



**Idaho Division of
Professional-Technical Education**

**FY 2008
Annual Report**

**Idaho State Board of Education
Members for FY 2008**

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State Superintendent of Public Instruction

Mike Rush, Interim Executive Director

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Message from the Administrator



Ann Stephens
State Administrator

As the new administrator of the Division of Professional-Technical Education, I am excited to assume the leadership role as we continue the successful direction of the former administrator, Dr. Mike Rush. This annual report showcases our system and provides a performance report on professional-technical education.

Professional-technical education continues to be a strong part of Idaho's educational and economic development systems. Enrollments remain solid and program offerings connect to regional and local labor market needs. Over 50,000 adults were served statewide in our short-term training program as individuals upgraded their skills in order to be competitive in the workplace.

The Division is appreciative of the support it has received from the State Board of Education, the Governor, and the Legislature. We look forward to continuing those positive relationships along with the collaborative partnerships from the business community.

A handwritten signature in cursive script that reads "Ann Stephens".

The Professional-Technical Education System

MISSION

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.

PURPOSE

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 33-2202 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, master's 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.

STRUCTURE

Idaho has a streamlined educational system with a single State Board of Education responsible for all public education, academic and professional-technical, from kindergarten through post graduate level. The single Board of Education structure in Idaho allows for a more seamless, accountable system of education, working cohesively for the betterment of the citizens of Idaho.

The Division of Professional-Technical Education 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 through adult. 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 career and technical student organizations.

ROLE

The role of the Division of Professional-Technical Education is to administer professional-technical education in Idaho. The Division:

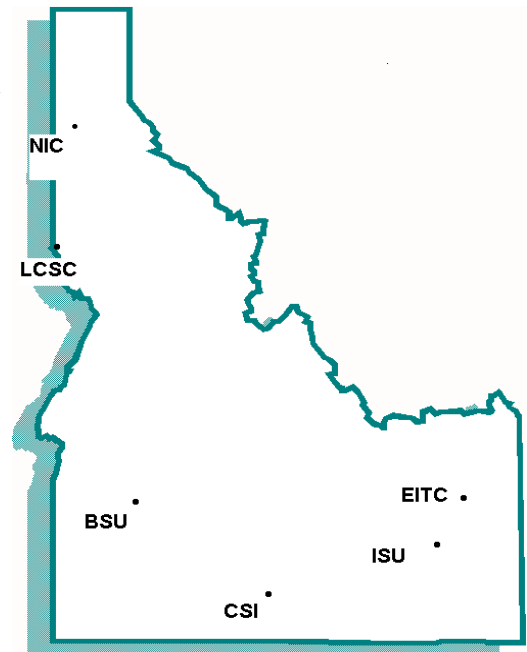
- provides statewide leadership and coordination for professional-technical education
- assists local educational agencies in program planning, development, and evaluation
- promotes the availability and accessibility of professional-technical education
- prepares annual and long-range state plans
- 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
- provides liaison with related agencies, officials, and organizations

Delivery System

Postsecondary professional-technical education programs and services are delivered through a statewide system of six technical colleges. Technical colleges deliver: occupational programs on a full- or part-time basis; adult upgrading and retraining; customized training; related instruction for apprentices; adult basic education; and emergency services training. Each technical college has a GED testing center and a Center for New Directions to provide support services to displaced homemakers and single parents needing extra assistance to succeed.

Three of the six technical colleges are part of four-year institutions, two are part of community colleges, and one is a stand-alone technical college. Idaho's six technical colleges are:

- Boise State University Larry G. Selland College of Applied Technology (Boise)
- College of Southern Idaho Professional-Technical Division (Twin Falls)
- Eastern Idaho Technical College (Idaho Falls)
- Idaho State University College of Technology (Pocatello)
- Lewis Clark State Professional-Technical Programs (Lewiston)
- North Idaho Professional-Technical Division (Coeur d'Alene)



The State Board of Education, at its April 17-18, 2008 meeting, approved Boise State University's request to close the Larry G. Selland College of Applied Technology and discontinue all of its programs and courses effective June 27, 2009. The College of Western Idaho will be designated as the technical college in Region III upon final approval from the Division of Professional-Technical Education to deliver professional-technical education programs and services.

Secondary professional-technical education programs and services are provided through middle schools, junior high schools, comprehensive high schools, professional-technical schools, charter high schools, and cooperative programs with the technical colleges.

Linkages - Tech Prep links secondary and postsecondary professional-technical programs through written and approved articulation agreements between high schools and technical colleges. Tech Prep allows students to shorten and/or enhance their postsecondary education because they have earned postsecondary credit while in high school.

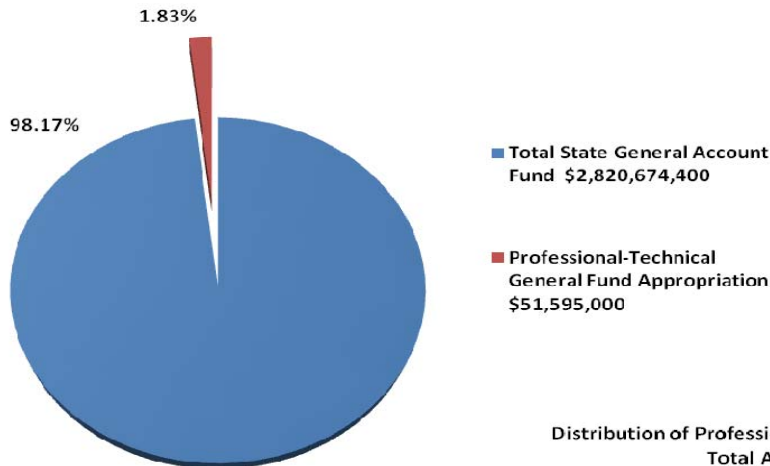
Funding

The Idaho Professional-Technical Education System is accountable to Idaho citizens. It is administered with the philosophy that Idahoans deserve the highest level of performance at the lowest practical cost.

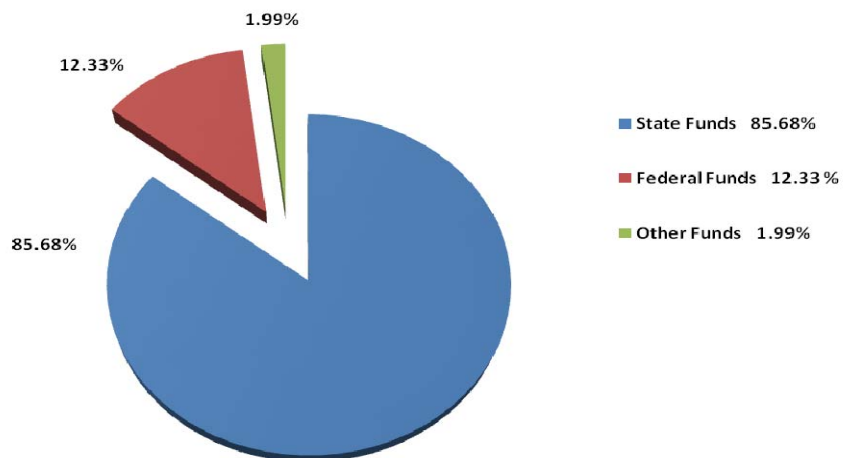
DISTRIBUTION

In FY 2008, 1.83% of the total State General Fund was appropriated to the Division of Professional-Technical Education for professional-technical education. The State General Fund and federal resources were the two primary funding sources for Professional-Technical Education. The State General Fund and Economic Recovery Reserve Fund appropriated by the Idaho Legislature supplied 85.68% of the budget, and the federal government supplied 12.33%. Student fees at Eastern Idaho Technical College were budgeted through the Division and constituted the balance of the appropriation.

Relationship of Professional-Technical Education to Total State Appropriation



Distribution of Professional-Technical Appropriated Funds
Total Appropriated Funds \$60,215,700



POSTSECONDARY PROGRAMS

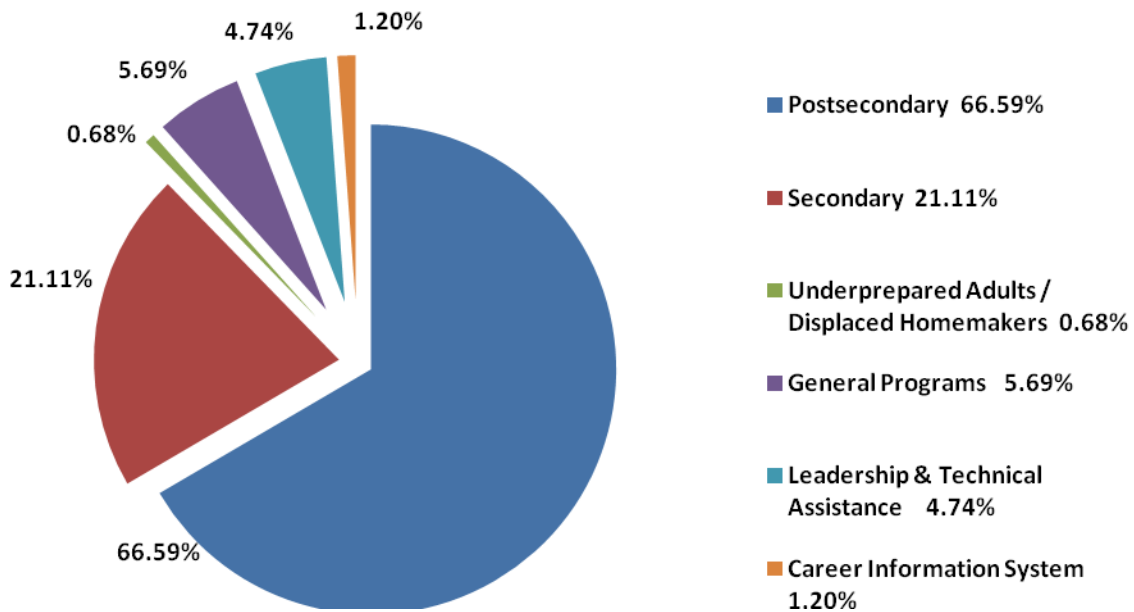
The technical college system is funded through the State General Fund for faculty salaries, operating expenses, capital outlay, and local administration. The postsecondary system also receives federal education funds targeted to improve professional-technical education (Carl D. Perkins Career and Technical Education Act) and to provide Adult Basic Education (Adult Education and Family Literacy Act). Student fees are included in the main institutional budgets to support plant maintenance and operations. In some circumstances, part-time student fees are used to support instruction.

Workforce development/customized training (short-term training) for adults is paid primarily by employer contributions and user fees, with additional support from the professional-technical education general program budget.

SECONDARY PROGRAMS

At the secondary level, state appropriated professional-technical funds provide added-cost funding for professional-technical programs. These funds pay for costs above and beyond the costs of regular instruction and include extended teacher contracts, equipment, and supplies. The state currently reimburses only a portion of these added-costs for operation of high school professional-technical programs. The secondary programs also receive federal funds targeted to improve professional-technical education (Perkins).

Use of Professional-Technical Funds



Programs and Services

PROGRAMS

The foundation of professional-technical education programs is the program of study. The program of study includes coherent and rigorous technical and academic content; aligns secondary and postsecondary education; and leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree. In addition, professional-technical education programs provide leadership development as an integral part of the curriculum. Leadership development is generally provided through the professional-technical student organizations. Program areas include:

Agriculture & Natural Resources programs prepare secondary and postsecondary students for careers in dynamic, global, natural resource-based industries. Rapidly changing technologies create exciting new career opportunities in the agricultural community. Environmental management, food quality assurance, biotechnology, horticulture, turf and landscape management, agricultural research, toxicology, aquaculture, communications, international marketing, and many other emerging fields are all linked to the central agricultural core of production, processing, and distribution of food and fiber products. Agricultural and Natural Resource programs also build global awareness and develop student leadership for the food, fiber, and natural resource industries. Farm Business Management, under the Agriculture program, is a three-year curriculum to assist farm families in developing the management skills necessary to analyze and operate a profitable business enterprise. *The student organization affiliated with Agriculture & Natural Resources programs is FFA – Idaho FFA Association.*

Business, Management & Marketing programs prepare secondary and postsecondary students for entry into and advancement in business, management, and marketing careers. Classroom instruction is combined with workplace experiences to support and enhance the areas of study as they relate to personal and business decision making. Students use accounting procedures to make decisions about planning, organizing, and allocating resources. They apply the principles of law in personal and business settings. Students study marketing as it relates to distribution, financing, research, and marketing information management, pricing, product/service management, communication and promotion, e-marketing and entrepreneurship. Finally, students develop interpersonal teamwork and leadership skills necessary to function in diverse business settings. *The student organization affiliated with Business, Marketing & Management programs at both the postsecondary and secondary levels are – Business Professionals of America (BPA), DECA and Delta Epsilon Chi.*

Engineering & Technology Education programs teach secondary students to be technologically literate. Students study, design, research, construct, and test structures, materials, and techniques commonly used in today's highly advanced industrial applications. Instruction is centered on informational, physical, and biological/chemical systems. These areas comprise the umbrella of knowledge needed to function in a technological world and include the connections within and among science, technology, engineering, and mathematics disciplines. Students develop critical thinking and problem solving abilities within the context of technological applications. *The student organization affiliated with Engineering & Technology Education is T.S.A. – Technology Student Association.*

Family & Consumer Sciences programs prepare secondary and postsecondary students for success in their personal life as well as for careers in early childhood professions, food production and management, housing and interiors, apparel design and merchandising, hospitality, education, human services, and entrepreneurship. Secondary students may apply their knowledge and skills to directly enter the workforce or to continue their education in a family and consumer sciences related program at a technical college or a university. Family and Consumer Sciences education also helps individuals balance life in the home, community and workplace. *The student organization affiliated with Family & Consumer Sciences is FCCLA – Family, Career and Community Leaders of America.*

Health Professions programs provide secondary students an opportunity to gain some basic competencies and to learn about career options in Health Professions. At the postsecondary level, one- and two-year programs are available that result in technical certificates and associate of applied science degrees along with industry licensure. The Workforce Training Centers, located at the six technical colleges, provide a number of certificate-of-completion classes that may be accomplished in less than one semester. All programs are designed to qualify graduates for immediate employment in Idaho's expanding health care industry as well as prepare them for advancement in health professions. *The student organization affiliated with Health Professions is HOSA – Health Occupations Students of America.*

Individualized Occupational Training (IOT) programs combine a secondary school-based career class with work-based technical training. IOT programs capitalize on student interests and strengths and extend the range of professional-technical training a school can offer. The program's design includes school-based and work-based activities that prepare students for work or further postsecondary education. Instructors work with business and industry to identify competencies that students will develop while at the worksite.

Skilled & Technical Sciences programs prepare youth and adults for employment and/or advanced education. The programs are intended to prepare individuals for technical careers, the trades, and other industrial and service occupations that typically require less than a baccalaureate degree. These careers encompass electronics, auto and diesel technology, collision repair, graphic design, information technology, manufacturing, architecture, and construction. The curriculum includes mastery of complementary technologies; related mathematics and science; technical communication skills; occupational safety and hygiene; labor and industrial relations and management; and interpersonal relationships. Students receive instruction on state-of-the-art equipment from instructors who have served in the industry and are certified technicians. *The student organization affiliated with Skills & Technical Sciences is SkillsUSA.*

RELATED PROGRAMS

Short-Term Workforce Training provides short-term, industry specific training closely related to the regular postsecondary professional-technical education programs for individuals already in the workforce and for dislocated and displaced workers.

Emergency Services Training provides fire, rescue, and hazardous materials training for agencies and personnel within the Idaho Public Safety Sector. Training programs for paid and volunteer firefighters meet the National Fire Protection Association standards.

The Idaho Certified Public Manager (CPM) Program is a nationally accredited training and development program for public sector managers and supervisors in Idaho. The CPM program is a comprehensive course of study where public managers can acquire and apply the best practices and theory to their management behaviors and strategies, using a prescribed set of professional standards.

Adult Basic Education Programs provide instructional services that address the basic educational needs of Idaho adults and their families. Adult education programs offer opportunities for adults to improve their literacy skills in order to meet their goals and responsibilities as parents, citizens, and workers. Adult Basic Education programs serve individuals 16 years or older, who are not enrolled in public school and have basic skills levels at or below the 12th grade level.

Career Guidance provides students with the tools and services to assist them in making educational and career decisions. Counselors help students in self-assessment, knowledge of educational programs, and knowledge of current labor market trends.

State Employee Training Programs are provided across the state under the direction of the Division of Professional-Technical Education and through Idaho's technical colleges. Employee training programs include Supervisory Training, Statewide Wellness Program, and the online Performance Management Program.

SERVICES

Single Parents and Displaced Homemaker Centers provide adult single parents and displaced homemakers with services to help them move from dependence to independence. Services include personal, career and educational counseling; assessment and testing; and preparation for employment and training.

Academic Skills Development –The technical college system provides academic skills assessment and remediation and/or reinforcement to enable unprepared and underprepared adults at the technical colleges to succeed in professional-technical education programs.

GED and High School Equivalency - The Division of Professional-Technical Education in coordination with the Department of Education provides copies of GED transcripts and High School Equivalency Certificates for individuals who meet the requirements and/or who have successfully passed the GED test. GED preparation and GED test centers provide services to individuals 16 years of age or older who are not enrolled, or required to be enrolled in secondary school under State law. GED participants must provide a high school release signed by their parent if they are under 18 years old.

Veteran's Program - The Division of Professional-Technical Education approves education programs offered through postsecondary institutions, flight schools, and apprenticeship/on-the-job-training programs. These programs are for active duty veterans, guard/reservists, and eligible dependents. The Division also assists qualified veterans in applying for Montgomery GI bill (MGIB) benefits for education.

Proprietary Schools - The Division of Professional-Technical Education serves as the registration authority for, and provides limited oversight of, proprietary schools which have no other governing oversight within the state of Idaho. (Idaho Code Chapter 24)

Secondary Results

Secondary professional-technical enrollment increased 2.7% last year. Enrollment increased 11.05% over the last five years and 30.3% over the last ten years.

Positive placement for high school students was 93.7%.

60% of PTE school students and 59.5% of all PTE completers went on to college.

110 school districts had approved professional-technical programs.

Professional-technical school enrollment increased by 19.6% over the previous year and has increased 106.1% since 2003. Students were enrolled in 12 professional-technical schools offering 115 programs.

Positive placement among the 12 professional technical schools ranged from 97.6% to 89.4% for an average rate of 95.8% in FY 2008. (Note: these rates include employment and enrollment in further education.)

Secondary professional-technical education programs increased from 766 to 789 this year.

Information Systems Technology programs enrolled 2,875 students in 44 programs.

Tech Prep enrollment decreased by 5.3% last year reflecting changes in reporting procedures, but increased 39.7% from FY 2003 to FY 2008.

The statewide Tech Prep student management system, CATEMA, is in its second year. Participating schools continue to expand incrementally. CATEMA enables us to realize efficiencies in student reporting and articulation agreements.

Teen parent program enrollment went from 367 in FY 2007 to 373 in FY 2008.

The percent of minority students enrolled in secondary programs increased from 16% to 17.5% over last year, and from 13,282 to 14,887.

Online health professions training reached 618 high school students statewide.

Leadership development was included as an integral part of all professional-technical programs. Participation in student organizations increased by 515 in FY 2008; affiliated participation in student organizations at the secondary level totaled 10,319, or:

FFA — 4,018	BPA — 1,859
FCCLA — 1,439	DECA — 450
HOSA — 541	TSA — 402
SkillsUSA — 1,610	

Secondary Results (continued)

Program quality was demonstrated through student success in state and national competitions. Highlights included:

- Kuna FFA earned first place in the National Farm Business Management Career Development event with one student earning third high individual and a college scholarship. In addition, a member of the Meridian FFA chapter earned second place in the National Prepared Public Speaking event and a college scholarship.
- Two students from the Dennis Technical Education Center in Boise won silver medals in their respective contests at the SkillsUSA National Championships. Sixteen percent of the Idaho students who participated in the National SkillsUSA Conference earned medals and 58% finished in the top ten in their events.
- Idaho TSA (Technology Student Association) supported Prairie High School, which sent five students to the National Competition in Orlando, Florida. They placed tenth in Manufacturing Prototype.
- Idaho HOSA (Health Occupations Students of America) took more than 60 students to Nationals in Dallas, TX this year. Of these students, 12 placed in the top ten in the nation, while one team from Snake River High School took second in CERT (Community Emergency Response Team). An Eagle High School student took second in the Sports Medicine competition.
- Idaho FCCLA had 55 medal STAR Event award winners at the National FFCLA Leadership meeting including 14 gold winners, 31 silver winners, and 10 bronze winners. Potlatch High School FCCLA received runner up for the National Families First Award with their project called "Honky Tonk Fun Night."

A construction and career day job fair introduced students to blue-collar careers that pay well and will become increasingly abundant as the present workforce retires. It was held at the Kootenai County Fair Grounds. Students in grades 7-12 had hands-on experiences operating a variety of heavy equipment under the supervision of local manufacturers. They also tried a variety of trades such as sheet rock, masonry, welding, and electrical. This inaugural event along with newly implemented apprenticeship programs, reverse job fairs, and a number of other new training opportunities were part of an overall effort to bolster the image and recruitment efforts in the construction and manufacturing trades. The success of "Hard Hats, Hammers, and Hot Dogs" and other programs is due in large part to the work of the Kootenai County Workforce Development Task Force, a group comprised of educators, manufacturers, local Chambers of Commerce, and representatives from the Idaho Department of Labor with the intention to address the increasing demand for construction and manufacturing workers.

Secondary Results (continued)**Annual PTE Enrollment Summary for FY2008**

	2003	2004	2005	2006	2007	2008	1-Yr % Change	5-Yr % Change
HIGH SCHOOL ¹	75,355	76,696	77,863	79,153	80,460	80,948	0.61	7.42
PROFESSIONAL-TECHNICAL TOTALS ²	76,758	77,996	79,098	81,429	83,024	85,240	2.67	11.05
AG SCIENCE AND TECHNOLOGY	8,786	8,963	9,217	9,720	9,709	10,376	6.87	18.10
BUSINESS EDUCATION	24,080	24,019	24,244	25,377	25,069	25,410	1.36	5.52
HEALTH PROFESSIONS	2,664	3,259	3,630	3,458	3,809	4,030	5.80	51.28
FAMILY/CONSUMER SCIENCES	15,520	15,233	14,980	15,838	16,446	15,348	-6.68	-1.11
OCCUP FAM/CONS SCIENCES	951	1,116	1,441	1,865	1,884	3,126	65.92	228.71
MARKETING EDUCATION	2,425	2,614	2,234	2,337	2,277	2,183	-4.13	-9.98
TECHNOLOGY EDUCATION	8,184	8,064	8,015	7,753	7,958	7,719	-3.00	-5.68
ENGINEERING & INDUSTRIAL SYSTEMS	10,945	11,803	12,272	12,215	12,851	14,116	9.84	28.97
INDIVIDUALIZED OCCUPATIONAL TRAINING	3,203	2,925	3,065	2,866	3,021	2,932	-2.95	-8.46
SPECIAL POPULATIONS ³	26,304	26,782	28,143	28,745	30,014	32,832	9.39	24.82
TECH PREP ⁴	6,830	8,468	9,298	10,690	10,071	9,541	-5.26	39.69
PROFESSIONAL-TECHNICAL SCHOOLS ⁵	3,835	4,282	4,635	4,278	6,609	7,904	19.59	106.10

{1} Public School Grades 9-12. Numbers do not include ungraded secondary students.

{2} Enrollments are unduplicated within program areas, but some duplication will occur between program areas (i.e. a student who is enrolled in classes in both Business and Graphic Arts).

{3} These numbers reflect students who are included in the program enrollments above.

{4} These students have signed up for a four-year program culminating in a postsecondary AAS degree or other two-year postsecondary education. Most of these students are enrolled in professional-technical program areas listed above.

{5} These students attend advanced classes approved for separate Professional-Technical Schools/Academies. They are all enrolled in professional-technical program areas listed above.

Postsecondary Results

Positive placement for technical college completers was 94%.

- 60.5% obtained training-related employment.
- 90.6% obtained a training-related job, were in the military, or pursued additional education.
- Students pursuing additional education increased by 11.4% from FY 2005 to FY 2008.

AAS Degree/Certificate enrollments:

- Full-time equivalent enrollments increased 5.7% this last year.
- Accrued head-count decreased 7.19% this last year and decreased 4% over the past five years.

Statewide Tech Prep articulation agreements were developed last year in Machine Technology, CNA, LPN, Cisco, Welding and Automotive Technology programs.

743 high school students attended a postsecondary institution as part of their secondary program, an increase from 628 last year.

Enrollments of Hispanic students decreased from 608 to 582 while the number of Native American students increased from 152 to 158. The percentage of Hispanics in professional-technical programs decreased by 6.5% and the percentage of Native American students increased slightly.

Through single parent/displaced homemaker and nontraditional grants, the Centers for New Directions provided pre-vocational training and/or financial stipends for participants to enter either traditional or non-traditional professional-technical education programs. The Centers for New Directions served 974 individuals. Eighty-four percent (822) had positive outcomes measured by educational or employment gains.

In 2008, the Centers for New Directions provided non-traditional career activities to 155 single parents and displaced homemakers. Of those:

- 68% (108) enrolled in, or continued in non-traditional technical programs
- 24.5% (38) graduated from non-traditional technical programs
- 22.5% (35) entered nontraditional jobs

Workforce and customized training was delivered to 50,154 adults through 3,933 short-term training classes. Over the last five years 196,562 adults have been served through the short-term training system. (This includes Emergency Services Training.)

The Workforce Training Network (WTN) and the Division of Professional-Technical Education coordinated training resources from all six technical colleges, in cooperation with the Department of Commerce and Labor, to provide customized training to new Idaho employees through the technical college system.

In FY 2008, Eastern Idaho Technical College served over 13,889 people through the Workforce Education Division, helping them upgrade their skills or maintain employment certifications. This was an all-time high for the College in providing service to the employers of the district.

Postsecondary Results (continued)

The College of Southern Idaho continued to expand program offerings. The Manufacturing Technology program was launched and three new programs were proposed and approved, including Wind Energy Technician, Surgical First Assisting, and Medical Coding Specialist. The award of a Workforce Innovation in Regional Economic Development (WIRED) grant for Region IV assisted in the development of the Manufacturing Technology program.

The Train-the-Trainer project at North Idaho College was strategically marketed as Structured On-The-Job-Training (SOJT) to business sectors that would most benefit from the training. SOJT was delivered to Buck Knives, Ground Force Manufacturing, and Berg Integrated Systems in FY 2008. The program was also presented to non-manufacturing organizations to promote the benefits of SOJT.

The Dental Assisting program at BSU Larry Selland College was named Idaho's Postsecondary Professional-Technical Education Exemplary Program for 2008. The program is one of only two Dental Assisting programs in Idaho and has statewide support. It has provided input and guidance to the State Board of Dentistry on regulations and certification pertinent to Dental Assistants.

Malcolm Diamond, the Welding and Metals Fabrication instructor at BSU Larry Selland College was awarded Certified Welding Inspector (CWI) status by the American Welding Society after passing the challenging written and practical exams. This prestigious recognition will benefit the welding students, the program, and the College. Mr. Diamond is among a handful of people in southwestern Idaho to receive this national award.

Emergency Services Training (EST) collaborated with various agencies and organizations to provide 439 training classes for 5,975 Idaho firefighters and emergency responders. EST continued its efforts to make quality training affordable and accessible to all firefighters and emergency responders in the state, especially in rural communities. Highlights include:

- Successful reaccreditation site visit by the International Fire Service Accreditation Congress (IFSAC) which resulted in the reaccreditation of the three levels of firefighter certification already offered in Idaho, and the initial accreditation of one new level of certification for emergency responders.
- Four regional fire academies, the State Fire School, and five annual training conferences.
- Seventeen Flashover Survival training events and four Live-Fire training events which were co-sponsored by EST in collaboration with regional academies, the Idaho Volunteer Fire and Emergency Services Association, Oregon's Department of Public Safety Standards and Training, the North Idaho Fire Chiefs, and the West Wendover Fire Department (Nevada).
- Eighty-nine firefighter certification testing events conducted throughout the state.
 - Two hundred and thirty-three firefighters were awarded their firefighter certifications after successfully demonstrating the competencies required by the National Fire Protection Association Standards for Professional Firefighters (NFPA 472, 1001, and 1002).

Postsecondary Results (continued)

Annual Enrollment Summary

	TOTAL	BSU	CSI	EITC	ISU	LCSC	NIC
AAS/Cert Enrollments							
Accrued Headcount	7,977	1,491	1,889	1,307	2,060	554	676
Student FTE*	4,025	824	765	591	1,036	369	440
No. of Programs	162	30	33	19	35	23	22
Short-Term Training							
Accrued Headcount **	50,154	13,656	5,605	13,889	7,155	2,974	6,875
Short-term Training	44,179	12,077	4,396	13,149	6,834	2,123	5,600
Hazardous Materials Trng	1,248	357	268	181	57	113	272
Fire Service Training	4,143	966	825	485	218	687	962
NFA	584	256	116	74	46	51	41
Student FTE	1,169	395	166	186	160	82	180
Number of Classes	3,933	852	467	1373	444	306	491
Total Enrollments							
AAS/Cert. & Short Term Accrued Headcount	58,131	15,147	7,494	15,196	9,215	3,528	7,551
AAS/Cert. & Short-Term Accrued Student FTE	5,194	1,219	931	777	1,196	451	620
Other Enrollments / Services							
Center for New Directions	974	198	89	136	340	84	127
Adult Basic Education	6,406	2,663	1,659	612	549	260	663

* Vocational Full-time Equivalent

** The Short-Term Training accrued headcount, student FTE, and number of classes include all Short-Term, Hazardous Materials, Fire Service, and NFA training data.

Postsecondary Results (continued)

Fiscal Year Enrollment History

	2003	2004	2005	2006	2007	2008	1-Year % Change	5-Year % Change
Boise State University								
AAS/Certificate								
Student FTE *	883	889	775	762	707	824	16.55%	-6.68%
Accrued Headcount	1,561	1,553	1,417	1,325	1,296	1,491	15.05%	-4.48%
Short-Term **								
Student FTE	223	304	316	368	409	395	-3.42%	77.13%
Accrued Headcount	7,873	7,030	10,399	10,902	11,846	13,656	15.28%	73.45%
College of Southern Idaho								
AAS/Certificate								
Student FTE	738	830	828	602	826	765	-7.38%	3.66%
Accrued Headcount	1,965	2,256	2,222	2,599	2,829	1,889	-33.23%	-3.87%
Short-Term								
Student FTE	150	163	212	123	190	166	-12.63%	10.67%
Accrued Headcount	4,414	3,924	4,815	5,288	6,149	5,605	-8.85%	26.98%
Eastern Idaho Technical College								
AAS/Certificate								
Student FTE	579	644	607	599	576	591	2.60%	2.07%
Accrued Headcount	1,405	1,581	1,447	1,410	1,568	1,307	-16.65%	-6.98%
Short-Term								
Student FTE	90	119	158	156	183	186	1.64%	106.67%
Accrued Headcount	5,046	6,560	7,031	9,529	10,014	13,889	38.70%	175.25%
Idaho State University								
AAS/Certificate								
Student FTE	1,210	1,152	1,041	950	929	1,036	11.52%	-14.38%
Accrued Headcount	1,825	1,722	1,580	1,574	1,636	2,060	25.92%	12.88%
Short-Term								
Student FTE	165	169	166	149	134	160	19.40%	-3.03%
Accrued Headcount	5,668	5,902	5,474	6,850	5,719	7,155	25.11%	26.24%

Postsecondary Results (continued)

Fiscal Year Enrollment History (continued)

	2003	2004	2005	2006	2007	2008	1-Year % Change	5-Year % Change
Lewis-Clark State College								
AAS/Certificate								
Student FTE	477	464	443	409	386	369	-4.40%	-22.64%
Accrued Headcount	748	748	705	688	660	554	-16.06%	-25.94%
Short-Term								
Student FTE	98	106	152	91	78	82	5.13%	-16.33%
Accrued Headcount	3,602	3,654	3,798	4,048	2,857	2,974	4.10%	-17.43%
North Idaho College								
AAS/Certificate								
Student FTE	584	660	653	572	384	440	14.58%	-24.66%
Accrued Headcount	802	772	712	713	606	676	11.55%	-15.71%
Short-Term								
Student FTE	194	166	165	200	171	180	5.26%	-7.22%
Accrued Headcount	7,218	7,056	6,949	9,854	7,093	6,875	-3.07%	-4.75%
TOTALS								
AAS/Certificate								
Student FTE	4,471	4,639	4,347	3,894	3,808	4,025	5.70%	-9.98%
Accrued Headcount	8,306	8,632	8,083	8,309	8,595	7,977	-7.19%	-3.96%
Short-Term								
Student FTE	920	1,027	1,169	1,087	1,165	1,169	0.34%	27.07%
Accrued Headcount	33,821	34,126	38,466	46,471	43,678	50,154	14.83%	48.29%

* Due to rounding of FTE data, the total shown here may be somewhat different than the actual total reported.

** The Short-Term Training accrued headcount, student FTE, and number of classes include all Short-Term, Hazardous Materials, Fire Service, NFA, and Anti-Terrorism training data. No Anti-Terrorism classes were funded after FY 2003.

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