

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
February 21 – 22, 2007

TAB	DESCRIPTION	ACTION
1	PRESIDENT’S COUNCIL REPORT	Information Item
2	BOISE STATE UNIVERSITY PROGRESS REPORT	Information Item
3	IDAHO VOCATIONAL REHABILITATION PROGRESS REPORT(IDVR)	Information Item
4	ECONOMIC DEVELOPMENT COUNCIL PROGRESS REPORT	Information Item
5	SMALL BUSINESS DEVELOPMENT CENTER PROGRESS REPORT	Information Item
6	APPROVAL OF THE FEDERAL CARL D. PERKINS SIX – YEAR PLAN	Motion to Approve

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PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 21 – 22, 2007

SUBJECT

President's Council Report.

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Monthly report given by the President of the President's Council.

STAFF COMMENTS AND RECOMMENDATIONS

State Board staff offers no comments or recommendations

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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SUBJECT

Boise State University Progress Report

BACKGROUND

Periodically, the institutions of higher education in the State of Idaho are requested to provide a progress report to the members of the State Board of Education. It has been about one year since Boise State University has supplied an overview of its status and accomplishments.

DISCUSSION

Dr. Bob Kustra, President of Boise State University, will be in attendance at the meeting and present a summary of the accomplishments and future goals of the college.

IMPACT

President Kustra's presentation will provide the State Board members and others with current status information about Boise State University.

STAFF COMMENTS AND RECOMMENDATIONS

No staff comments or recommendations are needed at this time.

BOARD ACTION

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IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

An overview of the Idaho Division of Vocational Rehabilitation

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

This presentation is at the Board's request for a better understanding of the agency under the Board's authority.

DISCUSSION

- An agency overview
- Mission statement
- Key points in the rehabilitation process
- Agency effectiveness
- Staffing
- Current initiatives
- Future challenges

IMPACT

N/A

ATTACHMENTS

Annual report of the Idaho Division of Vocational Rehabilitation - 2006

Annual report of the Idaho State Rehabilitation Council - 2006

Please find these two attachments in the forward of the Agenda book.

STAFF COMMENTS AND RECOMMENDATIONS

Staff offers no comments or recommendations

BOARD ACTION

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IDAHO COUNCIL ON ECONOMIC EDUCATION

SUBJECT

Progress report on the Idaho Council on Economic Education

BACKGROUND

The Idaho Council on Economic Education (the Idaho Council) is a 501 C 3 non-profit organization based at Boise State University. It was formed in 1972 and is part of a nation-wide network under the National Council on Economic Education. The Idaho Council is required to meet certain qualifications in order to maintain its affiliation with the National Council. In 2006, the Idaho Council qualified to receive the highest level of National Council affiliation.

The Idaho Council maintains affiliated Centers for Economic Education at the University of Idaho in Moscow, Idaho State University in Pocatello and, College of Southern Idaho in Twin Falls.

The purpose of the Idaho Council and its affiliated Centers is to promote and provide economic and financial literacy education for Idaho's K-12 students. It does this primarily by providing teacher training and development, course materials, classroom resources and a variety of programs that are delivered to K-12 students in all six regions of Idaho.

DISCUSSION

How many students does the Council and its Centers reach in Idaho annually?

Conservatively, 20,000. However, this number is growing exponentially with every new teacher who attends one of our training programs or receives any of our classroom materials.

For example, last semester we were able to triple the number of students and teachers participating in one of our financial literacy programs—The Stock Market Game—from 1000 students to over 3000 students at all grade levels.

Between 2000 and 2005 the Council and its Centers focused primarily on high school students and teachers. However, beginning in 2006, we broadened our focus to include teachers and students from kindergarten to 12th grade. As we continue to train more teachers and provide more materials across this broader spectrum, we will be able to reach and influence more students earlier in lives.

How many teachers take advantage of the Council's training and materials?

This year, for example, approximately 500 teachers will attend one of our workshops, receive classroom materials or participate in one of the programs we sponsor.

IDAHO COUNCIL ON ECONOMIC EDUCATION - continued

Our primary strategy is to reach and serve more teachers in more grades from more subject areas and to provide them with training and materials that will make their jobs easier and their teaching more effective.

How are the Council's activities received by districts and schools around the state?

As expected, the school districts welcome our support and wish we could provide more. We have a good working relationship with many districts in all six regions of Idaho. Superintendents frequently attend activities sponsored by the Council and our Centers. District curriculum coordinators are frequently involved in organizing and promoting our programs and materials to their teachers. Principals encourage their teachers to participate in our programs.

What is the relationship between the Idaho Council, the State Department of Education, Professional Technical Education and other state organizations?

The Council works closely with the Department of Education. The State Superintendent is a member of our Board of Directors. The Social Studies Coordinator is our primary contact and participates in planning, promoting and coordinating our activities.

The Council also works closely with Professional Technical Education, especially since many of the state's economics teachers are also certified in a variety of professional technical areas.

We also work closely with Idaho Commerce and Labor, the Idaho State Economist and the Governor's office.

The Council and its Centers are hosted by Idaho's universities—Boise State University, University of Idaho, Idaho State University and the College of Southern Idaho. The universities provide facilities and in-kind support for the Council and its Centers. The President of the Idaho Council is an employee of Boise State University. Boise State Provost Sona Andrews, Dean Howard Smith and Dean Diane Boothe are members of the Council's Board of Directors. Officers from the other universities either serve on the Council Board or on the boards of their own Centers. The universities benefit from their affiliation with the Council and Centers in several ways. We provide another valuable link between the universities, the K-12 schools and the business communities. We also bring approximately 5,000 high school seniors onto the university campuses for activities every year. Additionally, many of the courses we offer teachers carry professional development credits from the universities.

IDAHO COUNCIL ON ECONOMIC EDUCATION – continued

What specific programs and materials can the Council and its Centers provide to teachers, students and their parents?

The Council has a menu of over 50 specific programs with several thousand lessons and activities ready to be used by teachers from kindergarten through high school. A sample of these programs is listed below. Those in **BOLD** are the programs the Council and its Centers are focusing on delivering this year.

- Mathematics and Economics
- Literature and Economics
- Financial Fitness for Life
- **High School Macro and Micro Economics**
- **Advanced Placement Economics**
- **Hands-on Banking Financial Literacy Program**
- Learning, Earning and Investing
- **The Stock Market Game**
- The Math Behind the Market
- Economics and Children's Literature
- Economics and the Environment
- **The Classroom Mini Economy Financial Literacy Program**
- Middle School Economics
- Parent's Guides to Finance and Economics
- **The International Economic Summit**

To what extent are communities and businesses involved in Council and Center activities?

Our Board of Directors consists of education and business leaders from all six regions of Idaho.

Additionally, approximately 500 community volunteers participate directly in our programs and activities every year.

What is the International Economic Summit program?

This is our capstone program in global economics that approximately 5,000 Idaho seniors participate in every year. We believe this program would make an excellent option for a senior project. It originated at Borah High School 15 years ago. Kali Kurdy, the original developer of the program, won the NASDAQ/Goldman Sachs National Teacher of the Year Award for her work on this program. The Idaho Council has successfully licensed this program in four other states and has also delivered it in Mexico and Russia. In 2006, the Federal Reserve Bank of San Francisco licensed the program from the Idaho Council and is in the process of implementing it in California, Washington and other states.

IDAHO COUNCIL ON ECONOMIC EDUCATION – continued

What are the Council's plans going forward?

- Continue to expand our reach to elementary and junior high level students and teachers.
- Conduct a study on the current level of financial literacy, attitudes and behaviors among Idaho students.
- Help integrate economics and personal finance into other academic areas like mathematics, literature, history, civics etc.
- Provide a balance of practical programs between economics and personal finance at all grade levels.
- Increase the support and involvement of even more businesses, banks and community organizations.

IMPACT

N/A

STAFF COMMENTS AND RECOMMENDATIONS

State Board staff has no comments or recommendations

BOARD ACTION

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INSTITUTION / AGENCY AGENDA

BOISE STATE UNIVERSITY/IDAHO SMALL BUSINESS DEVELOPMENT CENTER

SUBJECT

Idaho Small Business Development Center Presentation

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

This presentation is to provide the Board with an update on the activities of the Idaho Small Business Development Center (SBDC).

DISCUSSION

The Idaho SBDC is the only statewide organization dedicated to helping small businesses with consulting and training. Working from Idaho's colleges and universities, the SBDC provides confidential one-on-one consulting at no cost to the business. The Center also provides low-cost training to meet the needs of entrepreneurs and the employees. Students and faculty are an integral part of the Idaho SBDC's service delivery. The Idaho SBDC partners with public entities and the private sector to provide services to the small business sector.

IMPACT

N/A

ATTACHMENTS

Attachment 1 – Idaho SBDC Overview	Page 3
Attachment 2 – Idaho SBDC Impact Study	Page 5
Attachment 3 – Idaho SBDC Strategic Plan	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

State Board staff offers no comments or recommendations

BOARD ACTION

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Idaho Small Business Development Center

The Idaho Small Business Development Center (ISBDC) was established in 1986 as a partnership between the U.S. Small Business Administration and Boise State University. The ISBDC provides business consulting and training to Idaho's small businesses and entrepreneurs under a federal grant matched by state funds. The purpose of the ISBDC is to encourage and assist the development and growth of small businesses in the state by leveraging higher education resources. Nationally, as in Idaho, over 90% of new jobs are being created by the small business sector.

The ISBDC is a network of business consultants and trainers that operates from the state's colleges and universities. Boise State University's College of Business serves as the State Office with administrative responsibility for directing the type and quality of services across the state. Regional offices in the following locations are funded under sub-contracts with the host institutions from Boise State University:

- North Idaho College - Coeur d'Alene
- Lewis-Clark State College - Lewiston
- Boise State University - Boise
- College of Southern Idaho - Twin Falls
- Idaho State University - Pocatello
- Idaho State University - Idaho Falls

The Idaho Small Business Development Center has three basic functions--consulting, training, and technology transfer.

First, the ISBDC provides direct one-on-one business consulting to small business owners and entrepreneurs. Primary consulting is accomplished with a small core staff of professionals. Most of the professional staff has advanced degrees and five years or more of small business ownership/management experience. Business counseling is designed to provide in-depth business assistance in areas such as marketing, finance, management, production and overall business planning. The ISBDC allocates sufficient resources to positively impact the individual small business' operation, a goal currently defined as 8.5 hours per consulting case. Faculty and students at each institution are utilized to expand the Center's knowledge and resource base and to provide direct assistance in appropriate cases. Senior undergraduate and graduate students are utilized as 'Research Assistants' who complete work for ISBDC business consultants. The 'Research Assistant' is provided the opportunity, under the direction of professional staff and faculty, to apply classroom learning in real-world situations. 'Real-world' laboratory experience for our college and university faculty and students provides long-term benefits to the business community and helps the academic institutions remain current on needs, problems, and opportunities of Idaho's business sector.

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The ISBDC also provides low-cost, non-credit training workshops to improve business skills. Training workshops, primarily directed at business owners, are typically 3-4 hours in length, attended by 15-20 participants, and cover topics such as marketing, accounting, management, finance, etc. A variety of faculty, staff and private sector experts are used to ensure timely, useful material is presented by a subject-matter expert. Significant private sector contributions are made in support of ISBDC workshops. Contributions include client fees, donations for marketing, instructor fees and travel. A standard training format allows the ISBDC to provide consistent, cost-effective training throughout the state.

The ISBDC has served Idaho's small business for almost 20 years. Given that over 95% of Idaho's businesses are classified as small businesses, the ISBDC provides assistance to the vast majority of the State's businesses. The ISBDC has developed goals to ensure that rural businesses have the same resources available as the more populated areas. The ISBDC is known for its work in partnership with numerous federal, state, regional and local agencies and private sector firms, such as the Idaho Commerce and Labor, the Idaho Rural Partnership, the six economic development districts, and the State's colleges and universities.

As an advocate for Idaho's small business sector, the ISBDC has been an instrumental partner in the economic growth that Idaho now enjoys. Special efforts to focus assistance resources in rural areas and communities are yielding significant results. The ISBDC's success is a result of the quality and dedication of the administrative and professional staff at the Idaho Small Business Development Center.

small business

BIG impact

20 years helping Idaho's small businesses grow

Idaho Small Business Development Center clients consistently outperform the average Idaho small business. Solid business practices and smart decisions are keys to survival and success – and that's where the Idaho SBDC adds value.

Your Money Back

For every \$1 supporting the Idaho SBDC, clients return over \$5 to the economy through increased state and federal tax revenue.

Job Creation

Small businesses and entrepreneurs are responsible for 60-80% of the net new jobs.

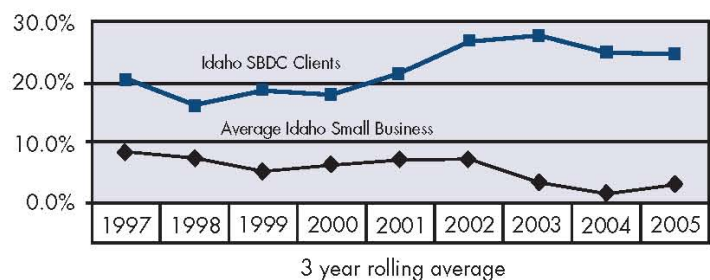
A Statewide Resource

The Idaho SBDC is a statewide network with six office locations providing no-cost confidential business consulting and affordable trainings and seminars to Idaho's for-profit small businesses. All offices are staffed by highly qualified professionals – most with advanced degrees (usually MBAs) and direct experience running their own business. The Idaho SBDC is an important partner in economic development and served clients in all 44 counties during 2005.

Partnership

The Idaho SBDC gratefully acknowledges its key partners – the U.S. Small Business Administration, the State of Idaho, and the host colleges and universities.

Sales Growth Over One Year



Impact

In 2005 the Idaho SBDC served:

- 1,680 clients with tailored, one-on-one consulting.
- 3,159 individuals with focused, high-impact training.

Average impact of Idaho SBDC clients for the past year:

- Employment growth is over 8 times the average with 2,500 jobs created or saved.
- Sales increased \$79.4 million.
- \$7 million in additional state and federal tax revenue was generated.
- A return to the economy of over \$5 for every \$1 invested in the program.

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University Resources

The host colleges and universities are key resources for the Idaho SBDC and the entrepreneurs served. Faculty and students work hand-in-hand with business owners and SBDC consultants to bring the most value to the venture while also providing a real world learning experience. Projects can range in scope from developing a business plan, creating a marketing strategy, and writing an employee manual to building a website. In addition, a unique partnership has been established with the University of Idaho Law School to provide transactional legal assistance through the Small Business Legal Clinic for third-year law students.

Technology Connections

The Idaho SBDC operates a specialized program to help small businesses and innovators obtain resources for research and development. Eleven companies were awarded funding for 19 proposals for a total of \$4,472,000. Federal agencies making the awards included: US Dept. of Ag (6), Dept. of Defense (8), National Institutes of Health (2), NASA (2), and National Science Foundation (1). Companies receiving awards were located in: Weippe, Sandpoint, Troy, Clark Fork, Salmon, Boise, Eagle, Idaho Falls, Pocatello. For more information contact Rick Ritter, Technology Services Consultant at 422-6613 or rritter@boisestate.edu.

TECenter

The TECenter, a business incubator for technology-based early stage companies, opened in 2003 on the Boise State West campus. The third year of operation began with 21 resident clients and 4 non-resident clients. Concentrated assistance is provided using a structured commercialization model. For more information contact John Glerum, TECenter Director at 422-6612 or jglerum@boisestate.edu.

Hispanic Initiative

The top funding priority for the Idaho SBDC is to support a new bilingual business consultant to help Hispanic entrepreneurs in southern Idaho. This is an important and rapidly growing segment of the business community.

Environmental Solutions

Through a partnership with the Idaho Department of Environmental Quality, the Idaho SBDC provides environmental regulatory assistance to small businesses through individualized confidential assistance and specialized training. In 2005, 51 businesses were assisted and 7 training events were held educating over 350 businesses on stormwater and hazardous waste regulations. For more information, contact the Environmental Assistance Coordinator at 1-800-225-3815 outside the Boise area, or 426-1839 in Boise, or info@idahosbdc.org.

Idaho SBDC Clients

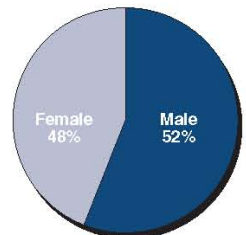
The Idaho SBDC has worked hard over the past year to focus efforts on the clients most likely to succeed and therefore have a positive impact on Idaho's economy.

Client Mix

	% of Clients	% of Consulting Hours
Retail	14%	16%
Service	32%	42%
Wholesale	3%	3%
Manufacturing	7%	9%
Construction	4%	3%
Not in Business/Unknown	40%	27%

Business Ownership

In 2005, the Idaho SBDC continued to support women-owned businesses and high-growth companies.



Visit our website at

www.idahosbdc.org

or contact one of the offices below:

State Office of the Idaho SBDC

Boise State University
1910 University Drive
Boise, ID 83725-1655
Office: 1021 Manitou Ave.
208-426-1640
208-426-3877 fax
Email: cchamber@boisestate.edu
www.idahosbdc.org

Region I

North Idaho College SBDC
525 W. Clearwater Loop
Post Falls, ID 83854-9400
208-666-8009
208-769-3223 fax
Email: leslie_dawson@nic.edu
www.nic.edu/wft/default.asp?dept=isbdc

Region II

Lewis-Clark State College SBDC
500 8th Avenue
Lewiston, ID 83501
208-792-2465
208-792-2878 fax
Email: adantila@lcsc.edu
www.lcsc.edu/isbdc

Region III

Boise State University
1910 University Drive
Boise, ID 83725-1655
208-426-3875
208-426-3877 fax
Email: klabrum@boisestate.edu
www.idahosbdc.org

Region IV

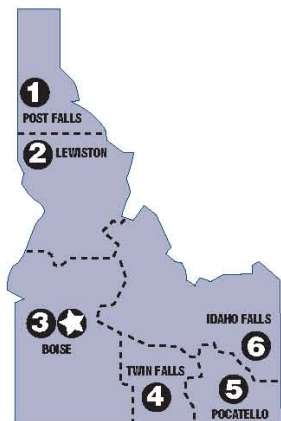
College of Southern Idaho SBDC
P.O. Box 1238
Twin Falls, ID 83303-1238
Office: 315 Falls Avenue
208-732-6450
208-733-9316 fax
Email: preich@csi.edu
www.csi.edu/support/isbdc/sbdc.html

Region V

Idaho State University SBDC
1651 Alvin Ricken Drive
Pocatello, ID 83201
208-232-4921
208-282-4813 fax
Email: dittmike@isu.edu

Region VI

Idaho State University SBDC
2300 N. Yellowstone
Idaho Falls, ID 83401
208-523-1087
208-528-7127 fax
Email: woodrhn@isu.edu



**Idaho Small Business Development Center
Strategic Plan
State FY 2007**

Background:

The Idaho Small Business Development Center (Idaho SBDC) was established in 1986 as part of a nationwide network created to improve the success of small businesses. The U. S. Small Business Administration, the State of Idaho, the hosting institutes of higher education, and private donations fund the organization.

The Idaho SBDC is a network of business consultants, trainers, and support staff that operate from the state's colleges and universities. Boise State University's College of Business and Economics serves as the host with administrative responsibility for directing the type and quality of services across the state. Regional offices in the following locations are funded under sub-contracts between the host institutions and Boise State University:

North Idaho College - Coeur d'Alene
Lewis-Clark State College - Lewiston

(1) Boise State University - Boise
College of Southern Idaho - Twin Falls
Idaho State University - Pocatello
Idaho State University - Idaho Falls

Services include individualized one-on-one consulting, focused training, and applied research. Staff in these offices are very involved in the business and economic development efforts in their areas and are positioned to respond rapidly to the changing business environment. Ninety percent of Idaho's businesses are within an hour's drive of one of the offices. This allows the Idaho SBDC to effectively and efficiently serve the business community in Idaho.



Mission:

To enhance the success of small businesses in Idaho by providing high-quality consulting and training.

Vision:

To be the primary provider of quality assistance to small business clients, our customers.

Tag Line:

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direction solutions impact

Operating Philosophy:

Service is the primary product of the Idaho SBDC. Consequently, the Center must be committed to creating and maintaining a high standard of service. This standard has three cornerstones:

1. **Focus on the Client:** The very future of the Idaho SBDC program depends on creating satisfied clients. To this end, each client contact must be considered an opportunity to focus on client needs and desires. Responding quickly with individual attention to specific and carefully identified client needs, then seeking critical evaluation of our performance, is the routine that will be followed with each client and training attendee.
2. **Devotion to Quality:** Providing consulting and training through a quality process and constantly seeking ways to improve that process are the principles of this cornerstone of service. Fostering teamwork, eliminating physical and organizational barriers that separate people, establishing long-term relationships with partners and encouraging all to participate in quality improvement are some of the actions that demonstrate the Center's devotion to quality.
3. **Concentration on Innovation:** To innovate is to improve through change. The Center must constantly seek ways to improve its methods and processes and assume a leadership role in trying new approaches to serve clients. Regular performance reviews, participation in organizations, and attending professional development workshops are some of the ways that the Center identifies and encourages innovation.

Priorities:

The Idaho SBDC will focus on the following priorities:

1. Add additional resources (people and money).
2. Redirect focus and image to established and high growth business assistance.
3. Develop online and targeted training offerings.
4. Develop specialized programs for women and Hispanics.

Market Segments:

The small business market that the Idaho SBDC serves can be divided into three different segments. With limited resources and the knowledge that in-depth, on-going consulting gives greater returns, this Strategic Plan calls for different approaches to each segment. The Idaho SBDC Marketing Plan also contains

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additional information about these segments and more specific marketing and services designed for each of these segments.

1. Pre-venture – These potential clients are not in business but have an idea for starting a business. They will be assessed for the level of effort already put into the venture. Very early entrepreneurs will be directed to a variety of information, training, and resources, and asked to return when they have progressed. These pre-venture clients will be 20% of the Idaho SBDC's clients.
2. Established businesses – These potential clients already have an established business. A consultant will meet with them to evaluate their needs and formulate a plan to address them. Within this segment will be some businesses with the potential for high growth (segment 3). The majority of businesses in this category will have 20 employees or less. Eighty percent of Idaho SBDC clients will be in this category.
3. High-growth – These prospective clients generally have the potential for employment growth at the rate of 15% per year or 100% in five years. (This category has been more specifically identified in the Marketing Plan.) These businesses will receive focused long-term services and coaching and be tracked separately. Ten percent of Idaho SBDC clients will be in this category with the majority of these businesses having fewer than 20 employees.

Allocation of Resources:

The Idaho SBDC shifts resources, as appropriate, to achieve the goals of the Strategic Plan. The SBA portion of the Idaho SBDC's budget has remained level since 1998. This has prompted shifting financial resources from operating to personnel to assure that Idaho small businesses receive the same level of service. At this point, the operating budget for the Idaho SBDC is at what is considered a floor for supporting existing personnel and offices. Currently, the annual budget for the Idaho SBDC is distributed as follows:

- ♦ Personnel = 71% of total budget, 90% excluding indirect costs
- ♦ Operating (travel, consultants, supplies, etc.) = 8% of total budget and 10% excluding indirect costs
- ♦ Indirect costs = 21%

In addition to financial constraints, the Operations Manual sets a policy for allocation of time as 60% consulting, 20% training, and 20% administrative. Milestones for each center and minimum hours for consultants and regional directors are based on the time allocation. To maintain service at the existing level, operate within the financial constraints, and meet the time allocation policy, the Idaho SBDC focuses on shifting personnel resources to achieve strategic

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plan goals. For example, to shift the focus to high-growth companies, strategies were developed to more efficiently serve start-up clients. The time gained through these efficiencies is redirected to work with high-growth clients within the 60% consulting framework. The SBDC will continue to use this model for distribution of resources to achieve the strategic plan goals as long as a constraint remains on operating resources.

Strengths, Weaknesses, Opportunities, and Threats:

II. Internal	
Strengths	Weaknesses
<ul style="list-style-type: none"> • Communication <ul style="list-style-type: none"> ▪ Monthly conference calls ▪ Critical measures • People in the organization <ul style="list-style-type: none"> ▪ Good teamwork, leadership, cooperation, vision, customer relations ▪ Friendly, resourceful, responsive, nice, entrepreneurial, creative, positive attitude, dedicated, want to work here ▪ Broad experience, diverse expertise, gender diversity ▪ No turf battles, professional network • Good professional development – try to stay on cutting edge • Longevity - established organization, recognized and accepted results, good reputation • Institutional support and people good at maintaining it • Strong partnerships/networking <ul style="list-style-type: none"> ▪ SCORE, WBC, TechHelp, Technology Connection, Idaho Virtual Incubator, Economic development, Chambers, banks, Rotary, etc. • Access to research through state office, ASBDC, and listserv • Serve businesses in a large area • Ahead of most businesses in technology use and knowledge 	<ul style="list-style-type: none"> • Funding • Time – consultants stretched thin • Large geographic areas to cover • Communication between training folks • Mostly reactive vs. proactive in choosing clients • Relationship with college/university and internships • Follow-up on ideas (especially after conference calls) • Ability to pull from statewide expertise and know what others are doing • Bureaucratic processes • Timely feedback to centers/counselors • Recent large staff turn over • How little we're known in some sectors – not everyone goes to the Chamber, visibility in business community • Training attendance and revenue • Success in shifting focus to long-term clients • Clear marketing strategy including frequency of mass mailing to clients • Recognition for clients • No Spanish speakers or Hispanics
A. External	
Opportunities	Threats
<ul style="list-style-type: none"> • Partnerships – SBA, SCORE, WBC, Chambers, other institutions • Technology - helps makes us more efficient, teach our clients how to use, links offices 	<ul style="list-style-type: none"> • Economy – especially in rural areas <ul style="list-style-type: none"> ▪ Agriculture and natural resource based businesses ▪ Plant layoffs/closures, increase in unemployment ▪ Energy, fire, low-water, other disasters

<ul style="list-style-type: none"> • Economy – layoffs/shutdowns <ul style="list-style-type: none"> ▪ More businesses will need our help ▪ Need to diversify economy • Added emphasis of “technology” in our name and expertise/service – high-tech/high-growth companies • Finding/attracting existing businesses and nurturing existing entrepreneurs vs. attracting new businesses • Other funding sources – Department of Commerce rural economic initiative, USDA, fire money • Incubators • Watching trends/projections • Venture capital community • Recognition as “the” small business assistance provider • Executive coaching/mentoring trend 	<ul style="list-style-type: none"> • Funding for SBDC <ul style="list-style-type: none"> ▪ Professional development, operating ▪ Attract and keep quality staff ▪ Afford technology ▪ Time to chase money ▪ State budget challenges (legislature) • Rural areas behind technology curve • Perception of duplication – SBA, SCORE, WBC, Chambers, economic development • Encroachment on our turf - agricultural extension and rural initiative/economic development • Free money events • Potential clients don’t know about us and/or don’t realize they need us
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Goals, Objectives, Strategies, and Measures:

Goal 1: Improve the success of small businesses through delivery of our core services – one-on-one business consulting, training and research.				
Objective 1.1: Increase the impact of consulting assistance by proactively seeking clients appropriate for long-term consulting assistance.				
	Strategies: 1.1.1 Each center and the state will average 8.5 hours per client and maintain or increase in subsequent years. 1.1.2 Each Regional Center will continue to deliver services to prepare pre-venture clients for more effective individualized consulting with a target of 25% of the clients are pre-venture. 1.1.3 Deliver at least one NxLevelL course per region per year. 1.1.4 Support SBA's efforts to develop and/or enhance SCORE assistance with the goal of an active chapter in each region capable of individual consulting with clients.	SD/RD* RD RD RD	ongoing ongoing Annually ongoing	Output measures: • Completing tasks • Average 8.5 hours/client Outcome measure: **

	1.1.5 Each office will set a target of the number of businesses that will participate in using the assessment tool. <ul style="list-style-type: none"> o Develop standard procedures to be used statewide o Continue to refine and increase the use of the assessment tool. 	RD	Annually 12/2006 ongoing	
	Objective 1.2: Provide research support to help small business owners and managers in decision-making.			
	Strategies: 1.2.1 Each office will fully utilize all research support, including: <ul style="list-style-type: none"> o SBDC Net (www.sbdcnets.utsa.edu) o ASBDC list serv o American Business Disk o State Office research o Intranet research reports 1.2.2 Each office will maintain a library of business information specifically designed to meet the needs of small businesses.	RD & Mason	Ongoing	Output measures: <ul style="list-style-type: none"> • Completing tasks • Number of research projects Outcome measures: ** <ul style="list-style-type: none"> • Feedback on research
	Objective 1.3: Ensure that services are available to minorities and available all counties.			
	Strategies: 1.3.1 Meet the needs and milestones of special focus groups such as women, Hispanics, and veterans <ul style="list-style-type: none"> o Ensure that at least 100 veteran clients receive services o Ensure that % of women, Hispanic, and minority clients meet the latest percentages for these sectors contained in the Idaho SBDC Marketing Plan. 1.3.2 Hire a bilingual (English/Spanish) business consultant to serve southern Idaho. Seek funding from the State and other public and private sources.	RD	Annually	Output measure: <ul style="list-style-type: none"> • % Minority, veteran, and women clients Outcome measure: **
		SD	9/2007	

	1.3.3 Assure that allocation of resources and milestones are based on 60% consulting, 20% training, 20% administrative as required in the Operations Manual.	RD*	Annually	
	1.3.4 Meet the milestone established for the # of clients and consulting hours for each county to ensure services to all areas of the state.	RD	Annually	
	1.3.5 Develop and implement a specialized program to serve women entrepreneurs.	All	12/2006 & ongoing	
	Objective 1.4: Identify and address the needs of small businesses and entrepreneurs.			
	Strategies:			
	1.4.1 Collect needs information from regional centers, training evaluations and other sources annually.	RD	Annually Feb.	Output Measure: <ul style="list-style-type: none"> List of priority needs Completing tasks on time Outcome measure: **
	1.4.2 Conduct an online survey to determine small business needs. Incorporate results into needs assessment.	DD	Annually	
	1.4.3 Present needs to State Advisory Council to rank priority areas.	SD	April	
	1.4.4 Determine priority needs during the Spring Professional Development Conference and incorporate into training, consulting, and professional development.	All	May/June	

	1.4.5 Participate in the National Delivery System, as appropriate.	All	As needed	
	Objective 1.5: Expand capabilities to assist individuals and small businesses in developing and deploying technology.			
	Strategies: 1.5.1 Obtain “technology” designation during the 2008 ASBDC accreditation. 1.5.2 Identify necessary activities and a time line for achieving the specific activities. 1.5.2 Each office will have at least one person attend technology training at the annual ASBDC conference to complete all modules within 4 years.	SD & DD DD SD & DD	12/2008 12/2006 12/2010	Output measures: • Completion of tasks • Meeting milestones Outcome measure: **
	Objective 1.6: Expand capabilities to assist high growth companies.			
	Strategies: 1.6.1 Each office will conduct two trainings per year focused on high growth business needs. 1.6.2 Include at least one session in each semi-annual Professional Development Conference on a topic related to high-growth companies. 1.6.3 Implement the marketing strategy to reach and assist high growth companies. 1.6.4 10% of Idaho SBDC clients are identified as high growth potential companies.	RD MM DD & All RD & DD	yearly Semi-Annually ongoing annually	Output measures: • Completion of tasks • Meet goal (a) Outcome measure : **

	1.6.5 Help meet the goals of the State Science and Technology Plan.	SD & RD	ongoing	
Goal 2: Expand and enhance partnerships to strengthen our ability to reach and assist small businesses.				
	Objective 2.1: Be visible and proactive in solving the business and economic issues in Idaho's rural communities.			
	Strategies: 2.1.1 Continue to enhance the SBDC as business development professionals in the key community and/or vulnerable communities in each county. 2.1.2 Maintain close contact with the economic development professionals and collaborate in appropriate activities. 2.1.3 Each regional office will set and meet a yearly goal (to be included in their action plan) for referrals to IVI. 2.1.4 Seek long-term funding to continue support for IVI. 2.1.5 Establish a direct link with the Cooperative Extension to provide business consulting in rural areas.	RD SD & Jill SD	yearly 6/2008 6/2008	Output measures: • Completion of tasks Outcome measure: ** • Feedback in rural areas
	Objective 2.2: Collaborate with SBA and their resource partners to maximize small business assistance and minimize duplication.			

	<p>Strategies:</p> <p>2.2.1 Meet with SBA and their resource partners (SCORE, WBC, BIC) on a regular schedule (to be developed by each region) to assure open communication, cooperation and minimize duplication.</p> <p>2.2.2 Help SBA market and deliver training.</p>	<p>SD/RD</p> <p>Training Coord.</p>	<p>As scheduled</p> <p>As needed</p>	<p>Output measure:</p> <ul style="list-style-type: none">• Completing tasks <p>Outcome measure: **</p>
	Objective 2.3: Expand the resources of the Center using volunteers from the community, faculty members, students, and other partners.			
	<p>Strategies:</p> <p>2.3.1 Work collaboratively with other resource providers to meet the needs of small businesses interested in international trade.</p> <p>2.3.2 Refer appropriate clients to the legal assistance program operated by the University of Idaho.</p> <p>2.3.3 Establish a yearly goal, to be included in the regional action plans, for faculty and student involvement in SBDC programs.</p> <p>2.3.4 Establish and meet a yearly goal, included in the regional action plans, for the number of mentoring sessions to be conducted during the year.</p>	<p>All</p> <p>Consultants</p> <p>RD/SD</p> <p>RD</p>	<p>ongoing</p> <p>Ongoing</p> <p>Annually</p> <p>Annually</p>	<p>Output measures:</p> <ul style="list-style-type: none">• Completing tasks on time• Faculty/student involvement <p>Outcome measure: **</p>

	<p>2.3.5 Ensure close coordination with the host institution to help meet the goals for the host institution and small businesses.</p> <p>2.3.6 Develop stronger ties with the OSHA consultation program at BSU through routine meetings, cross-selling services, etc.</p> <p>2.3.7 Achieve success in the two-year pilot of the Environmental Solutions program and pursue permanent transfer of funding to the Idaho SBDC.</p>	<p>RD & SD</p> <p>Sally and DD</p> <p>Sally, DD and SD</p>	<p>Annually</p> <p>6/2007</p> <p>6/2007</p>	
Objective 2.4: Strengthen our funding and position as the primary business development organization.				
	<p>Strategies:</p> <p>2.4.1 Include a description of how the 2003 Marketing Plan will be implemented in the regional and personal action plans.</p> <p>2.4.2 Do a comprehensive update of the Marketing Plan in 2007.</p> <p>2.4.3 Develop funding and partnerships to expand our services to include small business regulatory assistance.</p> <p>2.4.4 Develop and implement a strategy to increase funding for the program at the local and statewide levels. Increase funding by \$60,000 per year with each region having a goal of \$10,000.</p>	<p>All</p> <p>DD and All</p> <p>SD</p> <p>SD</p>	<p>ongoing</p> <p>12/2007</p> <p>12/2007</p> <p>12/2007</p>	<p>Output measure:</p> <ul style="list-style-type: none"> Completing tasks <p>Outcome measure: **</p>

	<p>2.4.5 Support the ASBDC and its efforts to increase funding for the SBDC network. Educate congressional offices about the impact of the SBDC program in Idaho and share information with key stakeholders.</p> <p>2.4.6 Shift the Idaho SBDC image from assistance for startups to assistance for existing and high growth businesses.</p> <ul style="list-style-type: none"> ♦ Develop a database of target audience and distribute to regions. ♦ Recruit targeted businesses ♦ Focus success stories on established and high growth businesses. ♦ Market and use assessment tool 	<p>SD & RD</p> <p>12/2008</p>	<p>ongoing</p>	
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Goal 3: Refine and improve our organization to increase efficiency, effectiveness, and quality.

Objective 3.1: Meet the requirements of Consultant Certification, ASBDC Accreditation, the Operations Manual and the SBA cooperative agreement to assure consistency and quality.

	Strategies:			
	3.1.1 Use the Strategic Plan & ASBDC Accreditation standards to review each office annually with every fourth year being a peer review to achieve accreditation without conditions during the 2008 review.	SD & DD	Annually & 2008	Output measures: <ul style="list-style-type: none"> • Complete tasks • Critical measures
	3.1.2 Each year, every office and every employee will develop an action plan. Regional action plans will show the regional activities planned to accomplish the goals and objectives of the Strategic Plan and region-specific activities. The plan will include specific numerical goals, list the person responsible, and a date to be completed. Individual action plans will include activities to be accomplished to achieve the Strategic Plan and Regional Action Plans, dates, and the professional development goals for the year.	All	Annually by Sept. 1	Outcome measures: ** <ul style="list-style-type: none"> • ASBDC certification • Training evaluations
	3.1.3 Conduct Idaho SBDC-sponsored professional development, focused on priority needs and strategic plan items - twice per year for professional staff and once per year for administrative staff.	SD & Chambers	Scheduled	
	3.1.4 Each employee will ensure that they meet the professional development certification or recertification requirements for their position on a yearly basis.	All	Yearly	
	3.1.5 Review progress on critical measures during the monthly conference call.	SD	Monthly	
	3.1.6 Conduct due diligence on all outside consultants, trainers, and presenters to assure that they are high quality and reflect a positive image on the SBDC. Take action immediately on any presenters not receiving high evaluations.	Trainers	ongoing	

Objective 3.2: Maintain good communication throughout the organization.				
	Strategies:			Output Measure:
	3.2.1 Conduct monthly Director's conference calls, semiannual professional development conferences, consultant meetings, and an annual Administrative Assistance conference to share information.	SD/SAA	Annually	<ul style="list-style-type: none"> Completing task on time
	3.2.2 Conduct strategic planning annually during the Spring conference and review the plan monthly during the Director's conference call.	SD	May & Quarterly	Outcome measure: **
	3.2.3 Ensure that the training, MIS, consultants, and administrative staff communicate according to the Operations Manual.	DD	quarterly	
Objective 3.3: Maintain high quality services and customer satisfaction.				
	Strategies:			Output measures:
	3.3.1 Survey clients' satisfaction after each session of 1 hour or more of contact time. Maintain a 50% response rate with 90% of the responses reporting above average and excellent rating.	Chambers RD	ongoing	<ul style="list-style-type: none"> Completing task on time 50% return rate on client survey
	3.3.2 Use a third-party consultant to survey past clients to determine economic impact of Idaho SBDC services. Assure that the impact of Idaho SBDC services is equal or greater than the years before.	SD & Chambers	Annually	Outcome measures: **
	3.3.3 Compile results of training evaluations and use to adjust training topics, schedule, and speakers. Follow-up immediately on any unfavorable comments.	RD	April and as needed	<ul style="list-style-type: none"> 90% Client Satisfaction Equal or greater impact
	3.3.4 Develop and implement a process for evaluating the impact of the NxLevelL training program.	DD	12/2007	
	3.3.5 Survey stakeholders (universities, SBA, SBA partners) and economic development partners to determine satisfaction with SBDC.	SD/DD	yearly	
	3.3.6 Develop an incentive program for offices and/or consultants.	SD/DD	6/2007	

	3.3.7 Regions will identify (goal is 25%) and track “impact” clients. Impact from these clients will be reported in the MIS system.	RD	ongoing	
	Objective 3.4: Collect and report all required management information and determine if any additional measures are needed to make management decisions.			
	Strategies: 3.4.1 Track all non-client contacts and stakeholder contacts. 3.4.2 Review trends in measures at the end of each calendar year 3.4.3 Develop and implement a system to track client success. (Vycital, Noack, Sewell)	All SD/DD team	ongoing annually 12/2005	Output measures: • Completion of tasks on time Outcome measure: **
	Objective 3.5: Continuously improve the Idaho SBDC network.			
	Strategies: 3.5.1 Each region will set a target for piloting the video conferencing system with clients. 3.5.2 Review new technologies for their application to enhancing the efficiency and effectiveness of the Idaho SBDC network. Discuss at each Professional Development Conference and develop strategies to adopt.	RD All	12/2006 Annually	

* SD = State Director, DD = Deputy Director, and RD = Regional Director

** Overall Outcome measure: The trend in the success measures of our clients reported in the yearly impact study is level or increasing

Needs Assessment:

The needs assessment information presented below was compiled from data collected by the six SBDC regional centers, training evaluations, and surveys. It was reviewed by the Advisory Council and prioritized during the June Professional Development Conference. The Idaho SBDC will incorporate this information into delivery of services and into semi-annual professional development for Idaho SBDC staff. Each region will conduct at least two trainings in each of the areas.

Priority needs: Marketing strategies/research Writing a business plan Sources/access to capital Customer service

STATE DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

SUBJECT

Approval of the State Transition Plan for Federal Funds under the Carl D. Perkins Career and Technical Education Act of 2006

REFERENCE

October 12-13, 2006 Information Item

APPLICABLE STATUTES, RULE OR POLICY

Idaho Code Sections 33-2201 through 33-2207; P.L. 109-270, Carl D. Perkins Career and Technical Education Act of 2006; IDAPA 55.01.01

BACKGROUND

P.L. 109-270, Carl D. Perkins Career and Technical Education Act of 2006 was signed by the President on August 12, 2006, reauthorizing the federal legislation for Professional-Technical Education through FY2013

DISCUSSION

As the administrative agent of the State Board for Professional-Technical Education, the State Division of Professional-Technical Education has developed the State Plan in accordance with provisions of the Act for the transition period of July 1, 2007 through June 30, 2008 and will apply for the federal funds. The Division will submit the State Plan to the U.S. Department of Education in April, 2007.

IMPACT

Submission of the State Transition Plan as required by P.L. 109-270, Carl D. Perkins Career and Technical Education Act of 2006.

ATTACHMENTS

Attachment 1 – State Transition Plan

Page 2

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the State Transition Plan as required by P.L. 109-270, Carl D. Perkins Career and Technical Education Act of 2006 for submission to the U.S. Department of Education.

BOARD ACTION

A motion to approve the request by the Division of Professional-Technical Education to approve the State Transition Plan required by P. L. 109-270, Carl D. Perkins Career and Technical Education Act.

STATE DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION - continued

Moved By _____ Seconded By _____ Carried Yes _____ No _____

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Idaho Statutes

TITLE 33
EDUCATION
CHAPTER 22

VOCATIONAL EDUCATION -- FEDERAL AID

33-2201. ASSENT TO SMITH-HUGHES ACT. The state of Idaho hereby accepts the benefits and provisions of an act of Congress approved February 23, 1917, entitled "An act to provide for the promotion of vocational education, to provide for the cooperation with the states and the promotion of such education in agriculture and the trades and industries; to provide for the cooperation with the states in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure," commonly known as the Smith-Hughes Act.

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Idaho Statutes

TITLE 33
EDUCATION
CHAPTER 22

VOCATIONAL EDUCATION -- FEDERAL AID

33-2202. STATE BOARD FOR PROFESSIONAL-TECHNICAL EDUCATION -- POWERS AND DUTIES. The state board of education is hereby designated as the state board for professional-technical education for the purpose of carrying into effect the provisions of the federal act, known as the Smith-Hughes Act, amendments thereto and any subsequent acts now or in the future enacted by the Congress affecting vocational education, and is hereby authorized to cooperate with the United States office of education, vocational division, or any other agency of the United States designated to administer such legislation, in the administration and enforcement of the provisions of said act, or acts, and to exercise such powers and perform such acts as are necessary to entitle the state of Idaho to receive the benefits of the same, and to execute the laws of the state of Idaho relative to professional-technical education; to administer the funds provided by the federal government and the state of Idaho under the provisions of this chapter for promotion of education in agricultural subjects, trade and industrial subjects, home economics subjects and other subjects authorized by the board. Incident to the other powers and duties of the board for professional-technical education, the board may hold title to real property.

As used in this title, unless otherwise specifically defined, the term "professional-technical education" means secondary, postsecondary and adult courses, programs, training and services administered by the division of professional-technical education for occupations or careers that require other than a baccalaureate, master's or doctoral degree. The courses, programs, training and services include, but are not limited to, vocational, technical and applied technology education. They are delivered through the professional-technical delivery system of public secondary and postsecondary schools and colleges.

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Idaho Statutes

TITLE 33
EDUCATION
CHAPTER 22

VOCATIONAL EDUCATION -- FEDERAL AID

33-2203. FURTHER POWERS OF BOARD. It shall have full power to formulate plans for the promotion of professional-technical education in such subjects as are an essential and integral part of the public school system of the state of Idaho, and to provide for the preparation of teachers of such subjects. It shall have full power to fix the compensation of such officials and assistants as may be necessary to administer the federal act herein referred to, and to pay such compensation and other necessary expenses of administration from funds appropriated in this chapter and from money received under the provisions of the federal act. It shall have authority to make studies and investigations relating to professional-technical education in such subjects, to promote and aid in the establishment of local communities of schools, departments or classes, giving training in such subjects; to cooperate with the local communities in the maintenance of such schools, departments or classes; to prescribe qualifications for teachers, directors and supervisors for such subjects, and to have full authority to provide for the certification of such teachers, directors and supervisors, subject to the laws and rules governing the state board of education; to cooperate in the maintenance of classes supported and controlled by the public for the preparation of teachers, directors and supervisors of such subjects, or to maintain such classes under its own direction and control; to establish and determine by general rule the qualifications to be possessed by persons engaged in the training of professional-technical teachers.

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Idaho Statutes

TITLE 33
EDUCATION
CHAPTER 22

VOCATIONAL EDUCATION -- FEDERAL AID

33-2204. MEETINGS OF STATE BOARD. The state board of education, when acting as the state board for professional-technical education, shall hold four (4) regular meetings annually at such time and place as may be directed by said board, but special meetings may be called at any time and at a place designated in said call by the president.

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Idaho Statutes

TITLE 33
EDUCATION
CHAPTER 22

VOCATIONAL EDUCATION -- FEDERAL AID

33-2205. STATE BOARD TO APPOINT ADMINISTRATOR -- DESIGNATION OF ASSISTANTS -- DUTIES. The state board of education shall appoint a person to serve as an administrator to the state board for professional-technical education, who shall be known as the administrator of professional-technical education. He shall designate, by and with the advice and consent of the state board for professional-technical education, such assistants as may be necessary to properly carry out the provisions of the federal acts and this chapter for the state of Idaho.

The administrator of professional-technical education shall also carry into effect such rules as the state board for professional-technical education may adopt, and shall coordinate all efforts in professional-technical education approved by the board with the executive secretary, and shall prepare such reports concerning the condition of professional-technical education in the state as the state board for professional-technical education may require.

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Idaho Statutes

TITLE 33
EDUCATION
CHAPTER 22

VOCATIONAL EDUCATION -- FEDERAL AID

33-2206. REPORTS. The state board for professional-technical education shall make annually to the governor and legislature a report of all moneys expended for professional-technical education both from state and federal funds, and shall include such annual report in the annual report of the state board of education.

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Idaho Statutes

TITLE 33
EDUCATION
CHAPTER 22

VOCATIONAL EDUCATION -- FEDERAL AID

33-2207. CUSTODY AND DISBURSEMENT OF MONEYS APPROPRIATED. The state treasurer is hereby designated and appointed custodian of all moneys received by the state from the appropriation made by said act of Congress, and he is authorized to receive and to provide for the proper custody of the same and to make disbursement thereof in the manner provided in the said act, and for the purposes therein specified. He shall also pay out any moneys appropriated by the state of Idaho for the promotion of professional-technical education in accordance with the provisions of sections 33-2201 through 33-2207, Idaho Code, and upon the order of the state board for professional-technical education.

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PLANNING, POLICY & GOVERNMENTAL AFFAIRS

February 21 - 22, 2007

IDAPA 55 TITLE 01 CHAPTER 01

IDAPA 55 - THE DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

55.01.01 - RULES GOVERNING ADMINISTRATION

000. LEGAL AUTHORITY.

The State Board of Education is designated as the State Board for Professional-Technical Education and is responsible to execute the laws of the state of Idaho relative to professional-technical education, administer state and federal funds, and through the administrator of the State Division of Professional-Technical Education, coordinate all efforts in professional-technical education (Sections 33-2202 through 33-2212, Idaho Code). (4-5-00)

001. TITLE AND SCOPE.

01. Title. These rules shall be known as the IDAPA 55.01.01, "Rules Governing Administration". (4-5-00)

02. Scope. These rules serve the administration of Professional-Technical Education in Idaho and define the duties of the State Division of Professional-Technical Education. (4-5-00)

002. WRITTEN INTERPRETATIONS.

Written interpretations of these rules, if any, are on file at the office of the State Division of Professional-Technical Education. (4-5-00)

003. ADMINISTRATIVE APPEALS.

All appeals under these rules shall be conducted pursuant to the procedures set forth by the State Board of Professional-Technical Education. (4-5-00)

004. DEFINITIONS.

Professional-technical education is generally defined as secondary, postsecondary and adult courses, programs, training and services for occupations or careers that require other than a baccalaureate, master's or doctoral degree. The courses, programs, training and services include vocational, technical and applied technology education. They are delivered through the professional-technical delivery system of public secondary and postsecondary schools and colleges. (4-5-00)

005. -- 099. (RESERVED).

100. STATEMENT OF PURPOSE.

The mission of Professional-Technical Education is to provide Idaho's youth and adults with the technical skills, knowledge and attitudes necessary for successful performance in a globally competitive work place. The Division of Professional-Technical Education serves as an administrative arm of the State Board for Professional-Technical Education. The State Board appoints a person to serve as the state administrator. Staff are provided to assist the state administrator in conducting the functions of the Division. (4-5-00)

101. POLICIES, PROCEDURES AND GUIDELINES.

The State Board for Professional-Technical Education designates the State Division of Professional-Technical Education to develop, establish and disseminate policies, procedures, and guidelines for the purpose of administering professional-technical education in the state. (4-5-00)

102. BASIC FUNCTION.

The State Division of Professional-Technical Education will: (4-5-00)

01. Provide Leadership. Provide statewide leadership and coordination for professional-technical

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
February 21 - 22, 2007

IDAHO ADMINISTRATIVE CODE
Division of Professional-Technical Education

IDAPA 55.01.01
Rules Governing Administration

education. (4-5-00)

02. Assist Local Educational Agencies. Assist local educational agencies in program planning, development, and evaluation. (4-5-00)

03. Promote Education. Promote the availability and accessibility of professional-technical education. (4-5-00)

04. Prepare State Plans. Prepare annual and long-range state plans. (4-5-00)

05. Prepare Budget. Prepare an annual budget to present to the state board and the legislature. (4-5-00)

06. Provide A Finance And Accountability System. Provide a state finance and accountability system for professional-technical education. (4-5-00)

07. Provide Training. Administer And Deliver Emergency Services Training. (4-5-00)

08. Evaluate Programs. Provide professional-technical education programs. (4-5-00)

09. Develop Programs. Initiate research, curriculum development and personnel development activities. (4-5-00)

10. Utilize And Disseminate Data. Collect, analyze, evaluate, and disseminate data and program information. (4-5-00)

11. Administer Programs. Administer programs in accordance with state and federal legislation. (4-5-00)

12. Provide Support And Leadership. Provide support and leadership for professional-technical student organizations. (4-5-00)

13. Liaison. Provide liaison with related agencies, officials, and organizations. (4-5-00)

103. PROFESSIONAL-TECHNICAL FACULTY.

IDAPA 55.01.01, "Rules Governing Administration," and IDAPA 55.01.02, "Rules Governing Postsecondary Program Reduction or Termination," shall apply to professional-technical faculty at all institutions. In the case of conflict between IDAPA 08.01.02, "Personnel Rules of the State Board of Education," and IDAPA 55.01.01, "Rules Governing Administration," or IDAPA 55.01.02, "Rules Governing Postsecondary Program Reduction or Termination," IDAPA 55.01.01, "Rules Governing Administration," and IDAPA 55.01.02, "Rules Governing Postsecondary Program Reduction or Termination," shall control and be given priority. (4-5-00)

104. TENURE.

Regarding tenure of professional-technical faculty, see the State Board of Professional-Technical Education Policies and Procedures, Section VII, Subsection B.1, Non-Tenure Track Policy. (4-5-00)

105. -- 999. (RESERVED).

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

**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:

Signature: _____

Name: Mike Rush

Position: State Administrator

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☐ Unified - Postsecondary Only

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☐ 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 39th 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 FY2006, 109 of the state's 113 school districts offered approved professional-technical education programs in comprehensive high schools. Professional-technical programs are also offered through the Idaho School for the Deaf and the Blind and the Department of Corrections 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 12.7% (\$7.5 million) of the funds appropriated by the State Legislature (\$51.5 million from non-federal sources) for professional-technical education in FY2007.

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

Idaho is submitting a transition plan for the period of July 1, 2007 through June 30, 2008. In accordance with the State Plan Guidelines, this Section will be completed and submitted with the Final Plan submitted in April, 2008.

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)]

NOT REQUIRED FOR TRANSITION PLAN

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)]

NOT REQUIRED FOR TRANSITION PLAN

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)]

NOT REQUIRED FOR TRANSITION PLAN

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)]

NOT REQUIRED FOR TRANSITION PLAN

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)]

NOT REQUIRED FOR TRANSITION PLAN

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

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 FY2008, the first year of operation (7/01/07 – 6/30/08).

The State Application for Occupational and Employment Information grants is included as Appendix A, Section 118, Occupational and Employment Information. [Sec. 118(b)(1)-(2)]

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 B, 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 C, 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. Appendix A outlines Idaho's implementation of Section 118, Occupational & Employment Information and how this information is made available to Idaho students.

- (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 Six-Year Plan and the Postsecondary Local Six-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.

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 D, 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;**

The Division of Professional-Technical Education will disseminate information on best practices to eligible recipients through the annual Professional-Technical Education Summer Conference, technical assistance visits and email, and weekly newsletters from the Program Managers.

- (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;**

NOT REQUIRED FOR TRANSITION PLAN

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

NOT REQUIRED FOR TRANSITION PLAN

- (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;**

NOT REQUIRED FOR TRANSITION PLAN

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

NOT REQUIRED FOR TRANSITION PLAN

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

NOT REQUIRED FOR TRANSITION PLAN

- (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)]

NOT REQUIRED FOR TRANSITION PLAN

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

NOT REQUIRED FOR TRANSITION PLAN

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

NOT REQUIRED FOR TRANSITION PLAN

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)]

NOT REQUIRED FOR TRANSITION PLAN

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)]

NOT REQUIRED FOR TRANSITION PLAN

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;

NOT REQUIRED FOR TRANSITION PLAN

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

NOT REQUIRED FOR TRANSITION PLAN

- (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)]

NOT REQUIRED FOR TRANSITION PLAN

- 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). In addition, 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)]

NOT REQUIRED FOR TRANSITION PLAN

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)]

NOT REQUIRED FOR TRANSITION PLAN

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)]

NOT REQUIRED FOR TRANSITION PLAN

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 Plan is located at Appendix E
The Postsecondary Local Plan is located at Appendix F
The Secondary Annual Application is located at Appendix G
The Postsecondary Annual Application is located at Appendix H

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.

NOT REQUIRED FOR TRANSITION PLAN

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 six-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 Six-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)]**

NOT REQUIRED FOR TRANSITION PLAN

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)]**

NOT REQUIRED FOR TRANSITION PLAN

Eligible recipients will submit annual applications to operate projects that prepare for non-traditional fields. (See Appendix I, 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)]**

NOT REQUIRED FOR TRANSITION PLAN

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 J, 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.**

NOT REQUIRED FOR TRANSITION PLAN

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 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 FAUPL's. The primary changes will be with the secondary FAUPL's where alignment is required with the 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 not setting performance levels lower than the existing state performance levels. 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 OVA Division of Academic and Technical Education (DATE) in a January 18th conference call, the definitions for the student populations may change. It was indicated that DATE would indicate which populations were to be used for the individual measures. Both the secondary and postsecondary accountability implementation teams reviewed and edited the existing definitions for measures and data processes to ensure consistency in what was reported from school to school. When the DATE approved definitions are distributed the teams will revisit the existing definitions and in which measures they will be used.

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 it is our intent to utilize the NCLB test vendor and the Bureau of Technology Services (BOTS) to disaggregate the data for PTE investors. This would provide equivalent validity and reliability to the Idaho NCLB assessments. We have aligned our process and the terminology we will use to the highest degree possible with existing Idaho NCLB processes.

- 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 was a stated recommendation by the Division of Professional-Technical Education that in the process of developing measures, data collection and reporting processes that we take advantage of the processes already being used. It was noted that accountability efforts by agencies are not always coordinated and that duplication of effort is burdensome on the local schools.

Our 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 performance levels for 1S1, 2S1, and 4S1 are detailed on the Accountability Form at the end of this section. Page 19 of the State Plan Guide indicates that transition plans need only include the agreed performance levels for the columns with the 'X' under transition plan. That would be 1S1, 2S1, and 4S1. Those performance levels are listed on the FAUPL form.

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 score at the assessments in administered under proficiency of secondary against the ESEA career and technical education students who proficient level or above on the State's reading/language arts and mathematics the ESEA to measure the academic career and technical education students standards.

It is our intent to use the exact information, processes, and reporting procedures currently used in Idaho for NCLB purposes. It is our intent to have a data element for PTE investors and PTE Concentrators included in the database by the ISAT test vendor. Following the close of the testing window, the database is returned to the Bureau of Technology Services (BOTS) where the disaggregated reports are prepared. It is our intent that the reports would have the same format as used for the AYP process in Idaho and disaggregated on the same subgroups.

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 lower standards for PTE students would not send the correct message to our stakeholders. So, the consensus at this time is to adopt the AYP cut scores approved by the Idaho Board of Education for NCLB purposes. For reporting of NCLB data the Idaho Department of Education makes the following exceptions.

To protect the privacy of individual students the following symbols are used.

>95% - The group with proficiency percentages greater than 95%.

<5% - The group with proficiency percentages less than 5%.

^ 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.

** The District has not reported any students in this group.*

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.

Again, it is our intent to use the exact information, processes, terminology and reporting procedures currently used in Idaho for NCLB purposes. It may be more challenging in calculating graduation rates as most students will not achieve the "PTE Investor" status until their junior or senior year in high school.

Working with the Idaho Department of Education and the Bureau of Technology Services (BOTS), it is our intent to compare graduations rates and develop disaggregated reports comparing PTE and non-PTE populations. It is our intent that the reports would have the same format as used for the AYP indicators in Idaho.

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 number of high school graduates and dropouts by grade has been reported to ISDE for the last five years.

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. 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)]**

It is recognized that local level can negotiate for adjusted levels of performance if they do not accept the state adjusted level. For the transition year the state adjusted levels of performance would apply to all recipients. This would allow the state and locals to look at 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. A high level of alignment with AYP and Special Education improvement plans would be pursued.

- 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 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].**

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. Examples the Idaho AYP format can be viewed at sde.idaho.gov/dept/ayp2006.asp. The Idaho State Board of Education and the PTE accountability teams have, and will continue, to review the data elements for reliability and validity as they are applied at the program, school, and state levels. Because of variability of data, it was also determined that populations less than 34 would not be held to the performance standard in the subpopulations. Being a rural state, this will be a common occurrence for the subpopulations.

It is a stated goal to move from data collection and reporting for compliance to a focus on program improvement. It is anticipated that the transition year will be used to test some of the data elements and reporting and to adjust, as needed.

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 FY2008 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 will be set at the state levels set by the Idaho Department of Education in making Annual Yearly Progress (AYP) determinations. These state goals are posted at

<http://www.boardofed.idaho.gov/saa/proficiency.asp#grad>. The State of Idaho Consolidated State Application Accountability Workbook, which details the accountability requirements for NCLB, is posted at <http://www.ed.gov/admins/lead/account/stateplans03/idcsa.pdf>.

For Idaho, the definitions of several of the Perkins 4 measures are substantially different than the Perkins 3 measures. At the secondary level this would be measure 2S1 – Technical Skill Attainment. At the postsecondary level this would include 1P1- Technical Skill Attainment, and 3P1-Student Retention and Transfer. For these measures it will be necessary to conduct research prior to proposing baseline data and annual performance goals.

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 can be 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/. Idaho does not currently have a statewide system of measuring technical skill attainment. The current measure of technical skill attainment at the secondary level is,

"A program completer who has taken a professional-technical capstone course and achieved a mastery level. Mastery occurs when a completer achieves 80% (or more) of the competencies (or a "B" grade or higher) in the capstone course(s)."

The current measure being used at the postsecondary level is,

"The percentage of PTE program completers who achieve a 2.5 GPA in professional technical courses to demonstrate mastery of the knowledge, skills, and competencies required for technical certificates or degrees."

It was determined that these measures will not meet the Perkins 4 requirements. It was decided that a statewide system for technical skill attainment would be adopted. The following process will be followed:

The State Division of Professional-Technical Education (SDPTE) will survey programs located in comprehensive high school, PTE schools, and technical colleges on technical measures currently utilized.

The IDPTE will prepare a report listing programs statewide and the technical skill measures being used. The report will be distributed to the state PTE program managers and school administration for review.

A technical assessment team consisting of secondary and postsecondary representatives will meet to discuss existing technical measures and strategies for statewide implementation. Strategies must include programs for which specialized accreditation is available and those programs that do not have an accrediting organization.

The goal for implementation will be the fall of 2007 with the first technical assessment being administered in the spring of 2008. The results of the first years experience and testing will be reviewed for procedural changes and the establishment of state performance levels.

During the January 11, 2007 NSWG Conference call guidance was provided that these indicators are to be approached using marketable and portable third-party assessments and not completion or grade point averages; states will be able to use either existing national industry tests, new nationally-developed assessments and/or state-developed end of course or end of program ones. The subgroup advised that the inventory include all of these three types of assessments and that both broad foundational and occupational specific skills need to be covered.

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 CCBenefits (www.ccbenefits.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, CCBenefits 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
TOTAL ALL OCCUPATIONS	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)]**

Section	Allocation	Distribution Criteria
131(a)	\$3,824,647	Sections 131(a)(1)-(2)
131(b)	N/A	Idaho will not request a waiver for more equitable distribution
131(c)	N/A	Sections 131(a)(1)-(2) – Idaho will grant waivers on a case-by-case basis
131(d)	N/A	Idaho does not have limited jurisdiction agencies
131(e)	N/A	Idaho does not have area career and technical education schools or educational service agencies

- 3. Describe how the eligible agency will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, 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.

- 4. 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.

- 5. 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 1.
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 FY2007.

Consortium	Allocation
Long-Pin Consortium	37,252
Southeast Idaho Consortium	21,118
St. Maries/Plummer/Worley Consortium	36,061
Idaho Falls/Firth/Ririe Consortium	177,714
Melba/McCall-Donnelly Consortium	21,023
West Side/Malad Consortium	23,783
Tri-District Consortium	53,073
Local Consortium of Southern Idaho	76,666
High Desert Consortium	52,770
Ponderosa Consortium	20,493
Central Idaho Tri-District Consortium	30,109
Camas Consortium	25,256
Plymouth Rock Consortium	32,003
Power County Consortium	29,999
Kellogg/Wallace/Mullan Consortium	42,816
South Magic Valley Consortium	69,246
Southwest Consortium	91,216
Clearwater Consortium	21,632

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.

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.

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 K , 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.

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.

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 2007 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

President, Laird Stone
State Board of Education

Date

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

Date

B. Other Assurances

1. Single Point of Contact, Executive Order 12372
(Executive Order 12372; 34 CFT 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 L , Certifications and Assurances.

3. Assurance for Non-Construction Programs Form

The signed Assurance for Non-Construction Programs form is included in Appendix , 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)]

9. 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)]

10. 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)]

PART B: BUDGET FORMS

PERKINS IV BUDGET TABLE – PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

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

A.	Total Title I Allocation to State	\$6,862,428
B.	Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ 624,444
C.	Total Amount of Combined Title I and Title II Funds to be Distributed Under Section 112 (<i>Line A + Line B</i>)	\$7,486,872
D.	Local Formula Distribution (<i>Not Less Than 85% of Line C</i>) (<i>Line C x 85%</i>)	\$6,363,841
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)	\$5,943,841
a.	Secondary Programs (65% of Line D.2)	\$3,863,497
b.	Postsecondary Programs (35% of Line D.2)	\$2,080,344
E.	Leadership (Not More Than 10%) (<i>Line C x 10%</i>)	\$ 748,687
a.	Nontraditional Training and Employment (\$60,000)	
b.	Corrections or Institutions (\$ 74,166)	
F.	State Administration (not more than 5%) (<i>Line C x 5%</i>)	\$ 374,344
G.	State Match (<i>from non-federal funds</i>)	\$ 374,344

PART C: ACCOUNTABILITY FORMS

Student Definitions

A. Secondary Level

Investors –

A senior student who has completed three or more semesters of a state approved professional-technical program sequence; OR, who has completed all the courses (if less than three semesters) offered in an occupational area; OR, who is enrolled in a state approved professional-technical school/academy.

DATE 1/18/07: Investor is a secondary student who has earned two or more PTE credits in one or more PTE program areas.

Concentrators –

(Completer) – A program completer is a senior student who, as either a junior or senior, has completed a state-approved sequence of Professional-Technical courses that includes a capstone course.

DATE 1/18/07: A concentrator is a secondary student who has earned three (3) or more credits in a single PTE program or two (2) credits if it is a state approved two course sequences at the secondary level. (only used for technical skill measure)

B. Postsecondary/Adult Level

Concentrators –

PTE Concentrator – A PTE concentrator is a matriculated degree seeking student who completes at least 12 technical credits within a single program area or within program requirements.

DATE 1/18/07: A postsecondary concentrators has completed at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic or CTE credits and terminates in an industry recognized degree or credential or 2) completes a short –term sequence of less than 12 credits that terminates in an industry recognized credential, certificate or degree.

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II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY 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
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: The school's total number of PTE program investors who scored proficient or higher on the <u>ISAT 10 Reading</u>, or achieved proficiency through a state approved alternative assessment.</p> <p>Denominator: The school's total number of PTE program investors who are seniors.</p>	State and Local Administrative Records	<p>2006-2007</p> <p>B: 78%</p>	<p>L: Will be pre-populated at the request of the State</p> <p>A:</p>	<p>L: Will be pre-populated at the request of the State</p> <p>A:</p>
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<p>Numerator: The school's total number of PTE program investors who scored proficient or higher on the <u>ISAT 10 Math</u>, or achieved proficiency through a state approved alternative assessment.</p> <p>Denominator: The school's total number of PTE program investors who are seniors.</p>	State and Local Administrative Records	<p>2006-2007</p> <p>B: 70%</p>	<p>L: Will be pre-populated at the request of the State</p> <p>A:</p>	<p>L: Will be pre-populated at the request of the State</p> <p>A:</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
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	<p>Numerator: The school's total number of PTE program completers who are seniors and achieved proficient or higher on a state approved, industry validated career and technical skills assessment.</p> <p>Denominator: The school's total number of PTE program completers.</p>	State and Local Administrative Records	<p>NOT REQUIRED FOR TRANSITION PLAN</p> <p>B:</p>	<p>NOT REQUIRED FOR TRANSITION PLAN</p> <p>L:</p> <p>A:</p>	<p>NOT REQUIRED FOR TRANSITION PLAN</p> <p>L:</p> <p>A:</p>
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)	<p>Numerator: The school's total number of PTE program investors who have attained a high school diploma or its recognized equivalent.</p> <p>Denominator: The school's total number of PTE program investors who are seniors.</p>	Local Administrative Records	<p>NOT REQUIRED FOR TRANSITION PLAN</p> <p>B:</p>	<p>NOT REQUIRED FOR TRANSITION PLAN</p> <p>L:</p> <p>A:</p>	<p>NOT REQUIRED FOR TRANSITION PLAN</p> <p>L:</p> <p>A:</p>
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	<p>Numerator: The school's total number of PTE program investors reported as graduated using the Idaho Department of Education calculation for graduation rate.</p> <p>Denominator: The school's total number of PTE program investors who are seniors.</p>	State and Local Administrative Records	<p>2006-2007</p> <p>B: 90%</p>	<p>L: <i>Will be pre-populated at the request of the State</i></p> <p>A:</p>	<p>L: <i>Will be pre-populated at the request of the State</i></p> <p>A:</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
5S1 Secondary Placement 113(b)(2)(A)(v)	<p>Numerator: The school's total number of PTE program completers who achieve a positive placement and/or transition to postsecondary education, advanced training, military service, or employment.</p> <p>Denominator: The total unduplicated number of PTE program completers. (NOTE: This is the number of PTE completers who graduated the previous year.)</p>	Local Administrative Records	<p>NOT REQUIRED FOR TRANSITION PLAN</p> <p>B:</p>	<p>NOT REQUIRED FOR TRANSITION PLAN</p> <p>L:</p> <p>A:</p>	<p>NOT REQUIRED FOR TRANSITION PLAN</p> <p>L:</p> <p>A:</p>
6S1 Nontraditional Participation and Completion 113(b)(2)(A)(vi)	<p>Numerator: Total number of PTE program participants who enroll in a state approved PTE program that is nontraditional to their gender.</p> <p>Denominator: The school's total number of PTE program participants in programs designated as non-traditional.</p>	State and Local Administrative Records	<p>NOT REQUIRED FOR TRANSITION PLAN</p> <p>B:</p>	<p>NOT REQUIRED FOR TRANSITION PLAN</p> <p>L:</p> <p>A:</p>	<p>NOT REQUIRED FOR TRANSITION PLAN</p> <p>L:</p> <p>A:</p>

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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
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	<p>Numerator: The school's total number of PTE program completers who achieved proficient or higher on a state approved, industry validated career and technical skills assessment.</p> <p>Denominator: The school's total number of PTE program completers.</p>	State and Local Administrative Records	<p>NOT REQUIRED FOR TRANSITION PLAN</p> <p>B:</p>	<p>NOT REQUIRED FOR TRANSITION PLAN</p> <p>L:</p> <p>A:</p>	<p>NOT REQUIRED FOR TRANSITION PLAN</p> <p>L:</p> <p>A:</p>
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	<p>Numerator: Total number of PTE program completers who were eligible to receive an industry recognized credential, certificate or degree.</p> <p>Denominator: The school's total number of PTE program completers.</p>	Local Administrative Records	<p>NOT REQUIRED FOR TRANSITION PLAN</p> <p>B:</p>	<p>NOT REQUIRED FOR TRANSITION PLAN</p> <p>L:</p> <p>A:</p>	<p>NOT REQUIRED FOR TRANSITION PLAN</p> <p>L:</p> <p>A:</p>
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	<p>Numerator: Total number of PTE concentrators who (1) remain enrolled in their original institution, (2) transfer to another 2-year postsecondary institution, or (3) transfer to a baccalaureate degree program.</p> <p>Denominator: The school's total number of PTE program concentrators.</p>	State and Local Administrative Records	<p>NOT REQUIRED FOR TRANSITION PLAN</p> <p>B:</p>	<p>NOT REQUIRED FOR TRANSITION PLAN</p> <p>L:</p> <p>A:</p>	<p>NOT REQUIRED FOR TRANSITION PLAN</p> <p>L:</p> <p>A:</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
4P1 Student Placement 113(b)(2)(B)(iv)	<p>Numerator: The school's total number of PTE program completers who achieve a positive placement and/or transition to postsecondary education, advanced training, military service, or employment.</p> <p>Denominator: The school's total number of PTE program completers. (NOTE: This is the number of PTE completers who completed the previous year.)</p>	Local Administrative Records	<p>NOT REQUIRED FOR TRANSITION PLAN</p> <p>B:</p>	<p>NOT REQUIRED FOR TRANSITION PLAN</p> <p>L:</p> <p>A:</p>	<p>NOT REQUIRED FOR TRANSITION PLAN</p> <p>L:</p> <p>A:</p>
5P1 Nontraditional Participation and Completion 113(b)(2)(B)(v)	<p>Numerator: Total number of PTE program participants who enroll in a state approved PTE program that is nontraditional to their gender.</p> <p>Denominator: The school's total number of PTE program participants in programs designated as non-traditional.</p>	Local Administrative Records	<p>NOT REQUIRED FOR TRANSITION PLAN</p> <p>B:</p>	<p>NOT REQUIRED FOR TRANSITION PLAN</p> <p>L:</p> <p>A:</p>	<p>NOT REQUIRED FOR TRANSITION PLAN</p> <p>L:</p> <p>A:</p>