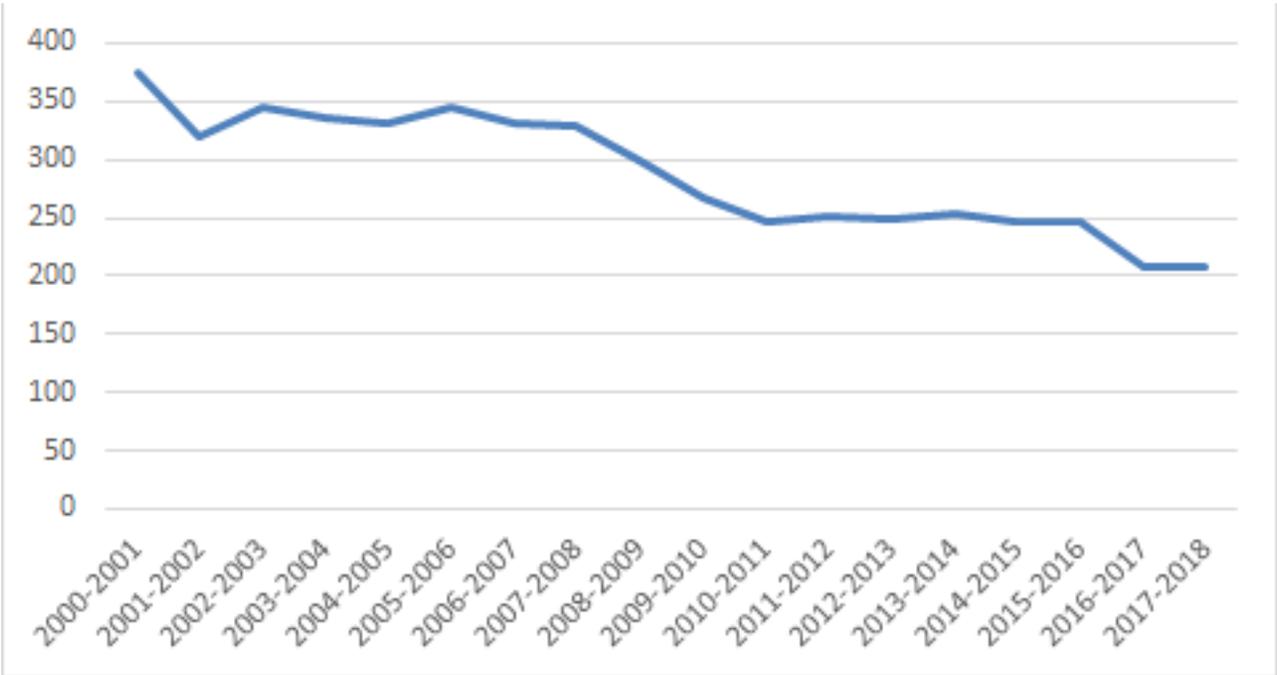
In recent years, Meadows Valley has seen an increase in students seeking waivers to attend school in the McCall-Donnelly School District. The academically gifted students requesting waivers are believed to be seeking the AP and dual credit courses at McCall-Donnelly. Housing has also been a significant issue in the community, with limited availability creating hardship for working adults to stay in the community post-graduation. While the Meadows Valley School District utilizes block scheduling for courses in alignment with nearby McCall-Donnelly, the district superintendent stated that the scheduling system may change in the coming year, posing a barrier to the districts' collaboration. Lastly, the winter the road conditions on Highway 55 between Meadows Valley and other districts (the only road connecting the cities) can complicate travel and reduce the feasibility of busing students into or out of the district.

- Increase in students seeking waivers to attend other districts
- Housing availability for graduates and teachers
- Winter road conditions on Highway 55 complicate travel
- Current block scheduling structure may go away

# APPENDIX D: CASCADE SWOT ANALYSIS

Next to its reservoir, Cascade School District encompasses the city of Cascade, the Valley County seat, and its unincorporated southern neighbors. The population in Valley County was estimated to be 10,687 in 2017, with roughly 23% of this population being serviced by the Cascade school district. The school is home to 226 students and 38 staff, and ranks 92nd in student enrollment among all Idaho school districts.<sup>10</sup> The Idaho State Board of Education reported the graduation rate for students as being 74.1% in 2016-2017.<sup>11</sup> Over the last 18 years, the average daily attendance has been on declining.

**FIGURE 9: CASCADE AVERAGE DAILY ATTENDANCE BY YEAR<sup>12</sup>**



## SWOT FINDINGS

### STRENGTHS

The Cascade school district benefits from having a CTE teacher with a wide variety of skills and abilities. Mr.

Russ Fanselow currently teaches courses in construction, cabinetry, manufacturing systems, fundamentals of technology, and computer applications, providing a range of CTE course potential. The CTE program at Cascade has completed a number of highly-visible projects within the community including building raised garden beds for the local food pantry, improving the park, and constructing the windmill at Fisher Pond. These beloved projects have helped raise community awareness for CTE and have helped solidify relationships with local employers and donors. Cascade school district has the unique advantage of owning three homes that can be used for workforce housing: a capacity to support new teachers.

- District can provide some workforce housing
- Demonstrated success through highly-visible projects
- Highly capable CTE teacher
- Wide variety of current career and technical exposure for students

## OPPORTUNITIES:

Cascade currently has memorandums of understanding (MOUs) in place with other schools for special education teachers and staff. The district's proficiency in drafting and executing agreements is a valuable skill that will aide in collaboration. Also, the district's investment in standards-based academic improvements could pave the way for a move to block scheduling. The availability of free public transit between Cascade and McCall is an additional asset. Data from previous student surveys shows that their desired job skills align with regional employer needs and growing industry sectors, which can sustain community support for CTE programs.

- Experience with drafting and executing MOUs with other districts
- School districts in the region are open to collaboration
- Student desires do align with regional job sector growth
- Potential future move to A/B block scheduling
- Free public transportation between McCall-Donnelly and Cascade

## WEAKNESSES:

Currently Cascade utilizes a period-based scheduling system that does not align with neighboring districts. Small class sizes make it difficult for Cascade to consider offering full CTE pathways there are not enough students to support them. Cascade has been able to make the most of their limited shop space, but cannot

continue to grow programs that require the use of their shop without creating health and safety risks; the welding space in particular is very limited, supporting only two students at a time. Despite their willingness to collaborate, Cascade is the furthest geographically from other school districts included in this evaluation; a sizable portion of the school day would be required for transit. Identified as underperforming, expanding CTE offerings may be a lower priority for the district.

- Current scheduling system does not align with neighboring districts
- Small class sizes make it difficult to provide full CTE pathways
- Current facilities are near capacity and need improvement
- Furthest geographically from the other two districts
- The school been identified as underperforming

### THREATS:

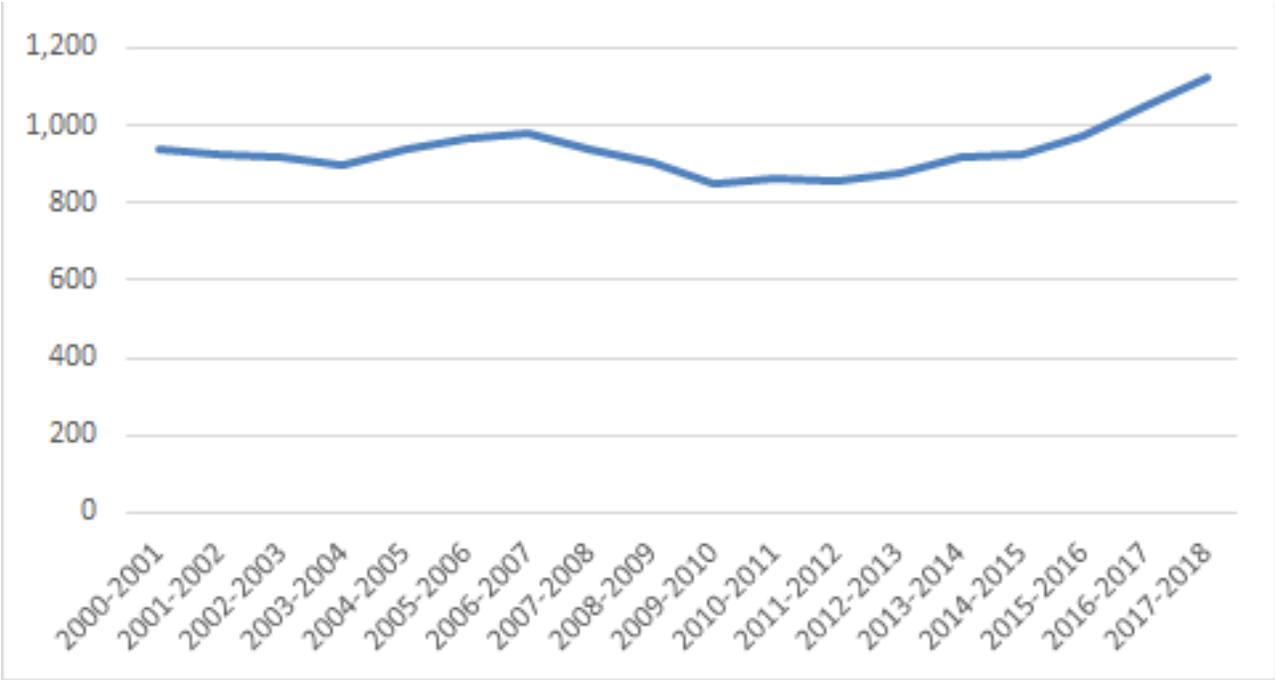
- 80 students within the district are currently attending other schools or being home-schooled, which impacts funding.
- Housing is a significant issue in the community and could be a barrier for new graduates and teacher recruitment
- Teacher retention has been a challenge and vacant positions have not been filled

# APPENDIX E: MCCALL-DONNELLY SWOT ANALYSIS

McCall-Donnelly School District is situated within northwest Valley County in the community of McCall. The population in Valley county was estimated to be 10,687 in 2017, with roughly 58% of this population being serviced by the McCall-Donnelly school district.

The school is home to 1,288 students and 165 staff, and ranks 43rd in student enrollment among all Idaho school districts. The Idaho State Board of Education reported the graduation rate for students as being 86.7% in 2016-2017. Average daily attendance has been steadily increasing since the 2009-2010 school year, likely due in part to students from other districts seeking waivers to attend McCall-Donnelly High School.

**FIGURE 10: MCCALL-DONNELLY AVERAGE DAILY ATTENDANCE BY YEAR<sup>12</sup>**



## SWOT FINDINGS

## STRENGTHS:

The focus on credentialing makes McCall-Donnelly unique among the school districts included in this evaluation: every freshman student becomes Microsoft Office certified their first year of high school, and the district offers Emergency Responder, EMT, and ServSafe certifications. It receives a permanent supplemental levee that provides additional funding that is not available to other districts in this evaluation. The current CTE facilities and clusters are adequate to support current program offerings, and there is likely room to grow. College readiness is a strong focus area for the district, and they have seen a growth in academic achievement year over year in their Advanced Placement (AP) and dual enrollment courses. The addition of Heartland High School within the district ensures that alternative students also have a tailored educational experience designed to meet their needs. A shared love of the arts provides a connection between Heartland and McCall-Donnelly high schools, and Heartland students have taken opportunities to participate in visual and performing arts courses at the traditional high school. This love of the arts extends beyond the school and has resulted in a robust arts program with strong support from the community.

- Existing focus on credentialing
- Permanent supplemental levee provides additional funding
- CTE cluster provides a variety of opportunities
- Large number of dual credit and advanced placement courses
- Robust arts program with strong support from the community
- Adequate facilities for current CTE programs and potential pathways
- Heartland HS provides opportunity for underperforming students

## OPPORTUNITIES:

McCall-Donnelly is situated geographically between Meadows Valley and Cascade school districts. Both neighboring districts have expressed a willingness and desire to collaborate on CTE offerings. Public transportation between McCall and Cascade further supports this collaboration. Current partnerships with Shore Lodge have shown there is a potential to grow a culinary program. In recent interviews with parents and community members, the district has heard a clear desire to grow CTE program offerings, particularly in the area of Ag-Ed.

- Neighboring districts are open to collaboration
- Demonstrated potential to grow culinary program
- The community is actively lobbying for the expansion of CTE programs

- The school’s geographic location simplifies collaboration
- Public transportation exists between McCall-Donnelly and Cascade

## WEAKNESSES:

Similar to other districts in this evaluation, small class sizes make it difficult to fill capstone CTE courses. Despite a focus on academic achievement, the McCall-Donnelly district has the lowest go-on rate of the three districts included in this study, which may be due to many students’ “gap year” following graduation. The current quadmester scheduling system at Heartland High School creates some challenges for collaboration, however there has been some documented success for students who participate in arts courses at McCall-Donnelly High School.

- Quadmester scheduling at Heartland High School
- Small class sizes make it difficult to provide a variety of CTE pathways
- Go-on rate is the lowest of the three districts included in this study (44%)

## THREATS:

It is clear that parents and the community are not aware of the CTE programs. Additional outreach may be required to raise awareness. During interviews district administrators reported that parents, while requesting more CTE offerings, tend to push students towards post-secondary electives instead of certifications. This may be due to the higher educational level of parents compared to the region, resulting in bias in favor of traditional academia. Housing is also an issue within the community, and could present a barrier to both new graduates wanting to stay in the area and bringing in new teachers to the school district.

- Parents and community unaware of current CTE offerings
- Highly educated parents more likely to support college than certification
- Housing availability could be a barrier for new graduates and teacher recruitment

## APPENDIX F: QUESTIONS & FOLLOW-UP

1. What are some immediate observations you can share that make your student body unique?
2. What do you feel is the biggest need or priority in your district currently?
3. With regard to priority, how do you feel preparing students to enter the workforce compares to college readiness within your district?
4. What areas would you like to see more curriculum and/or activities addressing in terms of workforce development?
5. Does your district currently offer any CTE programs? If so, do you know how many students participate in them?
6. What are some of the options you are familiar with that could increase workforce training/development or provide technical, skills-based courses within your district?
7. Of these types of programs, what would you like to see incorporated in your school district and why?
8. (School to registered apprenticeship program, CTE cluster program, CTE pathway program, Career Technical School)
9. Do you feel you have what you need in terms of resources, staff, and support to implement and maintain a skills program at your school?
10. If enrollment is a concern, would you consider a shared CTE program(s) between/among districts to reach critical mass?
11. How have parents responded to CTE programs in your district? Alternatively, how do you believe parents would respond to CTE programs being offered in your district?
12. What barriers do you see that would get in the way of CTE programs in your district?
13. Where do you think the most support for CTE programs will come from? (e.g. parents, businesses, post-secondary institutions, etc.)
14. Would you be willing to serve on a technical advisory committee?
15. Is there something we haven't asked that you think we should know?

Follow Up: Are your CTE teachers certified to teach in any other areas than what you shared during the phone call?

# APPENDIX G: LOCAL BUSINESSES PARTNERSHIP/INTERNSHIP OPPORTUNITIES

## WEST CENTRAL MOUNTAINS BUSINESS DIRECTORY CASCADE, DONNELLY, LAKE FORK, MCCALL, AND NEW MEADOWS

by CTE Cluster and Pathway

This list was gathered from independent research into local businesses and from announced partnerships with the area Chambers of Commerce and is therefore not guaranteed to be comprehensive or up to date; this list is for reference and evaluative purposes only and does not represent business entities' willingness or ability to partner for CTE purposes nor any former, current, or future agreements or arrangements between one or more school districts and the business entities listed herein.

### Arts, A/V Technology & Communications

#### A/V Technology & Film

McCall

*Central Idaho Amateur Radio Club*

#### Journalism & Broadcasting

Cascade

*Press in the Pines*

McCall

*The Star News*  
*Discovery Map of McCall*  
*KDZY/KUJJ Radio*  
*Idaho Business Review*

New Meadows

*McCall Digest*

#### Performing Arts

McCall

*McCall Folklore Society*  
*McCall Music Society*  
*Seven Devils Playwrights Conference*  
*Alpine Playhouse*

#### Printing Technology

Cascade

*D&D Screen Printing*  
*Homes & Land of McCall, Cascade, and Donnelly*

McCall

*EyeSpot Creative Graphic Design*  
*Printshop McCall & United Graphic Design*  
*Rocky Mountain Signs*  
*UPS Store*

New Meadows

*Idaho Impressions LLC*

#### Telecommunications

Cascade

*Frontier Communications*

McCall

*CableOne Inc*

New Meadows

*4 Corners Communication*

#### Visual Arts

Cascade

*Horizon's Lifestyle and Education Team*

*Lilies of the Field*

McCall

*Keep Me in Stitches*

*McCall Craftworks*

*Farm to Market Floral Design Company*

*Samantha Sais Photography*

*River's Edge Photography*

*Amy Isacson Photography*

*Melissa Shelby Photography*

*Pam Benham Photography*

*Gallery Fifty Five*

*Granite Mountain Nature Gallery*

## Business Management & Administration

### Business Information Management

McCall

*Centerline Corporation*

### Human Resources Management

McCall

*208benefits LLC*

## Marketing

### Marketing Communications

McCall

*Micael McKenzie Inc*

### Merchandising

McCall

*The Voice Goddess*

## Education & Training

### Administration & Administrative Support

Cascade

*University of Idaho Extension*

McCall

*University of Idaho Extension*

### Professional Support Services

McCall

*McCall-Donnelly Education Foundation*

### Teaching/Training

Cascade

*Cascade School District*

Donnelly

*Donnelly Elementary School*

McCall

*McCall-Donnelly School District*

*McCall-Donnelly High School*

*Payette Lakes Middle School*

*Barbara Morgan Elementary School*

*Heartland High School*

*Crestline Academy*

*McCall College*

*McCall Mountain Canyon Flying Seminars, LLC*

*McCall Outdoor Science School (MOSS)*

New Meadows

*Meadows Valley School K-12*

## Agriculture, Food & Natural Resources

### Agribusiness Systems

Cascade

*Diamond Fuel and Feed*

Donnelly

*Long Valley Farm Services*

McCall

*Rainbow Ranch*

*River Ranch*

New Meadows

*Quality Feed*

### Animal Systems

Cascade

*Davis Cattle Company*

## Donnelly

*Cascade Lake 4-H Camp*

*Donnelly Veterinary Hospital*

## McCall

*MCPAWS Regional Animal Shelter*

*IDFG McCall Hatchery*

*McCall Pet Outfitters and Supply*

*McCall Pet Spa and Bath House*

*Black Pine Deer Farm*

*Long Valley Veterinary Clinic*

*Mountain Hens 4 Hire*

*Salmon River Welsh Ponies*

*Alpine Mist Morgan Horse Farm*

## New Meadows

*Hearn Livestock*

*Paws & Bark Dog Boarding*

*Happy Dog Inn and Day Care*

## Environmental Service Systems

### Cascade

*Cascade Recycling Transfer Site*

### Donnelly

*Donnelly Recycling Transfer Site*

### McCall

*McCall Recycling Transfer Site*

## Food Products & Processing Systems

### McCall

*North-Wood-Buffalo Ranch*

### New Meadows

*DD Custom Meats LLC*

## Natural Resources Systems

### Cascade

*Idaho State Parks and Recreation*

*Lake Cascade State Park*

*Valley County Noxious Weed Control*

### Donnelly

*Midas Gold*

*City of Donnelly Campground*

*Crane Shores Playground*

## Lake Fork

*Twin Peaks Nursery*

## McCall

*USFS, Payette National Forest*

*Ponderosa State Park*

*No Business Lookout*

*Jorgensen Tree Farm, LLC*

*Valley County Pathways*

## New Meadows

*USFS, Payette National Forest*

*Packer John's Cabin State Park*

## Plant Systems

### McCall

*Franz Witte Nursery*

## Architecture & Construction

### Construction

#### Cascade

*Cascade Hardware*

#### Donnelly

*Handyman Plus LLC*

#### Lake Fork

*Robert Supply Inc*

*Lake Fork Fence Supply*

*Randy Morell Excavating-Construction*

#### McCall

*Crestline Engineers, Inc*

*Foundations McCall*

*Valley Fire Protection*

*Jug Mountain Builders*

*Maupin Homes*

*McCall Craftsman Homes*

*Mountain Element Construction*

*Mountain Town Homes*

*Mountain Marine Construction*

*Payette Builders Inc*

*Robnett Properties*  
*Pinetop Custom Homes*  
*Rocky Mountain Crane & Equipment Rental*  
*Rocky Mountain Excavation & Equipment Rental*

#### New Meadows

*Active Excavation*  
*JBX Excavation*

### Design/Pre-Construction

#### McCall

*Better Buy Design*  
*Inland Marine*  
*McCall Upholstery*  
*Krahn's Home Furnishings*  
*Epikos Land Planning and Architecture*  
*McCall Woodworks Inc*  
*Builders FirstSource*  
*Franklin Building Supply*  
*May Hardware*  
*Sherwin Williams*  
*Magnum Floors*  
*McCall Rental & Sales*  
*Suburban Propane*

#### New Meadows

*C&M Lumber*  
*West Craft Woods Cabinets*

### Maintenance/Operations

#### Cascade

*A-1 Heating and Air Conditioning*  
*Alpha Landscaping & Property Management*  
*AmeriGas*  
*Arbor Landscaping*  
*Granite Excavation, Inc*  
*J&R Septic*  
*OK Gravel Works*

#### Donnelly

*AmeriGas*

#### Lake Fork

*Interstate Electric Supply Company*

#### McCall

*The Leisure Company*  
*Born Again Blades*  
*Central Idaho Pool & Spa*  
*Resto Clean North*  
*New Meadows*  
*C&N Electrical Construction*

### Finance

#### Accounting

#### Cascade

*Waddell & Reed*

#### Donnelly

*Financial Planning Group*

#### McCall

*H&R Block*  
*New York Life*

#### New Meadows

*The Connection*

#### Banking Services

#### Cascade

*Umpqua Bank*

#### McCall

*Academy Mortgage Corporation*  
*Idaho First Bank*  
*US Bank*  
*PrimeLending*  
*Umpqua Bank*  
*US Bank*  
*Washington Federal*

#### Insurance

#### Cascade

*Financial Insurance Group (FIG)*

#### Donnelly

*Benton Insurance, Farmers Insurance*  
*"The Meadows"*

#### McCall

*Michael R. Gurney Agency, Inc*

## **Securities & Investments**

Donnelly

*Long Valley Mortgage*

McCall

*Edward Jones*

*Allegis Financial Partners*

*AmeriTitle*

*Fairway Independent Mortgage Corp*

*First American Title*

*McCall Mortgage Company*

## **Government & Public Administration**

### **Governance**

Cascade

*U.S. Postal Service*

*Cascade Chamber of Commerce*

Donnelly

*Donnelly Chamber of Commerce*

*Long Valley Preservation Society*

McCall

*McCall Rotary Club*

*Ponderosa Center*

*Payette Lakes Progressive Club*

*McCall Chamber of Commerce*

*McCall Arts & Humanities Council*

*Friends of the McCall Public Library*

*Valley County Museum – Long Valley*

*Preservation Society*

*Valley County*

New Meadows

*U.S. Postal Service*

*Meadows Valley Cemetery*

*The Historic Pacific & Idaho Northern*

Donnelly

*North Lake Recreational Sewer*

*Donnelly City Clerk*

*U.S. Postal Service*

McCall

*City of McCall*

*Idaho Department of Labor*

*Idaho Fish and Game*

*New Meadows*

*City of New Meadows*

*U.S. Postal Service*

*New Meadows City Water Department*

## **Public Management & Administration**

Cascade

*Cascade Public Library*

*City of Cascade*

*Valley County Assessor*

*Valley County Clerk, Auditor, Recorder*

*Valley County Commissioners*

*Valley County Planning and Zoning*

## **Health Sciences**

### **Diagnostic Services**

Cascade

*Cascade Medical Center*

*Cascade Dental*

McCall

*St. Lukes Hospital*

*Payette Lakes Medical Clinic*

*Hearing Connection*

*Back Country Chiropractic & Wellness Center*

*Brian W. Charles, DMD*

New Meadows

*Meadows Valley Medical Clinic – St. Lukes*

### **Support Services**

Cascade

*Cascade Medical Center Foundation, Inc*

Donnelly

*Emulate Natural Care, Inc*

McCall

*Shepherd's Home*

*McCall Community Center*

*Solace Natural Medicine  
The Cottages of McCall  
Trinity Home Care and Resource Inc  
The Lash Lodge*

## **Therapeutic Services**

### **McCall**

*Aplenglow Salt Spa  
Apothespa  
Spa del Sol & Shanti Yoga  
Mountain Renewal Skincare & Women's Consignment Boutique  
Unwind Body Spa  
Yoga InBody  
McCall Rehabilitation and Care Center  
Pro-Active Physical Therapy of McCall, PA*

## **Hospitality & Tourism**

### **Lodging**

#### **Cascade**

*Alpine Lodge and Motel  
Ashley Inn  
Birch Glen Lodge and Motel  
Cascade Lake Inn  
Cascade Cabin Rentals  
Warm Lake Lodge and Resort  
Water's Edge RV Resort  
Arrowhead RV Park  
The Pines RV Park  
Island Ranch Retreat  
North Shore Lodge and Resort  
Wapiti Meadow Ranch*

#### **Donnelly**

*Boulder Creek Inn and Suites  
Crane Shores Vacation Rental  
Whiskey Mountain Retreat  
Chalet RV Park  
Long Valley Motel  
Hawk's Bay House  
The S.S. Tetrad Cabin  
Dawn Lakeside Log Cabin  
Vacation Rental*

*Idaho Resort Rentals  
Grand Welcome  
Mountain View RV Park  
Frost Vacation Rentals  
Northwest Passage Apartments*

#### **Lake Fork**

*Henggeler Home & RV Center  
Lakefork Cottage*

#### **McCall**

*Alpine Property Management Services  
Mountain Central Association of Realtors (MCAR)  
Alpine Village Company  
Bear Creek Lodge  
Best Western PLUS  
WorldMark McCall  
No Business Lodge  
JF Crosby's Lick Creek Lodge  
Timber Creek Lodge  
Blackhawk on the River  
Brundage Bungalows  
Brundage Inn  
Brundage Realty  
Mountain Lakes Realty  
RE/MAX Resort Realty  
McCall Real Estate Company  
Silvercreek Realty Group, LLC  
Crawford Olson Real Estate  
Keller Williams Realty  
McCall Idaho Real Estate  
Century 21 Whitewater Clark  
Cabernet Cottage  
Haven's Haven Guest House and B&B  
Holiday Inn Express  
Hotel McCall  
Johnson and Company Real Estate  
McCall Campground and RV Park  
McCall Cabins  
McCall RV Resort  
Super 8  
Northwest Passage Bed & Breakfast  
Rustic Inn McCall  
Scandia Inn  
Shore Lodge*

*Third Street Inn  
McCall Party Rentals  
Maid in McCall  
River Ranch McCall*

#### New Meadows

*Hartland Inn  
High Mountain Cleaning & Property  
Services, LLC  
Creekside RV Park  
Meadows Valley Motel  
Memory Maker*

### Recreation, Amusements, & Attractions

#### Cascade

*Alpine Lodge and Motel  
Ashley Inn  
Birch Glen Lodge and Motel  
Cascade Lake Inn  
Cascade Cabin Rentals  
Warm Lake Lodge and Resort  
Water's Edge RV Resort  
Arrowhead RV Park  
The Pines RV Park  
Island Ranch Retreat  
North Shore Lodge and Resort  
Wapiti Meadow Ranch*

#### Donnelly

*Boulder Creek Inn and Suites  
Crane Shores Vacation Rental  
Whiskey Mountain Retreat  
Chalet RV Park  
Long Valley Motel  
Hawk's Bay House  
The S.S. Tetrad Cabin  
Dawn Lakeside Log Cabin  
Vacation Rental  
Idaho Resort Rentals  
Grand Welcome  
Mountain View RV Park  
Frost Vacation Rentals  
Northwest Passage Apartments*

#### Lake Fork

*Henggeler Home & RV Center*

*Lakefork Cottage*

#### McCall

*Alpine Property Management Services  
Mountain Central Association of Realtors  
(MCAR)  
Alpine Village Company  
Bear Creek Lodge  
Best Western PLUS  
WorldMark McCall  
No Business Lodge  
JF Crosby's Lick Creek Lodge  
Timber Creek Lodge  
Blackhawk on the River  
Brundage Bungalows  
Brundage Inn  
Brundage Realty  
Mountain Lakes Realty  
RE/MAX Resort Realty  
McCall Real Estate Company  
Silvercreek Realty Group, LLC  
Crawford Olson Real Estate  
Keller Williams Realty  
McCall Idaho Real Estate  
Century 21 Whitewater Clark  
Cabernet Cottage  
Haven's Haven Guest House and B&B  
Holiday Inn Express  
Hotel McCall  
Johnson and Company Real Estate  
McCall Campground and RV Park  
McCall Cabins  
McCall RV Resort  
Super 8  
Northwest Passage Bed & Breakfast  
Rustic Inn McCall  
Scandia Inn  
Shore Lodge  
Third Street Inn  
McCall Party Rentals  
Maid in McCall  
River Ranch McCall  
New Meadows  
Hartland Inn  
High Mountain Cleaning & Property*

*Services, LLC*  
*Creekside RV Park*  
*Meadows Valley Motel*  
*Memory Maker*

#### New Meadows

*Little Ski Hill*  
*America's Rafting Company*  
*Family Dollar*  
*Vintage Etc*  
*Meadow Creek Golf Resort*  
*Zimm's Hot Springs*  
*Battery Universe*

### **Travel & Tourism**

#### Cascade

*Harpo's Gas Station*  
*Howdy's Gas & Grub*  
*Cascade Property Management*

#### Donnelly

*Frost Management Company*  
*Able Property Services*

#### McCall

*McCall Premier Services, LLC*  
*Aspen Timeshares*  
*DoneRight Vacation Rentals*  
*Hearthstone*  
*InIdaho.com*  
*McCall Property Services, LLC*  
*McCall Vacation Properties*  
*McCall Vacation Rentals*  
*McCall Vacations*  
*Perfect Stay Properties, LLC*  
*Timberlake Rentals*

### **Restaurants & Food/Beverage Services**

#### Cascade

*Grandma's Family Restaurant*  
*Karen's Cakes and More*  
*Reo's Pizza and Arcade*  
*The Lakefront Bar and Grill*  
*Whistle Stop Café & Across the Tracks*  
*Sports Bar*

*Remington's Fine Dining*  
*Route 55 Cafe*

#### Donnelly

*Cougar Dave's Food and Spirits*  
*Ragazza Di Bufalo*  
*Ranch Hand Buffet & Catering*  
*Flight of Fancy*  
*Mainstreet Pizza Place*  
*The Club Restaurant and Bar*  
*Perch 55*

#### Lake Fork

*2 Sisters Country Store*

#### McCall

*The Anchor*  
*Café 6 three 4*  
*Evening Rise Bread Company*  
*Abe's Kettle Corn*  
*Crusty's Pizza*  
*Banyans on the Green*  
*Bistro 45*  
*Fairway Park*  
*Fish and Swim Club House*  
*Broken Horn Brewing*  
*Forester's Club & Doghouse Saloon*  
*Lardos Grill and Saloon*  
*McCall Brewing Company*  
*Mile High Marina and Grille*  
*Rupert's*  
*North Fork Coffee Roasters*  
*Salmon River Brewery*  
*Mountain Java and the Backroom Bar*  
*Shore Lodge*  
*Southside Grill*  
*Steamers Steak and Seafood*  
*The Mill*  
*The Yacht Club*  
*Wild River Java*  
*Delish Catering*  
*My Father's Place*  
*Dutch Oven Den Catering*  
*Incahoots BBQ and Catering*  
*KB's Burritos*  
*Old Town Market*

*Pueblo Lindo*  
*Ruby's Kitchen*  
*Albertsons*  
*The Foggliifter*  
*Growler's Pizza Grill*  
*Ice Cream Alley*  
*Miner's Grab N Go*  
*Seven Devils Delights*  
*Stacey Cakes*  
*Toll Station Pizza & Pasta*  
*The Narrows at Shore Lodge*  
*TJ's Cutting Edge Cafe*  
*The Pancake House*  
*The Sushi Bar*

#### New Meadows

*The Intersection BBQ*  
*Granite Mountain Café*  
*Brown's Mountain Market*  
*Kahili Club*  
*Roadhouse Java*

### Human Services

#### Consumer Services

##### McCall

*McCall Weddings*  
*Sprout Design*

#### Family & Community Services

##### Cascade

*Cascade Food Pantry*  
*Cascade Senior/Community Center*  
*Rose Advocates*

##### Donnelly

*SW Idaho Senior Citizens Recreational Association (SISCRA)*  
*Donnelly Bible Church*  
*Shiloh Bible Conference*

##### McCall

*Camp IdaHaven*  
*Girl Scouts of Silver Sage Camp*  
*Paradise Point Episcopal Church Camp*

*Pilgrim Cove Camp*  
*Quaker Hill Camp*  
*Elk Creek Church*  
*Church of the Nazarene*  
*McCall Community Congregational Church*  
*Mountain Life*  
*McCall Seventh-Day Adventist*  
*Our Savior Lutheran Church*  
*McCall Community Center*

#### New Meadows

*New Meadows Senior Citizen Center*  
*New Meadows United Methodist Church*  
*Meadows Valley Community Church*

### Information Technology

#### Network Systems

##### McCall

*Intelligent Home, Inc*  
*May Security*

### Science, Technology, Engineering & Mathematics

#### Engineering & Technology

##### McCall

*Idaho Power*

##### New Meadows

*C&N Electrical*  
*Crestline Engineers*  
*Mountain Waterworks*

### Law, Public Safety, Corrections & Security

#### Correction Services

##### Cascade

*Valley County Courthouse*  
*Valley County Prosecutor's Office*

##### McCall

Valley Juvenile Detention

## Emergency & Fire Management Services

Cascade

*Cascade Rural Fire Department*

Donnelly

*Donnelly Fire Department*

McCall

*USFS Smokejumper Base*

*McCall Fire Department*

*St. Lukes - Emergency Room*

*McCall Fire Protection District*

*New Meadows*

*Meadows Valley Fire and EMS*

## Law Enforcement Services

Cascade

*Valley County Sherriff*

*City of Cascade Policy Department*

McCall

*City of McCall Police Department*

## Legal Services

Cascade

*Michael G. Pierce, Attorney at Law*

*Williams Law, PLLC*

McCall

*Erekson Law Office*

*Julia Berheim, Notary Public*

*New Meadows*

*John Curtis Hucks, Attorney at Law*

## Manufacturing

### Health, Safety & Environmental Assurance

McCall

*Kinetico Quality Water*

## Maintenance, Installation & Repair

McCall

*Resolute Restoration*

*Hammerheads McCall*

*Adventure Floors and Window Coverings*

*PreCoat McCall*

## Quality Assurance

McCall

*McCall Home Inspections*

## Transportation, Distribution & Logistics

### Facility & Mobile Equipment Maintenance

Cascade

*Cascade Auto*

*H & H Towing*

Lake Fork

*Heady's Power Products, Inc*

*Alpine Automotive*

McCall

*Lakeview Chevron Service*

*Precision Detail, Inc*

*McCall Boat Works*

*Les Schwab Tire Center*

*Bruneel Tire Factory*

*McCall Quick Lube*

*Stor-It Self Storage, Car Wash & U-Haul*

New Meadows

*ABT Emergency and Recovery Services*

*Libby's Auto Electric*

## Health, Safety & Environmental

Cascade

*Lakeshore Disposal*

McCall

*Disaster Response*

*Lakeshore Disposal*

*ASAP Portables Co*

*Honey Dippers*

### **Management**

McCall

*McCall Auto Club & Car Rental*

### **Logistics Planning & Management Services**

McCall

*McCall Aviation*

### **Sales & Service**

Donnelly

*Mountain Meadow Adventure Rentals, Inc*

Lake Fork

*RK Motorworks*

McCall

*Apex Electric Bike and Rentals*

*Mile High Power Sports*

*Cheap Thrills Rentals*

*CM Backcountry Rentals*

*Edgewood Sports*

*Gravity Sports*

*Hometown Sports*

### **Transportation Operations**

Cascade

*Cascade Airport*

Donnelly

*Donald D Coski Memorial Airport*

Lake Fork

*Flying A Ranch*

McCall

*McCall Airport*

*Harlow's School Bus Service*

*McCall Lake Cruises*

*JSM Lawncare and Snow Removal*

*Mountain Community Transit*

New Meadows

*Idaho Transportation Department*

*New Meadows Airport*

*Mike's Rock Pit & Snow Removal*

### **Transportation Systems/Infrastructure Planning, Management & Regulation**

Cascade

*Valley County Road and Bridge*

### **Warehousing & Distribution Center Operations**

Donnelly

*Schlieper Auto Freight*

*Donnelly Storage*

McCall

*24-7 Storage McCall*

*Ed Staub & Sons*

*Log Jammer Storage*

FOR MORE INFORMATION, PLEASE SEE:

<https://www.mccallchamber.org>

<https://cascadechamber.com>

<http://donnellychamber.com>

<http://www.newmeadowsidaho.us>

<https://cascadeid.us>

<http://www.cityofdonnelly.org>

<https://www.mccall.id.us>

# APPENDIX H: CTE PROGRAM SCORING RUBRIC

**TABLE 10: SCORING RUBRIC**

| Employer Need  | 0        | 1   | 2  | 3  | Weighting |
|--|----------|---|--|--|-----------|
| E1. Aligns with growing regional industry sectors (manufacturing, information, education & health services, other services)              | does not | very little or indirectly with one of four sectors              | Somewhat aligns with more than one sector  | Directly aligns (exact match) to a sector  |           |
| E2. Aligns with existing major regional employer industries (manufacturing, education, forestry, health services, leisure & hospitality) | does not | very little or indirectly                                       | Somewhat aligns with more than one sector  | directly aligns  |           |
| E3. Aligns with the top 25 employer requested skills from IPI survey (see notes)   | does not | very little or indirectly with the theme of one of the top 25   | somewhat aligns with more than one theme of the top 25   | directly aligns (matches exactly) with one or more skills  |           |
| Student Desire   | 0        | 1   | 2  | 3  |           |
| S1. Aligns with top 10 student desired occupations   | does not | very little or indirectly with the theme of one of the top 10   | somewhat aligns with more than one theme of the top 10   | directly aligns (matches exactly) with one or more skills  |           |
| S2. Aligns with top 20 student desired occupations   | does not | very little or indirectly with the theme of one of the top 20   | somewhat aligns with more than one theme of the top 20   | directly aligns (matches exactly) with one or more skills  | 0.5       |
| S3. Aligns with high-wage occupations  | does not | very little or indirectly with the theme of one of the top jobs | somewhat aligns with more than one theme of the top 2 jobs   | directly aligns (matches exactly) with one or more jobs  |           |
| S4. Encourages or supports post-secondary go-on/military   | does not | provides direct path towards a specific college program         | Prepares for college plus 1 of the following:<br>1) dual credit<br>2) direct path to military<br>3) provides certification or credential | Provides 2 or more:<br>1) dual credit<br>2) direct path to military<br>3) provides certification or credential | 1.5       |
| District Feasibility   | 0        | 1   | 2  | 3  |           |
| D1. Compatible with existing teacher certifications  | does not | unclear   | potential exists (school has expressed interest)   | does meet  | 1.5       |

|   |          |  |  |   |     |
|---|----------|--|--|---|-----|
| D2. Compatible with existing facilities                           | is not   | compatible but requires major improvements | compatible with small improvements           | fully compatible                              | 1.5 |
| D3. Aligns with expressed district or parent interest             | does not | unclear                                    | indirectly aligns                            | directly aligns                               |     |
| D4. Encourages community engagement through visible projects      | does not | unclear but potential exists               | clear potential                              | demonstrated support through current programs |     |
| D5. Aligns with other district goals and encourages collaboration | does not | unclear                                    | aligns with 1 other district                 | aligns with 2 other districts                 |     |
| D6. Available online or could be delivered via CCTV / skype       | is not   | unclear                                    | parts of curriculum available online or CCTV | complete pathway available online or CCTV     |     |

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