Strategic Plan

FY2020-FY2024

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

VISION STATEMENT
The vision of Idaho 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.

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: *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 Measures:
I. ***The overall satisfaction levels of administrators and instructors with the support and assistance provided by CTE.***
   Baseline data/Actuals: Initial Survey 2016

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
	3.27	3.46		Improvement

   Benchmark: Annual improvement in satisfaction levels.[1]

Objective B: *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. ***Full implementation of Career & Technical Education Management System (C-TEMS).***
   Baseline data/Actuals: 2009 - C-TEMS development began

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
		System Launch		Analyze System Data

   Benchmark: By FY2019, begin analyzing system data.[2]

II. *Using a desk audit function, the percent of secondary programs reviewed for quality and performance on an annual basis.*
Baseline data/Actuals: FY2017 Actual -- Test data collected for each data element

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
	Launch	100%	100%	100%

Benchmark: All pathway programs are subject to an annual desk audit.[3]

Objective C: *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 Measures:
I. *A secondary program assessment model that clearly identifies the elements of a quality program.*
Baseline data/Actuals: FY2017: Develop a plan for program assessment.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
	Plan development, including data elements	Identified preliminary measures and secured ongoing funding		Identify comprehensive measures

Benchmark: Identify long-term strategies to comprehensively assess high quality secondary CTE programs by FY2020.[4]

Objective D: *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 Skill Assessment (TSA).*
Baseline data/Actuals: Baseline FY15 – 71.7

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
72.4	55.0	66.2		67.0

Benchmark: 67.0 pass rate by 2019[5]

II. *Postsecondary student pass rate for Technical Skill Assessment (TSA).*
Baseline data/Actuals: Baseline FY15 – 92.6

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
93.1	90.2	88.7		92.8

Benchmark: 92.8 pass rate by 2019[6]

III. *Positive placement rate of secondary concentrators.*
Baseline data/Actuals: Baseline FY15 – 94.1

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
93.2	95.8	94.4		94.3

Benchmark: 94.3 placement rate by FY 2019[7]

IV. *Implementation of competency-based SkillStack® micro-certifications for all relevant programs of study.*
Baseline data/Actuals: Baseline FY16 – 0

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
0	9	20	26	35

Benchmark: By FY2020, implement SkillStack for 35 programs[8]

V. *Number of program standards and outcomes that align with industry standards.*
Baseline data/Actuals: FY2017 Actual - 37

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
	37	46	52	52

Benchmark: 52 programs by FY2020[9]

GOAL 2

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: *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 Measures:
I. *Number of postsecondary programs that have achieved statewide alignment of courses in their first semester.*
Baseline data/Actuals: Baseline FY16 – 0

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
0	9	20	26	35

Benchmark: 35 programs by FY2020[10]

II. *The percent of secondary CTE concentrators who transition to postsecondary CTE programs.*
Baseline data/Actuals: Baseline FY18 – To Be Determined

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
				Baseline

Benchmark: Identify baseline data by FY2018[11]

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

Performance Measures:
I. *Placement rate of postsecondary program completers in jobs related to their training.*
Baseline data/Actuals: Baseline FY15 – 68

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
64.6	60.1	55.8		65

Benchmark: 65 placement rate by 2020[12]

II. *Positive placement rate of postsecondary program completers.*
   Baseline data/Actuals: Baseline FY15 – 84.7

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
93.7	96.4	94.6		95.6

   Benchmark: 95.6 placement rate by FY 2019[13]

III. *The percent of secondary CTE concentrators who transition to postsecondary education.*
   Baseline data/Actuals: Baseline FY15 – 64

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
63.3	65.9	67.4		70

   Benchmark: 70 percent by 2020 [14]

GOAL 3
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: *Workforce Training – Non-credit training will provide additional support in delivering skilled talent to Idaho's employers.*

Performance Measures:
I.   ***The percent of Workforce Training students who complete their short-term training.***

   Baseline data/Actuals: FY2018 – Identify Baseline

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
93	90	93		~~Baseline~~ 90

   Benchmark: 90 percent average completion [15]

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 Measures:
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 – 33

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
33	38	39		47

   Benchmark: By FY2020, 47% of AE students make measurable progress. [16]

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.*

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

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
89	80	60		90

Benchmark: 90% positive outcome rate annually.[17]

II. *Number of institutional and community event/workshop hours provided annually that connect students to resources with other agencies, in addition to institutional resources.*
Baseline data/Actuals: Average 5,000 hours annually

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
	6,861	7,382		5,000

Benchmark: Maintain an average of 5,000 contact hours annually.[18]

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 ICTE.
- 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 ICTE to conduct statewide data analyses.

Evaluation Process
Objectives will be reviewed at least annually (more frequently if data is available). The ICTE 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, ICTE will make requests through its budget and legislative requests to support the agency's goals and objectives.

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[1] Based on survey results; intended to improve communication and feedback with secondary and postsecondary stakeholders.
[2] Based on ICTE goal to improve data accuracy and reduce reporting burden on districts.
[3] Based on ICTE goal to improve program assessment process and 2018 legislative request for incentive funding.
[4] Based on ICTE goal to improve data accuracy and reduce reporting burden on districts.
[5] Federally negotiated benchmark. FY19 targets are negotiated and approved after Strategic Plan deadline. After submission of our Strategic Plan for FY19, a comparative analysis looked at data from our assessment vendors compared to self-reported numbers. As part of our program alignment efforts and using approved vendors we anticipated lower numbers and the lower score more accurately reflects those efforts. In FY17, the Office of Career & Technical Education (OCTAE) approved lower benchmarks based on methodology changes for collecting data and our alignment efforts.
[6] Federally negotiated benchmark. FY19 targets are negotiated and approved after Strategic Plan deadline.
[7] Federally negotiated benchmark. FY19 targets are negotiated and approved after Strategic Plan deadline.

[8] ICTE goal to coincide SkillStack® rollout with the completion of program alignment and standard setting.

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

[10] Based on current rate of program alignment.

[11] Based on program alignment efforts: measuring the go-on rate of students in a CTE capstone course for the identified aligned programs who continue CTE at the postsecondary level.

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

[13] Federally negotiated benchmark. FY19 targets are negotiated and approved after Strategic Plan deadline.

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

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

[16] Federally negotiated benchmark.

[17] Based on goal of continuing current outcome rates. Statewide totals (FY18) are missing NIC data due to staff vacancies.

[18] Based on current average number of contact hours statewide.