

Part I – Agency Profile

Agency Overview

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

Idaho Code §33-2202 defines Professional-Technical Education as “secondary, postsecondary and adult courses, programs, training and services administered by the Division of Professional-Technical Education for occupations or careers that require other than a baccalaureate, masters or doctoral degree. The courses, programs, training and services include, but are not limited to, vocational, technical and applied technology education. They are delivered through the professional-technical delivery system of public secondary and postsecondary schools and colleges.”

The Division of Professional-Technical Education (DPTE) is the administrative arm of the State Board for Professional-Technical Education that provides leadership, advocacy and technical assistance for professional-technical education in Idaho, from secondary students through adults. This includes responsibilities for Adult Basic Education/GED programs, the State Wellness program, state employee training including the Certified Public Manager program, and the S.T.A.R. Motorcycle Training program.

DPTE is responsible for preparing and submitting an annual budget for professional-technical education to the State Board, Governor, and Legislature. Funds appropriated to DPTE include state general funds, federal funds, dedicated funds and miscellaneous receipts.

Professional-technical education programs are integrated into the Idaho public education system through school districts, colleges, and universities. DPTE provides the focus for professional-technical education programs and training within existing schools and institutions by using a state-wide system approach with an emphasis on student learning, program quality, and industry engagement.

Secondary professional-technical education programs and services are provided via junior high/middle schools, comprehensive high schools, professional-technical schools, and through cooperative programs with the Idaho Technical College System.

Postsecondary professional-technical education programs and services are delivered through Idaho's six technical colleges. Three technical colleges are located on the campus of community colleges: College of Southern Idaho, College of Western Idaho, and North Idaho College. Two technical colleges are on the campus of four-year institutions: Idaho State University and Lewis and Clark State College. Eastern Idaho Technical College is the only stand-alone technical college in Idaho. The Idaho Technical College System delivers certificate and A.A.S. degree occupational programs on a full or part-time basis; workforce/short-term training; Adult Basic Education; displaced homemaker services; and Fire Service Technology.

The Administrator of the Division of Professional-Technical Education is Dwight Johnson. The DPTE staff consists of 36 FTP employees; 7 are federally funded, 26 are funded through the state general fund and 3 are funded through a dedicated fund. The DPTE budget also includes 478.09 technical college FTPs.

Core Functions/Idaho Code

Statutory authority for DPTE is delineated in Idaho Code, Chapter 22, §§ 33-2201 through 33-2212 and IDAPA 55. Idaho Code §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 DPTE (IDAPA 55) is to administer professional-technical education in Idaho. Specifically, DPTE:

- 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.

Revenue and Expenditures

| Revenue | FY2011 | FY2012 | FY2013 | FY2014 |
|-------------------------------|---------------------|---------------------|---------------------|---------------------|
| General Fund | \$47,577,400 | \$46,511,600 | \$48,259,600 | \$48,957,400 |
| Seminars and Publication Fund | \$287,400 | \$140,000 | \$140,000 | \$140,000 |
| Displaced Homemaker | \$170,000 | \$170,000 | \$170,000 | \$170,000 |
| Haz Mat/Waste Training | \$67,800 | \$67,800 | \$67,800 | \$67,800 |
| Federal Grant | \$9,593,100 | \$9,251,900 | \$8,648,100 | \$8,648,100 |
| Miscellaneous Revenue Fund | \$368,000 | \$234,800 | \$242,700 | \$245,000 |
| Unrestricted Current | \$467,000 | \$520,000 | \$546,000 | \$510,000 |
| Total | \$58,530,700 | \$56,896,100 | \$58,074,200 | \$58,738,300 |
| Expenditures | FY2011 | FY2012 | FY2013 | FY2014 |
| Personnel Costs | \$2,787,100 | \$2,496,300 | \$2,610,100 | \$2,641,400 |
| Operating Expenditures | \$1,048,900 | \$673,500 | \$614,500 | \$614,400 |
| Capital Outlay | \$0 | \$0 | \$0 | \$35,500 |
| Trustee/Benefit Payments | \$20,234,900 | \$19,973,200 | \$19,396,800 | \$55,447,000 |
| Lump Sum | \$34,459,800 | \$33,753,100 | \$35,452,800 | \$0 |
| Total | \$58,530,700 | \$56,896,100 | \$58,074,200 | \$58,738,300 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY2011 | FY2012 | FY2013 | FY2014 |
|--|--------|--------|--------|--------|
| Number of Students Enrolled in High School PTE Programs (headcount) | 87,256 | 85,490 | 84,423 | 83,026 |
| Number of Students Enrolled in Postsecondary PTE Programs (headcount) | 9,034 | 8,815 | 7,760 | 7,066 |
| Number of Technical College FTE enrollments | 4,588 | 4,483 | 4,349 | 4,120 |
| Number of Workforce Training Network (WTN) enrollments (headcount) | 44,295 | 42,119 | 43,487 | 39,011 |
| Number of WTN enrollments for Fire and Emergency Services Training (headcount) | 6,965 | 4,614 | 4,519 | 3,748 |
| Number of clients served in the ABE program (headcount) | 6,669 | 6,330 | 6,329 | 5,091 |
| Number of Adults Served in the Displaced Homemaker Program (Center for New Directions) | 909 | 1,038 | 552 | 405 |
| Number of state employees enrolled in the Certified Public Manager (CPM) Program | 79 | 78 | 77 | 94 |

| Cases Managed and/or Key Services Provided | FY2011 | FY2012 | FY2013 | FY2014 |
|--|---------|---------|---------|---------|
| Health Matters Wellness Program monthly average website hits | 163,843 | 182,263 | 182,382 | 217,745 |

Performance Highlights

ABE - The *Integrated Transition and Retention Program (ITRP)* is an innovative, coordinated effort that promotes the improvement of student completion rates in technical college programs. ITRP is designed to assist students who may not meet the entry requirements of a technical program or are struggling in a technical program and are in need of remediation in reading, writing, and/or math. These programs feature: 1) ABE and PTE instructors co-teaching in the same classroom and/or co-planning and following up on student progress; 2) ABE instructors creating applied lesson plans in reading, writing, and/or math using technical curriculum content; and, 3) time shortened programs that do not add time to what would normally be required for course completion. This past year ITRP instruction was provided to 250 unique students enrolled in technical programs including Business Technology, Diesel Mechanics, Welding, Culinary Arts, Hospitality, Health Related Fields, and Technical and Industry Programs. Of the 250 students enrolled in ITRP programs, 209 completed their ITRP program. Of those who completed their ITRP program, 201 met their education goal for enrolling in the program (such as improved COMPASS scores or passing their CNA certification exam). Those who met their goals included 163 students who continued in or qualified to enroll in a technical program without the need for remediation. The cost was approximately \$425 per student.

Part II – Performance Measures

| Performance Measure | FY2011 | FY2012 | FY2013 | FY2014 | Benchmark |
|---|--------|--------|--------|--------------------------|---|
| Postsecondary student pass rate for Technical Skill Assessment (TSA) | 92.7% | 90.1% | 91.4% | Numbers reported in Nov. | 90% |
| Secondary student pass rate for Technical Skill Assessment (TSA)* | 68.7% | 73.6% | 73.2% | Numbers reported in Nov. | 75% |
| Percentage of ABE clients with stated goal who transition to postsecondary education** | N/A | N/A | 26% | Numbers reported in Nov. | 50% |
| Positive placement rate of postsecondary program completers*** | 91% | 91% | 90% | 92% | Placement at 90.5% or higher |
| Rate of secondary program completers (concentrators) who transition to postsecondary education or training **** | 66% | 64% | 64% | 67% | Exceed National Center for Higher Education Management System rankings in Idaho |

Performance Measure Explanatory Notes:

* The Perkins Act requires that each state negotiate a target/benchmark with the U.S. Department of Education known as the Final Agreed Upon Performance Level (FAUPL). When our performance doesn't meet 90% of the FAUPL, we are required to submit an improvement plan. For the Secondary TSA, our benchmark is 75% and 90% of 75% is 67.5%. We met 90% of the benchmark and aren't required to submit an improvement plan.

** This is from an Applicable Cohort. All learners who passed the GED test while enrolled in adult education, or have a secondary credential at entry, or are enrolled in a class specifically designed for transitioning to postsecondary education. This figure does not include those students who participated in the ITRP programs.

** Beginning in FY13, reporting requirements were changed by US Dept. of Education and moved away from a "goal-setting" model. Prior to FY13, this percent was calculated based on the number of students who had the goal of enrolling in postsecondary education and the number who met the goal. In FY13 and later, the percent was calculated based on cohort designation, regardless of whether students had a postsecondary goal. Therefore, figures obtained prior to FY13 cannot be compared.

- *** A technical college PTE completer is a postsecondary student who has completed all the requirements for a certificate or an AAS degree in a state approved professional-technical education program. This person must have met all the requirements of the institution for program completion, whether or not the person officially graduated from the institution. Positive placement represents the percent of technical college completers who attain employment, join the military, or continue their education within six (6) months of completing.
- **** A secondary PTE completer (concentrator) is a junior or senior student who: (1) has completed four state approved PTE courses in a program sequence which includes a capstone course; OR (2) who has completed all the PTE courses in a program sequence if three or less, OR (3) who is enrolled in a state approved Professional-Technical School and is enrolled in a capstone course. Transition to postsecondary education or training is determined by an annual follow-up report of secondary PTE completers (concentrators) who are seniors and graduated. The most recently published overall state rate of 45.0% is from The National Center for Higher Education Management Systems (NCHEMS) Information Center "College-Going Rates of High School Graduates Directly from High School" (2010).

For More Information Contact

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