

## IDAHO'S 2008 NARRATIVE

### State Administration

- A. Sole State Agency and Governance Structure – The Division of Professional-Technical Education (DPTE) provides leadership, advocacy, and technical assistance for the professional-technical education system in Idaho. The Division administers the Carl Perkins Act and coordinates the state system with other state and federal education and training programs.
- B. Organization of Professional-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 courses. A secondary program specifies the course sequence for grades nine through twelve, includes work-based learning experiences, and identifies postsecondary and employment opportunities. A postsecondary program consists of a sequence of courses that meet certificate or degree requirements as approved by the Idaho State Board of Education. A number of professional-technical high school programs articulate to the postsecondary level.

### Implementation of State Leadership Activities

- A. Required Uses of Funds
  1. **Conducting an assessment of the vocational and technical education programs funded under Perkins IV** – No activities funded in this area this year.
  2. **Developing, improving, or expanding the use of technology in career and technical education** – Several projects were funded this year in this area. They were:
    - Web-based Curriculum Management
    - Home Technology Integration Curriculum Project
    - Digital Photography Curriculum Project
    - Fundamentals of Engineering Curriculum Project
    - Center for Agricultural and Environmental Research and Training (CAERT) Curriculum Project
  3. **Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels** - Several projects were funded this year in this area. They were:
    - Leadership Institute: The Leadership Institute prepares the next generation of district and state professional-technical leaders. It is designed to produce forward-thinking and change-oriented leaders through a 27-month program of study. The program of study consists of four basic components: (1) Thirteen seminars on Idaho and National Professional-Technical policies, processes and leadership; (2) The development of an Administrative Professional Development

Plan; (3) Attainment of an Idaho professional-technical administrator's certificate; and (4) Administrative mentoring/internship (option during third year)

- Pre-Service Workshop: A 5-day workshop for industry-based professional-technical educators prior to their first year of teaching. The content of the workshop focuses on teaching strategies, integration of academic standards, assessment, and working in a public school setting.

4. **Providing support for career and technical programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education** – One project was funded this year in this area. It was:

- Integration Academy: The Division of Professional Technical Education, in collaboration with the University of Idaho and Idaho State University, offered courses to assist PTE teachers in acquiring the skills needed to develop curricula and teaching practices to improve student achievement. Strategies and activities on integrating reading, writing and mathematics skills in the professional-technical classroom environment were discussed and modeled for students. Students developed and presented their own integrated lessons.

5. **Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students to high skill, high wage occupations** – Two projects were funded this year in this area. They were:

- Nontraditional Training and Employment Grants – These grants provided funds to the Centers for New Directions (CND) to connect with secondary schools to inform students and promote nontraditional fields. The CND's are located at the public technical colleges, one of which is located in each of the six regions of the State of Idaho.
- National Speaker – TDPTTE contracted the services of a national expert in the field of nontraditional fields to present during the 2008 PTE Summer Conference. The presenter, Joan Runnheim Olson, worked with counselors, IOT instructors, Family and Consumer Science instructors, and Business educators to give them the tools to increase nontraditional enrollments in their programs of study. Specifically, she addressed the following as learning outcomes of her workshop:
  - The definition of nontraditional careers
  - Why students don't consider all of their career options & why they should
  - The challenges of nontraditional careers
  - How to recruit & retain students in nontraditional courses and programs.

6. **Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills, or complete career and technical programs of study** – Several projects were funded in this area. Although these projects meet the

federal use of funds requirements, DPTE chose to fund these projects with state funds.

- Math and Professional-Technical Education – The State Board of Education (SBOE) increased the math requirement for graduation from 4 credits to 6 credits. This is effective for all students that enter the ninth grade in the fall of 2009 or later. In the administrative rule SBOE has allowed for courses that meet the math standards to be used to meet this requirement. School districts have looked to DPTE to assist in developing courses that are relevant to student interests and career plans and meet the new math standards. A summary of projects conducted during the 2007-08 school year are summarized below.
  - Math Course with PTE Applications – The Lewiston and Meridian School Districts have worked to develop a stand-alone math course. The courses are aligned with math standards and taught (or co-taught) by a certified math instructor. This appears to be a viable option for math credits but may be difficult for the smaller districts to implement.
  - Sequence of PTE Courses – The Boise School District worked to identify the math standards taught in an Electronics program. It was determined there was not sufficient content to award math credit for the sequence of courses in this program.
  - Online Medical Math – This project was offered through an online Health Professions Academy. Issues with sufficient content and teacher certification lead to this not being a viable option for math credit.
  - Math Teacher in PTE Courses – A math instructor was hired by a cooperative service agency to deliver instruction within existing PTE programs at several sites. This may be a viable option but had issues with sufficient content to award math credit.
  - Excel-based Math Course – This course was taught by a PTE instructor and seemed to have sufficient math content. In this case, this was not a viable option as the instructor did not have a math endorsement and the students had to take the course as an elective. This might be a viable option if the certification issue is resolved.
  
- 7. **Serving Individuals in State Institutions** – Funds were allocated to the Idaho Department of Corrections to provide career and technical training for incarcerated youth and adults.
  
- 8. **Providing support for programs for special populations that lead to high skill, high wage and high demand occupations** – No activities funded in this area this year.
  
- 9. **Offering technical assistance for eligible recipients** - No activities funded in this area this year.

## Permissible Uses of Funds

1. **Improving career guidance and academic counseling programs** - One project was funded this year in this area. It was:
  - American Careers Magazine – The American Careers Magazine was distributed to all 8<sup>th</sup> graders in the State. Counselors and career development specialists were trained on how to effectively deliver the materials at the school and classroom levels.
2. **Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students** - One project was funded this year in this area. It was:
  - Advanced Learning Partnership (ALP) – The consolidation of Title I and Title II Perkins funds created a unique opportunity to enhance the Tech Prep program. Idaho is committed to the Tech Prep program and will continue using the Tech Prep program title to capitalize on national and local program marketing efforts; maintain program identity for faculty, students, and parents; and support the State Board of Education (SBOE) accelerated learning programs policy (Click on “Y – Advance Opportunities” at [www.boardofed.idaho.gov/policies/iii/index.asp](http://www.boardofed.idaho.gov/policies/iii/index.asp)). Under Perkins IV, regional Tech Prep Consortiums are replaced by Advanced Learning Partnerships (ALP). The technical colleges are the regional directors of the ALP’s. The ALP’s support linking secondary and postsecondary education; improving academic integration; facilitating the transition to baccalaureate programs; and developing local and statewide articulation agreements.
3. **Supporting initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs** - No activities funded in this area this year.
4. **Supporting career and technical student organizations** – Two projects were funded this year in this area. They were:
  - Joint Student Leadership (JSL) – JSL is a leadership and personal development workshop for the newly elected state officers of the seven (7) professional-technical student organizations (PTSO). The PTSO officers learn personal and team leadership skills in preparation for their year of service at the state level. It also helps to build understanding among the PTSO groups and a more consistent application in integrating leadership and personal development into the PTE programs.
  - PTSO and Professional Development Support Services – This project funds financial support and accounting services for the seven (7) state professional-technical student organizations, as well as professional development grants to the colleges and universities.
5. **Supporting public charter schools operating career and technical education programs** - No activities funded in this area this year.

6. **Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter** - No activities funded in this area this year.
7. **Supporting family and consumer sciences programs** - No activities funded in this area this year.
8. **Supporting partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels** – Several projects were funded in this area. These are new programs that were developed by a professional-technical school at the request of local business. These projects included:
  - Clearwater Valley Welding Curriculum
  - Masonry Curriculum
9. **Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education** – Two projects were funded in this area. They were:
  - MarkED Consortium – The Marketing Education Resource Center (MarkED) is a non-profit organization that is a consortium of 40 state education departments and other organizations. MarkED is a recognized leader in the development of programs, strategies, and curricula to prepare students for career-oriented, leadership positions in business and marketing.
  - VTECS - VTECS operates as a consortium of states where members pool resources to develop competency-based career and technical education products that are validated by business, industry, and labor. VTECS promotes the systematic research, development, and implementation of competency based career-technical education and training.
10. **Awarding incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV** – One project was funded in this area. It was:
  - Postsecondary Grants – These one-time grants were provided to the postsecondary technical colleges to support equipment
11. **Providing activities to support entrepreneurship education and training** - No activities funded in this area this year.
12. **Providing career and technical education programs for adults and school dropouts to complete their secondary school education** - No activities funded in this area this year.
13. **Providing assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs** - No activities funded in this area this year.

14. **Developing valid and reliable assessments of technical skills** – One project was funded this year in this area. It was:
- Pre-Professional Competency Assessments and Industry-Recognized Credentials in Family and Consumer Science. The American Association of Family and Consumer Sciences was the sponsor and the group is called the Pre-PAC Consortium.
15. **Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes** - No activities funded in this area this year.
16. **Improving the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business** - No activities funded in this area this year.
17. **Supporting occupational and employment information resources** - No activities funded in this area this year.

### **Progress in Developing and Implementing Technical Skill Assessment**

The Division of Professional-Technical Education (DPTE) has a major challenge with the new technical skill attainment performance indicator as we were previously using a grade-based system. This type of system was referred to as “Bronze Level” assessment during the early guidance on implementing technical skill assessment. DPTE is working to identify and/or develop a valid and reliable system that measures student performance in technical proficiency. Although all state approved PTE programs have been notified of this requirement, this effort has focused mostly on the postsecondary level at this time. The focus group for this effort is the Technical College Leadership Council (TCLC), which consists of the Deans of Idaho’s six (6) public technical colleges.

A complete inventory of technical skill assessment was completed during the Gold-Silver-Bronze (GSB) guidance phase. This is in the process of being updated. The program areas for which DPTE has state approved technical skill assessments are listed below.

- **Agriculture, Food and Natural Resources** - No TSA’s approved in this cluster.
- **Architecture and Construction** - No TSA’s approved in this cluster.
- **Arts, A/V Technology and Communications** - No TSA’s approved in this cluster.
- **Business , Management and Administration** - No TSA’s approved in this cluster.
- **Education and Training Services** - No TSA’s approved in this cluster.
- **Financial** - No TSA’s approved in this cluster.
- **Health Science** – Four (4) TSA’s approved in this cluster
  - Dental Assisting - Dental Assisting National Board (DANB) Certification Exam
  - CNA – Idaho CNA Exam, Idaho Board of Nursing
  - Practical Nursing – National Council Licensure Examination (NCLEX-PN)
  - Registered Nursing - National Council Licensure Examination (NCLEX-RN)
- **Hospitality and Tourism** – One (1) TSA approved in this cluster.
  - ServSafe Food Safety Certification - The National Restaurant Association Educational Foundation

- **Human Services** - One (1) TSA approved in this cluster.
  - Cosmetology License Exam – Idaho State Board of Cosmetology
- **Information Technology** – Two (2) TSA's approved in this cluster.
  - Cisco-CCNA
  - Microsoft Office User Specialist
- **Law, Public Safety, Corrections and Security** – Two (2) TSA's approved in this cluster.
  - Criminal Justice - Idaho Peace Officer Standards and Training (POST): Basic Certification ([www.idaho-post.org/index.html](http://www.idaho-post.org/index.html))
  - Firefighter I, Fire Fighter II, Fire Apparatus Driver/Operator – Pumper, and Hazardous Materials Operations Certification: Idaho Division of Professional-Technical Education
- **Manufacturing** - No TSA's approved in this cluster.
- **Marketing** - No TSA's approved in this cluster.
- **Science, Technology, Engineering and Mathematics** - No TSA's approved in this cluster.
- **Transportation, Distribution, and Logistics** - Two (2) TSA's approved in this cluster.
  - National Institute for Automotive Service Excellence –
    - ASE Automobile/Light Truck Certification Test Series
    - ASE Collision Repair and Refinish Test Series

DPTE and TCLC are currently working to estimate the number and percentage of concentrators who are program completers that took a technical skill assessment (TSA) during the reporting year. This data is not currently available for the 2007-08 school year. In 2008-2009, the Idaho Division of Professional-Technical Education will implement a requirement for all state approved PTE programs to develop a plan for implementing TSA's. Schools will additionally be expected to develop a plan to increase the number and percentage of program completers who take a TSA.

The TSA is intended to be taken after a student becomes a concentrator and completes a program; it is not intended to be taken after every course. It is a local decision to determine the sequence; therefore, it is a local decision to determine when the TSA is administered. Eventually, all concentrators who complete a program will be expected to take a TSA where available and appropriate. This process will be phased-in over the next five years. The chart below demonstrates how DPTE anticipates implementing this process.

### Secondary

2008-2009 School Year	5% of concentrators who complete a program will take a TSA
2009-2010 School Year	25% of concentrators who complete a program will take a TSA
2010-2011 School Year	50% of concentrators who complete a program will take a TSA
2011-2012 School Year	75% of concentrators who complete a program will take a TSA
2012-2013 School Year	100% of concentrators who complete a program will take a TSA

### Postsecondary

2008-2009 School Year	15% of concentrators who complete a program will take a TSA
2009-2010 School Year	25% of concentrators who complete a program will take a TSA
2010-2011 School Year	50% of concentrators who complete a program will take a TSA
2011-2012 School Year	75% of concentrators who complete a program will take a TSA
2012-2013 School Year	100% of concentrators who complete a program will take a TSA

The Division recognizes that there are many assessments presently available, as well as new ones being developed, that would meet the Perkins IV guidelines for technical skill assessment. The state will continually monitor and review assessments as they become available. TLC is currently holding statewide program area meetings to coordinate the implementation of TSA's and statewide articulation agreements.

### **Implementation of State Improvement Plans**

The State of Idaho exceeded all of the secondary performance targets for the 2007-08 school year. Therefore, a state improvement plan is not required for this report. However, the Idaho Division of Professional-Technical Education has implemented strategies to provide technical assistance to schools and colleges in meeting the performance targets as required for the Carl D. Perkins Career and Technical Education Act of 2006. A brief synopsis of some of these efforts are given below.

- Essential Components for State Approved Professional-Technical Programs: This is a document that summarizes the requirements of operating a state approved PTE program. It incorporates the state and federal requirements for operating state approved PTE programs. This has been widely disseminated through teacher conferences, DPTE newsletters, administrator meetings, and on our website.
- Transition 10-N: All state approved secondary programs were required to submit a Transition 10-N detailing how the program is meeting or plans to meet the essential components for a state approved PTE program of study. DPTE program managers are working with schools to identify and improve areas of deficiency.
- Data Quality Meetings – In addition to the Virtual Data Quality Institute, a postsecondary data quality meeting was held in July to review the reporting requirements of the new Perkins act. This effort will continue with both secondary and postsecondary stakeholders to provide technical assistance in meeting the new reporting requirements.

### **Implementation of Local Program Improvement Plans**

Only one (1) school did not meet one (1) or more of the performance targets for 2007-08. This school is Emerson Alternative High School in the Idaho Falls School District #91. Emerson had one state approved PTE program during 2007-08. The target population served by an alternative school and the low number of PTE concentrators makes it challenging for alternative schools to meet some of the performance indicators. Emerson has properly filed an improvement plan with the Division of Professional-Technical Education.

### **Review of Accountability Data.**

- A. Secondary: At the secondary level 161 high schools completed the Perkins Measures report and reported the following data.
1. 1S1-Academic Attainment in Reading: Performance data for academic attainment in Reading was submitted by 161 schools. The schools reported the following:
    - A total of 6,319 of the 6,511 students reported achieved proficiency on the Idaho Standards Achievement Test (ISAT) in Reading. This is a performance rate of 97.05%.
    - Only one (1) school did not meet this standard; Emerson Alternative High School in the Idaho Falls School District #91.
    - The statewide performance of all sub-indicators was above the standard. Schools that fell below the performance levels in the sub-indicators did so primarily because of the small number of students reported. The performance on the sub-indicators was:

- a. Gender: Male, 96.7%; Female, 97.4%
    - b. Race: American Indian/Alaska Native, 100%; Asian, 90.91%; Black/African American, 97.78%; Hispanic/Latino, 94.40%; Native Hawaiian/Pacific Islander, 100%; White, 97.40%; and two or more races, 100%.
    - c. Special Populations: Individuals with Disabilities, 89.91%; Economically Disadvantaged, 95.68%; Single Parents, 95.42%; Limited English Proficient, 91.53%; Migrant, 100%; and Non-Traditional, 100%. Data was not reported for Tech Prep as Idaho has combined Title I and Title II funds and is not required to report on this sub-indicator.
  - Comments: The high rate of performance on this category may be due in part to the inclusion of PTE concentrators who met proficiency through an alternative route to graduation. Also, students needing remediation to meet the state academic standards often do so at the expense of elective courses like professional-technical education. Our data collection for 2007-08 asked schools to report the number of students who were proficient (level 3 and 4) on the ISAT. This will need to be modified if we will be required to report the number of concentrators in each level for the N142 report in EdFacts.
2. 1S2-Academic Attainment in Mathematics: Performance data for academic attainment in Reading was submitted by 161 schools. The schools reported the following:
- A total of 6,225 of the 6,508 students reported achieved proficiency on the Idaho Standards Achievement Test (ISAT) in Mathematics. This is a performance rate of 95.65%.
  - Only one (1) school did not meet this standard; Emerson Alternative High School in the Idaho Falls School District #91.
  - The statewide performance of all sub-indicators was above the standard. Schools that fell below the performance levels in the sub-indicators did so primarily because of the small number of students reported. The performance on the sub-indicators was:
    - a. Gender: Male, 96.05%; Female, 95.21%
    - b. Race: American Indian/Alaska Native, 98.11%; Asian, 96.97%; Black/African American, 97.67%; Hispanic/Latino, 92.85%; Native Hawaiian/Pacific Islander, 95.24%; White, 95.95%; and two or more races, 95.24%.
    - c. Special Populations: Individuals with Disabilities, 87.06%; Economically Disadvantaged, 93.91%; Single Parents, 93.46%; Limited English Proficient, 92.31%; Migrant, 100%; and Non-Traditional, 98.98%. Data was not reported for Tech Prep as Idaho has combined Title I and Title II funds and is not required to report on this sub-indicator.
  - Comments: The high rate of performance on this category may be due in part to the inclusion of PTE concentrators who met proficiency through an alternative route to graduation. Also, students needing remediation to meet the state academic standards often do so at the expense of elective courses like professional-technical education. Our data collection for 2007-08 asked schools to report the number of students who were proficient (level 3 and 4) on the ISAT. This will need to be modified if we will be required to report the number of concentrators in each level for the N142 report in EdFacts.

3. 4S1-Graduation Rate: Performance data for PTE concentrators who were included in the AYP determination for graduation rate and who earned a high school diploma was submitted by 161 schools. The schools reported the following:
- A total of 6,226 of the 6,358 students reported achieved this standard. This is a performance rate of 97.92%.
  - All schools reporting met this standard.
  - The statewide performance of all sub-indicators was above the standard. Schools that fell below the performance levels in the sub-indicators did so primarily because of the small number of students reported. The performance on the sub-indicators was:
    - a. Gender: Male, 97.64%; Female, 98.24%
    - b. Race: American Indian/Alaska Native, 96.30%; Asian, 96.92%; Black/African American, 100%; Hispanic/Latino, 96.02%; Native Hawaiian/Pacific Islander, 95.24%; White, 98.17%; and two or more races, 100%.
    - c. Special Populations: Individuals with Disabilities, 97.74%; Economically Disadvantaged, 97.41%; Single Parents, 92.76%; Limited English Proficient, 95.93%; Migrant, 96.61%; and Non-Traditional, 98.73%. Data was not reported for Tech Prep as Idaho has combined Title I and Title II funds and is not required to report on this sub-indicator.
  - Comments: The high rate of performance on this category may be due in part to the inclusion of PTE concentrators who met proficiency through an alternative route to graduation. However, PTE has historically done well with students moving on to college. Approximately 60% of PTE school students and 59.5% of all PTE completers went on to college as compared to the overall Idaho state rate of 47.4%.