



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

Strategic Plan

FY 2023-FY 2027

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 Measures:

- I. *Number of postsecondary programs that have achieved statewide alignment.*
Baseline data/Actuals: Baseline FY16 – 0

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark FY23	Benchmark FY27
26 of 52 = 50%	35 of 54 = 65%	35 of 54 = 65%		100%	100%

Benchmark: Align 100 percent of programs by FY2025.ⁱ

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 Measures:

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

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark FY23	Benchmark FY27
Survey not administered.	3.78	3.47		Improvement	Improvement

Benchmark: Annual improvement in satisfaction levels.ⁱⁱ

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

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark FY23	Benchmark FY27
				Complete gap analysis	Data system fully implemented

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

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

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

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark FY23	Benchmark FY27
				100% over five years	100% over five years

Benchmark: All secondary programs are subject to a visit on a 5-year rotation.^{iv}

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 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.

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark FY23	Benchmark FY27
Expanded the number of performance measures and identified strategies to collect the data	Measures expanded and defined	Used stakeholder feedback to develop Program Quality Measures. Piloted model.		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. Implement in FY2023.^v

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

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark FY23	Benchmark FY27
67.2	No assessment data due to COVID-19	65.6		68.0	TBD

Benchmark: 68.0 pass rate by FY2023.^{vi}

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

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark FY23	Benchmark FY27
95.0	97.0	87.9		95	95

Benchmark: Maintain placement rate at or above 95 percent.^{vii}

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

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark FY23	Benchmark FY27
26 of 52 = 50%	35 of 54 = 65%	54 of 54 = 100%		100%	100%

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

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

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark FY23	Benchmark FY27
52 of 52 = 100%	52 of 54 = 96%	54 of 54 = 100%		100%	100%

Benchmark: Align 100 percent of programs by FY2023.^{ix}

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 for the next educational level.

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

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark FY23	Benchmark FY27
89	92	90		90	90

Benchmark: 90 percent average completion.^x

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 – 23

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark FY23	Benchmark FY27
35	29	22		31	TBD

Benchmark: By FY2022, 43% of AE students make measurable progress.^{xi}

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

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark FY23	Benchmark FY27
64	66	58		67	69

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

Goal 3

Educational attainment

Ensure 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. Placement rate of postsecondary program completers in jobs related to their training.*

Baseline data/Actuals: Baseline FY15 – 68

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark FY23	Benchmark FY27
62.3	69.7	79.1		65	67

Benchmark: 65 placement rate by FY2024.^{xiii}

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

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark FY23	Benchmark FY27
94.7	94.9	93.0		95	95

Benchmark: Maintain placement rate at or above 95 percent.^{xiv}

III. The percent of secondary CTE concentrators who transition to postsecondary education.
Baseline data/Actuals: Baseline FY17 – 35.5

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark FY23	Benchmark FY27
41.0	44.4	49.0		60	60

Benchmark: 60 percent by FY2024.^{xv}

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.

ⁱ Based on current rate of program alignment. Delays in program alignment efforts due to COVID-19.

ⁱⁱ Based on survey results; intended to improve communication and feedback with secondary and postsecondary stakeholders. FY20 results only include a response from secondary stakeholders.

ⁱⁱⁱ Based on IDCTE goal to improve data accuracy and reduce reporting burden on districts.

^{iv} Based on IDCTE goal to improve program assessment process.

^v Based on IDCTE goal to improve data accuracy and reduce reporting burden on districts.

^{vi} Federally negotiated benchmark.

^{vii} Based on IDCTE goal to ensure high placement rates for CTE programs.

^{viii} IDCTE goal to coincide SkillStack® rollout with the completion of program alignment and standard setting.

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

^x Based on goal to ensure high completion rate for short-term training and to better meet workforce needs by increasing the talent pipeline.

^{xi} Federally negotiated benchmark. FY23 targets are negotiated and approved after Strategic Plan deadline. Results lower due to COVID-19.

^{xii} Based on goal of continuing current outcome rates. Results lower due to COVID-19.

^{xiii} Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline. NIC data was not included in FY21 due to new reporting system.

^{xiv} Based on IDCTE goal to ensure high placement rates for CTE programs. CSI provided updated numbers for FY19, this number is reflected on our Performance Measurement Report.

^{xv} Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline. In the past, IDCTE used self-reported survey data for students that responded to a follow-up survey. Historical and current data includes (FY17 - FY19) students identified through National Clearinghouse data. This matches OSBE methodology