

## ***Part I – Agency Profile***

### **Agency Overview**

The mission of Idaho Career & Technical Education (ICTE) is to prepare Idaho youth and adults for high-skill, in-demand careers.

Idaho Code §33-2202 defines career & technical education as “secondary, postsecondary and adult courses, programs, training and services administered by Idaho Career & Technical Education for occupations or careers that require other than a baccalaureate, masters or doctoral degree. The courses, programs, training and services include, but are not limited to, vocational, technical and applied technology education. They are delivered through the career & technical delivery system of public secondary and postsecondary schools and colleges.”

ICTE is the administrative arm of the State Board for Career & Technical Education that provides leadership, advocacy and technical assistance for career & technical education in Idaho, from secondary students through adults. This includes responsibilities for Adult Education/GED programs, and the S.T.A.R. Motorcycle Training program and Centers for New Directions.

ICTE is responsible for preparing and submitting an annual budget for career & technical education to the State Board, Governor, and Legislature. Funds appropriated to ICTE include state general funds, federal funds, dedicated funds and miscellaneous receipts.

Career & technical education programs are integrated into the Idaho public education system through school districts, colleges, and universities. ICTE provides the focus for career & technical education programs and training within existing schools and institutions by using a state-wide system approach with an emphasis on student learning, program quality, and industry engagement.

Secondary career & technical education programs and services are provided via junior high/middle schools, comprehensive high schools, career & technical schools, and through cooperative programs with the Idaho Technical College System.

Postsecondary career & technical education programs and services are delivered through Idaho's six technical colleges. Four technical colleges are located on the campus of community colleges: College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College. Two technical colleges are on the campus of four-year institutions: Idaho State University and Lewis and Clark State College. The Idaho Technical College System delivers certificate and A.A.S. degree occupational programs on a full or part-time basis; workforce/short-term training; Adult Education; displaced homemaker services; and Fire Service Technology.

ICTE staff consists of 39 FTP employees; 7 are federally funded and 32 are funded through the state general fund. The budget for ICTE also includes 543.96 technical college FTPs.

### **Core Functions/Idaho Code**

Statutory authority for ICTE is delineated in Idaho Code, Chapter 22, §§ 33-2201 through 33-2212 and IDAPA 55. Idaho Code §33-1002G allows school districts to establish career & technical schools and §39-5009 established the displaced homemaker account for appropriation to the State Board. The role of ICTE (IDAPA 55) is to administer career & technical education in Idaho. Specifically, ICTE:

- Provides statewide leadership and coordination for career & technical education;
- Assists local educational agencies in program planning, development, and evaluation;
- Promotes the availability and accessibility of career & technical education;
- Prepares annual and long-range state plans;
- Prepares an annual budget to present to the State Board and the Legislature;
- Provides a state finance and accountability system for career & technical education;
- Evaluates career & technical education programs;

- Initiates research, curriculum development, and professional development activities;
- Collects, analyzes, evaluates, and disseminates data and program information;
- Administers programs in accordance with state and federal legislation;
- Coordinates career & technical education related activities with other agencies, officials, and organizations.

### Revenue and Expenditures

Revenue	FY 2015	FY 2016	FY 2017	FY 2018
General Fund	\$53,079,000	\$54,797,000	\$ 62,064,700	\$65,396,697
Seminars and Publication Fund	\$86,600	\$ 73,800	\$ 69,300	---
Displaced Homemaker	\$139,000	\$142,400	\$ 137,700	\$138,071
Haz Mat/Waste Training	\$67,800	\$67,800	\$67,800	\$67,800
Federal Grant	\$8,774,800	\$8,824,000	\$8,971,000	\$9,232,510
Miscellaneous Revenue Fund	\$210,800	\$314,700	\$330,600	\$177,888
Drivers Training Account	\$0	\$1,300	\$4,400	\$8,292
<b>Total</b>	<b>\$62,358,000</b>	<b>\$64,221,000</b>	<b>\$71,645,500</b>	<b>\$75,021,258</b>
Expenditures	FY 2015	FY 2016	FY 2017	FY 2018
Personnel Costs	\$2,263,900	\$2,536,000	\$3,341,000	\$3,167,081
Operating Expenditures	\$548,500	\$951,500	\$1,134,100	\$1,106,864
Capital Outlay	\$103,800	\$14,400	\$51,500	\$30,413
Trustee/Benefit Payments	\$58,416,000	\$61,265,000	\$71,662,000	\$73,836,018
<b>Total</b>	<b>\$61,332,200</b>	<b>\$64,766,900</b>	<b>\$76,188,600</b>	<b>\$78,140,376</b>

### Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2015	FY 2016	FY 2017	FY 2018
Number of Students Enrolled in High School CTE Programs (headcount)	85,198	82,692	86,737*	93,850**
Number of Students Enrolled in Postsecondary CTE Programs (headcount)	6,930	6,295	5,754*	5,597
Number of Technical College FTE enrollments	3,959	3,513	3,505	3,400
Number of Workforce Training Network (WTN) enrollments (headcount)	37,908	47,912	44,801	50,797
Number of WTN enrollments for Fire and Emergency Services Training (headcount)	3,454	4,935	4,709	4,726
Number of clients served in the Adult Education program (headcount)	5,086***	5,053***	5,224***	Numbers reported in October
Number of Adults Served in the Displaced Homemaker Program (Center for New Directions)	463	356	551	360

\*After submission of our Performance Measurement Report for FY17, updated numbers were available.

\*\*Starting in FY18, enrollments will now be reported from the Idaho State Department of Education's longitudinal data system.

\*\*\*Adult Education numbers have a final, federal reporting date of October and updated numbers reflect final data.

**Part II – Performance Measures**

Performance Measure		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
<b>Board Goal 1</b>						
<i>A Well Educated Citizenry – Idaho’s P-20 system will provide opportunities for individual achievement across Idaho’s diverse population.</i>						
CTE Objective: Student Success – Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements.						
<i>Performance Measures I – VI (see pages 2 – 3)</i>						
1. Secondary student pass rate for Technical Skill Assessment (TSA)	actual	71.7	72.4	55.0*	66.2	-----
	target	75.0	75.6	67.0*	67.0	67.0
2. Postsecondary student pass rate for Technical Skill Assessment (TSA)	actual	92.6	93.1	90.2	Numbers reported in November	-----
	target	90.0	92.5	92.8	92.8	92.8
3. Positive placement rate of secondary concentrators	actual	93.7	93.2	95.8	94.4	-----
	target	94.2	94.2	94.2	94.3	94.3
4. Positive placement rate of postsecondary program completers	actual	95.2	93.7	96.4	94.6	-----
	target	90.5	95.5	95.6	95.6	95.6
5. <i>The rate of secondary concentrators who transition to postsecondary education</i>	actual	64.4	63.3	65.9	67.4	-----
	target	45	70	70	70	70
6. <i>Placement rate of postsecondary program completers in jobs related to their training.</i>	actual	68.4	64.6	60.1	55.8	-----
	target	55	55	65	65	65

**Performance Measure Explanatory Notes**

**Performance Measure 1):**

After submission of our Performance Measurement Report for FY17, 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.

**Performance Measure 3):**

A secondary CTE concentrator is a junior or senior student enrolled in a capstone course during the school year. A capstone course is the final course in a state approved pathway. Positive placement represents the percent of secondary concentrators who attain employment, join the military, or continue their education. After submitting our Strategic Plan for FY18, updated numbers were available after conducting an analysis of our data.

**Performance Measure 4 and 6):**

A technical college CTE completer is a postsecondary student who has completed all the requirements for a certificate or an A.A.S. degree in a state approved career & technical education program. This person must have met all the requirements of the institution for program completion, whether or not the person officially graduated from the institution. Positive placement represents the percent of technical college completers who attain employment, join the military, or continue their education within six (6) months of completing. After submitting our Strategic Plan for FY18, updated numbers were available after conducting an analysis of our data (Measure #4).

Historical trends for positive placement show that job related training employment declines when additional education increases. As noted above, positive placement represents the percent of postsecondary completers who attain employment, join the military, or continue their education. Therefore, it is possible for the positive placement rate for job related training to decrease due to the increase for those who attain additional education (Measure #6).

**Performance Measure 5):**

Transition to postsecondary education or training is determined by an annual follow-up report of secondary CTE concentrators who are seniors and graduated. The most recently published overall state rate of 44% is from The National Center for Higher Education Management Systems (NCHEMS) Information Center "College-Going Rates of High School Graduates Directly from High School" (2016).

**For More Information Contact**

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