



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

## Strategic Plan

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FY2026 - FY2030

# Strategic Plan

## Mission statement

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

## Vision statement

The vision of the Idaho Division of Career Technical Education (IDCTE) is for career technical education delivered through the system to provide:

- 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: Career technical educational system alignment

Ensure that all components of the CTE system are integrated and coordinated between secondary, postsecondary and workforce to maximize opportunities for all students.

Objective A: Alignment of CTE programs between the technical colleges and ensure that secondary program standards align to those postsecondary programs.

*Performance Measure I: Percent of secondary programs that were reviewed and revalidated to meet current industry standards.*

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
N/A	9%	33%	-	20%	20%

Benchmark based on revalidating program standards at least once every five years.

*Performance Measure II. Percent of technical college programs aligned with Idaho’s high-need<sup>1</sup> occupational areas.*

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
N/A	N/A	94%	-	>95%	>95%

<sup>1</sup>High-need is defined using the Idaho LAUNCH in-demand careers matrix which factors in job openings, wages, economic mobility, and the education requirements for each occupation in Idaho.

Benchmarks reflect our mission to meet Idaho’s workforce needs, while recognizing that labor market demands may shift faster than program updates.

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

*Performance Measure I: Number of distinct secondary programs reviewed and/or visited for program quality.<sup>1</sup>*

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
125	211	188	-	200	300

<sup>1</sup>Program quality reviews and visits are completed by IDCTE's Program Quality department.

FY26 benchmark determined by averaging baseline data from FY23 and FY24, and FY30 benchmark determined by increasing 50% over the following five years (average 10% increase per year).

*Performance Measure II. Number of industry members<sup>1</sup> that completed a criticality survey for program standards.*

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
N/A	496	276	-	330	330

<sup>1</sup>Industry members may be duplicated if they completed multiple surveys.

Benchmarks based on revalidating 11 program standards a year, with the goal of 30 industry responses per program.

## Goal 2: Educational attainment

Idaho's CTE programs will meet the education and workforce needs of Idaho residents necessary to thrive in the changing economy.

Objective A: Ensure all local education agencies (LEAs) can offer a CTE pathway program.

*Performance Measure I: Percent of eligible LEAs<sup>1</sup> that offered CTE courses or programs.*

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
Offered a CTE course					
78%	78%	81%	-	89% <sup>4</sup>	100% <sup>4</sup>
Offered a cluster program <sup>2</sup>					
51%	52%	56%	-	62% <sup>5</sup>	65% <sup>5</sup>
Offered a pathway program <sup>3</sup>					
57%	58%	58%	-	62% <sup>5</sup>	65% <sup>5</sup>

<sup>1</sup>Eligible LEAs include school districts or public charter schools that serve grades 7-12.

<sup>2</sup>Cluster programs provide introductory and intermediate courses as an introduction to CTE and the opportunity to learn workplace readiness expectations.

<sup>3</sup>Pathway programs provide specific career area occupational preparation, the opportunity to learn workplace readiness expectations, and the knowledge and skill development required to transition into a similar postsecondary program.

<sup>4</sup>Benchmarks determined by applying the 4% annual growth rate from FY23 to FY24.

<sup>5</sup>Benchmarks determined by applying a non-linear growth rate over the FY22 to FY24 baseline percentages.

## Objective B: Increase retention and recruitment of qualified CTE instructors.

*Performance Measure I: Percent of instructors with limited occupational specialist certificates who earned their standard occupational specialist renewable certificate within three years based on cohort year.*

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
Secondary					
N/A	N/A	58%	-	70%	85%
Postsecondary					
N/A	N/A	56%	-	70%	85%

Preliminary benchmarks. Future benchmarks will be based on trend data.

*Performance Measure II: Percent of secondary CTE instructional staff who remained teaching in Idaho.<sup>1</sup>*

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
One-Year					
84%	83%	85%	-	86%	90%
Two-Year <sup>2</sup>					
77%	73%	73%	-	76%	80%
Three-Year <sup>2</sup>					
66%	68%	65%	-	68%	72%

<sup>1</sup>Data sourced from ISEE.

<sup>2</sup>Two-year and three-year retention rates are based on consecutive years of employment.

Benchmarks based on 1% annual increase over the average baseline from FY22 to FY24.

## Objective C: Adult Education programs will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.

*Performance Measure I: Percent of Adult Education students who attained a recognized secondary or postsecondary credential.<sup>1</sup>*

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
N/A	N/A	19%	-	25%	35%

<sup>1</sup>A recognized credential means an industry credential that an employer requires or gives preference to for entry into a job.

Preliminary benchmarks. Future benchmarks will be based on trend data.

*Performance Measure II: Percent of GED completers<sup>1</sup> who passed the GED.*

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
63%	63%	82%	-	85%	90%

<sup>1</sup>GED completers are students who completed all four GED subtests.

Benchmarks based on exceeding the national GED pass rate.

## Objective D: Increase use of SkillStack® and availability of microcredentials.

*Performance Measure I: Number of microcredentials awarded to non-secondary students<sup>1</sup>.*

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
360	879	3,604	-	3,964	4,324

<sup>1</sup>Non-secondary students include those associated with workforce training centers, Idaho Department of Correction/Juvenile Corrections, and other educational entities outside of secondary programs.  
Benchmarks determined by applying a 10% and 20% increase over FY24.

## Objective E: CTE students will successfully transition from secondary to postsecondary education to the workplace through a statewide career pathways model.

*Performance Measure I: Percent of secondary concentrators<sup>1</sup> who graduated from high school having attained postsecondary credits in their relevant CTE program.*

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
42.3%	42.1%	26.2% <sup>2</sup>	-	44.0%	TBD

<sup>1</sup>A secondary concentrator is a student who has completed at least two courses in a single CTE program.

<sup>2</sup>Decrease is attributed to a methodology change beginning in FY24 which increased the total number of secondary concentrators.

Benchmark based on the federal Perkins state determined performance level. Five-year benchmark unavailable due to federal timeline.

*Performance Measure II: Percent of postsecondary concentrators<sup>1</sup> who earned a recognized credential.*

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
40.1%	40.2%	37.3%	-	42.9%	TBD

<sup>1</sup>Postsecondary concentrators are students enrolled in a CTE program who earned at least 12 credits within a CTE program or completed a CTE program if the program encompasses fewer than 12 credits or the equivalent in total.

Benchmark based on the federal Perkins state determined performance level. Five-year benchmark unavailable due to federal timeline.

*Performance Measure III: Percent of CTE capstone graduates who earned the workforce readiness and CTE diploma.<sup>1</sup>*

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
53%	72%	82%	-	85%	90%

<sup>1</sup>Numbers are reported by LEAs and include duplicate students if students belong to more than one pathway and earn criteria for the diploma in multiple pathways.

Benchmarks based on applying a non-linear growth model, with gradual increases based on trends from FY22 to FY24.

*Performance Measure IV: Percent of secondary CTE students who passed the Workplace Readiness Assessment (WRA).*

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
71%	71%	73%	-	75%	75%

Benchmark based on IDCTE's target pass rate of 75% for the WRA.

*Performance Measure V: Number of Career Technical Student Organization (CTSO) affiliated students.*

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
11,826	12,403	12,730	-	13,366	14,639

Benchmarks based on applying a linear growth model of 2.5%.

*Performance Measure VI: Number of students who participated in work based learning (WBL) or individualized occupational training (IOT) courses in an approved program.*

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
1,787	1,980	2,307	-	2,584	2,630

Benchmarks based on applying a non-linear growth model, with gradual increases based on trends from FY22 to FY24.

### Goal 3: Workforce readiness

The CTE system will provide a framework and pathways that allow learners to fully participate in their community, postsecondary educational, and workforce opportunities.

**Objective A: CTE students will demonstrate college and career readiness.**

*Performance Measure I: Percent of secondary concentrators<sup>1</sup> who went on to postsecondary education (college-going rate).<sup>2</sup>*

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
47%	57%	27% <sup>3</sup>	-	35%	40%

<sup>1</sup>A secondary concentrator is a student who has completed at least two courses in a single CTE program.

<sup>2</sup>Data sourced from National Student Clearinghouse.

<sup>3</sup>Decrease is attributed to a methodology change beginning in FY24 which increased the total number of secondary concentrators.

Preliminary benchmarks. Future benchmarks will be based on trend data following the methodology change.

*Performance Measure II: Percent of secondary concentrators<sup>1</sup> who responded to a placement survey and reported being employed, in advanced training, military service, or a service program.<sup>2</sup>*

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
Employed					
68%	26%	39%	-	30%	35%
Advanced training, military, or community service					
14%	7%	30%	-	30%	35%

<sup>1</sup>A secondary concentrator is a student who has completed at least two courses in a single CTE program.

<sup>2</sup>Data sourced from student survey responses.

Benchmarks based on applying a non-linear growth model, with gradual increases based on averages from FY22 to FY24.

*Performance Measure III: Percent of postsecondary program completers<sup>1</sup> who were positively placed.<sup>2,3</sup>*

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
78.4%	82.6%	73.6%	-	80.7%	TBD

<sup>1</sup> A postsecondary program completer is a CTE student who received a certificate or degree defined in Board Policy III.E.

<sup>2</sup>A student that is considered positively placed has remained in postsecondary education, is in advanced training, military service, a service program, or employed.

<sup>3</sup>Data sourced from student survey responses and National Student Clearinghouse.

Benchmark based on the federal Perkins state determined performance level. Five-year benchmark unavailable due to federal timeline.

*Performance Measure IV: Percent of secondary capstone students who passed the Technical Skills Assessment (TSA).*

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
68.0%	72.0%	71.0%	-	74.0%	TBD

Benchmark based on the federal Perkins state determined performance level. Five-year benchmark unavailable due to federal timeline.

**Objective B: Non-credit training will provide additional support in delivering skilled talent to Idaho's employers.**

*Performance Measure I: Percent of increase in wages for Adult Education participants.*

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
TBD	TBD	TBD	-	TBD	TBD

Baseline data and benchmarks are pending and will be included upon receipt of data.

*Performance Measure II: Percent of workforce training apprentices who passed the applicable licensing exams for HVAC, Electrical, and Plumbing.*

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
TBD	TBD	TBD	-	TBD	TBD

Baseline data and benchmarks are pending and will be included upon receipt of data.

*Performance Measure III: Number of Fire Service events.*

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
Training events					
191	213	303	-	333	379
Testing events					
95	133	144	-	158	180

Benchmarks based on applying a 10% and 25% increase over FY24.

*Performance Measure IV: Number of Integrated Education and Training (IET) completers<sup>1</sup>.*

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
320	174	131 <sup>2</sup>	-	150	200

<sup>1</sup>IET completers are individuals who enroll in an adult education course that delivers adult education, workplace preparation and workforce training concurrently and contextually, and upon completion of that course attain an industry recognized certificate or pass an industry related exam required by an employer.

<sup>2</sup>Decrease is attributed to improved data collection methodology and a refined definition of IET completers. Preliminary benchmarks. Future benchmarks will be based on trend data following the methodology change.

## Objective C: Expand employer and community engagement.

*Performance Measure I: Number of industry partners using SkillStack® Recruit.*

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
Total registered					
32	51	65	-	75	90
Actively using					
8	4	2	-	8	18

Benchmarks reflect modest growth in total registrations and target active usage at 10% and 20% of total registered industry users.

## Key external factors

- Lack of knowledge, perceptions, and stigma regarding career opportunities available through career technical education programs.
- Ability to attract and retain qualified instructors, particularly those who are entering teaching from industry.
- 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, and more frequently if data is available. The IDCTE Leadership Team and CTE Advisory Council will review the data in terms of its alignment with objectives and 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 process to support the agency's goals and objectives.