

## Part 1 – Agency Profile

### Agency Overview

Idaho's Professional-Technical Education System is the state's primary educational delivery system for preparing Idaho's workforce. Professional-technical education programs are integrated into a larger, educational structure through public school districts, colleges, and universities.

The mission of Professional-Technical Education is to provide Idaho's youth and adults with technical skills, knowledge, and attitudes necessary for performance in a highly effective workplace.

Idaho's professional-technical system consists of three interconnected delivery mechanisms which operate as a single System: the System office is the State Division of Professional-Technical Education (SDPTE); six postsecondary technical colleges; 771 secondary technical programs and related services throughout the state. The education provided by the System includes high school programs, postsecondary programs, workforce upgrading and retraining, customized training for new expanded industry, and fire service, hazardous materials, and emergency services training.

The Division of Professional-Technical Education is the administrative agency of the State Board for Professional-Technical Education that provides leadership, advocacy and technical assistance for professional-technical education in Idaho, from secondary through adult. It is responsible for state, federal, and dedicated funds management. The Division provides the focus for professional-technical education within existing schools and institutions by targeting resources, organizing and applying industry input, providing technical assistance to program areas, managing programs, and providing leadership for student organizations. The Division also acts as the administrative agency for the State Occupational Information Coordinating Committee (SOICC) which governs the Career Information System (CIS).

Funding and technical assistance provided by the State Division for the System changes with the specific delivery and training involved. These include:

1. Junior High (7-8) – Funding is limited to special grants targeted at career awareness and pre-vocational exploration. The Division provides considerable technical assistance at the junior high level, particularly related to career guidance and exploration.
2. High school (9-12) – Secondary programs are offered as part of comprehensive high schools or in professional-technical schools. State funding is provided for approved professional-technical programs to offset the "added costs" associated with operating those programs. Funding for the "regular" costs is distributed through the public school funding formula. The professional-technical schools receive special added-cost funding of approximately 1/3 more than the regular public school funds. High schools are also major recipients of federal funds. The Division is the primary source of technical assistance for the secondary programs including curriculum development, program development, program improvement, statewide student organization supervision, and supplemental services to special populations.
3. Postsecondary – The Division, through the state general account, is the primary source of funding for the postsecondary technical college system. The general account pays for the faculty salaries, operating expenses, capital outlay, and local administration. The postsecondary system also receives federal vocational money distributed through the Division. The Division is responsible for providing staff support to the State Board for Professional-Technical Education on programmatic and fiscal issues that relate to the technical college system. Technical assistance is provided to the colleges particularly in maintaining program standards and curriculum development. The technical colleges have primary responsibility for program operation, development, and evaluation.

The agency has 43 FTP employees. Nine (9) of these, however, work for the CIS which is administratively housed within the Division. Of the remaining 34 employees, 7 are federally funded and 27 are funded through the state general account. The Division also includes 491 postsecondary FTP's in its budget.

The Division was established to oversee all professional-technical education and training in the state. It began when the State Board of Education was designated as the State Board for Vocational Education in 1918 and given the charge to hire an administrator. In 1966, the legislature created a system of area vocational schools (postsecondary) which were funded by and responsible to the Division. In the 1980's, these schools were

converted into technical colleges and the two-year Associate of Applied Science degree was added. The Displaced Homemaker Act was also passed in the early 1980's to provide transitional services for displaced homemakers. A dedicated account (divorce fee) was created and responsibility assigned to the agency. In the early 1990's, additional responsibility for Emergency Services Training was given to the agency through the appropriation process. In 1998, the Professional-Technical School was created, providing for high-end technical education at regional centers. In 1999, the name of the Board and the Division was changed from vocational education to professional-technical education.

The CIS provides information to the residents of the state of Idaho that helps them to become aware of the world of work, to understand the link between education and work, and to make successful career decisions. Established in 1980 as Idaho's official career information system, CIS represents the only comprehensive source of career information about Idaho and the nation.

### Core Functions/Idaho Code

Statutory authority for the Division of Professional-Technical Education is delineated in Idaho Code, Chapter 22, §§ 33-2201 through 33-2212 and IDAPA 55. Section 33-1002G allows school districts to establish professional-technical schools and 39-5009 established the displaced homemaker account for appropriation to the State Board.

The role of the Division of Professional-Technical Education (IDAPA 55) is to administer professional-technical education in Idaho. Specifically, the Division:

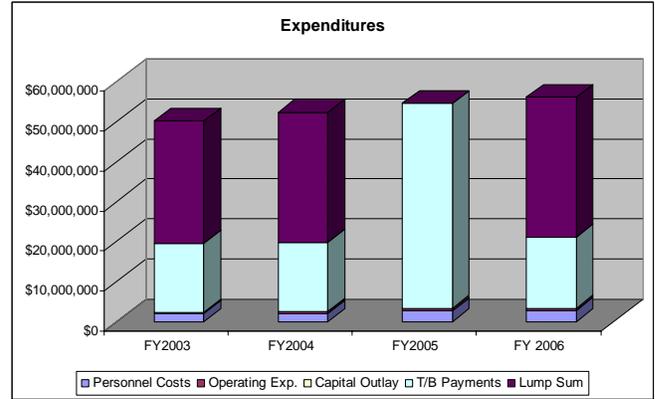
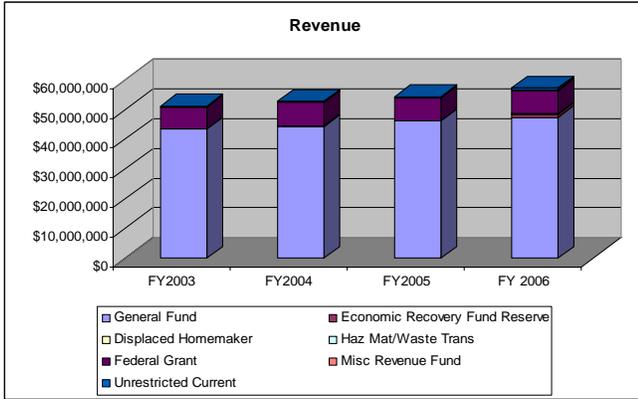
- Provides statewide leadership and coordination for professional-technical education;
- Assists local educational agencies in program planning, development, and evaluation;
- Promotes the availability and accessibility of professional-technical education;
- Prepares annual and long-range state plans;
- Prepares an annual budget to present to the State Board and the Legislature;
- Provides a state finance and accountability system for professional-technical education;
- Evaluates professional-technical education programs;
- Initiates research, curriculum development and professional development activities;
- Collects, analyzes, evaluates, and disseminates data and program information;
- Administers programs in accordance with state and federal legislation;
- Coordinates professional-technical education related activities with other agencies, officials, and organizations.

The Division is the administrative agency for the State Occupational Information Coordinating Committee (SOICC). SOICC serves as the Board of Directors for CIS and includes the chief executive officer or their designee from the Office of the State Board of Education, the Division of Professional-Technical Education, the Idaho Department of Commerce and Labor, the Division of Vocational Rehabilitation, and the Workforce Development Council.

### Revenue and Expenditures

Revenue	FY 2003	FY 2004	FY 2005	FY 2006
General Fund	\$43,292,200	\$44,233,200	\$46,055,100	\$47,279,900
Economic Recovery Fund				\$1,070,200
Reserve	\$0	\$0	\$0	
Displaced Homemaker	\$170,000	\$170,000	\$170,000	\$170,000
Haz Mat/Waste Trans	\$66,800	\$67,800	\$68,800	\$68,800
Federal Grant	\$7,239,100	\$7,849,100	\$7,587,300	\$7,735,800
Miscellaneous Revenue				\$366,500
Fund	\$0	\$0	\$0	
Unrestricted Current	\$281,700	\$339,700	\$371,900	\$434,100
<b>Total</b>	<b>\$51,049,800</b>	<b>\$52,659,800</b>	<b>\$54,253,100</b>	<b>\$57,125,300</b>

Expenditure	FY 2003	FY 2004	FY 2005	FY 2006
Personnel Costs	\$2,018,500	\$2,056,200	\$2,229,400	\$2,790,800
Operating Expenditures	\$285,300	\$316,800	\$589,300	\$507,000
Capital Outlay	\$0	\$108,200	\$21,600	\$34,400
Trustee/Benefit Payments	\$17,225,800	\$17,398,700	\$17,764,100	\$17,779,100
Lump Sum	\$30,636,400	\$32,381,600	\$33,715,200	\$34,927,900
<b>Total</b>	<b>\$50,166,000</b>	<b>\$52,261,500</b>	<b>\$54,119,600</b>	<b>\$56,039,200</b>



**Profile of Cases Managed and/or Key Services Provided**

Cases Managed and/or Key Services Provided	FY 2003	FY 2004	FY 2005	FY 2006
<b>Administration &amp; Supervision (Pgm 01)</b>				
Provide local education agencies with technical assistance in planning, developing, maintaining, and improving professional-technical education -- number of secondary and postsecondary programs	886	910	905	928
Plan and conduct activities to promote quality improvement of professional-technical education -- number of program reviews	431	481	546	638
Provide student organization leadership development through FFA, PAS, FCCLA, DECA, Delta Epsilon Chi, Skills USA, BPA, ITSA, and HOSA -- number of secondary and postsecondary members	12,472	9,981	10,186	10,133
<b>General Programs (Pgm 02)</b>				
Provide quality high school professional-technical programs that are realistic in terms of employment opportunities and consistent with student interests, aptitudes, and abilities -- number enrolled	76,758	77,996	79,098	81,373
Provide Professional-Technical Schools with high-quality programs that are too expensive to offer in the normal comprehensive high school -- number enrolled	3,835	4,282	4,635	4,278
Prepare secondary graduates who are prepared to enter the workforce or continue their education -- percent who obtained employment, were in the military, or pursued additional education	92.17%	92.67%	92.68%	93.62%

Cases Managed and/or Key Services Provided	FY 2003	FY 2004	FY 2005	FY 2006
Prepare secondary graduates who are prepared to enter the workforce or continue their education -- percent who obtained training-related job, were in the military, or pursued additional education	77.75%	79.45%	77.60%	80.40%
Provide professional-technical short-term classes in upgrading and retraining for individuals employed or seeking a new occupation, customized training for business/industry, and related instruction for apprentices -- number enrolled	29,430	29,357	33,632	33,417
Plan, administer, and deliver uniform, comprehensive statewide fire and emergency services training programs -- students served ( <i>*Student count was computed differently in FY2006.</i> )	4,391	4,769	4,834	7,668*
<b>Postsecondary (Pgm 03)</b>				
Provide professional-technical education opportunities at the postsecondary level -- End-of-Year Full Time Equivalent (FTE)	4,471	4,639	4,347	3,879
Provide opportunities and improve the articulation of secondary and postsecondary professional-technical education -- number of Tech Prep students enrolled in postsecondary education	375	416	414	545
Prepare postsecondary graduates who are prepared to enter the workforce or continue their education -- percent who obtained employment, were in the military, or pursued additional education	94.50%	94.10%	94.20%	93.90%
Prepare postsecondary graduates who are prepared to enter the workforce or continue their education -- percent who obtained training-related job, were in the military, or pursued additional education	85.90%	85.50%	85.60%	87.86%
<b>Unprepared Adults (Pgm 04)</b>				
Help displaced homemakers and single parents to become personally and economically self-sufficient -- number people served	1,831	1,429	1,314	1,089
<b>CIS</b>				
Number of individual users	115,688	110,774	113,980	112,000

## Performance Highlights

- The quality of professional-technical education in Idaho has been demonstrated by the success of Idaho students in national professional-technical competitive events. Idaho was recognized by the National Association of Career Technical Education as having the top secondary and top postsecondary students in the nation this past year.
- Professional-technical education has implemented several strategies to support high school reform. These have included developing a specialized integration class to teach teachers how to integrate and enhance academic instruction in a technical setting.
- Although AAS/Certificate enrollment went down this past year due to the low unemployment rates, short-term training enrollment increased by 13.8% since FY2004.

- Health professions enrollment has increased dramatically. At the high school level it increased by 11% this past year and 65% over the past five. At the college level, enrollments increased by 86% over the past five years.
- Demand for professional-technical training has continued to increase. Employers are reporting critical shortages of technically trained people, especially in health and manufacturing.

## Part II – Performance Measures

Performance Measure	2003	2004	2005	2006	Benchmark
1. Number of Tech Prep articulation agreements	375	416	414	545	5% increase per year
2. Number of postsecondary offerings	332	343	343	338*	1% increase per year
3(a). Secondary Placement	92.17%	92.67%	92.68%	93.62%	Above 90% per year
3(b). Postsecondary Placement	94.50%	94.10%	94.20%	93.90%	Above 90 % per year
4. Number of high school PTE sections of applied academic content	579	576	577	568	1% increase per year

### Performance Measure Explanatory Note:

#1 above: Tech Prep articulation agreements are an indicator of how well we are supporting articulation between secondary and postsecondary professional-technical education.

#2 above: This number represents the postsecondary programs and options available through the six regional technical colleges. In FY2006, several options were either combined or converted to stand-alone programs; thus, the drop in the number of offerings.

#3a & b above: Report the percent of completers who attain employment, join the military, or continue their education.

#4 above: Benchmark shows the Division's desire to increase the number of sections of applied academic content being provided through PTE classes as an effort to support high school reform.

### For More Information Contact

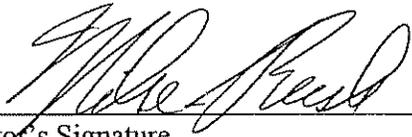
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***Director Attestation for Agency Profile***

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In accordance with *Idaho Code 67-1904*, I certify the data provided in the Agency Profile has been internally assessed for accuracy, and, to the best of my knowledge, is deemed to be accurate.

Department: Division of Professional-Technical Education



Director's Signature

8-7-06

Date

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