IDAHO'S 2005 NARRATIVE

I. State Administration

A. **Sole State Agency and Governance Structure --** The Division of Professional-Technical Education provides leadership, advocacy and technical assistance for professional-technical education in Idaho. The Division also administers the Carl Perkins Act and coordinates the state system with other state and federal education and training programs.

B. **Organization of Vocational and Technical Education Programs** – Professional-technical programs are based on industry need and input. Each program "major" consists of a sequential program of study; moving from introductory classes to capstone classes. Some foundation or exploratory classes are available at the middle school/junior high level. Professional-Technical funding begins at the ninth grade. Most programs have classes that start at the ninth grade and consist of a two- or three-year sequence. Many of the high school programs are designed to articulate to the postsecondary level. The Division has taken beginning steps for implementing the Career Cluster Initiative in Idaho. Career Clusters provide structure to many different strategies that schools are using to increase student achievement and better prepare students for transition from high school to college and the workplace.

II. State Leadership Activities

A. Required Uses of Funds

i. **Professional Development Programs** – funds were used to provide professional development activities for secondary and postsecondary instructors. Funds were used to provide professional development training to a cadre of highly qualified instructors to help prepare them as leaders in professional-technical education. The professional development included workshops for new teachers at the secondary and postsecondary levels. Professional development funds were also used to support teacher participation in National Board Certification.

ii. **Nontraditional Training ($60,000)** – funds were allocated to the six technical colleges for programs that prepare individuals for successful entry into nontraditional occupations.

iii. **Serving Individuals in State Institutions** – funds were allocated to the Department of Correction to provide technical training for incarcerated youth and adults.

B. Permissible Activities

i. The Division of Professional-Technical Education staff provides technical assistance to programs in local school districts; programs located in technical colleges, and Professional-Technical Student Organizations. Perkins funds have helped support career guidance programs this past year in the form of broadcast conferences and career cluster activities. Federal Perkins funds were used to develop curriculum which includes work-based experiences that show all aspects of an industry; to

participate in a national Health Cluster Project; to provide grants for teams to attend the National Career Clusters Institute, and to align secondary and postsecondary course content for articulation purposes. Federal Perkins dollars have provided funding for PTE teachers to participate in National Board Certification; the Idaho Leadership Institute, and the Pre-service Workshop for new teachers.

III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs

A. Eligible recipients under Sections 131 include 107 of the state's secondary school districts. Sixty-eight of these districts belong to the state's 18 Perkins III secondary consortia.

B. Eligible recipients under Section 134 are the state's six technical colleges. Idaho does not have any postsecondary consortia.

IV. Accountability

A. **State's Overall Performance Results and Program Improvement Strategies.**

i. At the secondary level, 163 high schools completed the Perkins Measures and showed the following results:

1. Measure 1S1 – 96.39 percent of concentrators who were seniors completed the graduation requirements. This exceeded the agreed upon level by nearly one percentage point. While the goal was achieved, the percent of schools that had students meet the high school graduation requirements declined by 9.49% from last year. ***Explanation***— A sharp contrast is evident among the schools that met the standard and those that did not. Many schools achieved 100% on this standard. The few that did not meet the standard were well below; some below 50%. A majority of the schools that did not meet the standard were Alternative schools with a high concentration of low-achieving students. Improvement plans need to focus on the schools that did not meet the standard.
2. Measure 1S2 – 92.07 percent of technical program completers demonstrated mastery of capstone courses. This result was up 2.45% from last year. ***Explanation*** – Many of the same schools did not meet measure 1S1. Strategies for integrating academic and technical skills and knowledge should help students meet both standards.
3. Measure 2S1 – 96.39 percent of concentrators who were seniors received a high school diploma. The percent of schools that met this standard was down by nearly 20% over last year. ***Explanation*** – Measure 1S1 and 2S1 are very similar. We were pleased to see that schools reported the data similarly. Directions for completing the measures were re-written to clarify the numbers that are in the denominator should be the same for both measures. Most schools that did not meet the standard were Alternative schools. Improvement plans need to focus on the schools that did not meet the standard.

4. Measure 3S1 – 92.08 percent of completer respondents achieved positive placement/transition to postsecondary education, advanced training, military service or employment. While the over-all performance level was achieved, the number of schools that did not meet the required level declined by 5.44%. ***Explanation –*** The results show a variety of schools that did not meet the standard; large, small, rural, urban. A common thread isn't evident. Improvement plans need to focus on strategies to help professional-technical students transition from high school to post-graduation opportunities.
5. Measure 4S1 – 20.84 percent of the professional-technical students were enrolled in programs that were nontraditional to their gender. ***Explanation*** – Nearly six percent more schools met the level of performance. This was achieved through numerous strategies; such as recruiting videos, career days focusing on nontraditional gender successes, nontraditional students speaking at middle school/junior high assemblies, and hosted field trips.
6. Measure 4S2 – 21.04 percent of the students completed professional-technical programs that were nontraditional to their gender. ***Explanation*** – Nearly eight percent more schools met the level of performance. Most schools that met the performance level also had a high percent of nontraditional students enrolled. Improvement efforts need to focus on helping students make informed decisions when they enroll. Efforts also need to focus on reasons why students do not stay in the program and complete it.

ii. A review team consisting of two technical college representatives and one staff member conducted "data quality" reviews at each technical college. The purpose of the reviews was to gain an understanding of barriers to gathering data in a uniform and comparable manner. During FY 2005, recommendations from the review team were used by leadership to establish policies and procedures designed to improve data quality among the technical college systems. Results of the six postsecondary technical colleges were about the same as in previous years. Five of the seven measures were met by the general population. Two were not met.
    1. Measure 1P1 – 87.49% of the postsecondary concentrators achieved a GPA of 2.0 or higher in the required general education classes. ***Explanation*** – Five of the six technical colleges exceeded the performance level. One college experienced a decline in the number of students who achieved a 2.0 GPA. It appears this slight drop was the result of policy changes regarding how some students are counted. This should self-correct with the next reporting period.
    2. Measure 1P2 – 96.03% of the postsecondary program completers achieved a 2.5 GPA in their technical classes. ***Explanation*** – All six technical colleges exceeded this standard.
    3. Measure 2P1 – 89.11% of the postsecondary students completed their program of study within 1.5 times the normal program length. ***Explanation*** – All six technical colleges exceeded this standard.

The Data Quality team identified inconsistencies among the technical colleges on how this measure was being reported. As a result, all are now being reported under the same guidelines.

4. Measure 3P1 – 94.06% of the previous year's completer respondents achieved positive placement. ***Explanation*** – Four of the six technical colleges met the requirement. The two that did not meet the requirement were very close to meeting it. Idaho uses a "capacity building" funding formula to provide incentives for technical colleges that meet or exceed a pre-determined level of performance.
5. Measure 3P2 – 91.98% of the previous year's completers who were placed were retained in employment. ***Explanation*** – All six technical colleges' graduates exceeded the performance level. Idaho has a strong economy.
6. Measure 4P1 – 12.16% of the technical college students were enrolled in programs that were nontraditional to their gender. This is 2.02% below the required level of 14.18%. ***Explanation*** – Two of the six technical colleges achieved the required level. More aggressive effort for recruiting nontraditional enrollees is needed.
7. Measure 4P2 – 11.13% of the technical college students who enrolled in a nontraditional program completed the program. This is 1.73% below the required level of 12.86%. ***Explanation*** – Three of the six technical colleges achieved the required level. Strategies are needed to increase the number of nontraditional students who enroll as well as to encourage them to stay in the program and complete it.

B. **State's Overall Performance Results for Special Populations and Program Improvement Strategies**

i. At the secondary level, the special population students performed at or above the required level on all but two measures.

1. Measure 1S1 – 92.15% of professional technical concentrators who were classified as Limited English met graduation requirements. This is 3.28% below the required level of 95.43%. ***Explanation*** – The 92.15% exceeds the percentage of Limited English students who are not in professional-technical programs who meet graduation requirements. Professional-technical educators need to implement strategies to help Limited English students who are in their programs meet the graduation requirements.
2. Measure 2S1 – 92.90% Limited English and 95.25% of Disabled professional-technical concentrators graduated with a high school diploma. This is 2.65% below the required level for Limited English and .30% below the required level for Disabled. ***Explanation*** – Measures 2S1 and 1S1 are very similar. High school professional-technical programs that do not meet this level of performance need to implement strategies to help Limited English and Disabled students meet graduation requirements and receive a diploma.

ii. Special population students at the postsecondary level performed at the required level on most measures. Limited English, Disabled, and Single Parent students were below the required level of performance on measure 3P1. Limited English and Disabled students were below the required level on measure 3P2.

1. Measure 3P1 – 89.47% Limited English, 87.76% Disabled and 91.36% Single Parents achieved positive placement. Limited English was 2.29% below the required level. Disabled was 4% below the required level. Single Parent was .4% below the required level. ***Explanation*** – Each of the technical colleges had at least one group of special population students fall below the required level although the overall result was limited to three areas. Our current data base does not provide adequate details to determine what conditions prohibited these students from gaining positive placement. At the State level, steps will be taken to expand the reporting capacity of the system. At the technical college level, steps need to be taken to help these special population students achieve positive placement.
2. Measure 3P2 – 71.88% Limited English and 72.84% Disabled students who were placed retained employment. Limited English was 9.46% below the required level. Disabled was 8.53% below the required level. ***Explanation*** – Two of the technical colleges had retention rates below the required level for all of the Special Population categories. Each Special Population category met the required level in three of six of the technical colleges. A follow-up study is needed to determine why these Special Population students were not retained in employment.

C. Definitions

i. Vocational Participant: At the secondary level, a vocational participant is any student who has enrolled in a class that is part of an approved professional-technical program. At the postsecondary level, a vocational participant is a student who is officially enrolled in a professional-technical program of study at the technical college.

ii. Vocational Concentrator: At the secondary level, a concentrator is a student who has completed three or more semesters of a professional-technical program sequence by the end of his/her junior year; 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. At the postsecondary level, all students enrolled in State Funded technical college professional-technical programs are considered concentrators.

iii. Vocational Completer: At the secondary level, a program completer is a senior student who, as either a junior or senior, has taken a professional-technical capstone course. At the postsecondary level, a program

completer is a student who has completed all requirements for a professional-technical certificate or degree, regardless of their original intent. This person must have met all of the requirements of the institution for program completion, whether or not the person graduated from the institution. Any completer should be reported with respect to the reporting year in which he/she was last enrolled.

iv. Tech Prep Student: At the secondary level, a student who is/has been enrolled in an articulated tech prep course and has signed a Tech Prep Agreement. The articulated tech prep course must be part of a recognized professional-technical program of study that consists, at a minimum, of two years of secondary and two years of postsecondary study, is carried out under a written articulation agreement, allows the student to earn postsecondary credit while in secondary school, and leads to a specific postsecondary two-year certificate, degree, or apprenticeship. At the postsecondary level, a student will be counted as a tech prep student at an Idaho postsecondary institution who meets the following criteria: 1) As a secondary student completed a Tech Prep Enrollment form; 2) Participated in any portion of an approved secondary Tech Prep program; 3) Enrolled in an approved two-year professional-technical program of study at a postsecondary institution; 4) Received articulated/dual credits or advanced placement toward completion of an approved two-year professional-technical program at a postsecondary institution.

D. Measurement Approaches

i. The secondary measurement approaches were as follows.

1. 1S1 – The percentage of professional-technical program concentrators who are seniors who complete the high school graduation requirements. Denominator: Total number of concentrators. Numerator: Total number of concentrators who complete the high school graduation requirements.
2. 1S2 – The percentage of professional-technical program completers who demonstrate mastery of the competencies in capstone courses. Denominator: Total number of completers. Numerator: Total number of completers who demonstrate mastery of capstone course competencies.
3. 2S1 – The percentage of professional-technical program concentrators who graduate with a high school diploma. Denominator: Total number of concentrators. Numerator: Total number of concentrators who graduate with a diploma.
4. 3S1 – The percentage of professional-technical program completer respondents who achieve a positive placement/transition to postsecondary education, advanced training, military service or employment. Denominator: Total number of completer respondents. Numerator: Total number of respondents who achieve positive placement.
5. 4S1 – The percentage of professional-technical program students who enter programs that are nontraditional to their gender.

Denominator: Total number of all professional-technical program students (grades 9-12) who enter nontraditional programs. Numerator: Total number of professional-technical students (females plus males) who enter programs that are nontraditional for their gender.

6. 4S2 – The percentage of professional-technical program completers who complete programs for occupations that are nontraditional to their gender. Denominator: Total number of all professional-technical program students who complete nontraditional programs. Numerator: Total number of professional-technical program students (females plus males) who complete programs that are nontraditional to their gender.

ii. The postsecondary measurement approaches were as follows:

1. 1P1 – The percentage of professional-technical program completers who, during the period of their enrollment, achieve a GPA of 2.0 or higher in required general education courses across all professional-technical education certificate and A.A.S. Degree programs. Denominator: Total number of professional-technical completers. Numerator: Total number of professional-technical completers earning a minimum 2.0 GPA in required general education courses.
2. 1P2 – The percentage of professional-technical 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. Denominator: Total number of professional-technical completers. Numerator: Total number of professional-technical completers earning a minimum 2.5 GPA in professional-technical courses.
3. 2P1 – The percentage of full-time professional-technical students who complete all requirements for a certificate or A.A.S. Degree, regardless of their original intent, within a period equal to 1.5 times the normal program length. Denominator: Total number of full-time professional-technical students who complete professional-technical programs. Numerator: Total number of professional-technical students completing a professional-technical program within a period equal to 1.5 times the normal program length.
4. 3P1 – The percentage of professional-technical A.A.S. and certificate program completers who achieve a positive placement/transition in postsecondary education or advanced training, military service and employment. Denominator: Total number of professional-technical completers responding to follow-up inquiry. Numerator: Total number of professional-technical completers who achieve positive placement or transition.
5. 3P2 – The percentage of professional-technical A.A.S. and certificate program completers who were placed and retained in employment. Denominator: Total number of professional-technical completers placed in employment. Numerator: Total number of professional-technical completers who were placed in

employment and who retained employment.

6. 4P1 – The percentage of students who participate in professional-technical education programs that prepare them for occupations nontraditional to their gender. Denominator: Number of professional-technical students enrolled in all nontraditional professional-technical programs. Numerator: Total number of professional-technical program students (females plus males) who enter professional-technical programs that are nontraditional to their gender.
7. 4P2 – The percentage of students who complete professional-technical programs that prepare them for occupations nontraditional to their gender. Denominator: Number of professional-technical completers in all nontraditional professional-technical programs. Numerator: Total number of professional-technical program students (females and males) whose gender is under-represented by 25% who completed each nontraditional professional-technical program.

E. Improvement Strategies

i. At the secondary level, one area of emphasis for next fiscal year will be improving the percentage of Limited English and Disadvantaged students who meet graduation requirements and who receive a diploma. The Division has taken steps to improve integration of core academic standards into professional-technical instruction, to improve teaming of academic and professional-technical teachers and to improve technical teachers' math, science, and communication instruction skills.

ii. At the postsecondary level, there are four areas that need to be improved.

1. 3P1 – Improve the percentage of Special Population students who are employed, enter the military, or transition to further postsecondary education or advanced training.
2. 3P2 – Improve the percentage of Special Population students who retain employment. An in-depth analysis of the data may provide evidence that will help improve special population retention.
3. 4P1 – Improve the percentage of students who enroll in programs that are nontraditional to their gender.
4. 4P2 – Improve the percentage of students who stay in and graduate from programs that are nontraditional to their gender.

iii. For both levels, the Division has initiated strategies to improve the quality and breadth of data.

1. Continued participation and collaboration with other education entities to establish a state-wide student-level data system.
2. Implementation of Postsecondary Task Force recommendations to improve postsecondary data.

V. Monitoring Followup

A. As recommended by the OVAE monitoring team, a historical record of Perkins III

measures was compiled for each high school and for each technical college. The report highlighted the areas were the agreed upon levels were not met. For measures where the levels were consistently not met, recipients were required to prepare a Program Improvement Plan describing strategies to improve the performance. In addition, recipients were notified that all data points had to be completed. As a result 100% of the districts reported on all measures.

B. The Division and Department of Education continued collaborative efforts to implement a common coding system for reporting teacher class assignments. The coding system helped LEAs identify sequences of courses and capstone classes which allowed teachers to better identify concentrators and completers. The Division has participated throughout the year in the scaled-down initiative to develop a statewide student-level reporting system. If and when the system is functional, we will have access to student-level information and be able to report data at the level required on the CAR.

C. A review team consisting of two technical college representatives and one staff member conducted “data quality” reviews at each technical college. The purpose of the reviews was to gain an understanding of barriers to gathering data in a uniform and comparable manner. During FY 2005, recommendations from the review team were used by leadership to establish policies and procedures designed to improve data quality among the technical college systems.

Annual Application
FY06 Federal Formula Funds Under Title I of the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1998 P.L. 105-332

Annual Applications must be submitted each year to apply for funds under Title I of Perkins III. An Annual Application must be submitted for each allowable activity you plan to fund during FY2006.

Background

Historically, federal professional-technical education has been targeted to promote preparation in the skills that are needed by business and industry. The 1998 Amendments (Perkins III) build on this purpose by promoting the development of integrated, seamless education and workforce development systems. Perkins III funds are intended to ***improve professional-technical education programs*** through: (1) student attainment of state professional-technical education and academic standards; (2) integration of professional-technical education and academic education; and (3) linkage of secondary and postsecondary professional-technical education.

Perkins I and Perkins II included special provisions for special populations students to ensure access to professional-technical education services. Perkins II emphasized affirmative and aggressive recruitment and support of special populations students into professional-technical programs. The provisions of Perkins II also included a number of prescriptive administrative requirements and restrictions as well as specific set-asides for target populations.

Perkins III replaces this emphasis on special populations with increased accountability at the state and local levels. Perkins III requires states to ensure that all students who participate in professional-technical education programs (including members of special populations) are taught with the goal of achieving the same challenging academic proficiencies as are taught to all other students. ***This represents a shift in policy from equal access and support services to integration and program quality and performance.***

Under Perkins III, career guidance and counseling activities (including recruitment) are limited to students **who are enrolled in professional-technical education programs**. Programs for special populations which include preliminary intake and related services to individuals prior to enrollment in approved professional-technical education programs are an allowable activity under Perkins III. However, these programs **should result** in (a) enrollment of members of special populations in professional-technical education; (b) retention of special populations students in professional-technical education programs; or (c) employment for members of special populations who graduate from professional-technical education programs.

SECONDARY/POSTSECONDARY
SIGNATURE PAGE
Fiscal Year 2006

School District/Institution Name

Signature of Authorized District or Institution Official

Date

Contact Person for the District or Institution

Title

Address:

Telephone

Completed Local Annual Applications should be addressed to:

Josie Chancey, Grants/Budget Coordinator
State Division of Professional-Technical Education
P.O. Box 83720
Boise, ID 83720-0095

CONSORTIUM
SIGNATURE PAGE

Consortium Members:

School/Institution Name

Authorized Official