



We prepare Idaho's youth and adults for high-skill, in-demand careers.

Strategic Plan

FY2024 - FY2028

Strategic plan

Mission statement

The mission of the career technical education (CTE) system is to prepare Idaho’s youth and adults for high-skill, in-demand careers.

Vision statement

The vision of Idaho Division of Career Technical Education (IDCTE) is to be:

1. A premiere educational opportunity for students and adults to gain relevant workforce and leadership skills in an applied setting;
2. A gateway to meaningful careers and additional educational opportunities; and
3. A strong talent pipeline that meets Idaho business workforce needs.

Goal 1

Educational system alignment

Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

Objective A: *Support State Board Policy III.Y by aligning CTE programs among the technical colleges and ensuring that secondary program standards align to those postsecondary programs.*

Performance Measure:

1. *Percent of secondary programs that have been reviewed and validated for updates to industry standards and postsecondary alignment.*
Baseline data/Actuals: Baseline FY23 – begin work

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark FY24	Benchmark FY28
N/A	N/A	N/A		TBD	TBD

Benchmark: Align 100 percent of programs by FY2028.

Objective B: *Technical assistance and support for CTE programs – Provide timely, accurate, and comprehensive support to CTE programs that meets the needs of administrators and instructors at both the secondary and postsecondary levels.*

Performance Measure:

1. *The overall satisfaction levels of respondents with the support and assistance provided by CTE.*
Baseline data/Actuals: Initial Survey 2016

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark FY24	Benchmark FY28
3.78	3.47	3.59		Maintain 3.5 or higher	Maintain 3.5 or higher

Benchmark: Maintain overall satisfaction levels of 3.5 or higher. ¹

Objective C: Data-informed improvement – Develop quality and performance management practices that will contribute to system improvement, including current research, data analysis, and strategic and operational planning.

Performance Measures:

- I. Design and develop a career technical education data management system to encompass program and educator data.*

Baseline data/Actuals: 2022 development began

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark FY24	Benchmark FY28
n/a	n/a	Gap analysis completed		Select vendor	Data system fully implemented

Benchmark: By FY2024, define required outputs of new data system.ⁱⁱ

- II. Secondary programs are visited for quality, performance and technical assistance.*

Baseline data/Actuals: FY2022 – Resume program quality visits.

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark FY24	Benchmark FY28
n/a	n/a	125 of 933 = 13%		100% over five years	100% over five years

Benchmark: All secondary programs are subject to a visit on a 5-year rotation.ⁱⁱⁱ

Objective D: Funding Quality Programs – Secondary and postsecondary programs will include key components that meet the definition of a quality program and are responsive to the needs of business and industry.

Performance Measure:

- I. Develop and implement a secondary program assessment model that clearly identifies the elements of a quality program.*

Baseline data/Actuals: FY2017: Develop a plan for program assessment.

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark FY24	Benchmark FY28
Measures expanded and defined	Used stakeholder feedback to develop Program Quality Measures. Piloted model.	Program review documents were piloted and final documents included feedback. Programs (25) started using new documents.		Implement in FY2023	Fully implemented

Benchmark: Identify schedule to comprehensively assess high quality secondary CTE programs with qualitative and quantitative review. This Program Quality Initiative is a subset of the Division’s overall secondary program review process.

Objective E: Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements.

Performance Measures:

I. Secondary student pass rate for Technical Skills Assessment (TSA).

Baseline data/Actuals: Baseline FY17 – 56

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark FY24	Benchmark FY28
No assessment data due to COVID-19	65.6	67.6		68.3	TBD

Benchmark: 68.3 pass rate by FY2024.^{iv}

II. Positive placement rate of secondary concentrators (includes postsecondary education, advanced training, military, service program or employment).

Baseline data/Actuals: Baseline FY15 – 94.1

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark FY24	Benchmark FY28
97.0	87.9	95.0		95	95

Benchmark: Maintain placement rate at or above 95 percent.^v

III. Implementation of competency-based SkillStack® microcredentials for all relevant programs of study.

Baseline data/Actuals: Baseline FY16 – 0

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark FY24	Benchmark FY28
35 of 54 = 65%	54 of 54 = 100%	51 of 55 = 93%		100%	100%

Benchmark: By FY2025, implement SkillStack® for 100 percent of programs.^{vi}

IV. Number of programs that align with industry driven standards and outcomes.

Baseline data/Actuals: FY2017 Actual – 37

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark FY24	Benchmark FY28
52 of 54 = 96%	54 of 54 = 100%	55 of 55 = 100%		100%	100%

Benchmark: Align 100 percent of programs by FY2024.

Goal 2

Educational readiness

Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn at the next educational level.

Objective A: *Workforce Training – Non-credit training will provide additional support in delivering skilled talent to Idaho’s employers.*

Performance Measure:

- I. The percent of Workforce Training students who complete their short-term training.
Baseline data/Actuals: FY2018 – Identify Baseline*

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark FY24	Benchmark FY28
92	90	92		90	90

Benchmark: 90 percent average completion.^{vii}

Objective B: *Adult Education (AE) – AE will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.*

Performance Measure:

- I. The percent of AE students making measurable improvements in basic skills necessary for employment, college, and training (i.e. - literacy, numeracy, English language, and workplace readiness).
Baseline data/Actuals: FY2016 – 23*

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark FY24	Benchmark FY28
29	22	32		43	TBD

Benchmark: By FY2024, 43% of AE students make measurable progress.^{viii}

Objective C: *Centers for New Directions (CND) – CNDs will help foster positive student outcomes, provide community outreach events and workshops, as well as collaborate with other agencies.*

Performance Measure:

- I. Percent of positive outcomes/retention that lead to completing a CTE program of study, entering employment or continuing their training.
Baseline data/Actuals: FY 2016 – 89*

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark FY24	Benchmark FY28
66	58	67		67	69

Benchmark: 67% positive outcome rate annually.^{ix}

Goal 3

Educational attainment

Idaho’s public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

Objective A: *Talent Pipelines/Career Pathways – CTE students will successfully transition from postsecondary education to the workplace through a statewide career pathways model.*

Performance Measures:

- I. Positive placement rate of postsecondary program completers (includes additional postsecondary education, advanced training, military, service program or employment).
Baseline data/Actuals: Baseline FY15 – 84.7*

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark FY24	Benchmark FY28
94.9	91.0	92.0		95	95

Benchmark: Maintain placement rate at or above 95 percent.^x

- II. The percent of secondary CTE concentrator graduates who enroll in a postsecondary institution.
Baseline data/Actuals: Baseline FY17 – 35.5*

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark FY24	Benchmark FY28
44.4	49.0	50.0		60	60

Benchmark: 60 percent by FY2024.^{xi}

Objective B: *Higher Level of Educational Attainment – Increase completion of microcredentials.*

Performance Measure:

- I. Total number of microcredentials earned for non-secondary students.
Baseline data/Actuals: FY2020 – Identify Baseline*

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark FY24	Benchmark FY28
1,145	280	360		Improvement	Improvement

Benchmark: Annual improvement.^{xii}

Goal 4

Workforce Readiness

The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

Objective A: CTE concentrators will demonstrate college and career readiness.

Performance Measure:

- I. *Percent of secondary concentrators who meet workforce readiness and CTE diploma requirements.*

Baseline data/Actuals: Baseline FY22 – 25%

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark FY24	Benchmark FY28
n/a	n/a	1,685 of 6,806 = 25%		25%	50%

Benchmark: 50 percent earn workforce readiness and CTE diploma by 2028.^{xiii}

Objective B: CTE teachers will track student progress for pathway completion through the microcredential platform.

Performance Measure:

- I. *The number of secondary CTE teachers that actively track student progress through the microcredential platform.*

Baseline data/Actuals: FY2020 – Identify Baseline

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark FY24	Benchmark FY28
116	147	202		Improvement	Improvement

Benchmark: Annual improvement.

Key external factors

- Lack of knowledge, perceptions, and stigma regarding career opportunities available through career technical education. As the labor market and overall economic conditions improve, fewer students are expected to enroll in postsecondary CTE programs.
- Policies, practices, legislation, and governance external to IDCTE.
- Ability to attract and retain qualified instructors, particularly those who are entering teaching from industry.
- Local autonomy and regional distinctions including technical college institutional priorities/varied missions.
- Timely access to relevant, comprehensive, and accurate data from external reporting sources affects the ability of IDCTE to conduct statewide data analyses.

Evaluation process

Objectives will be reviewed at least annually (more frequently if data is available). The IDCTE Leadership Team will review the data in terms of its alignment with objectives, as well as assess progress toward reaching benchmarks. As necessary, the team will identify barriers to success, strategies for improvement, and any additional resources necessary to make measurable progress.

As appropriate, IDCTE will make requests through its budget and legislative requests to support the agency's goals and objectives.

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- ⁱ Based on survey results; intended to improve communication and feedback with secondary and postsecondary stakeholders. FY20 results only include a response from secondary stakeholders.
 - ⁱⁱ Based on IDCTE goal to improve data accuracy and reduce reporting burden on districts.
 - ⁱⁱⁱ Based on IDCTE goal to improve program assessment process. Counts do not include program reviews conducted during desk audits. Visits include the following approved programs: clusters, pathways middle school and individualized occupational training.
 - ^{iv} Federally negotiated benchmark. Five-year benchmark unavailable due to federal timeline.
 - ^v Based on IDCTE goal to ensure high placement rates for CTE programs. Based on students who participated in follow-up survey.
 - ^{vi} IDCTE goal to coincide SkillStack® rollout with the completion of program alignment and standard setting.
 - ^{vii} Based on goal to ensure high completion rate for short-term training and to better meet workforce needs by increasing the talent pipeline.
 - ^{viii} Federally negotiated benchmark. Results lower due to COVID-19. Five-year benchmark unavailable due to federal timeline.
 - ^{ix} Based on goal of continuing current outcome rates. Results lower due to COVID-19.
 - ^x Based on IDCTE goal to ensure high placement rates for CTE programs. Based on students who participated in follow-up survey.
 - ^{xi} Based on goal to improve positive placement rate at the secondary level and to better meet workforce needs by increasing the talent pipeline. Data includes students identified through National Clearinghouse data. This matches OSBE methodology.
 - ^{xii} Non-secondary students include those associated with workforce training centers, Idaho Department of Correction/Juvenile Corrections and other educational entities outside of secondary programs.
 - ^{xiii} Numbers are reported by the districts and include duplicate students if students belong to more than one pathway and earn criteria for the diploma in multiple pathways.