

**U. S. Department of Education  
Office of Vocational and Adult Education**

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**The Carl D. Perkins  
Career and Technical Education Act of 2006**

**STATE PLAN COVER PAGE**

State Name: Idaho

Eligible Agency Submitting Plan on Behalf of State:

State Division of Professional-Technical Education

Person at, or representing, the eligible agency responsible for answering questions on this plan:

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Type of State Plan Submission (check one):

- 5-Year Plan – FY2008 – FY2013  
 6-Year Full Plan – FY2007 – FY2013  
 1-Year Transition Plan – FY2007 – FY2008

Special Features of State Plan Submission: (check all that apply):

- Unified - Secondary and Postsecondary  
 Unified - Postsecondary Only  
 Title I only (*All Title II funds have been consolidated under Title I*)  
 Title I and Title II

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# INTRODUCTION

## Idaho Profile

Idaho is one of the most rural states in the nation. Approximately 76% of Idaho's towns and cities have populations of less than 2,500. Among the states, Idaho ranks 13th by size, but 39<sup>th</sup> in population. The 2000 Census ranked Idaho's population increase 5th in the nation with an increase of 28.5% between 1990 and 2000.

Idaho has a strong and diversified economy. The Idaho Department of Commerce publication *Idaho at a Glance* reports that while the traditional resource-based industries of agriculture, forest products, and mining continue to contribute to the economy, high-tech, tourism, retail trade, healthcare, and business and information services are growth sectors. As in any economy, employment growth in Idaho is not uniform. In the past few years, some counties experienced strong growth, some remained unchanged, and some declined. After slow employment growth in 2002 and 2003, economic activity in 2004 added over 15,000 jobs statewide. In 2005 and 2006, the state's economy is expected to grow more slowly, adding jobs at a rate of about 1.7 percent per year; a rate that is expected to exceed the national average.

According to the 2003 U.S. Census Bureau report, *Small Area Income & Poverty Estimates, Estimate for Idaho Counties, 2003*, an estimated 11.8% of Idaho's population is from families with incomes below the poverty level. While 61% of Idaho counties have poverty rates above the statewide average of 11.8%, they account for only 49% of Idaho's population.

The U.S. Census Bureau report, *Profile of General Demographic Characteristics: 2000*, shows that Idaho's population is 91.0% white, 7.9% Hispanic, 1.4% American Indian, 0.9% Asian/Pacific Islander and 0.4% Black.

## Idaho's Professional-Technical Education System

Idaho has a streamlined educational system with a single State Board of Education responsible for all public education, academic and professional-technical, from kindergarten through post graduate level. The single Board of Education structure in Idaho allows for a more "seamless", accountable system of education, working cohesively for the betterment of the citizens of Idaho. When dealing with professional-technical education, the Board is designated in Idaho Code as the State Board for Professional-Technical Education.

Professional-technical education is the state's primary educational system for preparing Idaho's workforce. Professional-technical education programs provide individuals with the technical knowledge and skills needed to prepare for employment in current or emerging fields, or to continue their education. The scope of the professional-technical education system ranges from career awareness and pre-technical skill development at the junior high/middle school level to highly specialized, customized training for Idaho industry at the postsecondary level.

In Idaho, secondary level professional-technical education programs and services are provided through junior high/middle schools, comprehensive high schools, professional-technical schools and through some cooperative programs with the technical colleges. Postsecondary professional-technical education programs and services are delivered through the state's technical college system.

Local school boards govern secondary schools within the parameters of Idaho Code and policies established by the State Board of Education. In FY2007, 109 of the state's 113 school districts offered approved professional-technical education programs in comprehensive high schools and professional-technical schools. Professional-technical programs are also offered through the Idaho School for the Deaf and the Blind and the Department of Correction's Robert Janss School.

Postsecondary professional-technical programs are delivered through a statewide system of six technical colleges located in each of the six planning regions of the state. Three of the technical colleges are located on the campuses of four-year institutions, two are located on the campuses of community colleges, and one is a stand-alone institution:

- Four-year Institutions:
  - \* Larry G. Selland College of Applied Technology, Boise State University
  - \* College of Technology, Idaho State University
  - \* School of Technology, Lewis-Clark State College
- Community Colleges:
  - \* Professional-Technical Division, College of Southern Idaho
  - \* School of Applied Technology, North Idaho College
- Stand-alone Institution:
  - \* Eastern Idaho Technical College

Technical college leadership, with the exception of Eastern Idaho Technical College, administratively report to the institutional president or academic vice-president. The president of Eastern Idaho Technical College reports to the State Board of Education.

Technical colleges deliver approximately 158 approved occupational programs on a full- or part-time basis. Additionally, they deliver adult upgrading and retraining, customized training, related instruction for apprentices, emergency services training including fire service, hazardous materials and emergency medical services and services through outreach centers and at industry locations.

The State Plan reflects intended expenditures of federal funds under the Carl D. Perkins Career and Technical Education Act of 2006. These federal funds account for 12.3% (\$7.4 million) of the funds appropriated by the State Legislature (\$51.6 million from non-federal sources) for professional-technical education in FY2008.

Public school funds provide the majority of funding for professional-technical education in secondary schools. In addition, state general account appropriated professional-technical education funds provide about 32% of the "added cost" of operating professional-technical education programs. Federal funds are used for projects to improve professional-technical education programs.

The technical colleges are funded through the state general account for faculty salaries, operating expenses, capital outlay and local administration. The postsecondary system also receives federal funds for projects to improve professional-technical education programs.

## **State Agency Responsibility**

The Idaho State Board of Education is designated as the State Board for Professional-Education. The State Board appoints an administrator for professional-technical education and delegates authority to the State Division of Professional-Technical Education for coordinating all professional-technical education in the State. The State Board for Professional-Technical Education does not delegate any of its responsibilities to any other state agency.

The Division of Professional-Technical Education provides leadership, advocacy and technical assistance for professional-technical education in Idaho. The Division provides focus for the professional-technical education system by targeting resources, organizing and applying industry input, providing technical assistance to program areas, managing programs and providing leadership for professional-technical student organizations.

The Division carries out State Board for Professional-Technical Education rules, policies and state and federal provisions. Among its responsibilities, the Division:

- Develops, requests, distributes and monitors budgets for secondary and postsecondary professional-technical education.
- Administers the Carl D. Perkins Career and Technical Education Act of 2006
- Develops and implements policies, guidelines program standards and performance measures for the professional-technical education system.
- Coordinates a workforce training network that can respond quickly to training needs of business, industry, and government throughout the state.
- Provides coordination and direct support to specialized workforce education programs such as emergency services training.
- Develops strategies and solutions for barriers facing workforce education.
- Collects, compiles and analyzes data to measure and improve the effectiveness of professional-technical education programs.
- Meets and coordinates with the Workforce Development Council, business and industry representatives, community-based organizations, labor groups, and other organizations connected with education and workforce development.
- Coordinates the state professional-technical education system with other state and federal education and training programs including the Workforce Investment Act, Adult Education and Family Literacy, Vocational Rehabilitation, No Child Left Behind Act, and the Wagner-Peyser Act.

# PART A: STATE PLAN NARRATIVE

## I. PLANNING, COORDINATION AND COLLABORATION PRIOR TO PLAN SUBMISSION

### A. Statutory Requirements

1. The eligible agency shall conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the Public and interested organizations and groups (including charter school organizations and groups consistent with State law, employers, labor organizations, and parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. [Sec.122(a)(3)]

Public hearings were conducted using the statewide distance learning system on January 8, 2008 in the six planning regions of the state:

<u>Region</u>	<u>Location</u>
Region I	CALS Conference Room, Coeur d'Alene
Region II	Lewis-Clark State College, Lewiston
Region III	U of Idaho, Boise Idaho Water Center, Boise
Region IV	U of Idaho, Twin Falls Evergreen Center, Twin Falls
Region V	Idaho State University, Pocatello
Region VI	U of Idaho, Idaho Falls Center, Idaho Falls

In addition, the State Plan was posted on the Division of Professional-Technical Education webpage for public review and comment.

Legal notices were printed in the following newspapers:

<u>Newspaper</u>	<u>City</u>
Spokesman Review	Coeur d'Alene, Idaho
The Pullman-Moscow Review	Moscow, Idaho
The Idaho Statesman	Boise, Idaho
The South Idaho Press	Burley, Idaho
Rexburg Standard Journal	Rexburg, Idaho
Idaho Press Tribune	Nampa, Idaho
Idaho State Journal	Pocatello, Idaho
Coeur d'Alene Press	Coeur d'Alene, Idaho
Bonner County Daily Bee	Sandpoint, Idaho
The Post Register	Idaho Falls, Idaho
The Times News	Twin Falls, Idaho
The Lewiston Morning Tribune	Lewiston, Idaho

2. **A summary of [the above] recommendations and the eligible agency's response to such recommendations shall be included in the State Plan. [Sec. 122(a)(3)]**

See Appendix A for the Public Hearing Recommendations and Responses.

3. **The eligible agency shall develop the State plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. The eligible agency shall consult the Governor of the State with respect to development of the State plan. [Sec. 122(b)(1)(A)-(B)]**

Representatives from the following groups were involved in the plan development:

- Office of Governor Otter
- Department of Education
- Idaho Association of School Administrators
- Idaho Division of Vocational Rehabilitation
- Idaho Department of Commerce and Labor
- Workforce Development Council
- Technical College Leadership Council
- Teacher Education
- AFL/CIO
- Bureau of Apprenticeship Training
- Adult Basic Education
- Professional-Technical Education Coordinators
- Tech Prep (Advanced Learning Partnership) Coordinators
- Displaced Homemaker Centers
- Limited English Proficient
- Parents of professional-technical education students
- Professional-technical education teachers
- Career Guidance Counselors

See Appendix B, Constituency Groups and Appendix C, Letter of Support from Idaho Workforce Development Council

Staff met with representatives from the AFL-CIO, Department of Commerce and Labor, Division of Vocational Rehabilitation to discuss coordination issues.

The Associate Administrator met with the Governor's Special Assistant for Education and Government Services to discuss the involvement of the Governor's Office in the development of the plan.

The Division of Professional-Technical Education included representatives from the following groups in the State team that attended the State Plan Development meeting Phoenix, AZ:

- Special Populations (Department of Education)
- Secondary Professional-Technical Education Administrators
- Secondary Principals
- Secondary Superintendents
- Postsecondary Technical College Deans
- Tech Prep Coordinators

**4. The eligible agency shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals listed in item 3 above to participate in State and local decisions that relate to development of the State plan. [Sec. 122(b)(2)]**

The Division of Professional-Technical Education included Perkins IV information on the professional-technical education website. Information was updated as it became available and included:

- Transition Plan and Appendices
- Information on the Carl D. Perkins Career and Technical Education Act of 2006
- Public Hearing Recommendations and Responses

The Division of Professional-Technical Education conducted Public Hearings over the distance learning network. Questions and comments received during the hearing were recorded. Questions were answered and posted on the web page.

The Division of Professional-Technical Education also posted the State Plan to the web page and solicited questions and comments through a dedicated email account. Questions were answered and posted on the web page.

Presentations were made to the State Board for Professional-Technical Education; the Workforce Development Council; Technical College Leadership Council; Professional-Technical Education Coordinators; Advanced Learning Partnership Coordinators; and at regional public school district superintendent association meetings.

Committees were appointed and meetings were held to gather input during the plan development process for the following:

- Consolidation of Titles I and II
- Creation of Advanced Learning Partnerships
- Postsecondary Performance Measures
- Secondary Performance Measures
- Local Five-Year Plans
- Local Annual Applications
- Reserve Fund Annual Applications
- Set-aside for Programs to Prepare Individuals for Nontraditional Fields

5. **The eligible agency shall develop the portion of the plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State agency shall file its objections with the eligible agency. The eligible agency shall respond to any objections received in the State Plan submitted to the Secretary. [Sec. 122(e)(3)]**

Idaho has a streamlined educational system with a single State Board of Education responsible for all public education, academic and professional-technical education, K-12 through post graduate level. The State Board of Education is designed by Idaho Code as the State Board for Professional-Technical Education.

The Division of Professional-Technical Education is a separate state agency responsible for all professional-technical education in Idaho – secondary, postsecondary and adult. Postsecondary professional-technical education programs are funded by the Division of Professional-Technical Education and delivered through the state's technical college system.

## II. PROGRAM ADMINISTRATION

### A. Statutory Requirements

1. **The eligible agency must prepare and submit to the Secretary a State plan for a 6-year period; or**

The Idaho State Plan for Professional-Technical Education submitted under P. L. 109-270, Carl D. Perkins Career and Technical Education Act of 2006, covers FY2009 – FY2013, the last five years of operation (7/01/08 – 6/30/13).

**The eligible agency may prepare and submit a transition plan for the first year of operation. [Sec. 122(a)(1)]**

2. **Describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of –**

(a) **The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that –**

- i. **Incorporate secondary education and postsecondary education elements;**
- ii. **Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;**
- iii. **May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and**
- iv. **Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;**

Professional-Technical Education in Idaho spans all educational levels—secondary, postsecondary and adult – contributing to a thorough education by providing students with career knowledge, technical skills and attitudes necessary to succeed in the workplace.

Professional-technical education programs in Idaho are supported through state general funds appropriated to the Division of Professional-Technical Education. State general account funds pay a portion of the added cost associated with secondary professional-technical education programs. At the postsecondary level, these funds are intended to pay 100% of the direct cost of professional-technical education programs.

Secondary professional-technical education programs must include the following critical elements to be approved for funding:

The Essential Components required for secondary professional-technical education programs include:

- Sequence of courses organized using Career Clusters
- Recommended academic courses
- Alignment with Idaho Content Standards
- Realistic work experience provided through laboratory and/or industry-related activities
- Advisory Committee
- Leadership development that is integral to the program and is generally provided through professional-technical student organizations
- Postsecondary Articulation
- Certified Instructor(s)
- Safety Instruction as appropriate to the program of study

Postsecondary professional-technical education programs consist of a sequence of courses that provide students with the knowledge and competencies required for a postsecondary technical certificate, an advanced technical certificate, or an Associate of Applied Science (A.A.S.) degree. A.A.S. degree programs must include a minimum of 16 hours of general education coursework selected from each institution's general education core that is comparable to the general education core of the Associate of Arts (A.A.) and Associate of Science (A.S.) degrees.

Secondary and postsecondary professional-technical education programs provide opportunities for students to earn college credit as outlined in the State Board of Education's Accelerated Learning Program policies and procedures. The State Board recognizes four different types of advanced learning opportunities: Advanced Placement®, dual credit, tech prep and the International Baccalaureate program.

In addition, articulation agreements link secondary professional-technical education programs and postsecondary programs that lead to: Technical Certificate of Completion; Postsecondary Technical Certificate; Technical Certificate; Advanced Technical Certificate; Associate of Applied Science Degree (A.A.S.); or

Bachelor of Applied Technology Degree (BAT).

**(b) Describe how the state agency, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;**

The Division of Professional-Technical Education Program Managers provide technical assistance to eligible recipients in the development of professional-technical education programs at both the secondary and postsecondary levels.

The Division of Professional-Technical Education has a program approval process for secondary professional-technical education programs. (See Appendix D, 10N Application for New Programs)

The State Board for Professional-Technical Education has a program approval process in place for postsecondary professional-technical education programs. (See Appendix E, Notification of Intent to Initiate a New and/or Expanded Technical Program)

**(c) Describe how the eligible agency will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;**

The Division of Professional-Technical Education will reserve funds in accordance with Section 112(a)(2) to support the development and implementation of articulation agreements between secondary and postsecondary education institutions.

Reserve funds will be allocated to the six technical colleges to support the Advanced Learning Partnerships to:

- promote and support linkages between secondary and postsecondary professional-technical education programs;
- improve academic integration;
- facilitate the transition to baccalaureate degree programs;
- and
- develop local and statewide articulation agreements.

**(d) Describe how programs at the secondary level will make information about career and technical programs of study offered by eligible recipients;**

Secondary programs of study are listed as electives in each school district's student handbook that is disseminated to students during the registration process. Information is also disseminated at career fairs, student assemblies, and through the Career Information System.

**(e) Describe the secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by the eligible agency, to develop, improve, and expand access to appropriate technology in career and technical education programs;**

Professional-technical education provides individuals with the technical knowledge and skills needed for employment in high wage, high skill or high demand jobs in current or emerging fields, or to continue their education. The foundation of professional-technical education is the technical training program which is part of a program of study that includes a sequence of courses that integrates academic and industry standards and includes articulation between high school and college.

All careers have core knowledge and skill sets and specialized technical skill sets that are job specific. Across the country, 16 clusters of careers that share knowledge and skill sets have been recognized. Idaho's professional technical education system has grouped the 16 nationally recognized clusters into six large clusters: Agriculture & Natural Resources; Arts & Communications; Business & Management; Health Sciences; Engineering & Industrial Systems; and Human Resources.

The Career Clusters provide a framework to support the delivery system for education and training for the world of work. Career exploration and awareness of workplace requirements, and pre-vocational skill development takes place in the middle school/junior high. This same structure at the high school level allows students to focus on areas of interest, gain insight into the knowledge and skills required in various careers, and receive technical training that addresses the breadth and depth of a career. Finally, Career Clusters allow for a more effective transition from high school to college and a format for organizing technical college curricula.

The scope of professional-technical education includes the above program areas in addition to career guidance, academic skills development, and other services and components of the delivery system, including the Workforce Training Network, that support and enhance occupational programs.

There were 770 approved secondary professional-technical education programs in FY2006. At the postsecondary level, there were 158 approved professional-technical education programs in FY2006. In addition to the preparatory programs, the technical college system delivers adult upgrading and retraining, customized training, related instruction for apprentices and emergency services training.

- (f) Describe the criteria that the eligible agency will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will –**
- i. Promote continuous improvement in academic achievement;**
  - ii. Promote continuous improvement of technical skill attainment; and**
  - iii. Identify and address current or emerging occupational opportunities;**

The Secondary Local Five-Year Plan and the Postsecondary Local Five-Year Plan require local education agencies and eligible institutions to describe how professional-technical education activities will be carried out with respect to meeting State and local adjusted levels of performance in accordance with Section 113 of Perkins IV.

- (g) Describe how programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;**

Professional-technical education programs at the secondary level are aligned with the Idaho Content Standards and are part of the high school graduation requirements as electives. Additionally, the Division of Professional-Technical Education has created professional technical education courses that count for academic credit. (See Appendix F, Professional-Technical Education/Academic Courses)

- (h) Describe how programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;**

The Essential Components required for secondary professional-technical education programs include:

- Sequence of courses organized using Career Clusters
- Recommended academic courses
- Alignment with Idaho Content Standards
- Realistic work experience provided through laboratory and/or industry-related activities

Essential components continued:

- Advisory Committee
- Leadership development that is integral to the program and is generally provided through professional-technical student organizations
- Postsecondary Articulation
- Certified Instructor(s)
- Safety Instruction as appropriate to the program of study

In addition, school districts are required to include regional/local labor market data demonstrating placement for graduates in high demand, high skill or high wage occupations when applying for approval of new professional-technical education programs of study. If the occupation is high demand but low wage, districts must speak to the opportunity of career ladders.

Approved professional-technical education programs of study are included in the school district student handbooks that are provided to all students and their parents. Information is also disseminated at career fairs, student assemblies, and through the Career Information System.

- (i) Describe how funds will be used to improve or develop new career and technical education courses –**
- i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;**
  - ii. At the postsecondary level that are relevant and challenging; and**
  - iii. That lead to employment in high-skill, high-wage, or high-demand occupations;**

Funds will be used to improve and develop professional-technical education courses in accordance the Division of Professional-Technical Education's (PTE) Quality Initiative. The components of the PTE Quality Initiative include: 1) Rigorous Technical Programs; 2) Integration of Academic Achievement Standards; and 3) Articulation of High School and Postsecondary Curriculum.

The secondary professional-technical education program of study approval process requires school districts to include a description of the community, industry, or other conditions which demonstrate that a particular program is needed. Districts must include regional/local labor market

data demonstrating placement for graduates in high demand, high skill or high wage occupations. If the occupation is high demand but low wage, districts must speak to the opportunity of career ladders.

Postsecondary technical colleges must include a description of the student need, demand and employment potential as part of the approval process for postsecondary programs of study.

- (j) Describe how the eligible agency will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement; (Please note this item is required only for States not consolidating all of their Tech Prep funds.)**

**NOT REQUIRED- Tech Prep Consolidated**

- (k) Describe how funds will be used to effectively link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and**

Six regional Advanced Learning Partnerships will be formed to promote and support linkages between secondary and postsecondary professional-technical education programs; improve academic integration; facilitate the transition to baccalaureate degree programs; and to develop local and statewide articulation agreements.

The Division of Professional-Technical Education has reserved funds in accordance with Section 112(a)(1) of Perkins IV to support the Advanced Learning Partnerships. Eligible recipients will be required to pool a minimum of 5% of their Title I allocation to their regional Partnership.

- (l) Describe how the eligible agency will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(L)]**

The Division of Professional-Technical Education will annually evaluate and report efforts to improve the integration of coherent and rigorous content aligned with challenging academic standards in professional-technical education programs.

The information will be included in the Consolidated Annual Report (CAR) submitted to the Secretary of Education as well as in state reports such as the Professional-Technical Education Annual Report.

**3. Describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that –**

- (a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop materials and pedagogical strategies;**

The Division of Professional-Technical Education, in collaboration with the University of Idaho and Idaho State University, is offering a variety of professional development activities to reinforce integration skills. A course “Improving Academic Achievement through Professional-Technical Education” was developed and is being presented throughout the State. The course assists teachers, administrators and counselors to acquire skills and behaviors needed to develop curricula and teaching practices to promote the integration of Idaho’s core academic standards into professional-technical education programs. The Division of Professional-Technical Education will provide a \$250 personal incentive stipend to Idaho PTE teachers in grades 9 through 12 who officially enroll and successfully complete the course to help offset the cost of the course. The State Department of Education will also provide a \$250 stipend to other teachers who wish to take the course along with their professional-technical counterparts.

- (b) Increases the percentage of teachers that meet teacher certification or licensing requirements;**

Alternative routes of certification are available for individuals entering the teaching field from industry. Teacher education, as an integral part of the professional development of teachers, works closely with the Division of Professional-Technical Education to offer coursework and clinical experiences that prepare individuals to enter the teaching field.

The Division of Professional-Technical Education provides funding to the University of Idaho and Idaho State University Professional-Technical Education Teacher Preparation programs for Pre-Service and New Teacher workshops to provide training for new teachers.

- (c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;**

Professional development is an on-going process that is continually being reviewed, revised and improved. Projects that enhance academic subjects in the professional-technical education classroom are being developed and funded through the Division of Professional-Technical Education. Workshops presented at the annual Professional-Technical Education Summer Conference will continue to focus on academic standards and integration.

Professional development activities are designed and developed with input from industry to provide instruction and learning that will give the professional-technical education teachers understanding of industry standards.

- (d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;**

Applied learning is the philosophy of professional-technical education and is evident in all professional development activities. Professional development workshops are conducted to provide the skills necessary to incorporate applied learning strategies into both the professional-technical education and academic content.

- (e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and**

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

**(f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]**

The Division of Professional-Technical Education has developed a comprehensive program of professional development activities that include new teacher preparation as well as the State Department of Education approved secondary professional development plans. The professional development plans may include activities carried out under Title II of the ESEA and Title II of the HEA.

**4. Describe the efforts that the eligible agency and eligible recipients will make to improve –**

**(a) The recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in group underrepresented in the teaching professions; and**

The Division of Professional-Technical Education works closely with the Professional-Technical Education Teacher Education Programs at the University of Idaho and Idaho State University to fund and work on strategic planning and projects to increase candidates available to teach in Idaho.

The following activities are being conducted to address the need for new professional-technical education professionals:

- Annual meetings of Division of Professional-Technical Education staff and Professional-Technical Education teacher educators to discuss and recommend marketing and recruiting plan for professional-technical education personnel.
- Improvement and expansion of the current mentoring and induction delivery activities for new professional-technical education professionals.
- Development of training requirements that include emphasis on college promotion, degree attainment and advanced certification to help retain professional-technical education professionals.

**(b) The transition to teaching from business and industry, including small businesses. [Sec. 122(c)(3)(A)-(B)]**

Certification for professional-technical education personnel can be degree-based or industry-based. Industry-based certification allows verification of technical skills through work experience, state/national certification exams or apprenticeships. The educational pedagogy requirements are provided by Teacher Education programs funded by the Division of Professional-Technical Education at the University of Idaho and Idaho State University.

**5. Describe the efforts that the eligible agency and the eligible recipients will make to improve the transition of subbaccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]**

Idaho created six regional Advanced Learning Partnerships under Perkins IV to promote and support linkages between secondary and postsecondary professional-technical education programs; improve academic integration; facilitate the transition to baccalaureate degree programs; and to develop local and statewide articulation agreements.

The Advanced Learning Partnerships are eligible to receive reserve funds and are required to describe their efforts to facilitate the transition to baccalaureate degree programs in their annual applications for reserve funds.

**6. Describe how the eligible agency will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in the State. [Sec. 122(c)(5)]**

The Division will involve parents, academic and professional-technical education teachers, administrators, faculty and career guidance and academic counselors, business and industry, and labor organizations in a variety of ways. Professional-technical education programs at both the secondary and postsecondary levels will be required to maintain advisory committees representing business, parents, educators and others from the local community.

In addition, the state will convene statewide technical committees to review specific program curricula and develop recommendations for statewide curriculum documents.

**7. Describe efforts the eligible agency and eligible recipients will make to –**

**(a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in –**

- i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and**
- ii. Career and technical education subjects;**

The Division of Professional-Technical Education will promote the integration of technical and academic education through curriculum development and professional development activities. The Division of Professional-Technical Education will continue to fund curriculum development activities that promote the integration of professional-technical and academic education.

Professional development activities will be provided for professional-technical education teachers and career guidance counselors to support integration of professional-technical education and academics. The annual Professional-Technical Education Summer Conference will continue to provide workshops in broad, overlapping areas such as professional-technical education and academic integration, linking secondary and postsecondary education, workforce development, quality program/school improvement and current industry-based skill standards.

**(b) Provide students with strong experience in, and understanding of, all aspects of an industry; and**

The Division of Professional-Technical Education will provide technical assistance to local recipients to help them provide students with a strong experience in, and understanding of, all aspects of an industry. Strategies may include, but are not limited to:

- enrolling students in work-based learning experiences as part of an approved professional-technical education program; and

- providing students with information about occupations within an industry including skills, aptitudes, licensing requirements, work settings, hiring practices, wages in Idaho and the nation, number of people employed in Idaho and the nation, outlook for employment, and education and training necessary for entry.

**(c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]**

The Essential Components required for secondary professional-technical education programs include alignment with the Idaho Content Standards. Postsecondary professional-technical education A.A.S. degree programs must include a minimum of 16 hours of general education coursework selected from each institution's general education core that is comparable to the general education core of the Associate of Arts (A.A.) and Associate of Science (A.S.) degrees.

**8. Describe how the eligible agency will provide local educational agencies, area career and technical schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]**

The Division of Professional-Technical Education is the sole state agency responsible for professional-technical education at the secondary, postsecondary and adult levels. The Division of Professional-Technical Education has 35 FTP responsible for providing leadership, advocacy and technical assistance for professional-technical education in Idaho.

The Division provides focus for the professional-technical education system by targeting resources, organizing and applying industry input, providing technical assistance to program areas, managing programs and providing leadership for professional-technical student organizations. The Division also facilitates the development of state approved curriculum.

Technical assistance is provided to secondary school districts and postsecondary technical colleges by the program managers through telephone, email, publications, internet and on-site visits (scheduled and on request). Additionally, the Division of Professional-Technical Education hosts the annual Professional-Technical Education Summer Conference which is the state's largest professional development activity.

Technical assistance specific to Perkins IV will be provided through Webinar/Internet meetings; distance learning; and on-site assistance. Regional professional-technical education coordinators will assist in facilitating and providing training to professional-technical education teachers and administrators.

**9. Describe how career and technical education in the State relates to the State's and the region's occupational opportunities. [Sec. 122(c)(16)]**

Secondary professional-technical education programs are designed to provide basic employment skills. Program advisory committees are used to validate curriculum and relate programs to State and regional occupational opportunities. In addition, school districts are required to include regional/local labor market data demonstrating placement for graduates in high demand, high skill or high wage occupations when applying for approval of new professional-technical education programs of study. If the occupation is high demand but low wage, districts must speak to the opportunity of career ladders.

Postsecondary programs prepare individuals for employment in occupations requiring less than a baccalaureate degree. Program technical committees validate curriculum in terms of industry skills standards. New programs must be based on state, regional and local labor market data, as well as student interest. As part of the approval process, the technical college must include a description of student need, demand and employment potential.

**10. Describe the methods the eligible agency propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]**

The Division of Professional-Technical Education will address the joint planning and coordination of programs carried out under this title with other Federal education programs through the development and maintenance of cooperative agreements with agencies administering these programs. In addition, the Division will provide leadership and technical assistance that fosters joint planning and coordination at the local level.

**11. Describe the procedures the eligible agency will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]**

The Division's Associate Administrator and Adult Basic Education Director serve as staff to the Workforce Development Council as well as representatives from the Department of Labor, Division of Vocational Rehabilitation, Department of Commerce, Office on Aging, Department of Correction and Department of Health and Welfare.

The Division of Professional-Technical Education presented the Draft Five-Year Plan to the Workforce Development Council for review and comment at their January, 2008 meeting.

**B. Other Department Requirements**

- 1. Provide a copy of the local applications or plans for secondary and postsecondary eligible recipients, which meet the requirements in Section 134(b) of the Act.**

The Secondary Local Five-Year Plan is located at Appendix G  
The Postsecondary Local Five-Year Plan is located at Appendix H  
The Secondary Annual Application is located at Appendix I  
The Postsecondary Annual Application is located at Appendix J

- 2. Describe the State's governance structure for career and technical education.**

The Idaho State Board of Education is designated as the State Board for Professional- Technical Education. The State Board appoints an administrator for professional-technical education and delegates authority to the State Division of Professional-Technical Education for coordinating all professional-technical education in the State. The State Board for Professional-Technical Education does not delegate any of its responsibilities to any other state agency.

The Division of Professional-Technical Education provides leadership, advocacy and technical assistance for professional-technical education in Idaho. The Division provides focus for the professional-technical education system by targeting resources, organizing and applying industry input, providing technical assistance to program areas, managing programs and providing leadership for professional-technical student organizations.

- 3. Describe the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.**

Each of the six technical colleges have entered into a Memorandum of Understanding for the Idaho One Stop System which establishes the framework for operation of the system. The memorandums include the following:

- Administration
- System integration
- Cost sharing
- Confidentiality
- Grants management
- Compliance
- Hold harmless
- Center management
- Delivery of core and intensive services
- Eligibility
- Staff management

### III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

#### A. Statutory Requirements

1. **Describe the eligible agency's strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of special populations –**

**(a) Will be provided with equal access to activities assisted under the Act.**

The Division of Professional-Technical Education will fulfill the equal access requirements for special populations through the development of state and local plans that are responsive to the special needs of those students. Eligible recipients for Perkins IV funding will be required to describe specific strategies that will be used to identify and eliminate barriers that prevent special populations from entering and succeeding in professional-technical education programs.

**(b) Will not be discriminated against on the basis of their status as members of special populations; and**

Members of special populations will be placed into professional-technical education programs in accordance with their individual needs and not on the basis of their status as members of special populations. The local five-year plan requires eligible recipients to describe specific strategies that will be used to prevent discrimination against individuals based on their status as member of special populations.

The Division of Professional-Technical Education will provide technical assistance to eligible recipients to enable them to identify and overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age. Assistance will also be provided to avoid tracking students who are members of special populations into specific professional-technical education programs.

The Division will conduct Office of Civil Rights (OCR) reviews and 10-year evaluations which will include an evaluation of services to students who are members of special populations.

- (c) **Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how the eligible agency will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations.**

**[Sec. 122(c)(9)(A)-(C)]**

The Local Five-Year Plans will require eligible recipients to describe their strategies to assist members of special populations to meet or exceed state performance measures. The Division of Professional-Technical Education will assess professional-technical education programs, including an assessment of how the needs of special populations are being met. The assessment will be based on the state and local accountability systems.

In the event that a specific special population group(s) does not meet one or more of the state and/or local adjusted levels of performance, the Division will help local eligible recipients identify and correct the deficiencies. Based on the results of the assessment, the Division may target leadership funds to develop/adapt program models that will assist members of special populations to meet the state and/or local adjusted levels of performance.

2. **Describe how the eligible agency will adequately address the needs of students in alternative education programs, if there are such programs. [Sec. 122(c)(14)]**

Idaho does not have separate alternative education programs. Alternative high schools are part of the public school system and are treated as a school district site.

3. **Describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]**

Eligible recipients will submit annual applications to operate projects that prepare for non-traditional fields. (See Appendix K, Projects That Prepare for Nontraditional Fields Annual Application)

4. **Describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]**

The Idaho Department of Correction has been identified as the eligible recipient for funds reserved under Section 122(c)(1). The Department of Correction will submit annual applications to serve individuals in State correctional institutions. (See Appendix L, State Institution Annual Application)

5. **Describe how the eligible agency will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act, as amended.**

Eligible recipients will be required to describe in the Annual Application how they will ensure equitable access to, and participation in Perkins funded activities for members of special populations. The Secondary Annual Application is located at Appendix I and the Postsecondary Annual Application is located at Appendix J.

#### **IV. ACCOUNTABILITY AND EVALUATION**

##### **A. Statutory Requirements**

1. **Describe the procedures the eligible agency will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency.**  
**[Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]**

The Division of Professional-Technical Education organized two accountability implementation teams for obtaining input into the Perkins IV measures; one secondary team and one postsecondary team. Over thirty individuals served on the accountability implementation teams. Many of them have previous experience with Perkins measures and school-based data systems. Others involved represented the Idaho Department of Education, administrators, instructors, state staff, and labor market information. Each of the two teams met twice independently with minutes recorded and distributed for review. Additional discussion with the State Division of Professional-Technical Education program managers and Technical College Leadership Council (TCLC) was held with specific attention to the technical measures and the definitions for high wage, high skill, and high demand occupations in Idaho. Additional input will be solicited for stakeholders through the normal channels of communications and with public hearings.

2. **Describe the procedures the eligible agency will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]**

Both the secondary and postsecondary accountability implementation teams reviewed the existing Final Agreed Upon Performance Levels (FAUPL). The primary changes were with the secondary FAUPL's where alignment is required with the No Child Left Behind (NCLB) tests for academic attainment and graduation rates. The secondary committee reviewed existing Annual Yearly Progress (AYP) processes and cut scores. The committee was unanimous in setting Perkins performance levels the same as the existing state performance levels used for NCLB. Additional input will be solicited for stakeholders through the normal channels of communications and with public hearings.

3. **Identify, on the forms in Part III of this guide, the valid and reliable measurement definitions and approaches that the eligible agency will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. Describe how the proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]**

The completed forms are included in Part C, Accountability Forms. Based on guidance from the Office of Adult and Vocational Education (OVAE) and the Next Steps Workgroup (NSWG), the definitions for the student populations were developed. Based on the monthly NSWG conference calls, the definitions for student populations are still being vigorously discussed nationally. Both the secondary and postsecondary accountability implementation teams will continue to review and edit the existing definitions for measures and data processes to ensure consistency in what is reported from school to school.

Representatives of the Idaho Department of Education and building administrators that work with NCLB process provided the secondary accountability team with input on current processes. We have met with staff of the State Board of Education and a representative of Data Recognition Corporation, the NCLB test vendor for Idaho. We have also met with a representative of the Bureau of Technology Services (BOTS). BOTS receives the NCLB data set from the test vendor, disaggregates the data, and prepares the reports required by NCLB.

The Idaho Department of Education has a system for attendance reporting, which includes dropouts and graduation reporting. A data element has been added for “PTE Concentrator” and it is hopeful we can use this for 4S1. Using these data sets for Perkins accountability will provide equivalent validity, reliability and comparability to the Idaho NCLB assessments.

There will be several challenges with these strategies. First, for academic attainment the Idaho Standards Achievement Test (ISAT) is given in the 10<sup>th</sup> grade. The vast majority of students who will become PTE concentrators do so in the junior or senior year. Secondly, the reporting of the PTE concentrators and matching them to the correct student in the NCLB data set may present a challenge as there currently is not a state unique student identifier. Despite these challenges, we feel that this strategy will provide a high level of consistency and comparability to other NCLB special populations.

4. **Describe how, in the course of developing core indicators of performance and additional indicators of performance, the eligible agency will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act’s accountability requirements. [Sec. 113(b)(2)(F)]**

It is the goal of the Division of Professional-Technical Education to utilize existing state processes and data sets. Although we are a separate agency from the Idaho Department of Education, we have a good working relationship and hope that in the process of developing measures, data collection and reporting processes that we take advantage of the processes already being used. Our accountability teams involved building administrators, special education administrators, teachers, and data management personnel. To the highest extent possible, it is our intent to use existing processes to provide non-duplication of effort and more consistent and reliable data. Additional input on alignment and/or duplication will be solicited from stakeholders through the normal communication channels and public hearings.

5. **On the forms provided in Part C of this guide, provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States’ performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]**

The Final Agreed Upon Performance Levels (FAUPL) for the first two years of the State Plan are listed below.

Secondary Level – 8 Indicators		2008-09	2009-10
1S1	Academic Attainment – Reading/Language	72.00	78.00
1S2	Academic Attainment – Mathematics	60.00	70.00
2S1	Technical Skill Attainment	65.00	66.50
3S1	Secondary School Completion	86.63	86.88
4S1	Student Graduation Rates	90.00	90.50
5S1	Secondary Placement	92.66	92.88
6S1	Nontraditional Participation	19.59	19.84
6S2	Nontraditional Completion	19.84	20.09
Postsecondary/Adult Level – 6 Indicators			
1P1	Technical Skill Attainment	70.00	71.50
2P1	Credential, Certificate, or Diploma	90.99	91.49
3P1	Student Retention or Transfer	54.80	55.05
4P1	Student Placement	94.49	94.74
5P1	Nontraditional Participation	13.03	13.28
5P2	Nontraditional Completion	13.11	13.36

Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State plan, and to reach agreement with the Department on “adjusted performance levels” for each of the core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.

- a. **Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students’ attainment of “challenging academic content standards” and “student academic achievement standards” that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State’s academic assessments (i.e. the State’s reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students’ attainment of these State standards.**

**Thus, two of a State’s core indicators must be career and technical education students’ proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State’s assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.**

It is our goal to use the same data set from the State Board of Education that is used for NCLB academic accountability. We have met with staff of the State Board of Education and a representative of Data Recognition Corporation, the NCLB test vendor for Idaho. We have also met with a representative of the Bureau of Technology Services (BOTS). BOTS receives the NCLB data set from the test vendor, disaggregates the data, and prepares the reports required by NCLB. The test vendor has added a data element for "PTE Concentrator". However, most of the students who become PTE concentrators do so in their junior or senior year while the NCLB exam is given in the 10<sup>th</sup> grade. The reporting of the PTE concentrators and matching them to the correct student in the NCLB data set may present a challenge as there currently is not a state unique student identifier.

**To measure attainment of these two core indicators, a State must develop and reach agreement with the Department on "adjusted performance levels," which constitute the State's performance targets for a program year. Permissible targets (i.e. "adjusted performance levels") for these two core indicators would be a State's "annual measurable objectives" (AMOs) from its State's ESEA accountability workbook. (To ensure that a State's schools are making "adequate yearly progress" (AYP) as required under section 1111(b)(2)(A) of the ESEA, section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the State's academic assessments each year.) Under the Perkins Act, a State may propose different performance levels (targets) for these two core indicators instead of its AMOs as discussed below.**

The Division of Professional-Technical Education and the secondary accountability team agree that a performance level lower than the state AMO would not be consistent with the expectation of the school as a whole. So, the consensus is to adopt the AYP cut scores approved by the Idaho Board of Education for NCLB purposes. To protect the privacy of individual students and to ensure that proficiency determinations are statistically valid and reliable, the State Department of Education allows for the following exceptions.

- No participation determinations are made for groups of less than 10 students. The participation rate of students in this group is included in district and state totals.
- No proficiency determinations are made for groups of less than 34 students. The proficiency level of students in this group is included in district and state totals.

These numbers were chosen following a statistical analysis by the Department of Education and have been approved for NCLB purposes. For the Perkins measures we will use the same exceptions for reporting purposes. No proficiency determinations will be made for groups of less than 34 students; the data will be included in the district and state totals. Being a rural state, this will be a common occurrence for the subpopulations. For some rural schools it may be that the entire population of a student population is less than 34; the same rule would apply in this case.

- b. Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level “student graduation rates (as described in section 1111 (b)(2)(C)(vi) of the [ESEA]).”**  
Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State’s schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide AMOs for graduation rates under section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year.

The Idaho Department of Education has a state system for attendance reporting, which includes graduation reporting. This report includes all those students who have received a regular high school diploma or certificate of completion during the school year. Idaho uses the formula for graduation rate from the National Center for Educational Statistics (NCES). Graduation rate (G) is defined by NCES as the proportion of students that begin in ninth grade and go on to complete twelfth grade with a diploma. Idaho includes students who complete high school under the IEP exception. A General Education Development (GED) certificate does not meet requirements that are comparable for receipt of a regular high school diploma.

In the data entry system for reporting graduates, a data element has been added for “PTE Concentrator”. Using this data set for Perkins accountability will provide equivalent validity, reliability and comparability to the Idaho NCLB graduation rate. A confounding factor in comparison of the data will be that most students do not achieve the “PTE Concentrator” status until their junior or senior year in high school.

**The Department strongly encourages your State to reach agreement on “adjusted performance levels” required under section 113 of the Perkins Act for the three core indicators discussed in (a) and (b) above that are the same as your State’s AMOs that your State adopted to ensure that your State’s schools are making AYP as required under section 1111(b)(2) of the ESEA. However, as noted above, your State may not have established AMOs for graduations rates under the ESEA, or your State may wish to propose performance levels for these core indicators that are different from your State’s AMOs. If so, your State must provide baseline data using your State’s most recent year’s achievement data or graduation rate under the ESEA, propose performance levels, and reach agreement with the Department on “adjusted performance levels.” (The Secretary is considering whether to issue regulations requiring a State to agree to “adjusted performance levels” under the Perkins Act that are the same as the State’s AMOs or targets for graduation rate under the ESEA. If the Secretary decides to regulate on this issue and adopts final rules, a State may be required to amend its State plan.)**

The Idaho State Board of Education has approved proficiency standards for reading, mathematics, and language through 2013. For Idaho, the graduation rate is measured using the number of students who graduate from a public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state’s academic standards) in the standard number of years. Idaho includes in the graduation rate the number of students with disabilities who are entitled to services up to the age of 21 where the Individual Education Plan warrants the additional time to meet graduation requirements.

The Board established the graduation rate standard of 90%. Schools will be considered as having achieved AYP if they meet or exceed the standard or if they have made improvement toward the standard. The state graduation rates for the last three years are: 2003-04, 81.24%; 2004-05, 84.11%; and 2005-06, 86.63%.

**6. Describe the eligible agency’s process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]**

Each eligible recipient shall identify, in the local plan submitted under section 134, levels of performance for each of the core indicators of performance for the first 2 program years covered by the local plan. The LEA/Institution can negotiate for adjusted levels of performance if they do not accept the state adjusted level.

Following the first two program years the state and locals will be able to analyze actual performance data for the measure. At this time, the state adjusted levels of performance will be reviewed and modified, if needed.

Following establishment of the state baseline, the local would be able to negotiate with the Division of Professional-Technical Education for an adjusted performance level. Recipients would be required to formally request a change in performance levels to IDPTE. This request would include a recommended level of performance based on valid and reliable data, as well as a rationale based on logical reasoning.

**7. Describe the objective criteria and methods the eligible agency will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]**

In the event of unanticipated circumstances, the recipient can apply for a one-year waiver of performance standards. This waiver, or “hold harmless” place holder may be extended depending on the nature of the unanticipated circumstances. The waiver will be considered by the State Division of Professional-Technical Education, the accountability implementation team, or similar oversight group.

The criteria would include:

- Recipient fell below the agreed upon performance level
- An unanticipated circumstance can be documented that would have impacted performance levels (natural disaster, epidemic, serious illness or death of a faculty member, etc.)
- Recipient has formally requested a change in performance levels to IDPTE. If more than a one-year waiver is necessary, the state would evaluate the need to renegotiate the agreed upon performance level.

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8. **Describe how the eligible agency will report data relating to students participating in career and technical education programs order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how the eligible agency will ensure that the data reported from local educational agencies and eligible institutions, and the data that is reported to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].**

A summary performance report on Perkins measures will be provided annually to each school and college. The report will detail the performance of the school as compared to the state FAUPL or the local negotiated level of performance. The technical skill attainment measure may be reported by program and school. In no case will any individual student information be reported with procedures used to protect the privacy of individual students

The timeline and format of the disaggregated PTE reports will be aligned to the greatest extent possible with the Annual Yearly Progress (AYP) reports published by the Idaho Department of Education. This will give a common look and feel to the reports and aid in the general understanding of the reports by the schools and general public.

Unduplicated student enrollment and student follow-up reports are due annually from state approved secondary PTE programs on February 15. Secondary Perkins reports are due the first week of June. Postsecondary enrollment reports are submitted at regular intervals throughout the year. The postsecondary Perkins reports are due by November 15 following the end of the academic year. Idaho Division of Professional-Technical Education staff review the data for completeness and accuracy. Institutions are contacted for additions and/or corrections as needed.

A detailed set of instructions for completing the forms has been developed. Instructions and technical assistance are provided to instructors and school administrators through regular communications from the program managers, participation in a beginning teacher workshop, and the Idaho PTE Summer Conference. The Division of Professional-Technical Education has a liaison attend the monthly superintendent meetings in each of the six (6) regions of the state. The PTE liaison provides a monthly report including information on data collection and reporting. The Deans of the six (6) public technical colleges meet monthly by conference call to discuss pertinent topics, including data collection and reporting. The Division of Professional-Technical Education also attends meetings of the postsecondary institutional research directors sponsored by the State Board of Education. The State Division will continue to review the Perkins data elements for reliability and validity as they are applied at the program, school, and state levels.

**9. Describe how the State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]**

Individual recipients and consortiums will be treated the same regarding the level of performance. Each member school district in a consortium will be required to submit data on the core indicators of performance and may negotiate separately on the level of performance. The performance measures for each member school of a consortium will be compared to the state FAUPL or the negotiated level. Any member school of a consortium that is required to submit an improvement plan will do so individually.

**10. Describe how the eligible agency will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how the eligible agency is coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]**

During the plan period review teams from the Idaho Division of Professional-Technical Education will conduct on-site reviews of activities and services provided with Carl D. Perkins Career and Technical Education Improvement Act of 06 (Perkins IV) funds as follows:

1. During the State Plan Period of FY2009 through FY2013, staff from the Division of Professional-Technical Education will conduct on-site reviews of all recipients of Perkins IV funds.
2. A desk audit will be conducted annually based on the Perkins accountability measures and other data submitted annually by PTE programs.
3. When an LEA/Institution has been identified for on-site review, a letter and copy of the Carl D. Perkins IV On-site Review Self Evaluation Questionnaire will be sent to the Superintendent/Dean approximately two weeks prior to the team visit. During the on-site review visit, team members will meet with the Superintendent/Dean and appropriate staff to determine if the LEA/Institution is meeting the goals and objectives identified in their Six-Year Plan and Annual Applications.
4. An exit interview will be conducted with the Superintendent/Dean if the review team identifies any significant findings, or if the Superintendent/Dean requests one.
5. A formal letter will be sent to the Superintendent/Dean following

the on-site review.

**B. Other Department Requirements**

**1. Except as noted above with respect the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:**

**(a) The student definitions that you will use for “investors” and “concentrators” for the secondary core indicators of performance:**

**(b) The student definition that you will use for “concentrators” for the postsecondary/adult core indicators of performance;**

**(c) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year; and**

The baseline data for 1S1, 2S1, and 4S1 has been set by the State Board of Education for the purpose of making Annual Yearly Progress (AYP) determinations. These state goals are posted at [www.boardofed.idaho.gov/saa/achievement.asp](http://www.boardofed.idaho.gov/saa/achievement.asp). The State of Idaho Consolidated State Application Accountability Workbook, which details the accountability requirements for NCLB, is posted at [www.ed.gov/admins/lead/account/stateplans03/idcsa.pdf](http://www.ed.gov/admins/lead/account/stateplans03/idcsa.pdf).

**Proposed performance levels as discussed above, except that, for the indicators for which your State must use your State’s standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State’s AMOs for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.**

These cells have been pre-populated for the Idaho forms

**2. You must identify the program areas for which the State has technical skill assessments, the estimated percentage of students who will be reported in the State’s calculation of CTE concentrators who took assessments and the State’s plan for increasing the coverage of programs and students reported in this indicator in future program years.**

The Idaho state policies regarding secondary and postsecondary PTE programs are posted at [www.pte.idaho.gov/](http://www.pte.idaho.gov/). Idaho does not currently have a statewide system of measuring technical skill attainment. The technical skill attainment measures used for Perkins 3 will not meet the Perkins 4 requirements.

At all levels, there is a growing expectation for students to demonstrate competence in what they have been taught. In 2008-2009, the Idaho Division of Professional-Technical Education (IDPTE) will implement a mandatory requirement for all state approved PTE programs to administer state approved technical assessment(s). This will provide students who are more adequately and consistently prepared for postsecondary education or workforce entry.

The Idaho Division of Professional-Technical Education (SDPTE) has surveyed state approved programs in secondary Professional-Technical Schools and Technical colleges on technical skill attainment measures currently utilized. The results of this survey are listed below. A survey of programs located in comprehensive high schools will be conducted this spring.

Career Cluster	No. of Secondary Programs with Assessment at this Level		No. of Postsecondary Programs with Assessment at this Level	
	Gold	Not Gold	Gold	Not Gold
Agriculture, Food and Natural Resources	0	6	1	10
Architecture and Construction	5	7	18	24
Arts, Audio-Visual Technology and Communications	1	6	0	10
Business, Management and Administration	1	0	2	35
Education and Training	1	2	0	8
Finance	2	0	0	0
Government and Public Administration	0	0	0	0
Health Science	13	15	27	14
Hospitality and Tourism	0	1	4	14
Human Services	0	1	5	20
Information Technology	25	4	5	20
Law, Public Safety, Corrections and Security	0	0	10	12
Manufacturing	5	6	6	25
Marketing, Sales and Service	0	7	0	4
Science, Technology, Engineering and Mathematics	2	6	1	14
Transportation, Distribution and Logistics	9	4	16	12
<b>TOTAL ALL CAREER CLUSTERS</b>	<b>64</b>	<b>65</b>	<b>92</b>	<b>203</b>

This inventory of technical assessments is the first step in the implementation of the mandatory requirement for all state approved PTE programs to administer state approved technical assessment(s). It is expected that 95% of each school programs concentrators will complete a technical skill assessment.

The State Division of Professional-Technical Education will collaborate with secondary and postsecondary representatives to discuss existing technical measures and strategies for statewide implementation. Initially, the strategy will involve identifying existing national validated, third-party exams that exist for the program areas. It is not anticipated that the State will pursue test development and validation at this time. One possible state developed technical assessment might be state secondary exams for postsecondary entry. Strategies must include programs for which specialized accreditation is available and those programs that do not have an accrediting organization.

It is our intent at this time that the administration of a state-approved technical skill assessment will be a component of the program approval process. State program managers will work with the programs and schools to encourage the implementation of this requirement. Following a brief transition period, programs will be reviewed according the state policy for program approval. This policy is available at [www.pte.idaho.gov/ppscord/Policies/Policies.htm#Secondary\\_Programs](http://www.pte.idaho.gov/ppscord/Policies/Policies.htm#Secondary_Programs)

### C. Procedural Suggestions and Planning Reminders

**Your State is responsible for identifying, using national, state, or regional data, the career and technical education programs that lead to non-traditional fields. See section 113(b)(2)(A)(vi) and section 113(b)(2)(B)(v).**

The existing lists of professional-technical programs that lead to non-traditional fields will be utilized until further guidance is provided on updating the list.

**Your State is responsible for identifying, using national, state, or regional data, the occupations or professions that it will classify as high-skill, high-wage, or high-demand. See section 113(b)(2)(B)(iv).**

The Division of Professional-Technical Education is working with the Idaho Department of Commerce and Labor (<http://lmi.idaho.gov/>) and Economic Modeling Specialists, Inc. (EMSI) (<http://www.economicmodeling.com>) in defining high wage, high skill, and high demand occupations. Additional input will be solicited from other stakeholders in finalizing the definitions. Once the definitions are finalized, EMSI will create a regional and statewide list of occupations that meet those definitions. The draft definitions are given below.

1. **High Wage** – The Idaho Department of Commerce and Labor report occupational employment and wages in quartiles. The statewide totals from their webpage <http://cl.idaho.gov/lmi/wage-survey/PAGE0001.HTM> is listed below

Occupation	Est. empl.	Mean wage	Entry wage	25th pct	Median wage	75th pct
<b>TOTAL ALL OCCUPATIONS</b>	574,270	15.80	7.73	8.83	12.74	19.68

The American Diploma Project 2002 listed “Well-Paid, Skilled Jobs” as those earning \$25,000-\$40,000 per year and “Highly Paid Professional Jobs” earning \$40,000 or more. The median wage for Idaho is \$12.74 which, based on a 2080 work hours per year, equals \$26,500 per year. So, for the definition of a high wage job we will use the median wage or higher for all occupations.

2. **High Skill** – One of the labor statistics that relates to this definition is “training requirement”, which generally refers to the level of education, training, or on-the-job experience required. Tentatively, we will suggest that occupations with a training requirement of Postsecondary Professional-Technical Certificate, Associate Degree or higher, and long-term on-the-job training.
3. **High Demand** – According to the Idaho Commerce and Labor, the average increase in demand for all occupations from 2004-2014 is projected to be 22.3%. Tentatively, we will suggest that high demand occupations in Idaho be defined as:
  - a. Any occupation that statewide employs over 1,000
  - b. Any occupation that has an increase in employment of 20% or higher for the years 2004-2014

## V. TECH PREP

In accordance with Section 202(a) of the act, the Division of Professional-Technical Education has consolidated all of the funds received under section 201 with funds received under Section 111 in order to carry out the activities described in the State Plan submitted under Section 122. Therefore, this section will not be completed.

**VI. FINANCIAL REQUIREMENTS**

**A. Statutory Requirements**

- 1. Describe how the eligible agency will allocate funds it receives through the allotment made under Section 111 of the Act, including any funds that are consolidated under Section 202(a) of the Act among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]**

Funds made available under Section 111 of the Act, including funds consolidated under Section 202(a) of the Act will be allocated to both secondary and postsecondary/adult professional-technical education programs. Of the funds available under Section 112(a)(1), \$420,000 will be reserved in accordance with Section 112(c). The remaining funds will be allocated 65% to the secondary education programs and 35% to postsecondary education programs.

**Rationale for Split**

The split between secondary and postsecondary professional-technical education programs was based on a three-year rolling average analysis (FY04-FY06) of the number of full-time equivalent (FTE) students served in the State. The three-year rolling average enrollment was 15,118.6 FTE at the secondary and postsecondary levels. Sixty-five percent (9,754.9 FTE) were served at the secondary level and thirty-five percent (5,363.7 FTE) were served at the postsecondary level.

- 2. Provide the specific dollar allocations made available by the eligible agency for career and technical education under Section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the state. [Sec. 131(g); Sec. 202(c)]**

<b>Section</b>	<b>Allocation</b>	<b>Distribution Criteria</b>
131(a)	\$3,700,956	Sections 131(a)(1)-(2) Idaho will not request a waiver for more equitable distribution
131(b)	N/A	Sections 131(a)(1)-(2) – Idaho will grant waivers on a case-by-case basis
131(c)	N/A	Idaho does not have limited jurisdiction agencies
131(d)	N/A	Idaho does not have area career and technical education schools or educational service agencies
131(e)	N/A	

**3. Describe the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State. [Section 122(c)(6)(A); Sec. 202(c)]**

<u>Section</u>	<u>Allocation</u>	<u>Distribution Criteria</u>
132(a)	\$1,992,822	Sections 132(a)(2)

**4. Describe how the eligible agency will allocate any of those funds among any consortia that will be formed among secondary schools, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]**

Secondary schools that do not qualify for the \$15,000 minimum will be encouraged to join a regional or local consortium with other secondary recipients in order to receive Perkins IV funds. Regional and local consortia serve as structures to provide services to all participating LEAs. Projects will include shared activities that are defined as: (1) an activity that is conducted at a central location with students from all member sites participating; or (2) an activity that is delivered at all sites by a roving facilitator; or (3) a like activity that is provided at all sites under centralized supervision and coordination.

**5. Describe how the eligible agency will allocate any of those funds among consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocations. [Section 122(c)(6)(B); sec. 202(c)]**

All postsecondary institutions in Idaho qualify for the \$50,000 minimum allocation under Section 132(c). Therefore, Idaho does not have any postsecondary consortia.

**6. Describe how the eligible agency will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]**

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

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

For purposes of Perkins IV funds, charter schools approved by the school district board of trustees are considered to be the same as all other schools within the school district. Charter schools operating approved professional-technical education programs that have been designated as LEAs by the Idaho Charter Schools Commission will qualify for separate allocations. Currently Idaho does not have any charter LEAs that operate approved professional-technical education programs.

The Shoshone-Bannock School is located on the Fort Hall Indian Reservation and is the only Bureau of Indian Affairs School in Idaho that is not part of the public school system. The Division of Professional-Technical Education will gather data from the Bureau of Indian Affairs, Department of the Interior for the Shoshone-Bannock School.

**7. Describe any proposed alternative allocation formula(s) requiring approval by the Secretary as described in Section 131(b) or 132(b) of the Act.**

The Division of Professional-Technical Education will allocate funds for secondary and postsecondary career and technical education in accordance with Sections 131(a) and 132(a) and will not seek approval of an alternative allocation formula(s).

**B. Other Department Requirements**

1. Pursuant to Sections 112(a)(1)- (a)(3), 112(b) and 112(c), the State Division of Professional-Technical Education will reserve funds and provide match as shown in PART B, Perkins IV Budget Table – Program Year 2.
2. **Provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.**

Idaho does not have any postsecondary consortia. The table below lists the secondary consortia that were approved in FY2008.

<u>Consortium</u>	<u>Allocation</u>
Long-Pin Consortium	34,313
St. Maries, Plummer/Worley and Kootenai Consortium	35,950
Idaho Falls/Firth/Ririe Consortium	163,066
Melba/McCall-Donnelly Consortium	20,397
Southeast Consortium	20,096
Malad/West Side Consortium	21,591
Local Consortium of Southern Idaho	78,145
Ponderosa Consortium	14,165
Central Idaho Lemhi Consortium	20,530
Camas Consortium	24,821
High Desert Consortium	67,880
Plymouth Rock Consortium	29,217
Power County Consortium	31,944
Kellogg/Wallace/Mullan Consortium	40,819
South Magic Valley Consortium	68,337
SW-COSSA Consortium	86,102
Clearwater Consortium	18,982

3. **Describe the secondary and postsecondary formulas used to allocate funds available under Section 112(a) of the Act, as required by Section 131(a) and 132(a) of the Act.**

**Secondary Formula**

Thirty percent of the funds reserved under Section 112(a)(1) for distribution to secondary education programs under Section 131(a) of the Act, will be allocated to local educational agencies based on the relative share of individuals aged 5-17, inclusive, who reside in the school district served by the local educational agency for the preceding year compared to all individuals aged 5-17, inclusive, who reside in the school districts served by all local educational agencies in the State for the preceding fiscal year.

Seventy percent of the funds reserved under Section 112(a)(1) for distribution to secondary education programs under Section 131(a) of the Act will be allocated to local educational agencies based on the relative share of individuals aged 5-17, inclusive, who reside in the school district served by the local educational agency and are from families below the poverty level for the preceding year compared to all individuals aged 5-17, inclusive, who reside in the school districts served by all local educational agencies in the State and are from families below the poverty level for the preceding fiscal year.

The Division of Professional-Technical Education will use the data provided to the Secretary by the Bureau of the Census for the purpose of determining eligibility under Title I of the Elementary and Secondary Education Act of 1965. (See Appendix M, FY2009 Perkins Estimate by Consortium)

### **Postsecondary Formula**

Funds reserved under Section 112(a) for distribution to postsecondary education programs under Section 132(a) will be allocated based on the relative number of individuals who are Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs who are enrolled in state funded occupational professional-technical programs in the preceding fiscal year compared to the total number of individuals who are Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs who are enrolled in state funded occupational professional-technical education programs in the State in the preceding fiscal year. (See Appendix N, Postsecondary Perkins Distribution FY2009)

**4. Describe the competitive basis or formula to be used to award reserve funds under Section 112(c) of the Act.**

Funds reserved under Section 112(c) of the Act will be distributed equally to Idaho's six technical colleges to support Advanced Learning Partnerships in each region of the State. The Advanced Learning Partnerships will also receive funds from eligible recipients and eligible institutions in accordance with Section 135(c)(19)(C) of the Act.

**5. Describe the procedures used to rank and determine eligible recipients seeking funding under Section 112(c) of the Act.**

Funds reserved under Section 112(c) of the Act will be distributed equally to the six technical colleges based on the formula criteria described above. The technical colleges will submit an annual application each year to apply for funds reserved under Section 112(c) of the Act. (See Appendix O, Advanced Learning Partnership Annual Application)

6. **Describe the procedures used to determine eligible recipients in rural and sparsely populated areas under Section 131(c)(2) or 132(a)(4) of the Act.**

The U.S. Census Bureau defines urban and rural areas as:

**Urban** - All territory, population and housing units in urban areas, which include urbanized areas and urban clusters. An urban area generally consists of a large central place and adjacent densely settled census blocks that together have a total population **of at least 2,500** for urban clusters, or at least 50,000 for urbanized areas. Urban classification cuts across other hierarchies and can be in metropolitan or non-metropolitan areas.

**Rural** - Territory, population and housing units not classified as urban. Rural classification cuts across other hierarchies and can be in metropolitan or non-metropolitan areas.

Approximately 76% (105 out of 138) of Idaho's communities have populations of less than 2,500 which meet the Census Bureau's definition of rural. Idaho's postsecondary delivery system consists of six technical colleges located in the six regions of the state. Each region includes both urban and rural areas.

The Division of Professional-Technical Education will waive the \$15,000 minimum if a secondary school in a rural sparsely populated area, or a charter LEA operating approved professional-technical education programs, is unable to enter a local or regional consortium. The waiver criteria are as follows:

1. A district fails to meet agreed upon performance levels and/or implement a local improvement plan that requires the LEA to redirect resources to meet performance measures.
2. Limited quality of offered services or programs due to distance between LEAs.
3. Project/program being considered by the consortium does not meet the needs of the LEA.

## **C. Financial Certifications**

- 1. Provision of Services – Restriction Prior to Seventh Grade**  
The Division of Professional-Technical Education and eligible recipients will not use funds under the Act to provide professional-technical education programs and services to students prior to the seventh grade, except that equipment and facilities purchased with funds under the Act may be used by such students. [Sec. 315]
- 2. Maintenance of Effort**  
The Division of Professional-Technical Education will meet the maintenance of effort requirements on either a per student or aggregate expenditure basis. [Sec. 311(b)(1)(A)]
- 3. Specific Career Path or Major - Prohibition**  
The Division of Professional-Technical Education and eligible recipients will not use funds under the Act to require any secondary student to choose or pursue a specific career path or major. [Sec. 314(1)]
- 4. Mandatory Participation in Professional-Technical Education Programs**  
The Division of Professional-Technical Education and eligible recipients will not use funds made available under the Act to mandate that any individual participate in a professional-technical education program, including a professional-technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. [Sec. 314(2)]
- 5. Use of Funds**  
The Division of Professional-Technical Education and eligible recipients will use funds made available under the Act in accordance with the Act. [Sec. 6]
- 7. Supplement, Not Supplant Non-Federal Funds**  
The Division of Professional-Technical Education and eligible recipients will use funds made available under the Act to supplement, not supplant, non-federal funds expended to carry out professional-technical education activities. [Sec. 311(a)]
- 8. Incentives or Inducements to Relocate Out-of-State Businesses**  
The Division of Professional-Technical Education and eligible recipients will not use any funds made available under the Act for the purpose of directly providing incentives or inducements to an employer to relocate a business from one state to another state if such relocation will result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements. [Sec. 322]

**VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES**

This plan was approved by the Idaho State Board for Professional-Technical Education during the February 2008 Board meeting.

In accordance with **34CFR 76.104** of the Education Department General Administrative Regulations (EDGAR), the Idaho State Division of Vocational Education assures that:

**A. Requirements**

1. The State Division is eligible to submit the State Plan for Professional-Technical Education. [34 CFR 76.104(a)(1)]
2. The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]
3. The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
4. All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]
5. The state officer, Dr. Mike Rush, State Administrator, has authority under State law to receive, hold, and disburse Federal funds made under the plan. [34 CFR 76.104(a)(5)]
6. The designated state officer, Dr. Mike Rush, State Administrator, has authority to submit the plan. [34 CFR 76.104(a)(6)]
7. The State Board for Professional-Technical Education has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]
8. The Plan is the basis for State operation and administration of the program. [34 CFR 76.104(8)]

**IDAHO STATE BOARD FOR PROFESSIONAL-TECHNICAL EDUCATION**

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President, Milford Terrell  
State Board of Education

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Date

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Mike Rush, State Administrator  
State Division of Professional-Technical Education

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Date

**B. Other Assurances**

- 1. The Eligible Agency must submit a copy of the State Plan to the State office responsible for the Intergovernmental Review Process if the State implements the review process under Executive Order 12372 . [Sec. 34 CFR Part 79]**

Idaho does not have a single point of contact pursuant to Executive Order 12372. The plan has been submitted to the Legislative Services Office and the Director of the Division of Financial Management.

- 2. Certifications Regarding Lobbying; Debarment; Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements**

The signed Certifications Regarding Lobbying; Debarment; Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements are included in Appendix P, Certifications and Assurances.

- 3. Assurance for Non-Construction Programs Form**

The signed Assurance for Non-Construction Programs form is included in Appendix P, Certifications and Assurances.

- 4. Requirements of the Act and Provisions of the State Plan**

The Division of Professional-Technical Education will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]

- 5. Equipment Acquisition**

The Division of Professional-Technical Education will not expend any funds under the Act to acquire equipment (including software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring agency or the employees of the acquiring agency, or any affiliate of such an organization. [Sec. 122(c)12]

**6. Waiver of Minimum Allocation**

The Division of Professional-Technical Education will waive the minimum allocation required under section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school professional-technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Sec. 131(c)(2)]

**7. Non-Federal Match**

The Division of Professional-Technical Education will provide, from non-federal sources for costs incurred for administration of programs under the Act, an amount that is not less than the amount provided by the eligible agency from non-federal sources for such costs for the preceding fiscal year.

**8. Professional-Development – Nonprofit Private Schools**

The Division of Professional-Technical Education and eligible recipients that use funds under the Act for in-service and pre-service professional-technical education professional development programs for professional-technical education teachers, administrators, and other personnel will, to the extent practicable, upon written request, permit the participation in such programs of professional-technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering professional-technical education programs located in the geographical area served by the eligible agency or eligible recipient. [Sec. 317(a)]

**9. Participation of Private Nonprofit Private School Secondary Students**

Except as prohibited by state or local law, the eligible recipient may, upon written request, use funds under the Act to provide for the meaningful participation, in professional-technical education programs and activities receiving funds under the Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]

**10. Nonprofit Private School Consultation**

The eligible recipients that receive an allotment under the Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in professional-technical education programs and activities receiving funding under the Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

**11. Student Financial Aid**

The portion of any student financial assistance received under the Act that is made available for attendance costs will not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds. [Sec. 324(a)]

**12. Individualized Education Program**

Eligible recipients may use funds made available under the Act to pay for professional-technical education services required in an individualized education program developed pursuant to section 614(d) of the Individuals with Disabilities Education Act and services necessary to the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to professional-technical education. [Sec. 324(b)]

**IDAHO STATE DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION**

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Mike Rush, State Administrator  
State Division of Professional-Technical Education

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Date  
3/5/2008

## PART B: BUDGET FORMS

### PERKINS IV BUDGET TABLE – PROGRAM YEAR 2 (For Federal Funds to Become Available Beginning on July 1, 2008)

#### I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A.	Total Title I Allocation to State	\$6,568,703
B.	Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ 623,977
C.	Total Amount of Combined Title I and Title II Funds to be Distributed Under Section 112 ( <i>Line A + Line B</i> )	\$7,192,680
D.	Local Formula Distribution ( <i>Not Less Than 85% of Line C</i> ) ( <i>Line C x 85%</i> )	\$6,113,778
1.	Reserve (Not More Than 10% of Line D)	\$ 420,000
a.	Secondary Programs (of Line D)	\$
b.	Postsecondary Programs (100% of Line D)	\$ 420,000
2.	Available for Formula Distributions (Line D minus Line D.1)	\$5,693,778
a.	Secondary Programs ( 65% of Line D.2)	\$3,700,956
b.	Postsecondary Programs (35% of Line D.2)	\$1,992,822
E.	State Leadership (Not More Than 10%) ( <i>Line C x 10%</i> )	\$ 719,268
1.	Nontraditional Training and Employment (\$60,000)	
2.	Corrections or Institutions (\$ 74,792)	
F.	State Administration (not more than 5%) ( <i>Line C x 5%</i> )	\$ 359,634
G.	State Match ( <i>from non-federal funds</i> )	\$ 359,634

## PART C: ACCOUNTABILITY FORMS

### Student Definitions

#### A. Secondary Level

**PTE Participant –**

Any secondary student who has earned one (1) or more credits in any professional-technical state-approved program.

**PTE Concentrator –**

Any secondary student who is a: (1) A junior or senior student who has completed three state approved PTE courses in a program sequence and is enrolled in a capstone course; (2) A junior or senior student who is enrolled in a professional-technical school and is enrolled in a capstone course; or (3) a junior or senior student who has completed all of the PTE courses in a program sequence if less than three.

#### B. Postsecondary/Adult Level

**PTE Participant –**

A postsecondary matriculated student that has earned one (1) or more credits in any state approved professional-technical program. (A matriculated student is defined as a student enrolled in courses at a college who has applied for admission and has been accepted in a PTE certificate or degree program.)

**PTE Concentrator –**

A postsecondary matriculated student who: (1) has completed the technical credit requirement (at least 12 technical credits) within a single program area (or within program requirements); or (2) has completed a program sequence with less than 12 technical credits that terminates in an industry recognized credential, certificate, or degree.

**II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)**

**A. SECONDARY LEVEL**

<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>	<b>Column 5</b>	<b>Column 6</b>
<b>Indicator &amp; Citation</b>	<b>Measurement Definition</b>	<b>Measurement Approach</b>	<b>Baseline (Indicate Year)</b>	<b>Year One 7/1/07-6/30/08</b>	<b>Year Two 7/1/08-6/30/09</b>
<b>1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)</b>	<b>Numerator:</b> The number of PTE concentrators who are seniors and scored proficient or above on the ISAT 10 in Reading, or achieved proficiency through a state approved alternative route to graduation.  <b>Denominator:</b> The number of PTE concentrators who are seniors.	<b>State and Local Administrative Records</b>	<b>B: 2007-08</b>	<b>L: 72%</b> <b>A:</b>	<b>L: 78%</b> <b>A:</b>
<b>1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)</b>	<b>Numerator:</b> The number of PTE concentrators who are seniors and scored proficient or above on the ISAT 10 in Mathematics or achieved proficiency through a state approved alternative route to graduation.  <b>Denominator:</b> The number of PTE concentrators who are seniors.	<b>State and Local Administrative Records</b>	<b>B: 2007-08</b>	<b>L: 60%</b> <b>A:</b>	<b>L: 70%</b> <b>A:</b>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<b>2S1 Technical Skill Attainment 113(b)(2)(A)(ii)</b>	<p><b>Numerator:</b> The number of PTE concentrators who passed a state approved technical skill assessment during the reporting year.</p> <p><b>Denominator:</b> The number of PTE concentrators who took a state approved technical skill assessment during the reporting year.</p>	<b>State and Local Administrative Records</b>	B: 2008-09	L: 65.00  A:	L: 66.50  A:
<b>3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)</b>	<p><b>Numerator:</b> The number of PTE concentrators who earned a high school diploma during the reporting year.</p> <p><b>Denominator:</b> The number of PTE concentrators who left secondary education during the reporting year.</p>	<b>Local Administrative Records</b>	B: 2006-07	L: 86.63  A:	L: 86.88  A:
<b>4S1 Student Graduation Rates 113(b)(2)(A)(iv)</b>	<p><b>Numerator:</b> The number of PTE concentrators who earned a high school diploma during the reporting year.</p> <p><b>Denominator:</b> The number of PTE concentrators who are included in the AYP determination for graduation rate during the reporting year.</p>	<b>State and Local Administrative Records</b>	B: 2007-08	L: 90.00  A:	L: 90.49  A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<b>5S1 Secondary Placement 113(b)(2)(A)(v)</b>	<p><b>Numerator:</b> The number of PTE concentrators who achieved a positive placement or transition in the second quarter after leaving high school.</p> <p><b>Denominator:</b> The number of PTE concentrators who left high school in the reporting year.</p>	<b>Local Administrative Records</b>	B: 2006-07	L: 92.66  A:	L: 92.88  A:
<b>6S1 Nontraditional Participation 113(b)(2)(A)(vi)</b>	<p><b>Numerator:</b> The number of PTE participants who enroll in a state approved PTE program that is nontraditional to their gender.</p> <p><b>Denominator:</b> The number of PTE program participants in programs designated as non-traditional.</p>	<b>State and Local Administrative Records</b>	B: 2006-07	L: 19.59  A:	L: 19.84  A:
<b>6S2 Nontraditional Completion 113(b)(2)(A)(vi)</b>	<p><b>Numerator:</b> The number of students who are PTE concentrators in programs nontraditional to their gender.</p> <p><b>Denominator:</b> The number of PTE concentrators in programs designated as non-traditional.</p>	<b>State and Local Administrative Records</b>	B: 2006-07	L: 19.84  A:	L: 20.09  A:

III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<b>1P1 Technical Skill Attainment 113(b)(2)(B)(i)</b>	<p><b>Numerator:</b> The number of PTE concentrators who passed a state approved technical skill assessment during the reporting year.</p> <p><b>Denominator:</b> The number of PTE concentrators who took a state approved technical skill assessment during the reporting year.</p>	<b>State and Local Administrative Records</b>	B: 2008-09	L: 70.00  A:	L: 71.50  A:
<b>2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)</b>	<p><b>Numerator:</b> The number of PTE concentrators who earned an industry-based credential, a certificate, or a degree during the reporting year.</p> <p><b>Denominator:</b> The number of PTE concentrators who left postsecondary education during the reporting year.</p>	<b>Local Administrative Records</b>	B: 2006-07	L: 90.99  A:	L: 91.49  A:

<p><b>3P1 Student Retention or Transfer 113(b)(2)(B)(iii)</b></p>	<p><b>Numerator:</b> The number of PTE concentrators who (1) remained enrolled in their original institution, or (2) transferred to another 2- or 4-year postsecondary institution, <u>and</u> who were enrolled in the fall of the previous year.</p> <p><b>Denominator:</b> The number of PTE concentrators who were enrolled in the <u>previous</u> fall semester and did not earn a recognized industry recognized credential, a certificate, or a degree.</p>	<p><b>State and Local Administrative Records</b></p>	<p><b>B: 2008-09</b></p>	<p><b>L: 54.80</b></p> <p><b>A:</b></p>	<p><b>L: 55.05</b></p> <p><b>A:</b></p>
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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<b>4P1 Student Placement 113(b)(2)(B)(iv)</b>	<p><b>Numerator:</b> The number of PTE concentrators who achieved a positive placement or transition in the second quarter after leaving postsecondary education.</p> <p><b>Denominator:</b> The number of PTE concentrators who left postsecondary education during the reporting year.</p>	<b>State and Local Administrative Records</b>	B: 2006-07	L: 94.49 A:	L: 94.74 A:
<b>5P1 Nontraditional Participation 113(b)(2)(B)(v)</b>	<p><b>Numerator:</b> The number of PTE participants who enroll in a state approved PTE program that is nontraditional to their gender.</p> <p><b>Denominator:</b> The number of PTE program participants in programs designated as non-traditional.</p>	<b>Local Administrative Records</b>	B: 2006-07	L: 13.03 A:	L: 13.28 A:
<b>5P2 Nontraditional Completion 113(b)(2)(B)(v)</b>	<p><b>Numerator:</b> Total number of PTE student students who are PTE concentrators in programs nontraditional to their gender.</p> <p><b>Denominator:</b> The number of PTE concentrators in programs designated as non-traditional.</p>	<b>Local Administrative Records</b>	B: 2006-07	L: 13.11 A:	L: 13.36 A:

## Appendices

### Idaho Professional-Technical Education 10N Application for New Programs of Study

A cover sheet has been provided which must be stapled to each request proposal. One copy of each request for a new program of study is to be submitted to the State Division of Professional-Technical Education (see address shown on cover sheet). A complete application for a new program of study will include the following:

- Cover Sheet
- Narrative for Essential Program of Study Components
- Operational Budget Sheet and Narrative
- Teacher Certification Forms
- Reference Text Listing
- Suggested Instructional Materials or Textbooks List

Do not wait until an instructor is hired to prepare the program of study or select an advisory committee. Use existing state guides to develop the course curricula and utilize the advisory committee to develop equipment lists and to provide the necessary input to curriculum and other aspects of the program of study. State Division Program/Cluster Managers are available to provide technical assistance.

**Preparing the Narrative for Essential Program of Study Components:**

Respond to each of the items described on the Essential Program of Study Components page. State the heading and number each as they are presented on the document.

**Preparing the Operational Budget and Narrative:**

The budget should reflect the total cost of operation for the program of study.

- Provide a complete operational budget for the program of study based on teacher full-time equivalent (FTE).
- Include a budget narrative that follows the state guidelines.
- List start-up costs and one-time equipment costs as separate items.
- Attach a separate list of tools and equipment that will be purchased.
- Include a list of existing tools and equipment. Show as a part of the LEA contribution.

**Essential Program of Study Components Narrative Criteria**

All new programs of study must have the following components:

- Sequence of courses organized using Career Clusters
- Recommended academic courses
- Alignment with Idaho Content Standards
- Realistic work experience provided through laboratory and/or industry-related activities
- Advisory Committee
- Leadership development that is integral to the program and is generally provided through professional- technical student organizations
- Postsecondary Articulation
- Certified Instructor(s)
- Safety Instruction as appropriate to the program of study

Please address the following areas:

**1. Program of Study Need**

Describe community, industry, or other conditions which demonstrate that a particular program of study is needed. Include regional/local labor market data demonstrating placement for graduates in high demand, high skill or high wage occupations. If the occupation is high demand but low wage, speak to the opportunity of career ladders. List the major program goals.

**2. Program of Study Description**

Describe the program of study, listing the sequence of courses. Describe how the sequence of courses is aligned with Career Clusters. Discuss the timeline for implementing the sequence of courses. If the program of study includes work-based learning, please describe. Include information about how the curriculum will be integrated or coordinated with academic curriculum and other professional-technical curricula in the high school.

**3. Industry or Cluster Advisory Committee**

Provide a list of advisory committee members, what business/cluster they represent, and their job responsibilities. Please include minutes from the most recent advisory committee meeting. For additional information please refer to the Advisory Handbook on [www.pte.idaho.gov](http://www.pte.idaho.gov).

**4. Leadership Development**

Describe the planned leadership development activities that are integral to the program. Discuss how these activities will support academic and technical knowledge and skills. Leadership development is generally provided through professional-technical student organizations.

**5. Postsecondary Articulation**

Describe the outcomes of the program of study including opportunities students will have to articulate to postsecondary education or gain recognized industry certifications.

**6. Teacher FTE and Enrollment**

Describe the basic program of study operation in terms of teacher FTE (see instruction sheet for calculating FTE), contact hours, daily schedule, program of study length and projected enrollment numbers.

**7. Facilities**

Describe the facilities for housing the program of study and plans for building or remodeling them. Be certain to describe the accessibility of the facilities for handicapped students.

# **APPENDIX E**

## **Notification of Intent to Initiate A New and/or Expanded Technical Program**



**Program Description** *(be brief)*

**Succinct Statement of Need for Program or Program Modification.** Include student need, demand and employment potential. *(Use additional sheets if necessary)*

**Similar Programs:** *(In-state; regional)*

**Faculty/Staff/Space Needs/Capital Outlay:** *(Use additional sheets if necessary)*

**Estimated Fiscal Impact**

**A. Source of Funds**

	FY _____		FY _____		FY _____	
	Recurring <sup>1</sup>	Non-Recurring <sup>2</sup>	Recurring	Non-Recurring	Recurring	Non-Recurring
1. Appropriated-reallocation						
2. Appropriated-new						
3. Federal						
4. Other funding source: _____						
5. Totals						

**PLEASE NOTE:** *In order to speed up the approval process for adding certificates, degrees and/or options to an existing program, a copy of Form B from the Program Change Request should be included with this Notice of Intent. All proposed curriculum for the new component(s) should be listed on that Form B.*

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<sup>1</sup> Recurring funds are part of the ongoing operating budget for the program, and therefore become part of the base. Total expenditures should be shown for each of the three years. Therefore, the amounts shown in the recurring funds column for the second and third years cannot be less than the year before.

<sup>2</sup> Non-recurring funds are one-time monies and do not become part of the base.

# **APPENDIX F**

## **Professional-Technical Education/Academic Courses**

## **Professional-Technical Education/Academic Courses**

The following courses have been developed by the Division of Professional-Technical Education and approved as having fulfilled the academic requirements for Economics, Health/Wellness and Science.

### **Economics:**

- Agricultural Business and Economics
- Economics & the World of Finance
- Personal and Family Finance/Economics
- Marketing Economics

### **Health/Wellness:**

- Orientation to Health Professions
- Fundamentals for Health Professions
- Family Health and Wellness

### **Science:**

- Botany
- Ecology
- Zoology
- Food Science
- Aquaculture Science
- Equine Science
- Agricultural Biotechnology
- Environmental Science
- Applied Physics I & II
- Anatomy and Physiology for Health Professions

# **APPENDIX G**

## **Secondary Local Five-Year Plan**

**Perkins Title I  
Secondary  
Local Five-Year Plan  
Carl D. Perkins Career and Technical  
Education Act of 2006 (Perkins IV)**

**P.L. 109-270  
Fiscal Years 2009-2013**

Idaho State Division of Professional-Technical Education  
650 West State Street, P.O. Box 83720  
Boise, Idaho 83720-0095

**SECONDARY SIGNATURE PAGE**  
**Local Five-Year Plan**

---

School District/Consortium Name

---

Signature of Authorized District Official/Consortium Administrator Date

---

Contact Person for the District Title

Address: \_\_\_\_\_ Telephone \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NOTE: Consortium Signature Page is located on page 3

**CONSORTIUM  
SIGNATURE PAGE  
Local Five-Year Plan**

**Consortium Members:**

School District Name	Authorized Official	Date
School District Name	Authorized Official	Date
School District Name	Authorized Official	Date
School District Name	Authorized Official	Date
School District Name	Authorized Official	Date
School District Name	Authorized Official	Date
School District Name	Authorized Official	Date
School District Name	Authorized Official	Date
School District Name	Authorized Official	Date
School District Name	Authorized Official	Date
School District Name	Authorized Official	Date

## Perkins IV Title I Local Secondary Five-Year Plan

Perkins IV requires each eligible recipient to prepare a local plan for career and technical education programs (Sec. 134; Local Plan for Career and Technical Education Programs, and Sec.135; Local Uses of Funds).

The plan covers the five-year period of FY2009- FY2013. Local five-year plans may be modified at any time during the five-year period if determined necessary at the local level. The following chart illustrates the sequence of activities for Perkins IV:

<b>FY2009</b>	<b>FY2010</b>	<b>FY2011</b>	<b>FY2012</b>	<b>FY2013</b>
Local Five-Year Plan	Local Plan Modification	Local Plan Modification	Local Plan Modification	Local Plan Modification
Negotiate Local Performance Levels for FY09	Negotiate Local Performance Levels for FY10-FY11		Negotiate Local Performance Levels for FY12-FY13	
FY09 Annual Applications	FY10 Annual Applications	FY11 Annual Applications	FY12 Annual Applications	FY13 Annual Applications
Collect and Submit Performance Data for 3 Secondary Academic Measures	Collect and Submit FY2009 Performance Data for Perkins IV Measures	Collect and Submit FY2010 Performance Data for Perkins IV Measures	Collect and Submit FY2011 Performance Data for Perkins IV Measures	Collect and Submit FY2012 Performance Data for Perkins IV Measures
	Submit Program Improvement Plan if Necessary			

The format of the five-year plan has been developed to standardize and simplify these requirements. The format provides space for you to enter comments, additional categories, or narratives needed to further describe or explain your local programs. Please provide a narrative to help explain your program to plan reviewers. Additional information may be requested to clarify the plan before final approval.

Consortium five-year plans must describe how the funds will be used for activities that are mutually beneficial to all members of the consortium. Mutually beneficial is defined as: regional and local consortia will serve as structures to provide services to all participating LEAs. Projects will include shared activities that are defined as: (1) an activity that is conducted at a central location with students from all member sites participating; or (2) an activity that is delivered at all sites by a roving facilitator; or (3) a like activity that is provided at all sites under centralized supervision and coordination.

## Local Uses of Funds, Sec. 135:

Each eligible recipient that receives Perkins IV funds shall use such funds to improve professional-technical education programs.

### 1. Administration

Each eligible recipient receiving funds under the Perkins Act may use 5% for direct costs associated with the administration of the Perkins IV grant. **Indirect costs are not allowable.**

### 2. Required uses of local funds:

- a. strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses;
- b. link career and technical education at the secondary level and career and technical education at the postsecondary level, including offering the relevant elements of not less than 1 career and technical program of study;
- c. provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
- d. develop, improve, or expand the use of technology in career and technical education, which may include—(1) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning; (2) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or (3) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
- e. provide professional development programs to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs;
- f. develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
- g. initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
- h. provide services and activities that are of sufficient size, scope, and quality to be effective;
- i. provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

**3. Permissible use of local funds:**

- a. to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs, including establishing effective programs and procedures to enable informed and effective participation in such programs;
- b. to provide career guidance and academic counseling for students participating in career and technical education programs;
- c. for local education and business (including small business) partnerships, including for—(1) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs; (2) adjunct faculty arrangements for qualified industry professionals; and (3) industry experience for teachers and faculty;
- d. to provide programs for special populations;
- e. to assist career and technical student organizations;
- f. for mentoring and support services;
- g. for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
- h. for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;
- i. to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;
- j. to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including—(1) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions; (2) postsecondary dual and concurrent enrollment programs; (3) academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and (4) other initiatives--to encourage the pursuit of a baccalaureate degree; and to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;
- k. to provide activities to support entrepreneurship education and training;
- l. for improving or developing new career and technical education courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities;
- m. to develop and support small, personalized career-themed learning communities;
- n. to provide support for family and consumer sciences programs;
- o. to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;

- p. to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under Sec. 121 of Public Law 105-220 (Workforce Investment Act);
- q. to support training and activities (such as mentoring and outreach) in non-traditional fields;
- r. to provide support for training programs in automotive technologies;
- s. to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include—(1) improving preparation and professional development of career and technical education teachers, faculty, administrators, and counselors; (2) establishing, enhancing, or supporting systems for—(a) accountability data collection under this Act; or (b) reporting data under this Act; (3) implementing career and technical programs of study or (4) implementing technical assessments to support other career and technical education activities that are consistent with the purpose of this Act
- t. to support other career and technical education activities that are consistent with Perkins IV.

**Programs of Study**

**Appropriate Courses of Professional-Technical Education Programs of Study**  
**[Sec. 134(b)(3)(A)] [Sec. 135(b)(1)(A-B)] [Sec. 135(b)(2)]**

Complete the chart below for each approved professional-technical education program of study in your district. Add additional charts as needed. Use a separate page for each member of the consortium.

**Approved Program Area:**

- |   |   |
|---|---|
| <input type="checkbox"/> Agriculture and Natural Resources      | <input type="checkbox"/> Health Professions                   |
| <input type="checkbox"/> Business Technology Education          | <input type="checkbox"/> Individualized Occupational Training |
| <input type="checkbox"/> Engineering and Industrial Systems     | <input type="checkbox"/> Marketing Education                  |
| <input type="checkbox"/> Family and Consumer Sciences Education | <input type="checkbox"/> Technology Education                 |

**Essential Components:** Check all that apply to this program area.

- |   |   |
|---|---|
| <input type="checkbox"/> Sequence of Courses    | <input type="checkbox"/> Certified Instructor(s)    |
| <input type="checkbox"/> Advisory Committee     | <input type="checkbox"/> Safety Instruction         |
| <input type="checkbox"/> Leadership Development | <input type="checkbox"/> Postsecondary Articulation |

**Postsecondary Linkages:** List all postsecondary institutions that you have current articulation agreements with for this program.


**Approved Program Area:**

- |   |   |
|---|---|
| <input type="checkbox"/> Agriculture and Natural Resources      | <input type="checkbox"/> Health Professions                   |
| <input type="checkbox"/> Business Technology Education          | <input type="checkbox"/> Individualized Occupational Training |
| <input type="checkbox"/> Engineering and Industrial Systems     | <input type="checkbox"/> Marketing Education                  |
| <input type="checkbox"/> Family and Consumer Sciences Education | <input type="checkbox"/> Technology Education                 |

**Essential Components:** Check all that apply to this program area.

- |   |   |
|---|---|
| <input type="checkbox"/> Sequence of Courses    | <input type="checkbox"/> Certified Instructor(s)    |
| <input type="checkbox"/> Advisory Committee     | <input type="checkbox"/> Safety Instruction         |
| <input type="checkbox"/> Leadership-Development | <input type="checkbox"/> Postsecondary Articulation |

**Postsecondary Linkages:** List all postsecondary institutions that you have current articulation agreements with for this program.


**Approved Program Area:**

- |   |   |
|---|---|
| <input type="checkbox"/> Agriculture and Natural Resources      | <input type="checkbox"/> Health Professions                   |
| <input type="checkbox"/> Business Technology Education          | <input type="checkbox"/> Individualized Occupational Training |
| <input type="checkbox"/> Engineering and Industrial Systems     | <input type="checkbox"/> Marketing Education                  |
| <input type="checkbox"/> Family and Consumer Sciences Education | <input type="checkbox"/> Technology Education                 |

**Essential Components:** Check all that apply to this program area.

- |   |   |
|---|---|
| <input type="checkbox"/> Sequence of Courses    | <input type="checkbox"/> Certified Instructor(s)    |
| <input type="checkbox"/> Advisory Committee     | <input type="checkbox"/> Safety Instruction         |
| <input type="checkbox"/> Leadership Development | <input type="checkbox"/> Postsecondary Articulation |

**Postsecondary Linkages:** List all postsecondary institutions that you have current articulation agreements with for this program


**Approved Program Area:**

- |   |   |
|---|---|
| <input type="checkbox"/> Agriculture and Natural Resources      | <input type="checkbox"/> Health Professions                   |
| <input type="checkbox"/> Business Technology Education          | <input type="checkbox"/> Individualized Occupational Training |
| <input type="checkbox"/> Engineering and Industrial Systems     | <input type="checkbox"/> Marketing Education                  |
| <input type="checkbox"/> Family and Consumer Sciences Education | <input type="checkbox"/> Technology Education                 |

**Essential Components:** Check all that apply to this program area.

- |   |   |
|---|---|
| <input type="checkbox"/> Sequence of Courses    | <input type="checkbox"/> Certified Instructor(s)    |
| <input type="checkbox"/> Advisory Committee     | <input type="checkbox"/> Safety Instruction         |
| <input type="checkbox"/> Leadership Development | <input type="checkbox"/> Postsecondary Articulation |

**Postsecondary Linkages:** List all postsecondary institutions that you have current articulation agreements with for this program


**Improve the Academic and Technical Skills of Students  
[Sec. 134(b)(3)(B)]**

Describe how you will improve the academic skills of professional-technical education students by aligning professional-technical education curriculum with academic standards and/or integrating academic content into professional-technical education curriculum. Examples may include, but are not limited to:

- academic and career-technical collaborative lessons;
- competency profiles that have academic competencies listed;
- professional-technical education courses that count for academic credit.

**Increase Rigorous Content [Sec. 134(b)(3)(B)(i)(ii)]**

Describe how you will integrate coherent and rigorous academic and technical content into professional-technical education programs. Examples may include, but are not limited to:

- advisory committees;
- rigorous sequence of courses articulated with technical colleges or leading to industry certifications; and
- course content aligned with recognized technical standards .

**Initiate, Improve, Expand and Modernize Professional-Technical Education Programs,  
Including Relevant Technology [135(b)(7)]**

Describe your efforts to initiate, improve, expand and modernize professional-technical education programs, including relevant technology.

**All Aspects of An Industry [Sec. 134(b)(3)(C)] [Sec. 135(b)(3)]**

Describe how you will provide professional-technical education students with strong experience in, and understanding of, all aspects of the industry that the student is preparing to enter. Examples may include, but are not limited to:

- providing students with information about occupations within an industry including skills, aptitudes, licensing requirements, work settings, hiring practices, wages in Idaho and the nation, number of people employed in Idaho and the nation, outlook for employment, and education and training necessary for entry;
- providing school-based experience to all students including field trips and industry presentations in the classroom;
- providing students with an opportunity to participate in industry-based professional-technical student organization (PTSO) events; and
- providing students enrolled in an approved professional-technical education program work-based learning experiences such as job shadowing, mentoring, and internships.

Check all boxes that apply to each approved program. (Use a separate page for each member district of a consortium)

Approved Program Areas: (List program and check boxes that apply)	Career Information	Class Presentation	Field Trips	PTSO Industry Event	Shadowing	Mentoring	Internships	Other*

\* Describe additional industry experiences your program(s) are providing students.

**Coherent and Rigorous Content Aligned with Academic Standards  
[Sec. 134(b)(3)(D)]**

Describe how you will ensure that students who participate in professional-technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students. Examples may include, but are not limited to:

- standards curriculum alignment materials;
- collaboration with academic teachers; or
- use of state approved industry curriculum which leads to certification.

**Encourage Professional-Technical Education Students to Enroll in Rigorous and Challenging Core Academic Courses [Sec. 134(b)(3)(E)]**

Describe how you will encourage secondary professional-technical education students to enroll in rigorous and challenging courses in core academic subjects. Examples may include, but are not limited to:

- student learning plans;
- programs of study;
- career guidance; and
- peer mentoring.

### **Professional Development [135(b)(5)]**

Under Perkins IV, professional development must be high quality, sustained, intensive, focused on instruction, and increase the academic knowledge and understanding of industry standards, as appropriate for professional-technical education teachers. Perkins funds can no longer be used to fund one-day or short-term workshops or conferences that are not part of a high quality, sustained and intensive professional development program.

Professional development activities should: (a) promote the integration of coherent and rigorous academic content with professional-technical education curricula; (b) increase the percentage of teachers that meet teacher certification or licensing requirements; (c) encourage applied learning that contributes to the academic and professional-technical education knowledge of the student; (d) provide the knowledge and skills necessary to work with and improve instruction for special populations; and assist in accessing and using data.

### **Comprehensive Professional Development [Sec. 134(b)(4)]**

Describe how you will provide comprehensive professional development for professional-technical education, academic, guidance and administrative personnel that promotes the integration of coherent and rigorous content aligned with academic standards and relevant professional-technical education.

### **Recruitment and Retention of Professional-Technical Education Teachers [Sec. 134(b)(12)(A)]**

1. Describe your efforts to improve the recruitment and retention of professional-technical education teachers, faculty, and career and academic counselors.
  
2. Describe your efforts to improve the recruitment and retention of professional-technical education teachers from groups that are underrepresented in the teaching profession.

### **Transition to Teaching From Business and Industry [Sec. 134(b)(12)(B)]**

Describe your efforts to improve the transition to teaching from business and industry.

**Continuous Stakeholder Participation [Sec. 134(b)(5)]**

Parents, students, academic and professional-technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals should be involved in the development, implementation, and evaluation of professional-technical education programs. Examples may include, but are not limited to:

- representatives of nontraditional occupations;
- Chamber's of Commerce and Cooperative Extension Service; or
- other local agencies.

Check all boxes that apply to each stakeholder group.

<b>Group</b>	<b>Development</b>	<b>Implementation</b>	<b>Evaluation</b>	<b>No Involvement</b>
Parents				
Students				
Academic Teachers				
PTE Teachers				
Faculty				
Administrators				
Counselors				
Business and Industry				
Labor Organizations				
Representatives of Special Populations				
Other Interested Individuals				
*				

\* List any additional groups that may have been involved in the program of study.

## **Continuous Stakeholder Participation Continued**

Describe how these groups are kept effectively informed about, and assisted in understanding, the requirements of Perkins IV and programs of study.

## **Local Evaluation [Sec. 134(b)(7)] [Sec. 135(b)(6)]**

Local evaluations must be based on the state performance measures. State performance measures form the basis of the local evaluation and are applicable to the entire professional-technical education program.

Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient, including an assessment of how the needs of special populations are being met.

## **Local Levels of Performance [Sec. 134(b)(2)]**

Describe how professional-technical education activities will be carried out with respect to meeting State and local adjusted levels of performance in accordance with Section 113 of Perkins IV. The secondary core indicators of performance are:

Measure 1S1	Academic Attainment – Reading/Language Arts
Measure 1S2	Academic Attainment – Mathematics
Measure 2S1	Technical Skill Attainment
Measure 3S1	Secondary School Completion
Measure 4S1	Student Graduation Rates
Measure 5S1	Secondary Placement
Measure 6S1	Nontraditional Participation
Measure 6S2	Nontraditional Completion

## **Overcome Barriers and Special Populations [Sec. 134(b)(8)(A-C)]**

Special populations are defined as:

- Individuals from economically disadvantaged families, including foster children
- Individuals preparing for non-traditional fields
- Single parents, including single pregnant women
- Displaced homemakers
- Individuals with limited English proficiency

1. Describe how you will identify and adopt strategies to overcome barriers that prevent special populations from entering and succeeding in professional-technical education programs. Strategies may include, but are not limited to:

- providing support groups to encourage students;
- providing ESL classes for limited English proficiency;
- promoting career exploration and planning prior to enrollment in professional-technical education programs; and
- providing classes to facilitate employment in high-skill, high-wage or high-demand occupations.

2. Describe how you will provide programs that are designed to enable special population students to meet local adjusted levels of performance.

3. Describe how you will provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

### **Nondiscrimination [Sec. 134(b)(9)]**

Describe how you will ensure that members of special populations are not discriminated against based on their status as members of special populations.

### **Nontraditional Fields [Sec. 134(b)(10)] [135(b)(9)]**

Describe how you will promote preparation for non-traditional fields. *Nontraditional fields* are defined as occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. Strategies may include, but are not limited to:

- providing information to students about nontraditional fields that include descriptions, aptitudes, work settings, hiring practices, wages, employment outlook, and preparation;
- providing students with work related experiences in nontraditional fields (i.e., internships, job shadowing, school-based enterprises)
- providing students with nontraditional opportunities through professional-technical student organizations;
- teaching curricula with gender neutral applications; and
- providing information about educational programs of study and training that prepare students for employment in nontraditional high-skill, high-wage, high-demand fields, including description, program admissions, typical course work, and the schools in Idaho offering degrees or certificates.

### **Career Guidance and Academic Counseling [Sec. 134(b)(11)]**

Describe how career guidance and academic counseling will be provided for professional-technical education students that include linkages to future education and training opportunities. Strategies may include, but are not limited to:

- providing information to students about occupational fields that include descriptions, aptitudes, work settings, hiring practices, wages, employment outlook, and preparation; and
- providing information about educational programs of study and training that prepare students for employment in high-skill, high-wage, high-demand fields, including description, program admissions, typical course work, and the schools in Idaho offering degrees or certificates.

Each eligible recipient shall agree to accept the State adjusted levels of performance for the first two program years, or negotiate with the State to reach new local adjusted levels of performance, for each of the core indicators of performance. For the first two program years, the Idaho Division of Professional-Technical Education (IDPTE) has negotiated the state Final Agreed Upon Performance Levels (FAUPL) listed below.

<b>Secondary Perkins Performance Indicators</b>		<b>2007-08 FAUPL</b>	<b>2008-09 FAUPL</b>
1S1	Academic Attainment – Reading/Language Arts	72%	78%
1S2	Academic Attainment – Mathematics	60%	70%
2S1	Technical Skill Attainment	65.0	66.5
3S1	Secondary School Completion	86.63	86.88
4S1	Student Graduation Rates	90.0%	90.5%
5S1	Secondary Placement	92.66	92.88
6S1	Nontraditional Participation	19.59	19.84
6S2	Nontraditional Completion	19.84	20.09

If a local recipient would like to negotiate different local adjusted levels of performance, the following factors will need to be addressed.

1. How the levels of performance involved compare with the local adjusted levels of performance established for other eligible recipients in the State, taking into account factors including the characteristics of participants when the participants entered the program and the services or instruction to be provided.
2. The extent to which the local adjusted levels of performance promote continuous improvement on the core indicators of performance by the eligible recipient.

