

IDAHO'S 2009 CONSOLIDATED ANNUAL REPORT (CAR) NARRATIVE

State Administration

- A. Sole State Agency and Governance Structure – The Division of Professional-Technical Education (DPTE) provides leadership, advocacy, and technical assistance for 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 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 uses career pathways in Idaho.

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 which included:
 - Fundamentals of Technology Curriculum Update
 - Business Technology Curriculum Update
 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 education 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 professional-technical policies national CTE policies, processes and leadership; (2) 2.The development of an Administrative Professional Development Plan; (3) Attainment of an Idaho Professional-Technical Administrator's Certificate; and (4) advanced degrees as appropriate and desired.
 - Pre-Service Workshop: A 5-day workshop for professional-technical educators coming directly from industry prior to their first year of teaching. The content of

the workshop focuses on teaching strategies, integration of academic standards, assessment, and working in public schools and postsecondary institutions.

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.

- 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** - One project was funded this year in this area. It was:

- 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.

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** - No activities were funded in this area this year.

7. **Serving Individuals in State Institutions** – Funds were allocated to the Department of Corrections to provide 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.

B. Permissible Uses of Funds

10. **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 8th graders in the State. Counselors and career development specialists were trained on how to effectively deliver the materials at the school and classroom levels.

- Idaho PTE Career Planning Guide, 2009-2011 - This guide was provided to all students entering high school. It is designed to assist students in developing an Individual Graduation Plan considering their interests, career goals, high school classes and postsecondary education. By planning ahead, students can earn Tech Prep or dual credits to get a head start and cut college costs.
11. **Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students** – No activities funded in this area this year.
 12. **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.
 13. **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. 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.
 14. **Supporting public charter schools operating career and technical education programs** - No activities funded in this area this year.
 15. **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.
 16. **Supporting family and consumer sciences programs** - No activities funded in this area this year.
 17. **Supporting partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels** – One project was funded in this area and it was:
 - North Idaho SolidWorks Training Curriculum

18. Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education – Several 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.
- Business, Management and Marketing Programs of Study
- Drafting Curriculum Update
- Diesel Curriculum Alignment
- Law and Public Safety Curriculum Project
- Education Assistant and Personal & Family Finance FCS Curriculum Updates
- Certified Nursing Assistant Curriculum Update
- Center for Agricultural and Environmental Research and Training (CAERT) Curriculum Implementation & Crosswalk
- Floral Design & Marketing Curriculum Development

19. Awarding incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV – No activities funded in this area this year.

20. Providing activities to support entrepreneurship education and training – Two projects were funded in this area. They were:

- Business, Management & Marketing Programs of Study
- Family and Consumer Science Curriculum Update

21. 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.

22. 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.

23. Developing valid and reliable assessments of technical skills – No activities funded in this area this year.

24. 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.

25. 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.

26. 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 moved forward this year with developing a technical skill assessment system. This continues to be an implementation challenge as we move from a grade-based system to an industry based, nationally validated, third party administered system. The State Division has provided continuing professional development and technical assistance to programs during the past year regarding technical skill assessment. To provide a consistent message regarding TSA's, two documents were produced called "An Overview of Technical Skill Assessment"; one for the secondary level and one for the postsecondary level. The State Division has developed a process for identifying and approving TSA's for statewide use. Nineteen (19) TSA conference calls were conducted with postsecondary programs at Idaho's six public technical colleges. The conference calls discussed industry based standards, available assessments, and recommended assessments for the state approved list. Additional applications for inclusion of TSA's on the the state approved technical skill assessments list were received throughout the year. This TSA information is available on our webpage at www.pte.idaho.gov/Perkins/PerkinsHome.htm. This fall schools and institutions completed a "Notice of Intent for Implementing State Approved Technical Skill Assessments". This listed the PTE programs at their school and which assessment they were thinking of aligning their program(s) of study. We will use this information to manage programs of study, technical skill assessment, and to provide technical assistance to districts.

Beginning this year, schools were required to report the number and percentage of concentrators who are program completers that take a TSA. At the secondary level, 1,042 PTE concentrators took a state approved technical skill assessment. This represented 26.2% of the schools and approximately 18% of all secondary PTE concentrators. At the postsecondary level, 779 PTE concentrators took a state approved TSA. This represented about 39% of all postsecondary PTE concentrators. All six (6) of Idaho's postsecondary technical colleges reported concentrators who took a TSA. A phase-in period indicates that schools will increase the participation rate until the 2012-2013 school year when it will reach 100%. In the interim, schools will be expected to develop a plan to increase the number and percentage of program completers who take a TSA.

Implementation of State Program Improvement Plans

The State of Idaho exceeded all of the secondary performance targets for the 2008-09 school year. At the postsecondary level, two (2) performance indicators were below the negotiated performance level. They are: 2P1-Attainment of Credential, Certificate or Diploma (71.41%); and 4P1-Student Placement (82.63%). Only 2P1 fell below the 90% threshold required for an improvement plan. The data comparing 2P1 for 2006 (Perkins 3) and 2P1 for 2009 (Perkins 4) shows that the students meeting the standard has increased more than the overall enrollment. The data shows that students' earning a certificate or degree has increased by 40% (1010 to 1416). FTE enrollments during the period 2006-2009 increased 6.3%. When comparing this data it is evident that significant progress has been made on this indicator. The change in

definition in Perkins 4 from “completer” to “concentrator” showed an increase of over 70% in the student group; which is the denominator for 2P1. With a greatly increased denominator, the percentage meeting standard has declined substantially.

Improvement Plan for 2P1: The strategy for continuing improvement on this indicator will be as follows: (1) Continue to monitor these data points for accuracy and reliability; (2) Communicate with the Technical College Leadership Council (TCLC) what the data shows and encourage them to address retention and attainment in their annual plans; and (3) based on longitudinal data, renegotiate FAUPL for 2P1 based on actual results.

Implementation of Local Program Improvement Plans

Although Idaho met most of the 2008-09 statewide performance levels, a number of schools did not meet the performance levels. As written on page 29 of the Idaho State Plan, “No participation determinations are made for groups of less than 10 students’ and “No proficiency determinations are made for groups of less than 34 students”. Information on schools who did not meet the performance levels is given below.

Indicator	# of Schools Below Standard	# of Schools Below Standard <i>and</i> less than 34 concentrators	# of Schools Required to Submit Improvement Plan
1S1	9	5	3
1S2	7	3	1
2S1	7	6	1
3S1	6	5	0
4S1	5	4	0
5S1	49	32	3
6S1	15	5	7
6S2	22	10	7
1P1	0	0	0
2P1	6	0	5
3P1	1	0	0
4P1	5	0	0
5P1	3	0	3
5P2	1	0	1

An Excel template is used to report the data for the Perkins performance indicators. The school enters the numerator and denominator for each indicator, including the required disaggregated categories. The template calculates the performance and indicates “Yes” or “No” if an improvement plan is required. The template also includes a worksheet called “Annual Report Cover Page”. The Annual Report Cover Page clearly shows the school performance level, the state performance target, and if an improvement plan is required. The Improvement Plan instructions inform recipients of the following.

“The districts and consortiums (and technical colleges) are required to continually make progress toward improving the performance of PTE students. If one (1) or more of the schools in your district does not meet 90% of a performance level, you are required to submit an "Improvement Plan" with your Annual Report. The Program Improvement Plan must address the standards that were not met and strategies the district or consortium will use to increase student achievement in these areas. Please note that

the state may withhold all, or a portion, of the district's (institution's) allotment if they: (1) fail to implement an improvement plan, (2) fail to show improvement in meeting the state levels of performance, or (3) fail to meet at least 90% of the state performance level for three (3) consecutive years."

All schools and institutions have properly filed an improvement plan with the Division of Professional-Technical Education.

Review of Accountability Data.

A. Secondary: At the secondary level 168 high schools completed the Perkins Measures report and reported the following data.

1. 1S1-Academic Attainment in Reading:

- A total of 5,701 of the 6,399 students reported achieved proficiency on the Idaho Standards Achievement Test (ISAT) in Reading. This is a performance rate of 89.09% (down from 97.05% in 2008).
- Nine (9) schools did not meet this standard; five (5) of these had less than 34 concentrators; three (3) schools were required to submit an improvement plan.
- The statewide performance of three (3) of the sub-indicators was below standard. These sub-indicators were: Native Hawaiian or Pacific Islander (73.91%), Individuals with Disability (68.58%), and Limited English Proficient (76.38%).
The performance on the sub-indicators was:
 - a. Gender: Male, 88.2%; Female, 90.1%
 - b. Race: American Indian/Alaska Native, 87.95%; Asian, 92.45%; Black/African American, 88.24%; Hispanic/Latino, 78.84%; Native Hawaiian/Pacific Islander, 73.91%; White, 90.72%; and two or more races, 83.33%.
 - c. Special Populations: Individuals with Disabilities, 68.58%; Economically Disadvantaged, 86.47%; Single Parents, 86.44%; Limited English Proficient, 76.38%; Migrant, 79.55%; and Non-Traditional, 90.91%.
Data was not reported for Tech Prep as Idaho has combined Title 1 and Title 2 funds and is not required to report on this sub-indicator.
- Comments: The OVAE approved Idaho definition for 1S1 includes students who achieve proficiency through an alternative route to graduation. When preparing the data for the EdFacts system it was discovered that Idaho could only report the four (4) levels of proficiency from the Idaho Standards Achievement Test (ISAT). According to Idaho Code, "Proficiency is defined as the number of students scoring proficient or advanced on the spring on-grade level ISAT". Over 65% of the schools reported zero (0) concentrators for the alternative route to proficiency. It was decided not to report these students as having achieved proficiency as they are not included in the AYP calculations for the schools. In working with the Idaho EdFacts coordinator, it appears in the file specifications that the CTE data must be disaggregated by gender; then each gender disaggregated for race. Idaho does not have a longitudinal or student-level database at this time so the data we collect for the Perkins CAR is in aggregate form. This means we can disaggregate the total by gender and race; we are not able to disaggregate each gender by race.

2. 1S2-Academic Attainment in Mathematics:

- A total of 5,531 of the 6,324 students reported achieved proficiency on the Idaho Standards Achievement Test (ISAT) in Mathematics. This is a performance rate of 87.39% (down from 95.72% in 2008).
- Seven (7) schools did not meet this standard; three (3) of these had less than 34 concentrators; one (1) school was required to submit an improvement plan.
- The statewide performance of two (2) of the sub-indicators was below standard. These sub-indicators were: Native Hawaiian or Pacific Islander (56.52%), and Individuals with Disability (66.28%). The performance on the sub-indicators was:
 - a. Gender: Male, 86.45%; Female, 88.47%
 - b. Race: American Indian/Alaska Native, 85.71%; Asian, 92.73%; Black/African American, 86.11%; Hispanic/Latino, 77.45%; Native Hawaiian/Pacific Islander, 56.52%; White, 88.65%; and two or more races, 81.58%.
 - c. Special Populations: Individuals with Disabilities, 66.28%; Economically Disadvantaged, 84.58%; Single Parents, 88.43%; Limited English Proficient, 75.95%; Migrant, 78.0%; and Non-Traditional, 89.14%. Data was not reported for Tech Prep as Idaho has combined Title 1 and Title 2 funds and is not required to report on this sub-indicator.
- Comments: The OVAE approved Idaho definition for 1S2 includes students who achieve proficiency through an alternative route to graduation. When preparing the data for the EdFacts system it was discovered that Idaho could only report the four (4) levels of proficiency from the Idaho Standards Achievement Test (ISAT). According to Idaho Code, "Proficiency is defined as the number of students scoring proficient or advanced on the spring on-grade level ISAT". Over 65% of the schools reported zero (0) concentrators for the alternative route to proficiency. It was decided not to report these students as having achieved proficiency as they are not included in the AYP calculations for the schools. In working with the Idaho EdFacts coordinator, it appears in the file specifications that the CTE data must be disaggregated by gender; then each gender disaggregated for race. Idaho does not have a longitudinal or student-level database at this time so the data we collect for the Perkins CAR is in aggregate form. This means we can disaggregate the total by gender and race; we are not able to disaggregate each gender by race. The 2007 Idaho Legislature increased the math requirement for graduation, which takes effect for students entering ninth grade in 2009. Since 2007, PTE has undertaken a series of math projects to investigate various possibilities for obtaining math credit through PTE courses, enhancing student math test scores, and reducing remedial transition to postsecondary programs.

3. 2S1-Technical Skill Attainment:

- A total of 881 of the 1,042 students reported achieved proficiency on a state approved technical skill assessment. This is a performance rate of 84.55% (down from 95.72% in 2008).
- Seven (7) schools did not meet this standard; six (6) of these had less than 34 concentrators; one (1) school was required to submit an improvement plan.
- The statewide performance of all the sub-indicators was at or above the standard. The performance on the sub-indicators was:

- a. Gender: Male, 80.23%; Female, 87.71%
 - b. Race: American Indian/Alaska Native, 78.57%; Asian, 100%; Black/African American, 75%; Hispanic/Latino, 78.74%; Native Hawaiian/Pacific Islander, 96.77%; White, 85.07%; and two or more races, 83.33%.
 - c. Special Populations: Individuals with Disabilities, 76.67%; Economically Disadvantaged, 80.82%; Single Parents, 91.30%; Limited English Proficient, 74.47%; Migrant, 77.78%; and Non-Traditional, 84.43%. Data was not reported for Tech Prep as Idaho has combined Title 1 and Title 2 funds and is not required to report on this sub-indicator.
- Comments: The implementation of 2S1 is a challenge for Idaho as we move from a grade-based assessment to an industry based, nationally validated, third party administered assessment. Beginning this year, schools were required to report the number and percentage of concentrators who are program completers that take a TSA. At the secondary level, 1,042 PTE concentrators took a state approved technical skill assessment. This represented 26.2% of the schools and approximately 18% of all secondary PTE concentrators. A phase-in period indicates that schools will increase the participation rate until the 2012-2013 school year when it will reach 100%. In the interim, schools will be expected to develop a plan to increase the number and percentage of program completers who take a TSA. The State Division has provided continuing professional development and technical assistance to programs during the past year regarding the new standards for technical skill assessment. This fall schools submitted a document called "Notice of Intent for Implementing State Approved Technical Skill Assessments". This listed the PTE programs at their school and which assessment they were thinking of aligning their program(s) of study. We will use this information to manage programs of study, technical skill assessment, and to provide technical assistance to districts.

4. 3S1-School Completion:

- A total of 5,658 of the 5,738 students reported left school and earned a high school diploma. This is a performance rate of 98.61% (not reported during the transition year 2008).
- Six (6) schools did not meet this standard; five (5) of these had less than 34 concentrators; no schools were required to submit an improvement plan.
- The statewide performance of all the sub-indicators was at or above the standard. The performance on the sub-indicators was:
 - a. Gender: Male, 97.73%; Female, 98.56%
 - b. Race: American Indian/Alaska Native, 97.75%; Asian, 100%; Black/African American, 100%; Hispanic/Latino, 95.71%; Native Hawaiian/Pacific Islander, 97.44%; White, 98.47%; and two or more races, 100%.
 - c. Special Populations: Individuals with Disabilities, 97.01%; Economically Disadvantaged, 96.63%; Single Parents, 93.69%; Limited English Proficient, 96.07%; Migrant, 100%; and Non-Traditional, 97.77%. Data was not reported for Tech Prep as Idaho has combined Title 1 and Title 2 funds and is not required to report on this sub-indicator.

- Comments: The schools report a very high rate of completion and graduation for PTE concentrators; this group being primarily seniors. Students are required to achieve proficient or advanced on the ISAT to qualify for graduation. For senior, special education, and LEP students who have not achieved proficient or higher on the ISAT, a student may demonstrate proficiency through an alternate state assessment or through a locally developed assessment that is approved by the State Board of Education. So, by this time in their high school careers, most students have achieved proficiency through the ISAT or an alternative route to graduation. As a result, I would anticipate that school performance will remain at a high level for this indicator. As mentioned in previous comments, it appears in the file specifications that the CTE data must be disaggregated by gender; then each gender disaggregated for race. Idaho does not have a longitudinal or student-level database at this time so the data we collect for the Perkins CAR is in aggregate form. This means we can disaggregate the total by gender and race; we are not able to disaggregate each gender by race.

5. 4S1-Graduation Rate:

- A total of 5,643 of the 5,736 students reported were included in the AYP determination for graduation rate and earned a high school diploma. This is a performance rate of 98.38% (up from 97.95% in 2008).
- Five (5) schools did not meet this standard; four (4) of these had less than 34 concentrators; no schools were required to submit an improvement plan.
- The statewide performance of all the sub-indicators was at or above the standard. The performance on the sub-indicators was:
 - a. Gender: Male, 97.80%; Female, 99.05%
 - b. Race: American Indian/Alaska Native, 98.88%; Asian, 100%; Black/African American, 100%; Hispanic/Latino, 97.09%; Native Hawaiian/Pacific Islander, 97.44%; White, 98.56; and two or more races, 100%.
 - c. Special Populations: Individuals with Disabilities, 97.73%; Economically Disadvantaged, 97.39%; Single Parents, 94.64%; Limited English Proficient, 96.52%; Migrant, 100%; and Non-Traditional, 97.88%. Data was not reported for Tech Prep as Idaho has combined Title 1 and Title 2 funds and is not required to report on this sub-indicator.
- Comments: The schools report a very high rate of graduation for PTE concentrators; this group being primarily seniors. All students in Idaho public schools are required to participate in the state assessment program. A student's IEP team shall determine whether the student shall participate in the regular assessment without accommodations, the regular assessment with accommodations or adaptations, or whether the student qualifies for and shall participate in the alternate assessment. Limited English Proficient (LEP) students that have an Education Learning Plan (ELP) generally are given the ISAT with accommodations. Idaho Code requires schools to have a participation rate of ninety-five percent (95%) of all students and ninety-five percent (95%) of students in designated subgroups. A participation rate of less than 95% automatically identifies the school as not having achieved AYP. As detailed in the 3S1 comments, students are required to achieve proficient or advanced on the ISAT to qualify for graduation, or demonstrate proficiency through an alternate state assessment or through a locally developed assessment that is

approved by the State Board of Education. So, by this time in their high school careers, most students have achieved proficiency through the ISAT or an alternative route to graduation. As a result, I would anticipate that school performance will remain at a high level for this indicator. As mentioned in previous comments, it appears in the file specifications that the CTE data must be disaggregated by gender; then each gender disaggregated for race. Idaho does not have a longitudinal or student-level database at this time so the data we collect for the Perkins CAR is in aggregate form. This means we can disaggregate the total by gender and race; we are not able to disaggregate each gender by race.

6. 5S1-Placement:

- A total of 5,672 of the 6,033 students reported achieved a positive placement in the second quarter after leaving high school. This is a performance rate of 94.02% (not reported during the transition year 2008).
- Forty-nine (49) schools did not meet this standard; thirty-two (32) of these had less than 34 concentrators; seven (7) schools were required to submit an improvement plan.
- The statewide performance of nine (9) of the sub-indicators was below standard. These sub-indicators were: Male (92.60%), Black/African American (85.00%), Hispanic/Latino (90.26%), Native Hawaiian or Pacific Islander (88.89%), Two or more races (88.24%), Individuals with Disability (87.34%), Economically Disadvantaged (90.75%), Single Parents (81.94%), and Limited English Proficient (90.43). The performance on the sub-indicators was:
 - a. Gender: Male, 92.60%; Female, 95.59%
 - b. Race: American Indian/Alaska Native, 95.45%; Asian, 93.65%; Black/African American, 85.00%; Hispanic/Latino, 90.26%; Native Hawaiian/Pacific Islander, 88.89%; White, 94.70%; and two or more races, 88.24%.
 - c. Special Populations: Individuals with Disabilities, 87.34%; Economically Disadvantaged, 90.75%; Single Parents, 81.94%; Limited English Proficient, 90.43%; Migrant, 95.45%; and Non-Traditional, 93.24%. Data was not reported for Tech Prep as Idaho has combined Title 1 and Title 2 funds and is not required to report on this sub-indicator.
- Comments: Despite bleak employment opportunities, the State Division was pleased the performance on 5S1 exceeded the negotiated performance level. Like many states, the Idaho work force had a difficult year with job losses and high unemployment rates. Idaho's unemployment rate hit its highest point since 1983. Rural Idaho was hard hit by the recession with twenty (20) counties posting double-digit percentage jobless rates. With limited employment opportunities available, many Idahoans are enrolling in postsecondary schools as they train for new careers and wait out the recession. As a result, FTE enrollment in public postsecondary schools is up 13.02% for the fall 2009 session. This may be one of the reasons that positive placement has remained high for this indicator is that more students are enrolling in postsecondary education and training.

7. 6S1-Non-traditional Participation:

- A total of 19,899 of the 53,969 students reported were enrolled in a state approved PTE program that is nontraditional to their gender. This is a performance rate of 36.87% (not reported during the transition year 2008).
- Fifteen (15) schools did not meet this standard; five (5) of these had less than 34 concentrators; seven (7) schools were required to submit an improvement plan.
- The statewide performance of all the sub-indicators was at or above the standard. The performance on the sub-indicators was:
 - a. Gender: Male, 44.54%; Female, 26.40%
 - b. Race: American Indian/Alaska Native, 36.91%; Asian, 38.40%; Black/African American, 39.85%; Hispanic/Latino, 36.34%; Native Hawaiian/Pacific Islander, 38.05%; White, 36.92%; and two or more races, 29.69%.
 - c. Special Populations: Individuals with Disabilities, 42.01%; Economically Disadvantaged, 38.16%; Single Parents, 33.26%; Limited English Proficient, 39.52%; Migrant, 35.58%; and Non-Traditional, 100%. Data was not reported for Tech Prep as Idaho has combined Title 1 and Title 2 funds and is not required to report on this sub-indicator.
- Comments: The nontraditional participation is significantly above the negotiated performance level and exceeds the definition for a nontraditional occupation. This is probably due to three (3) program areas and the enrollment of students designated as nontraditional for that program. The programs are: Health Professions (29.8% male); Agricultural Science & Technology (33.0% female); and Business Technology (50.6% male). The Agricultural Science and Business Technology programs were added to the list this year based on the CIP crosswalk for nontraditional occupations on the Peer Collaborative Resource Network webpage at <http://cte.ed.gov/accountability/crosswalks.cfm>.

8. 6S2-Non-traditional Completion:

- A total of 2,251 of the 6,009 students reported were PTE completers in programs nontraditional to their gender. This is a performance rate of 37.46% (not reported during the transition year 2008).
- Twenty-two (22) schools did not meet this standard; ten (10) of these had less than 34 concentrators; seven (7) schools were required to submit an improvement plan.
- The statewide performance of one (1) of the sub-indicators was below standard. This sub-indicator was: Two or more races (18.52%). The performance on the sub-indicators was:
 - a. Gender: Male, 38.83%; Female, 35.55%
 - b. Race: American Indian/Alaska Native, 41.10%; Asian, 43.14%; Black/African American, 24.24%; Hispanic/Latino, 36.30%; Native Hawaiian/Pacific Islander, 45.45%; White, 37.70%; and two or more races, 18.52%.
 - c. Special Populations: Individuals with Disabilities, 36.71%; Economically Disadvantaged, 43.82%; Single Parents, 37.21%; Limited English Proficient, 25.75%; Migrant, 25%; and Non-Traditional, 100%. Data was not reported for Tech Prep as Idaho has combined Title 1 and Title 2 funds and is not required to report on this sub-indicator.

- **Comments:** Again, the nontraditional completion rate is significantly above the negotiated performance level and exceeds the definition for a nontraditional occupation. This is probably due to three (3) program areas and the enrollment of students designated as nontraditional for that program. The programs are: Health Professions (29.8% male); Agricultural Science & Technology (33.0% female); and Business Technology (50.6% male). The Agricultural Science and Business Technology programs were added to the list this year based on the CIP crosswalk for nontraditional occupations on the Peer Collaborative Resource Network webpage at <http://cte.ed.gov/accountability/crosswalks.cfm>.

B. **Postsecondary:** At the postsecondary level six (6) institutions completed the Perkins Measures report and reported the following data.

1. **1P1-Technical Skill Attainment:**

- A total of 5,701 of the 6,399 students reported achieved proficiency on a state approved technical skill assessment. This is a performance rate of 90.89% (not reported during the transition year 2008).
- All six (6) schools met this standard.
- The statewide performance of three (3) of the sub-indicators was below standard. These sub-indicators were: Black/African American (66.67%), Individuals with Disabilities (66.67%), and Limited English Proficient (54.55%). The performance on the sub-indicators was:
 - a. **Gender:** Male, 88.97%; Female, 92.80%
 - b. **Race:** American Indian/Alaska Native, 100%; Asian, 100%; Black/African American, 66.67%; Hispanic/Latino, 83.33%; Native Hawaiian/Pacific Islander, 100%; White, 91.67%; and two or more races, 87.20%.
 - c. **Special Populations:** Individuals with Disabilities, 66.67%; Economically Disadvantaged, 90%; Single Parents, 89.19%; Limited English Proficient, 54.55%; and Non-Traditional, 92%. Data was not reported for Tech Prep as Idaho has combined Title 1 and Title 2 funds and is not required to report on this sub-indicator.
- **Comments:** As with 2S1, the implementation of 1P1 is a challenge for Idaho as we move from a grade-based assessment to an industry based, nationally validated, third party administered assessment. Beginning this year, schools were required to report the number and percentage of concentrators who are program completers that take a TSA. At the postsecondary level, 779 PTE concentrators took a state approved technical skill assessment. This represented 39.3% of all postsecondary PTE concentrators. The participation rate by school is detailed below.

School	Total TSA's Taken	Total Leavers	% Participation
CSI	173	270	64.1%
CWI	248	508	48.8%
EITC	120	340	35.3%
ISU	165	499	33.1%
LCSC	14	128	10.9%
NIC	59	238	24.8%
Totals	779	1983	39.3%

A phase-in period indicates that schools will increase the participation rate until the 2012-2013 school year when it will reach 100%. In the interim, schools will be expected to develop a plan to increase the number and percentage of program completers who take a TSA. The State Division has provided continuing professional development and technical assistance to programs during the past year regarding the new standards for technical skill assessment. This fall schools submitted a document called "Notice of Intent for Implementing State Approved Technical Skill Assessments". This listed the PTE programs at their school and which assessment they were thinking of aligning their program(s) of study. We will use this information to manage programs of study, technical skill assessment, and to provide technical assistance to institutions.

2. 2P1-Credential, Certificate or Diploma:

- A total of 1,416 of the 1,983 students reported earned an industry-based credential, certificate, or degree during the reporting year. This is a performance rate of 71.41% (not reported during the transition year 2008).
- All six (6) schools did not meet this standard; five (5) schools were required to submit an improvement plan.
- The statewide performance of all but one (1) of the sub-indicators was below standard. The performance on the sub-indicators was:
 - a. Gender: Male, 73.01%; Female, 69.62%
 - b. Race: American Indian/Alaska Native, 51.43%; Asian, 69.23%; Black/African American, 50%; Hispanic/Latino, 66.17%; Native Hawaiian/Pacific Islander, 100%; White, 72.86%; and two or more races, 67.63%.
 - c. Special Populations: Individuals with Disabilities, 55.07%; Economically Disadvantaged, 64.63%; Single Parents, 78.91%; Limited English Proficient, 62.50%; and Non-Traditional, 67.42%. Data was not reported for Tech Prep as Idaho has combined Title 1 and Title 2 funds and is not required to report on this sub-indicator.
- Comments: The table below compares data for 2P1 for 2006 (Perkins 3) and 2P1 for 2009 (Perkins 4). The numerator indicates students meeting the standard; in this case earning a certificate or degree. The data shows that students' earning a certificate or degree has increased by 40% (1010 to 1416). FTE enrollments during the period 2006-2009 increased 6.3%. When comparing this data it is evident that significant progress has been made on this indicator. The change in definition in Perkins 4 from "completer" to "concentrator" showed an increase of over 70% in the student group; which is the denominator for 2P1. With a greatly increased denominator, the percentage meeting standard has declined substantially.

School	2006 2P1 (Perkins 3)			2009 2P1 (Perkins 4)		
	Num	Denom	%	Num	Denom	%
CSI	71	88	80.7%	162	270	60.0%
CWI/BSU	395	421	93.8%	449	508	88.4%
EITC	54	54	100%	202	340	59.4%
ISU	229	257	89.1%	344	499	68.9%
LCSC	111	133	83.5%	87	128	79.7%
NIC	150	192	78.1%	172	238	72.3%
Totals	1010	1145	88.2%	1416	1983	71.41%

- Improvement Plan: The strategy for continuing improvement on this indicator will be as follows: (1) Continue to monitor these data points for accuracy and reliability; (2) Communicate with the Technical College Leadership Council (TCLC) what the data shows and encourage them to address retention and attainment in their annual plans; and (3) based on longitudinal data, renegotiate FAUPL for 2P1 based on actual results.

3. 3P1-Student Retention or Transfer:

- A total of 5,701 of the 6,399 students reported were PTE concentrators who (1) remained enrolled in their original institution, or (2) transferred to another 2- or 4-year postsecondary institution, and who were enrolled in the fall of the previous year. This is a performance rate of 74.23% (not reported during the transition year 2008).
- One school (1) school did not meet this standard; no schools were required to submit an improvement plan.
- The statewide performance of one (1) of the sub-indicators was below standard. This sub-indicator was: Black/African American (36.36%). The performance on the sub-indicators was:
 - a. Gender: Male, 74.7%; Female, 73.67%
 - b. Race: American Indian/Alaska Native, 66.67%; Asian, 55.56%; Black/African American, 36.36%; Hispanic/Latino, 73.65%; Native Hawaiian/Pacific Islander, 100%; White, 74.98%; and two or more races, 72.09%.
 - c. Special Populations: Individuals with Disabilities, 81.82%; Economically Disadvantaged, 74.06%; Single Parents, 78.18%; Limited English Proficient, 57.14%; and Non-Traditional, 72.12%. Data was not reported for Tech Prep as Idaho has combined Title 1 and Title 2 funds and is not required to report on this sub-indicator.
- Comments: We have had reports from the institutions that it is often difficult to track students when they leave an institution. As mentioned in previous comments, the state of the economy in Idaho has attracted more students to enroll in postsecondary education. However, institutions have reported a higher incidence of students leaving prior to completion when they obtain employment. While it is a positive transition to employment, the system is penalized for the student not completing or being retained. Hopefully, some of the issues will be addressed at the national level.

4. 4P1-Student Placement:

- A total of 1,018 of the 1,099 students reported achieved a positive placement or transition in the second quarter after leaving postsecondary education. This is a performance rate of 92.63% (not reported during the transition year 2008).
- Five (5) schools did not meet this standard; no schools were required to submit an improvement plan.
- The statewide performance of all but three (3) of the sub-indicators was below standard. These sub-indicators that met the standard were: Two or more races (97.12%), Limited English Proficient (96.43%), and Non-Traditional (96.51%). The performance on the sub-indicators was:
 - a. Gender: Male, 93.53%; Female, 91.71%

- b. Race: American Indian/Alaska Native, 93.33%; Asian, 88.89%; Black/African American, 66.67%; Hispanic/Latino, 93.33%; Native Hawaiian/Pacific Islander, 66.67%; White, 92.27%; and Two or more races (97.12%).
- c. Special Populations: Individuals with Disabilities, 91.86%; Economically Disadvantaged, 83.93%; Single Parents, 92.86%; Limited English Proficient, 96.43%; and Non-Traditional, 96.51%. Data was not reported for Tech Prep as Idaho has combined Title 1 and Title 2 funds and is not required to report on this sub-indicator.
- Comments: Despite bleak employment opportunities, the State Division was pleased the performance on 4P1 was 97.8% of the negotiated performance level. Like many states, the Idaho work force had a difficult year with job losses and high unemployment rates. Idaho's unemployment rate hit its highest point since May 1983. Rural Idaho was hard hit by the recession with twenty (20) counties posting double-digit percentage jobless rates. With limited employment opportunities available, many Idahoans are enrolling in postsecondary schools as they train for new careers and wait out the recession. As a result, FTE enrollment in public postsecondary schools is up 13.02% for the fall 2009 session. This may be one of the reasons that positive placement has remained high for this indicator is that more students are continuing their postsecondary education and training.

5. 5P1-NonTraditional Participation:

- A total of 1,090 of the 6,677 students reported were enrolled in a state approved PTE program that is nontraditional to their gender. This is a performance rate of 16.32% (not reported during the transition year 2008).
- Three (3) schools did not meet this standard; three (3) schools were required to submit an improvement plan.
- The statewide performance of two (2) of the sub-indicators was below standard. These sub-indicators were: American Indian/Alaska Native (8.91%); and Economically Disadvantaged (11.37%). The performance on the sub-indicators was:
 - a. Gender: Male, 17.58%; Female, 15.25%
 - b. Race: American Indian/Alaska Native, 8.91%; Asian, 28.57%; Black/African American, 26.47%; Hispanic/Latino, 14.82%; Native Hawaiian/Pacific Islander, 17.65%; White, 15.56%; and two or more races, 21.59%.
 - c. Special Populations: Individuals with Disabilities, 16.46%; Economically Disadvantaged, 11.37%; Single Parents, 19.32%; Limited English Proficient, 14.81%; and Non-Traditional, 100%. Data was not reported for Tech Prep as Idaho has combined Title 1 and Title 2 funds and is not required to report on this sub-indicator.
- Comments: The nontraditional participation is significantly above the negotiated performance level and exceeds the definition for a nontraditional occupation.

6. 5P2-NonTraditional Completion:

- A total of 299 of the 1,556 students reported were PTE completers in programs nontraditional to their gender. This is a performance rate of 19.22% (not reported during the transition year 2008).

- One (1) school did not meet this standard; one (1) school was required to submit an improvement plan.
- The statewide performance of one (1) of the sub-indicators was below standard. This sub-indicator was: American Indian/Alaska Native (11.76%). The performance on the sub-indicators was:
 - a. Gender: Male, 19.98%; Female, 18.11%
 - b. Race: American Indian/Alaska Native, 11.76%; Asian, 20%; Black/African American, 36.36%; Hispanic/Latino, 16.67%; Native Hawaiian/Pacific Islander, 100%; White, 18.50%; and two or more races, 28.70%.
 - c. Special Populations: Individuals with Disabilities, 17.95%; Economically Disadvantaged, 16.27%; Single Parents, 16.82%; Limited English Proficient, 16.67%; and Non-Traditional, 67.95%. Data was not reported for Tech Prep as Idaho has combined Title 1 and Title 2 funds and is not required to report on this sub-indicator.
- Comments: Again, the nontraditional completion rate is above the negotiated performance level and exceeds the definition for a nontraditional occupation.