

IDAHO'S 2007 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 implementing Career Clusters in Idaho.

II. State Leadership Activities

A. Required Uses of Funds

1. 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 and Programs of Study.

2. Nontraditional Training – funds were allocated to the six technical colleges for programs that prepare individuals for successful entry into nontraditional occupations.

3. 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

1. 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:

- a) Professional-technical curricula that aligns with the Idaho academic content standards and includes work-based experiences to encompass all aspects of industry;
- b) A Leadership Institute that provides professional development training to a cadre of highly qualified instructors to prepare them to be leaders in professional-technical education;
- c) A pre-service workshop for new instructors;
- d) Support for professional-technical education student organizations;
- e) Five pilot projects to develop math/professional-technical education options.

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

A. Eligible recipients under Section 131 include 107 of the state's 110 high school operating districts. Sixty-eight of these districts are members of 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.

1. At the secondary level 159 high schools completed the Perkins Measures report and showed the following results.

- a. Measure 1S1 (performance target 95%) – 96.11 percent of the concentrators who were seniors completed the high school graduation requirements. This exceeded the performance target of 95 percent by more than one percentage point. Ninety-one percent of the schools

met the required level. This is a six percent increase over the number of schools that met the required level last year. **Explanation--** Many schools achieved 100% on this standard. Of the 23 schools that did not meet the standard, only 3 schools were below 60%. Ten of the schools had populations that were smaller than the necessary level for statistical significance, but their data was still included in the final report. The improvements appear to be the result of two primary strategies – Improved data collection and reporting systems, and improved measures to identify students who were at risk of not meeting the graduation requirements. Other strategies included: Idaho Standard Achievement Test remediation, personal interviews to identify barriers, tutoring, integration of academic content, night school, setting attendance standards, “reading days” 20 minutes three times a week; “Friday help” days; establishing basic writing expectations that teachers in the school emphasized.

- b. Measure 1S2 (performance target 90.61%) – 92.61 percent of the professional-technical completers demonstrated mastery of the competencies in capstone courses. This exceeded the performance target of 92.61 by two full percentage points. Eighty-five percent of the schools met the required level. This is a one percent drop from last year. **Explanation--** Of the twenty-three schools that did not meet the standard, only three of the same schools did not meet the standard for 1S1. Ten of these schools had populations that were smaller than the necessary level for statistical significance, but their data was still included in the final report. The improvements appear to be the result of the same two primary strategies as listed for 1S1. Additional strategies were: revised scope and sequences, integration of the curriculum, improved instructional strategies, offering capstone courses on alternate years, COMPASS testing with remediation.
- c. Measure 2S1 (performance target 94.36 %) – 96.17 percent of the concentrators who were seniors graduated with a high school diploma. This exceeded the performance target by nearly two percent. Eighty-seven percent of the schools met the target. Twenty of the 159 schools reporting did not meet the standard. A majority of the schools were the same as those that did not meet the standard for 1S1. Ten of the schools had populations that were smaller than the necessary level for statistical significance, but their data was included in the final report. **Explanation—**Improved data collection and reporting systems and improved measures to identify students who were at risk were the two primary strategies that seemed to cause the most gain. Additional strategies were the same as those listed for measure 1S1. An “extended day” program was utilized by some of the schools.
- d. Measure 3S1 (performance target 92.66%) – 94.41 percent of the completer respondents achieved positive placement/transition to postsecondary education, advanced training, military service or employment. Sixty-six percent of the schools met the standard. Of the forty-nine schools that did not meet the standard, many were less than two percentage points from meeting it. Twenty-seven of the

schools had populations that were smaller than the necessary level for statistical significance, but their data was still included in the final report. **Explanation**—Job shadowing, internships and tech prep agreements appeared to be the strategies most effective in improving positive placement of completers. Several of the schools that did not meet this standard were alternative schools. The primary focus of these schools is to help students graduate. Additional strategies included: links with the postsecondary institution through consortium agreements, use of COMPASS software to help students transition to the postsecondary level, campus open house activities, efforts to help students transition, Career Information System, and career fairs. Idaho's definition of a positive placement does not include those completers who are unemployed because of their involvement in church sponsored mission activities. This makes it difficult for many of the schools with high concentrations of these students to meet the target.

- e. Measure 4S1 (performance target 19.59%) – 21.40 percent of the students enrolled in programs for occupations that are nontraditional to their gender. This exceeded the target by nearly two percentage points. Fifty-one percent of the schools met or exceeded the performance target. Thirteen of the 46 schools that did not meet the target had populations that were smaller than the necessary level for statistical significance, but their data was still included in the final report. **Explanation**—Career Development or Support Transition Coordinators and counselor orientation were the primary strategies that appeared to be most effective. Additional strategies included; back to school night, sophomore orientation, recruiting videos, changes in course sequence to make the curriculum more gender friendly, brown-bag luncheons featuring non-traditional speakers, mentors, summer camps, non-traditional instructors, non-traditional advisory council members, “Women in Work” workshops, Girls in Technology field days.
- f. Measure 4S2 (performance target 19.84%) – 26.71 percent of the professional-technical students completed programs for occupations that were nontraditional to their gender. This exceeded the target by nearly seven percentage points. Sixty-one percent of the schools met the target. Six of the 31 schools reported no completers. Most of the remainder that did not meet the target achieved a level of seven percent or higher. **Explanation**—No single strategy appeared to be the most successful. Those that were most used included: assistance with pre-registration, career days, counselor assistance, internships, Career Information System, removal of references to gender in coursework. Several schools reported that students were lost because of students' performance in core classes and their need for remediation to pass the Idaho Standard Achievement Test.

2. At the postsecondary level there are six professional-technical colleges that serve the six regions of the state. The colleges reported the following results.

- a. Measure 1P1 (performance target 90.81%) – 95.74 percent of the professional-technical concentrators achieved a 2.0 GPA or higher in required general education across all professional-technical education certificate and AAS Degree programs. All six colleges exceeded the target. The target was adjusted from 92.47 percent in 2006 to 90.81 for 2007. This helped two of the schools that didn't meet the target last year. **Explanation**—Each of the professional-technical colleges implemented or continued to use strategies to help students achieve a GPA of 2.0 or better. A primary strategy appeared to be improved tracking systems to identify and assist students who were taking general education classes.
- b. Measure 1P2 (performance target 95%) – 95.60 percent of the professional-technical completers achieved a 2.5 GPA in professional-technical courses to demonstrate mastery of the knowledge, skills, competencies required for technical college certificates or degrees. Five of the six colleges met or exceeded the target. The college that did not meet the target showed improvement over last year. This college has implemented strategies to help students achieve a 2.5 GPA in the professional-technical classes—tutoring and one-on-one remediation are two of the key strategies.
- c. Measure 2P1 (performance target 90.74%) – 91.03 percent of the full-time professional-technical students completed all requirements for a certificate or AAS Degree, regardless of their original intent, within a period equal to 1.5 times the normal program length. The over-all result was an increase of nearly 3 percent of the students who met the target over last year. Three of the six technical colleges exceeded the target and three did not meet the target. **Explanation**—Technical colleges have struggled with this measure since implementation. Many professional-technical students move in and out of the system as they take advantage of job opportunities, leverage their finances, and deal with life's challenges. Technical colleges need to continue to seek strategies that will help students move through the system at the expected rate.
- d. Measure 3P1 (performance target 94.34%) – 95.27 percent of the professional-technical AAS and certificate program completers achieved positive placement in postsecondary education or advanced training, military service and employment. This is an improvement of nearly six percentage points over last year. Four of the technical colleges met the target and two did not. Both of these institutions achieved placement rates over 90 percent. **Explanation**—Idaho uses a “capacity building” funding formula to provide incentives for technical colleges that meet or exceed a pre-determined placement level. The Division is reviewing the placement targets in the capacity building formula to determine if greater emphasis needs to be placed on this incentive criteria.

- e. Measure 3P2 (performance target 91.06%) – 96.89 percent of the professional-technical AAS Degree and certificate program completers were placed and retained in employment during the reporting window. All six technical colleges were well above the target. **Explanation**—During this time of extremely low unemployment, Idaho is experiencing high retention rates. Data also shows that many who were not employed at the end of December were employed at the end of July.
- f. Measure 4P1 (performance target 12.78%) – 12.95 percent of students participated in professional-technical education programs that prepare them for occupations nontraditional to their gender. Two of the technical colleges exceeded the target. Four technical colleges did not achieve the target. **Explanation**—During this period of low unemployment, students who enroll are often taking specific course work to enhance their current employment status. Technical colleges need to take a more proactive role in recruiting students into nontraditional occupational training programs.
- g. Measure 4P2 (performance target 11.41%) – 10.69 percent of students completed professional-technical programs that prepare them for occupations nontraditional to their gender. This is a slight improvement over last year. Two of the six technical colleges exceeded the target. The range for the other four institutions was 9.5% to 5.05%. **Explanation**—Technical colleges need to implement strategies that will 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.

1. At the secondary level, the special population students performed at or above the performance target on three of the six measures.

- a. Measure 1S1 (performance target 95%) – Tech Prep, Single Parents, Nontraditional Enrollees met or exceeded the target. Disabled was 92.18%. Limited English was 94.44%. Economically Disadvantaged was 94.17%. **Explanation**—Schools that did not reach the performance target need to implement strategies to help these special population students complete the high school graduation requirements.
- b. Measure 1S2 (performance target 90.61%) – Tech Prep, Economically Disadvantaged, Single Parents and Nontraditional Enrollees met or exceeded the target. Disabled was 88.49%. Limited English was 85.78%. **Explanation**—Many of the same schools that did not meet the target for 1S1 were the same schools that did not meet this measure. Technical assistance needs to be provided to help these schools determine strategies that will help these special population students attain competencies in the capstone courses.

- c. Measure 2S1 (performance target 94.36%) – All special population categories meet this performance target except Disabled who achieved a level of 92.55%. Nearly 87% of the 159 schools achieved the performance level. **Explanation**—The 14 schools that did not meet the performance target need to implement strategies to help Disadvantaged students graduate with a high school diploma.
- d. Measure 3S1 (performance target 92.66%) – None of the special population categories achieved performance target for this measure. All of the levels of achievement were quite close to the target, but fell short. While positive placement percentages for the general population seem to follow employment trends across the state, the special population placement data doesn't necessarily follow those trends. However, population centers show higher positive placement rates for special population students than the more rural communities. **Explanation**—Schools need to continue to implement strategies to help special populations students achieve positive placement.
- e. Measure 4S1 (performance target 19.59%) – All special population groups met the performance target for nontraditional enrollment.
- f. Measure 4S2 (performance target 19.84%) – All special population groups met the performance target for nontraditional completion.

2. All special population students at the postsecondary level met the performance target on Measure 1P1, and Nontraditional enrollees met the performance target on all measures.

- a. Measure 1P1 (performance target 90.81%) – All special population groups met the performance target for achieving a GPA of 2.0 or higher in required general education across all professional-technical education certificate and AAS Degree programs.
- b. Measure 1P2 (performance target 95%) – Of the six colleges, two met the target for Tech Prep, four met the target for Disabled, three met the target for LEP, five met the target for Economically Disadvantaged, four met the target for Single Parents, four met the target for Non-Trad, and one met the target for Displaced Homemakers. **Explanation**—In some cases, colleges were short of the target by small margins. Limited English and Displaced Homemakers are the two areas that appear to need the most improvement. Technical colleges need to implement strategies that help special populations demonstrate mastery of vocational competencies.
- c. Measure 2P1 (performance target 90.74%) – Tech Prep and Non-Trad enrollees met the target. The remaining special population target levels showed improvement over last year, but were below the target. Of the six colleges, four met the target for Tech Prep, one met the target for Disabled, four met the target for LEP, three met the target for Economically Disadvantaged, four met the target for Single Parents, six met the target for Non-Trad and four met the target for Displaced Homemakers. **Explanation**—The greatest need for improvement on this measure appears to be with Disabled. However,

- d. Measure 3P1 (performance target 94.34%) – The target was met for Economically Disadvantaged, Single Parents, Non-Trad, and Displaced Homemakers. For the remaining special population categories, for of the six colleges met the target for Tech Prep, three met the target for Disabled, four met the target for LEP. **Explanation-**our current database does not provide adequate details to determine what conditions prohibited these students from gaining positive placement. At the State level, steps are being 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.
- e. Measure 3P2 (performance target 91.06%) – The target was met for all special population groups except Tech Prep and Displaced Homemakers. Four of the six colleges met the target for Tech Prep. Four of the colleges met the target for Displaced Homemakers. **Explanation**—Because Idaho has such low levels of unemployment at the current time, it is important to know why these special population students are not retained in employment. Technical colleges need to use the retention data and follow-up with students who were not retained to determine ways to help student remain employed.
- f. Measure 4P1 (performance target 12.78%) – The target was met for LEP, Single Parents, and Displaced Homemakers. Economically Disadvantaged missed the target by fractions of a percent. Tech Prep and Disabled were considerably below the target. Only one of the six technical colleges met the target for Tech Prep nontraditional enrollment. Two of the colleges met the target for Disabled. Four of the colleges me the target for Economically Disadvantaged. **Explanation**—Tech Prep agreements are initiated while students are in high school so students are determining their area of emphasis prior to postsecondary experience so technical colleges have limited opportunity to encourage these students to enroll in nontraditional programs of study. 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 nontraditional training. Strategies are needed to provide information that encourages special population students to consider nontraditional programs of study as a viable option.
- g. Measure 4P2 (performance target 11.41%) – It is interesting to note that while this target was not met for the general population, the target was met by four of the six special population groups. Disabled, LEP, Single Parents, and Displaced Homemakers exceeded the performance target. Tech Prep and Economically Disadvantaged

were below the target. All six technical colleges did not meet the target for Economically Disadvantaged students. **Explanation**—It appears colleges are using the right strategies to keep most special population students in the nontraditional programs once they do enroll. All six technical colleges need to focus on strategies to help Economically Disadvantaged students remain in nontraditional programs.

C. Definitions for Accountability Forms

1. **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.
2. **Vocational Concentrator:** At the secondary level, a concentrator is a student who has completed three or more semesters of a professional-technical 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.
3. **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.
4. **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 as 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.

5. Secondary Career and Technical Education (CTE) Concentrator as Identified in the State's Perkins IV State Plan:

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

D. Measurement Approaches

1. The secondary measurement approaches were as follows:

- a. 1S1 – The percentage of professional-technical program concentrators who are seniors who complete the high school graduation requirements. Numerator: The school's total number of professional-technical program concentrators who complete high school graduation requirements. Denominator: The schools' total number of professional-technical program concentrators who are seniors.
- b. 1S2 – The percentage of professional-technical program completers who demonstrate mastery of the competencies in capstone courses. Numerator: The school's total number of professional-technical program completers who demonstrate mastery. Denominator: The school's total number of professional-technical program completers.
- c. 2S1 – The percentage of professional-technical program concentrators who are seniors who graduate with a high school diploma. Numerator: The school's total number of professional-technical program concentrators who graduate with a diploma. Denominator: The school's total number of professional-technical program concentrators who are seniors.
- d. 3S1 – The percentage of professional-technical program completer respondents who achieve a positive placement/transition to

postsecondary education, advanced training, military service or employment. Numerator: The school's total number of professional-technical program completer respondents who achieve positive placement or transition. Denominator: The school's total number of professional-technical program completer respondents.

- e. 4S1 – The percentage of professional-technical program students who enter programs for occupations that are nontraditional to their gender. Numerator: Total number of professional-technical program students (females plus males) who enter programs that are nontraditional for their gender. Denominator: Total number of all professional-technical program students (grades 9 – 12) who enter nontraditional programs.
- f. 4S2 – The percentage of professional-technical program completers who complete programs for occupations that are nontraditional to their gender. Numerator: Total number of professional-technical program students (females plus males) who complete programs that are nontraditional to their gender. Denominator: Total number of all professional technical program students who complete nontraditional programs.

2. The postsecondary measurement approaches were as follows:

- a. 1P1 – The percentage of professional-technical program concentrators who, during the period of their enrollment, achieve a GPA of 2.0 or higher in required general education across all professional-technical education certificate and AAS Degree programs. Numerator: Total number of professional-technical completers earning a minimum GPA 2.0 in required general education courses. Denominator: Total number of professional-technical completers.
- b. 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, competencies required for technical certificates or degrees. Numerator: Total number of professional-technical program completers earning a minimum 2.5 GPA in professional-technical courses and achieving mastery. Denominator: Total number of professional-technical completers.
- c. 2P1 – The percentage of full-time professional-technical students who complete all requirements for a certificate or AAS Degree, regardless of their original intent, within a period equal to 1.5 times the normal program length. Numerator: Total number of professional-technical students completing a professional-technical program 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.
- d. 3P1 – The percentage of professional-technical AAS and certificate program completers who achieve a positive placement/transition in postsecondary education or advanced training, military service and employment. Numerator: Total number of professional-technical

- completer/respondents who achieve positive placement or transition.
Denominator: Total number of professional-technical completers responding to the follow-up inquiry.
- e. 3P2 – The percentage of professional-technical AAS and certificate program completers who were placed and retained in employment.
Numerator: Total number professional-technical completers who were placed in employment and who retained employment.
Denominator: Total number of professional-technical completers placed in employment.
 - f. 4P1 – The percentage of students who participate in professional-technical education programs that prepare them for occupations nontraditional to their gender. Numerator: Total number of professional-technical program students (females plus males whose gender is under-represented by 25% or less) who enter professional-technical programs that are nontraditional to their gender.
Denominator: Number of professional-technical students enrolled in all nontraditional professional-technical programs.
 - g. 4P2 – The percentage of students who complete professional-technical education programs that prepare them for occupations nontraditional to their gender. Numerator: Total number of professional-technical program students (females and males whose gender is under-represented by 25% or less) who completed each nontraditional professional-technical program. Denominator: Total number of professional-technical completers in all nontraditional professional-technical programs.

E. Improvement Strategies

1. Program content

- a. A state approved Program of Study must be on file with the Idaho Division of Professional-Technical Education.
- b. A high school Program of Study consists of an approved sequence of courses that culminates in a capstone course.
- c. A postsecondary Program of Study consists of a sequence of courses that meet certificate or degree requirements as approved by the Idaho State Board of Education.

2. Content Delivery

- a. Traditional and innovative strategies for delivery provide content at the time, location, and pace based on students' needs.
- b. Career guidance, program promotion and placement in technical programs are related to students' interests and needs.
- c. Realistic work experience is provided through laboratory and/or industry-related activities.

- d. Program equipment, supplies and resources are consistent with and support the development of occupational skill standards.
- e. Classrooms/laboratories comply with State school safety standards and students are provided appropriate safety instruction related to the program.

3. Program Accountability

- a. At both the secondary and postsecondary levels, there is a growing expectation for students to demonstrate competence in what they have been taught. In 2008-2009, the Idaho Division of Professional-Technical Education will implement a mandatory requirement for all state approved PTE programs to administer State approved end-of-program technical skill assessments.

4. Data Reporting and Program Improvement

- a. Schools will be required annually to report local results for the end-of-program technical assessment program.
- b. Schools are required to continually make progress toward improving the performance of PTE students. For schools that do not achieve 90% of the state performance level, an improvement plan will be required.

V. Monitoring Follow-UP

A. Idaho did not have a monitoring visit during the past program year.

VI. Workforce Investment Act (WIA) Incentive Grant Award Results

A. Idaho did not receive a WIA incentive grant during the past program year.

Annual Application
FY07 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 FY2007.

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 2007**

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