

Part I – Agency Profile

Agency Overview

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

Idaho Code §33-2202 defines in section (2) “career technical education” as “secondary, postsecondary and adult courses, programs, training and services administered by the division of career technical education for occupations or careers that require other than a baccalaureate, master’s or doctoral degree.” As approved by the board, this term may also apply to specific courses or programs offered in grades 7 and 8 or offered by any approved public charter school that are delivered through traditional or virtual online instructional methods. This term may also apply to virtual, blended, or other career technical education programs. Section (3) states “the courses, programs, training, and services include, but are not limited to, career, technical and applied technology education. They are delivered through the career technical delivery system of public secondary schools, including public charter schools, irrespective of the delivery method, and postsecondary schools and colleges.”

ICTE is the administrative arm of the State Board for Career Technical Education that provides leadership and technical assistance for career technical education in Idaho, from secondary students through adults. This includes responsibilities for adult education, G.E.D., Workforce Training Centers, Centers for New Directions, and motorcycle safety training.

ICTE is responsible for preparing and submitting an annual budget for career technical education to the State Board of Education (SBOE), Governor, and Legislature. Appropriations to ICTE include state general funds, federal funds, and miscellaneous revenue funds.

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 statewide 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 campuses 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 training.

ICTE was appropriated 41.0 full-time positions (FTP) for agency staff in fiscal year 2020 of which 32.5 were funded with state general funds and 8.5 with federal grants. The appropriation also included 540.26 FTP for career technical education staff within 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 coordinate 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 SBOE, Governor, 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 2017	FY 2018	FY 2019	FY 2020
0001 General Fund	\$59,418,396	\$62,906,675	63,806,862	\$66,967,076
0218 Displaced Homemaker	137,671	138,071	145,880	136,287
0274 Haz-Mat Waste Training	67,800	67,800	67,800	67,800
0319 Motorcycle Safety	4,469	8,292	10,374	11,102
0348 Federal Grants	8,970,939	9,232,510	9,148,240	8,841,768
0349 Miscellaneous Revenue	330,562	177,888	159,631	169,386
0401 Seminars and Publications	69,350	0	0	0
Total	\$68,999,187	\$72,531,236	\$73,338,787	\$76,193,419
Expenditures	FY 2017	FY 2018	FY 2019	FY 2020
4000 Personnel Costs	\$ 3,341,078	\$ 3,167,081	\$ 3,306,576	\$ 3,349,802
5000 Operating Expenditures	1,121,787	1,106,864	1,100,955	1,008,203
6000 Capital Outlay	11,859	30,413	148,270	181,419
7000 Trustee/Benefit Payments	67,634,620	71,324,248	72,264,278	72,503,422
Total	\$72,109,344	\$75,628,606	\$76,820,079	\$77,042,847

*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 2017	FY 2018	FY 2019	FY 2020
Number of Students Enrolled in High School CTE Programs (headcount)	86,737	93,850*	95,767	99,079
Number of Students Enrolled in Postsecondary CTE Programs (headcount)	5,754	5,597	5,234	5,426
Number of Technical College FTE enrollments	3,505	3,400	3,321	3,302
Number of Workforce Training Network (WTN) enrollments (headcount)	44,801	50,797	54,032**	39,898***
Number of WTN enrollments for Fire and Emergency Services Training (headcount)	4,709	4,276	5,098	3,182***
Number of clients served in the Adult Education program (headcount)	5,224	5,549	5,141	Reported in October
Number of Adults Served in the Displaced Homemaker Program (Center for New Directions)	551	360	389	453

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
Number of Students Enrolled in Digital CTE Courses (Idaho Digital Learning Alliance)	871	1,311	1,694	1,425
Number of SkillStack® Badges Awarded (Secondary)	1,583	6,706	5,372	10,006
Number of SkillStack® Badges Awarded (Postsecondary)	706	1,102	733	1,154

*Starting in FY 2018, enrollments come from the Idaho State Department of Education’s longitudinal data system.

**After submission of our FY 2019 Performance Measurement Report, updated numbers were provided.

***Nearly four months of training events were canceled in FY 2020 due to the pandemic.

****Badges have increased with new assessment badges, increased teacher activity and more aligned programs.

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	As of July 1, 2020
Number of Chapters	N/A	N/A
Number of Words	N/A	N/A
Number of Restrictions	N/A	N/A

Part II – Performance Measures

Performance Measure	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	
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	56.3	67.8	67.2	n/a	-----
	benchmark	67.0	67.0	67.0	n/a	n/a
2. Positive placement rate of secondary concentrators	actual	95.8	94.4	95.0	96.3	-----
	benchmark	94.2	94.3	94.3	n/a	n/a

3. Number of program standards and outcomes that align with industry standards	actual	37	46	52	52	-----
	benchmark	n/a	n/a	48	52	n/a
4. Placement rate of postsecondary program completers in jobs related to their training.	actual	60.1	55.8	62.3	69.7	-----
	benchmark	65	65	65	65	n/a
5. Positive placement rate of postsecondary program completers	actual	96.4	94.6	94.7	94.9	-----
	benchmark	95.6	95.6	95.6	n/a	n/a
6. The percent of secondary CTE concentrators who transition to postsecondary education	actual	65.9	67.4	64.1	61.8	-----
	benchmark	70	70	70	70	n/a

Performance Measure Explanatory Notes

Performance Measure 1):

As of FY 2017, only approved vendors are included in assessment results as part of our program alignment efforts. Past reports included assessments that were transitioning to the approved vendor. The updated numbers are reflected in our FY 2021 – FY 2025 Strategic Plan. In FY 2020, assessment data was not required due to the pandemic.

The Strategic Plan for FY 2020 – FY 2024 has some measures with FY 2019 benchmarks. As states transitioned from Perkins IV to V, benchmarks were not required in FY 2020 and since then the Office of Career, Technical, and Adult Education approved our state plan and benchmarks (6/12/2020).

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.

The Strategic Plan for FY 2020 – FY 2024 has some measures with FY 2019 benchmarks. As states transitioned from Perkins IV to V, benchmarks were not required in FY 2020 and since then the Office of Career, Technical, and Adult Education approved our state plan and benchmarks (6/12/2020).

Performance Measure 3):

Due to the pandemic, alignment efforts were stalled.

Performance Measures 4, 5, 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 months of completing.

Historical trends for positive placement show that job related training employment declines when additional education increases. (Measure 4).

After submitting the Strategic Plan for FY 2019, updated numbers were available (Measure 5).

The Strategic Plan for FY 2020 – FY 2024 has some measures with FY 2019 benchmarks. As states transitioned from Perkins IV to V, benchmarks were not required in FY 2020 and since then the Office of Career, Technical, and Adult Education approved our state plan and benchmarks (6/12/2020, Measure 5).

For More Information Contact

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