EXECUTIVE SUMMARY

IDAHO STATE FIVE-YEAR PLAN
Carl D. Perkins Career and Technical Education Act of 2006
P.L. 109-270

July 1, 2008 – June 30, 2013

January, 2008

INTRODUCTION

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

Historically, federal professional-technical education funds have been targeted to promote preparation in the skills that are needed by business and industry. Perkins IV builds on this purpose by promoting the development of challenging academic and technical standards including preparation for high skill, high wage, or high demand occupations in current or emerging occupations.

Perkins IV is divided into three titles:

Title I	Career and Technical Education Assistance to the States
Title II	Tech Prep
Title III	General Provisions

State Five-Year Plan

The Idaho State Five-Year Plan was developed in consultation with the Office of Governor Otter, State Board of Education, Department of Education, Division of Vocational Rehabilitation, Department of Labor, and the Workforce Development Council. The Division also consulted with representatives from the six Technical Colleges, public school districts, teachers, parents, students, interested community members, representatives of special populations, representatives of business and industry and representatives of labor organizations in the State.

Highlights

Perkins IV promotes the development of technical and academic skills of secondary and postsecondary professional-technical education students by:

- developing challenging technical and academic skill standards and to assist students in meeting those standards;
- preparing students for high skill, high wage, or high demand occupations in current or emerging professions;
- promoting the integration of rigorous and challenging professional-technical and academic instruction that link secondary and postsecondary education;
- providing technical assistance that (a) promotes leadership, initial preparation and professional development at the State and local levels and (b) improves the quality of professional-technical education teachers, faculty, administrators and counselors; and
- supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, local workforce investment boards, business and industries.

Significant Changes

Perkins IV provides increased emphasis on providing students with high quality professional-technical education programs that include coherent and rigorous content aligned with challenging academic standards. Programs must prepare students for high wage, high skill or high demand occupations. In addition, Perkins IV increased accountability at the State and local levels by creating two separate accountability systems and imposing sanctions for school districts and technical colleges that fail to meet the agreed upon performance levels.

- **High Quality Programs of Study**

  School districts and technical colleges are now required to provide a minimum of one program of study in order to receive Perkins IV funds. Programs of study must include coherent and rigorous technical and academic content; align secondary and postsecondary education; and lead to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree. The new requirement for programs of study expands articulation agreements to include baccalaureate degree programs.

- **Increased Accountability**

  Perkins IV created a local level accountability system in addition to the state system created under Perkins III. Local school districts and technical colleges must now accept the state agreed upon levels of performance or negotiate local agreed upon performance measures with the Division of Professional-Technical Education.

  At the secondary level, academic attainment will now be measured by the academic assessments the state has approved under No Child Left Behind (NCLB). Graduation rates will also be reported as defined in NCLB, and technical skill proficiency will include student achievement on technical assessments that are aligned with industry-recognized standards when possible.

  At the postsecondary level, academic attainment will no longer be reported as a separate measure, but technical skill proficiency will include student attainment on technical assessments that are aligned with industry-recognized standards when possible. Additionally, student placement in high-wage, high-skill or high-demand occupations or professions must be measured at the postsecondary level.

- **Sanctions**

  The Division of Professional-Technical Education may withhold any or all of the Perkins IV funds if a school district or technical college fails to implement a program improvement plan; or fails to make any improvement in meeting any of the local adjusted levels of performance; or fails to meet at least 90 percent of an agreed upon local adjusted level of performance for three consecutive years.

State Level Decisions

- **Consolidation of Title I and Title II**

  Idaho elected to merge Title I and Title II of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) to more fully integrate tech prep into professional-technical education programs. Six regional Advanced Learning Partnerships were formed to further efforts of the six Tech Prep consortia funded under Title II of the previous Perkins legislation.

  The Advanced Learning Partnerships are comprised of representatives from the Technical College, school districts and business and industry in each region. The role of the Advanced Learning Partnerships is 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.

- **Title I Split between Secondary and Postsecondary**

  Under Perkins III, funds available for basic programs were split to distribute 65% to secondary schools and 35% to postsecondary institutions. Idaho did not have a reserve under Perkins III.

  Under Perkins IV, Idaho reserved $420,000 from the funds available for basic programs to support the six regional Advanced Learning Partnerships. The remaining basic program funds were split 65% for secondary schools and 35% for postsecondary institutions.

  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.

- **Performance Measures**

  The Division of Professional-Technical Education established statewide committees for the purpose of developing performance measures for the core indicators of performance. The state performance measures developed by the committees are shown on the following pages.

Secondary Measures

Measure 1S1 **Academic Attainment – Reading/Language Arts**	Numerator	The number of PTE concentrators who are seniors and scored proficient or above on the ISAT 10 in Reading, or achieved proficiency through a state approved alternative route to graduation.
	Denominator	The number of PTE concentrators who are seniors.
Measure 1S2 **Academic Attainment - Mathematics**	Numerator	The number of PTE concentrators who are seniors and scored proficient or above on the ISAT 10 in Mathematics or achieved proficiency through a state approved alternative route to graduation.
	Denominator	The number of PTE concentrators who are seniors.
Measure 2S1 **Technical Skill Attainment**	Numerator	The number of PTE concentrators who passed a state approved technical skill assessment during the reporting year.
	Denominator	The number of PTE concentrators who took a state approved technical skill assessment during the reporting year.
Measure 3S1 **Secondary School Completion**	Numerator	The number of PTE concentrators who earned a high school diploma during the reporting year.
	Denominator	The number of PTE concentrators who left secondary education during the reporting year.
Measure 4S1 **Student Graduation Rates**	Numerator	The number of PTE concentrators who earned a high school diploma during the reporting year.
	Denominator	The number of PTE concentrators who are included in the AYP determination for graduation rate during the reporting year.
Measure 5S1 **Secondary Placement**	Numerator	The number of PTE concentrators who achieved a positive placement or transition in the second quarter after leaving high school.
	Denominator	The number of PTE concentrators who left high school in the reporting year.
Measure 6S1 **Nontraditional Participation**	Numerator	The number of PTE participants who enroll in a state approved PTE program that is nontraditional to their gender.
	Denominator	The number of PTE program participants in programs designated as non-traditional.
Measure 6S2 Nontraditional Completion	Numerator	The number of students who are PTE concentrators in programs nontraditional to their gender.
	Denominator	The number of PTE concentrators in programs designated as non-traditional.

Postsecondary Measures

Measure 1P1 **Technical Skill Attainment**	Numerator	The number of PTE concentrators who passed a state approved technical skill assessment during the reporting year.
	Denominator	The number of PTE concentrators who took a state approved technical skill assessment during the reporting year.
Measure 2P1 **Credential, Certificate or Degree**	Numerator	The number of PTE concentrators who earned an industry-based credential, a certificate, or a degree during the reporting year.
	Denominator	The number of PTE concentrators who left postsecondary education during the reporting year.
Measure 3P1 **Student Retention or Transfer**	Numerator	The number of PTE concentrators who (1) remained enrolled in their original institution, or (2) transferred to another 2- or 4-year postsecondary institution, and who were enrolled in the fall of the previous year.
	Denominator	The number of PTE concentrators who were enrolled in the previous fall semester and did not earn a recognized industry recognized credential, a certificate or a degree.
Measure 4P1 **Student Placement**	Numerator	The number of PTE concentrators who achieved a positive placement or transition in the second quarter after leaving postsecondary education.
	Denominator	The number of PTE concentrators who left postsecondary education during the reporting year.
Measure 5P1 **Nontraditional Participation**	Numerator	The number of PTE participants who enroll in a state approved PTE program that is nontraditional to their gender.
	Denominator	The number of PTE program participants in programs designated as non-traditional.
Measure 5P2 **Nontraditional Completion**	Numerator	Total number of PTE students who are PTE concentrators in programs nontraditional to their gender.
	Denominator	The number of PTE concentrators in programs designated as non-traditional.