

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-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 was appropriated 41.0 full-time positions (FTP) for agency staff in fiscal year 2019 of which 32.5 were funded with state general funds and 8.5 with federal grants. The appropriation also included 539.26 FTP for CTE staff in the six technical colleges.

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	BFY 2016	BFY 2017	BFY 2018	BFY 2019
0001 General Fund	\$ 54,355,320	\$ 59,418,396	\$ 62,906,675	\$ 63,806,862
0218 Displaced Homemaker	142,402	137,671	138,071	145,880
0274 Haz-Mat Waste Training	67,800	67,800	67,800	67,800
0319 Motorcycle Safety	1,346	4,469	8,292	10,374
0348 Federal Grants	8,826,342	8,970,939	9,232,510	9,148,240
0349 Miscellaneous Revenue	322,137	330,562	177,888	159,631
0401 Seminars and Publications	73,863	69,350	0	0
Total	\$63,789,210	\$68,999,187	\$72,531,236	\$73,338,787
Expenditures	BFY 2016	BFY 2017	BFY 2018	BFY 2019
4000 Personnel Costs	\$ 2,535,539	\$ 3,341,078	\$ 3,167,081	\$ 3,306,576
5000 Operating Expenditures	1,016,139	1,121,787	1,106,864	1,100,955
6000 Capital Outlay	71,359	11,859	30,413	148,270
7000 Trustee/Benefit Payments	57,968,604	67,634,620	71,324,248	72,264,278
Total	\$61,591,641	\$72,109,344	\$75,628,606	\$76,820,079

* All values are for budgeted fiscal years (BFY) to eliminate timing issues from encumbrances. Federal grants are two-year funding sources based on reimbursements within the period. BFY 2018 was first year without re-appropriation authority for general funds and thus T/B payments were higher from utilization of prior appropriation.

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2016	FY 2017	FY 2018	FY 2019
Number of Students Enrolled in High School CTE Programs (headcount)	82,692	86,737	93,850**	95,767
Number of Students Enrolled in Postsecondary CTE Programs (headcount)	6,295	5,754	5,597	5,234
Number of Technical College FTE enrollments	3,513	3,505	3,400	3,321
Number of Workforce Training Network (WTN) enrollments (headcount)	47,912	44,801	50,797	53,568
Number of WTN enrollments for Fire and Emergency Services Training (headcount)	4,935	4,709	4,276*	5,098
Number of clients served in the Adult Education program (headcount)	5,053***	5,224***	5,549	Numbers reported in October
Number of Adults Served in the Displaced Homemaker Program (Center for New Directions)	356	551	360	389

*After submission of our Performance Measurement Report for FY18, updated numbers were available.

**Starting in FY18, enrollments are 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. Starting with the FY19 report, only final numbers will be reported.

Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2019
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

Part II – Performance Measures

Performance Measure		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Board Goal 1						
<i>EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.</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 – III, V (see pages 3 – 4)</i>						
Board Goal 2						
<i>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.</i>						
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. <i>Performance Measures I – III (see pages 4 – 5)</i>						
1. Secondary student pass rate for Technical Skill Assessment (TSA)	actual	72.4	56.3*	67.8	67.2	-----
	target	75.6	67.0*	67.0	67.0	TBD^
2. Positive placement rate of secondary concentrators	actual	93.2	95.8	94.4	95.0	-----
	target	94.2	94.2	94.3	94.3	TBD^
3. Number of program standards and outcomes that align with industry standards.	actual		37	46	52	-----
	target				48	52
4. Positive placement rate of postsecondary program completers	actual	93.7	96.4	94.6	92.0	-----
	target	95.5	95.6	95.6	95.6	TBD^
5. The rate of secondary concentrators who transition to postsecondary education	actual	63.3	65.9	67.4	64.1	-----
	target	70	70	70	70	70
6. Placement rate of postsecondary program completers in jobs related to their training.	actual	64.6	60.1	55.8	62.3	-----
	target	55	65	65	65	65

TBD^ = The Strategic Plan for 2020-2024 has some measures with FY19 benchmarks. These are federal targets negotiated after our strategic plan is due.

Performance Measure Explanatory Notes**Performance Measure 1):**

As part of our program alignment efforts and using approved vendors, we anticipated lower numbers and the lower score more accurately reflects those efforts. Our historical data has been updated (FY17 – FY19) to only include the approved vendor for our assessments. In past reports, this figure included assessments that were still transitioning to the approved vendor as part of our alignment process.

Performance Measure 2):

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 Measures 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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