



Strategic Plan

2017-2021

Legal Authority

This strategic plan has been developed by the Idaho Division of Career Technical Education (ICTE) in compliance with Idaho Code, Title 67, Chapter 19, Sections 67-1901 through 67-1905, as amended. It supersedes all previous ICTE strategic plans.

Statutory authority for and definition of career & technical education (CTE) is delineated in Idaho Code, Chapter 22, Sections 33-2201 through 33-2212. IDAPA 55 states the role of ICTE is to administer career & technical education in Idaho and lists specific functions.

Mission

The mission of the Career Technical Education system is to prepare Idaho youth and adults for high skill, in-demand careers.

Vision

The vision of the Division of Career Technical Education 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.

Core Functions

- Administration
- Programs
- Technical assistance
- Fiscal oversight
- Research, planning, and performance management

External Factors

- Labor market and general economic conditions
- Lack of knowledge, perceptions, and stigma regarding career opportunities available through career & technical education
- Availability of funds
- Policies, practices, legislation, and governance external to the Division
- Ability to attract and retain qualified instructors
- Local autonomy and regional distinctions including technical college institutional priorities/varied missions

Initiatives

1. Career Advising – Assist CTE students with their high school, post high school education, and career planning.
2. Program Standards Alignment – Align program standards to industry requirements. Serves as a foundational component to the long-term objective of seamless secondary to postsecondary transitions and SkillStack implementation.
3. CTE Digital – Expand the availability of identified CTE programs to students using an on-line or distance learning model, as appropriate.
4. Workplace Readiness – Assure workplace readiness skills are an integral component of all CTE programs and student technical skill sets.
5. Limited Occupational Specialists – Identify recruitment and retention issues among limited occupational specialists, including opportunities for the Division to promote more mentorship and support.
6. Program Quality – Identify those factors at both the secondary and postsecondary level that help define a quality program.
7. CTE Image - Improve statewide perceptions and understanding of career & technical education to ensure that both career & technical programs and careers will be valued by Idaho’s students, parents and educators.
8. Leadership and Advocacy – Provide leadership and collaboration among state agencies, education and workforce partners to benefit the economic growth of Idaho’s businesses.

Definitions

For the purposes of this document, terms and phrases are defined as follows:

- Advanced Opportunities: The State Board of Education recognizes four advanced opportunity programs:
 1. Advanced Placement® (AP)
 2. Dual Credit
 3. Technical Competency Credit (formerly known as Tech Prep)
 4. International Baccalaureate program

- Board of Education III.Y Policy: This policy provides program standards for advanced opportunities for secondary students by preparing secondary graduates for postsecondary programs and to enhance postsecondary goals.
- Completer: A college student who has graduated from a CTE program of study.
- Concentrator: A high school junior or senior enrolled in the identified capstone course of a pathway or career speciality program.
- ISEE: Idaho System for Educational Excellence
- Level gain: Measures skill improvement between a pre and post-test, using a state-approved assessment.
- NCHEMS: The National Center for Higher Education Management Systems
- Positive Placement: Transition to additional education, military, or job placement.
- Postsecondary: A credit bearing program beyond high school.
- Postsecondary CTE Student: student admitted/accepted into a CTE program and enrolled in one or more of the required courses for the session or year.
- PTE (now referred to as Career & Technical Education): Cutting edge, rigorous and relevant education that prepares youth and adults for a wide range of high-wage, high-skill, in-demand careers.
- Secondary: Grades 7-12
- SkillStack: SkillStack is competency-based, online platform that will provide badges/micro-certifications that lead to nationally recognized industry certifications and credentials. This will enhance the ability of students to effectively gain college credit while in high school.
- SLDS: Statewide Longitudinal Data System
- TSA (Technical Skill Assessment): An end of program assessment, administered by a third party organization that provides a summative assessment of the student's technical knowledge and skills.
- Workforce training: Non-credit bearing training for basic entry level programs, workers who have lost their jobs, customized training for business and industry, upgrade training, related instruction for apprentices, and emergency services training for first responders.

Goals and Objectives

This plan is divided into three sections according to each of the Idaho State Board of Education's goals. The Division has crafted objectives, performance measures, and benchmarks that align with each of the Board's three goals.

Board Goal 1: A Well Educated Citizenry – Idaho's P-20 system will provide opportunities for individual advancement across Idaho's diverse population.

1. CTE Objective: Student Success – Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements.

Performance Measure: Secondary and postsecondary student pass rate for Technical Skill Assessment (TSA).

FY 2017 Benchmarks:¹

Secondary: 75.8 (Baseline FY15 – 71.7)

Postsecondary: 92.8 (Baseline FY15 – 92.6)

Performance Measure: Positive placement rate of secondary concentrators and postsecondary program completers.

FY 2017 Benchmarks:²

Secondary: 94.2 (Baseline FY15 – 94.1)

Postsecondary: 95.6 (Baseline FY15 – 84.7)

Performance Measure: Rate of secondary concentrators who transition to postsecondary education.

FY 2020 Benchmark: 70 (Baseline FY15 – 64)³

Performance Measure: Placement rate of postsecondary program completers in jobs related to their training.

FY 2020 Benchmark: 65 (Baseline FY15 – 68)⁴

Performance Measure: The percentage of postsecondary students at the six technical colleges who are enrolled in CTE programs.

Annual Benchmark: Identify strategies for growth⁵

¹ Federally required benchmark.

² Federally required benchmark.

³ Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

⁴ Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

⁵ Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the relevant talent pipeline.

2. CTE Objective: Advanced Opportunities – Support State Board Policy III.Y by aligning similar first semester CTE programs among the technical colleges and ensuring that secondary program standards align to those postsecondary programs.

Performance Measure: Number of postsecondary programs that have aligned their first semester.

FY 2017 Benchmark: 24 programs are aligned (Baseline FY16 – 9 programs aligned)⁶

Performance Measure: The percent of secondary CTE concentrators who transition to postsecondary CTE programs.

FY 2017 Benchmark: Identify baseline data⁷

Board Goal 2: Innovation and Economic Development – The educational system will provide an environment that facilitates the creation of practical and theoretical knowledge leading to new ideas.

3. CTE Objective: Talent Pipelines/Career Pathways – CTE students will successfully transition from high school and postsecondary education to the workplace through a statewide career pathways model. Workforce training will provide additional support in delivering skilled talent to Idaho’s employers.

Performance Measure: Implementation of competency-based SkillStack microcertifications (created using program standards).

FY 2017 Benchmarks:⁸

- i. SkillStack is formally launched in Fall 2016, supporting 5-10 CTE programs of study (number of programs dependent on successful postsecondary alignment and execution of statewide articulation).
- ii. SkillStack is adopted by Workforce Training Centers and other postsecondary institutions (e.g. Boise State)

FY 2018 Benchmark: Additional 10 programs of study will be added to SkillStack⁹

⁶ Based on current rate of program alignment.

⁷ Based on the Division’s need to know how and when to target secondary concentrators to continue CTE at the postsecondary level.

⁸ Based on the statewide development and implementation of SkillStack, which supports the Division’s program alignment process.

⁹ Based on current rate of SkillStack development.

FY 2019 Benchmark: The remaining programs of study for which standards are available will be added to SkillStack¹⁰

Performance Measure: Number of program standards and outcomes that have industry endorsement and align with industry standards.

FY 2020 Benchmark: 100% of programs align to industry standards¹¹

Performance Measure: Percent of students who enter an occupation related to their workforce training (non-credit bearing training).

FY 2017 Benchmark: Workforce Training Centers begin reporting data to SLDS for training programs on the state Eligible Training Provider list¹²

4. CTE Objective: Adult Basic Education (ABE) – ABE will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.

Performance Measure: The percent of ABE students making measurable improvements in basic skills necessary for employment, college, and training (i.e. - literacy, numeracy, English language, and workplace readiness).

FY 2020 Benchmark: 51% of reportable ABE students will demonstrate a level gain¹³

Performance Measure: The percent of low-skilled adults provided with a viable alternative “entry point” for the workforce and Career Pathway system, who have a positive student placement after program exit.

FY 2019 Benchmarks: Identify baseline data for the Workforce Innovation and Opportunity Act (WIOA) performance targets in FY 2019¹⁴

5. CTE Objective: 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: Percent of positive outcomes/retention that lead to completing a CTE program of study, entering employment or continuing their training.

¹⁰ Division goal to coincide SkillStack rollout with the completion of program alignment and standard setting.

¹¹ Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

¹² Federally required benchmark.

¹³ Federally required benchmark.

¹⁴ Federally required benchmark.

Annual Benchmark: Maintain a 90% positive outcome rate or greater¹⁵

Performance Measure: Number of institutional and community event/workshop hours provided annually that connect students to resources with other agencies, in addition to institutional resources.

Annual Benchmark: Maintain 5,000 contact hours of institutional and community event/workshops¹⁶

Board Goal 3: Effective and Efficient Educational System – Ensure educational resources are coordinated throughout the state and used effectively.

6. CTE Objective: 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: The overall satisfaction levels of administrators and instructors with the support and assistance provided by CTE.

FY 2017 Benchmark: Improve operational satisfaction levels in key areas identified by secondary and postsecondary respondents (Baseline survey results provided in April 2016 survey)¹⁷

7. CTE Objective: 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 Measure: Full implementation of Career & Technical Education Management System (C-TEMS).

FY 2017 Benchmark: Launch C-TEMS¹⁸

Performance Measure: Incorporation of CTE Postsecondary teacher certifications into the Secondary database system to increase automation, accuracy, and standardization.

FY 2017 Benchmark: Transfer 20% of postsecondary certifications and documents to the secondary SDE database¹⁹

Performance Measure: The percent of secondary programs reviewed for quality and performance on an annual basis.

¹⁵ Based on goal of continuing current outcome rates.

¹⁶ Based on current average number of contact hours statewide.

¹⁷ Based on preliminary survey results; intended to improve communication and feedback with secondary and postsecondary stakeholders.

¹⁸ Based on Division goal to improve data accuracy and reduce reporting burden on districts.

¹⁹ Based on goal to improve automation, accuracy and standardization over next three fiscal years.

Annual Benchmark: 20% of programs (Baseline FY15 – 20%)²⁰

8. CTE Objective: 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: A secondary program assessment model that clearly identifies the elements of a quality program.

FY 2017 Benchmark: Develop a plan for secondary quality program assessment²¹

FY 2018 Benchmark: Identify strategies to increase funding for high quality secondary CTE programs²²

9. CTE Objective: Highly Qualified Staff – The teacher preparation and certification process will provide for the recruitment and retention of quality CTE teachers.

Performance Measure: Number of qualified teachers in every program

FY 2020 Benchmark: 100% of all employed teachers in secondary/postsecondary CTE programs meet the appropriate endorsement standards²³

²⁰ Ongoing Division goal to provide statewide program oversight.

²¹ Based on Division goal to improve program assessment process and 2018 legislative request for incentive funding.

²² Based on Division goal to improve program quality and 2018 legislative request for incentive funding.

²³ Based on state and Division requirements.