

IDAHO'S 2006 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 at the secondary and postsecondary levels are based on industry need and industry input. Programs consist of sequential courses, moving from introductory level to capstone classes. Some exploratory classes are available at the middle school/junior high level. Many programs have classes that start at ninth grade and consist of a two-or three-year sequence. A number of professional-technical high school programs articulate to the postsecondary level. The Division is in the process of implementing Career Clusters in Idaho.

II. **State Leadership Activities**

A. **Required Uses of Funds**

- i. **Professional Development Programs** – funds were allocated to provide professional development activities for secondary and postsecondary instructors. Funds were also used to provide a statewide Integration Academy that provides training for professional-technical instructors on strategies to integrate academic and professional-technical education. Other activities included workshops and training to implement Career Clusters.
- 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 Corrections to provide training for incarcerated youth and adults.

B. **Permissible Uses of Funds**

- i. The Division of Professional-Technical Education staff provides technical assistance to programs in local school districts, and programs located in technical colleges. Perkins funds were used for the following:

- professional-technical curricula that aligns with the Idaho academic content standards and includes work-based experiences to encompass all aspects of an industry;
- participation in a national biomedical and health clusters project;
- a Leadership Institute that provides professional development training to a cadre of highly qualified instructors to help prepare them to be leaders in professional-technical education;
- grants to attend the National Career Clusters Institute;
- a pre-service workshop for new instructors
- participation by several participants in the Achieve Inc. Alignment Institute.
- support for professional-technical education student organizations
- research study for Perkins Plan development

I. 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.

II. 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 (adjusted level of performance 95%) -- 96.92 percent of concentrators who were seniors completed the graduation requirements. This exceeded the agreed upon level of 95% by nearly two percentage points. Eighty-five percent of the schools met the required level. This is an improvement over last year. **Explanation**— Many schools achieved 100% on this standard. Of those that did not meet the standard, all reported levels above 70%. This improvement can be attributed to schools’ ability to better identify professional-technical concentrators because of improved data collection programs at the local level. Improvement plans need to focus on data collection processes at schools that did not meet the standard.
 2. Measure 1S2 (adjusted level of performance 89.38%) – 93.14 percent of technical program completers demonstrated mastery of

capstone courses. Eighty-four percent of the schools met the required level of performance. This result was up from last year.

Explanation – Many of the same schools did not meet measure 1S1. The schools that did not meet the standard showed improved percentages over last year. Strategies for being implemented integrating academic and technical skills and knowledge should help students meet both standards.

3. Measure 2S1 (adjusted level of performance 95%) – 96.69 percent of concentrators who were seniors received a high school diploma. The percent of schools that met this standard improved over last year. **Explanation** – Measure 1S1 and 2S1 are very similar. We were pleased to see that schools reported the data similarly. Improvement plans need to focus on helping professional-technical students attain a diploma in the schools that did not meet the standard.
 4. Measure 3S1 (adjusted level of performance 92.88%) – 94.30 percent of completer respondents achieved positive placement/transition to postsecondary education, advanced training, military service or employment. The number of schools that did not meet the required level declined. **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 (adjusted level of performance 18.47%) – 19.40 percent of the professional-technical students were enrolled in programs that were nontraditional to their gender. This was nearly a 2 percent decrease in the number achieving the standard last year. **Explanation** – There is no clear explanation for this decline. Schools' improvement plans need to consider 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 (adjusted level of performance 19.91%) – 24.34 percent of the students completed professional-technical programs that were nontraditional to their gender. This was an improvement of nearly 2 percent over last year. **Explanation** – Most schools that met the performance level also had a high percent of nontraditional students enrolled the previous year. 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 and to eliminate those factors.
- ii. The 2006 Final Agreed Upon Performance Levels (FAUPL) were negotiated prior to the beginning of the reporting year. Five of the FAUPLs were increased by several percentage points over previous years based on the state's average performance. Measure 4P1 FAUPL

was reduced and Measure 4P2 stayed the same as for FY 2005. Performance levels of the six postsecondary technical colleges showed slight decreases from previous years. Along with the increased FAUPLs, only two of the seven performance levels were met or exceeded by the general population.

1. Measure 1P1 (adjusted level of performance 92.47%) – 90.10% of the postsecondary concentrators achieved a GPA of 2.0 or higher in the required general education classes. This was an improvement of nearly 2.5% over 2005. **Explanation** – Four of the six technical colleges exceeded the performance level. The two technical colleges that did not meet the standard showed slight improvements. However, their performance levels were low enough to cause the combined percent to be below the required level of 92.74%. Technical colleges will need to implement improvement strategies to help more concentrators achieve a GPA of 2.0 or better.
2. Measure 1P2 (adjusted level of performance 95%) – 95.09% of the postsecondary program completers achieved a 2.5 GPA in their technical classes. This was a decline of nearly one percentage point. **Explanation** – Three of the six technical colleges met or exceeded this standard. The three that did not meet the standard were less than five percentage points below the required level. Improvement plans will need to focus on strategies to help students attain technical skills.
3. Measure 2P1 adjusted level of performance 89.17%) – 88.12% of the postsecondary students completed their program of study within 1.5 times the normal program length. This was nearly one percent fewer than the previous year. **Explanation** – Two of the six technical colleges exceeded this standard. Three of the technical colleges nearly met the required level. One was considerably below the required level. Improvement plans will need to focus on strategies to help full-time students move through the system at a faster pace.
4. Measure 3P1 (adjusted level of performance 94.49%) – 94.03% of the previous year’s completer respondents achieved positive placement. This was a slight decrease from the previous year. **Explanation** – Three of the six technical colleges met the requirement. The three 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. The Division may need to adjust the placement targets in the capacity building formula to place greater emphasis on the placement criteria.
5. Measure 3P2 (adjusted level of performance 90.46%) – 97.11% of the previous year’s completers who were placed were retained in employment. **Explanation** – All six technical colleges’ graduates exceeded the performance level. Graduates who become employed are staying employed. Data also shows that many who were not employed at the end of December were employed at the

- end of July.
6. Measure 4P1 (adjusted level of performance 13.81%) – 11.33% of the technical college students were enrolled in programs that were nontraditional to their gender. This is more than 2% below the revised required level of 13.81%. **Explanation** – The level of performance for this measure has not been met in previous years. The adjusted level of performance was reduced from 14.18% based on the average performance of previous years. Two of the six technical colleges achieved the required level. More aggressive effort for recruiting nontraditional enrollees is needed.
 7. Measure 4P2 (adjusted level of performance 12.86%) – 10.50% of the technical college students who enrolled in a nontraditional program completed the program. This is 2.8% below the required level of 12.86% and a decline in percentage compared to the previous year. **Explanation** – Three of the six technical colleges achieved the required level. Three of the technical colleges were below the required level by nearly half. 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 three of the six measures.
 1. Measure 1S1 – 94.56% of Individuals with Disabilities met the academic skills attainment requirement; missing the required level by .44%. Twenty-one of 163 (12.8%) reporting schools did not meet the required level. **Explanation** – The twenty-one schools that did not meet the required level averaged 70% attainment. These schools need to implement strategies to help students meet graduation requirements.
 2. Measure 1S2 – All special population groups met the required level of performance.
 3. Measure 2S1 – All special population groups were below the required level of performance for this measure. While most of the groups were slightly below the required level, Tech Prep students only achieved 70.99%. **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 Special Population and Tech Prep students meet graduation requirements and receive a diploma.
 4. Measure 3S1 – Individuals with Disabilities, Economically Disadvantaged, Single Parents, and Limited English Proficient students achieved levels of performance below the required level. **Explanation** -- The range of percentages is widely dispersed; some below the 50% level. These results are especially troublesome given Idaho’s positive economic conditions and low unemployment ratio. Professional-technical educators need to implement strategies to help completers achieve positive

- placement.
5. Measures 4S1 & 4S2 – All special population groups were above the required level of performance. Participation and completion rates for special population groups averaged above 20%.
- ii. Special population students at the postsecondary level fell below the required levels of performance on many of the measures. It appears the increased FAUPL's affected the special population groups. The only measure that all special population groups met the required level was 3P2, Retention.
1. Measure 1P1 – Displaced Homemakers met the required level. All other special population groups were below the required level. **Explanation** – The increased FAUPLs appear to have some bearing on the number of schools not meeting the required levels for this measure. Technical colleges will need to implement strategies to help special population students attain academic skills.
 2. Measure 1P2 – Economically Disadvantaged, Limited English Proficient, and Nontraditional Enrollees met the required level. Single Parents, Displaced Homemakers, and Tech Prep students were fractions of percents short of meeting the required level. Individuals with Disabilities were more than 7% below the level. **Explanation** – Last year's performance levels were well above the required level so it is difficult to determine why the levels dropped this year. Technical colleges will need to implement strategies to help special population students attain vocational skills.
 3. Measure 2P1 – Economically Disadvantaged and Tech Prep students met the required level of performance. The other special population groups were well below the required level. **Explanation** – Compared to the results from last year, the percent of special population students who graduated within 1.5 of program completion length dropped by more than 20%. Only one of the six technical colleges reported special population levels at or above the required level. Technical colleges will need to implement strategies to help special population students move through the curriculum at the required pace.
 4. Measure 3P1 – Tech Prep and Single Parent students achieved the required level of positive placement. The other special population groups attained positive placement above 90%, but not at the required level of 94.49%. **Explanation** – One technical college attained positive placement levels for all their special population students. The other technical colleges had at least one group of special population students fall below the required level. Our current database 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

5. Measure 3P2 – All special population groups met or exceeded the required level of performance.
6. Measure 4P1 and 4P2 – Economically Disadvantaged and Tech Prep students were below the required percent of non-traditional students to enroll in professional-technical programs. **Explanation** – Many of the Economically Disadvantaged students are seeking programs that fill their economic needs as quickly as possible and tend to gravitate to traditional occupations even when encouraged to consider non-traditional training. Technical college students enrolled as Tech Prep students while still at the high school. Strategies are needed to provide information that encourages special population students to consider non-traditional programs of study as a viable option.

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 special population students who meet graduation requirements and who receive a diploma. The Division will continue strategies 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 several areas that need to be improved. Additional effort will be taken to inform technical colleges about the new FAUPLs. We realized that we needed to expand the coverage of information to more people on campus. An annual meeting of technical college data people will include other campus representatives so those who have closer contact with the students will be able to make decisions that help campuses meet the required levels of performance.
- 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.

III. **Monitoring Followup**

- A. As required by the OVAE monitoring team, the Division changed the data gathering report forms to include ethnicity and nontraditional information for all measures. The 2006 Core Indicators for both secondary and postsecondary include this data except for the separate breakouts for Education/Advanced Training and Employment & Military.

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

