Strategic Plan

FY2022-FY2026

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: *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 administrators and instructors with the support and assistance provided by CTE.***
   Baseline data/Actuals: Initial Survey 2016

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
3.46	Survey not administered.	3.78		Improvement

   Benchmark: Annual improvement in satisfaction levels.[1]

Objective B: *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. ***Full implementation of a Career Technical Education Data Management System.***
   Baseline data/Actuals: 2009 development began

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
		New team formed to identify system output needs		Analyze System Data

   Benchmark: By FY2022, begin development of data system[2]

II. **Using a desk audit function, the percent of secondary programs reviewed for quality and performance on an annual basis.**
Baseline data/Actuals: FY2017 Actual -- Test data collected for each data element

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
100%	100%	Unable to complete – no assessment data due to COVID-19		100%

Benchmark: **All pathway programs are subject to an annual desk audit.**[3]

Objective C: *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.

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
Identified preliminary measures and secured ongoing funding	Expanded the number of performance measures and identified strategies to collect the data	Measures expanded and defined		Pilot model in FY2022 and implement in FY2023

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. Pilot model in FY2022 and implement in FY2023.** [4]

Objective D: *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 Skill Assessment (TSA).**
Baseline data/Actuals: Baseline FY15 – 71.7

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
67.8	67.2	No assessment data due to COVID-19		676

Benchmark: **676 pass rate by FY2022**[5]

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

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
94.4	95.0	97.0		95

Benchmark: Maintain placement rate at or above 95 percent.[6]

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

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
20 of 52 = 38%	26 of 52 = 50%	35 of 54 = 65%		100%

Benchmark: By FY2025, implement SkillStack® for 100 percent of programs[7]

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

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
46 of 52 = 88%	52 of 52 = 100%	52 of 54 = 96%		100%

Benchmark: Align 100 percent of programs by FY2023[8]

GOAL 2
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.

Objective A: *Support State Board Policy III.Y by aligning similar first semester 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 of courses in their first semester.*
   Baseline data/Actuals: Baseline FY16 – 0

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
20 of 52 = 38%	26 of 52 = 50%	35 of 54 = 65%		100%

Benchmark: Align 100 percent of programs by FY2025.[9]

Objective B: *Talent Pipelines/Career Pathways – CTE students will successfully transition from high school and 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

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
55.8	62.3	69.7		65

Benchmark: 65 placement rate by FY2024[10]

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

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
94.6	94.7	94.9		95

Benchmark: Maintain placement rate at or above 95 percent[11]

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

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
44.8	41.0	44.4		60

Benchmark: 60 percent by FY2024 [12]

GOAL 3
WORKFORCE READINESS- The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

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

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
93	89	92		90

Benchmark: 90 percent average completion [13]

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 – 33

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
39	35	29		47

Benchmark: By FY2023, 47% of AE students make measurable progress. [14]

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

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
60	64	66		67

Benchmark: 67% positive outcome rate annually. [15]

II. *Number of institutional and community event/workshop hours provided annually that connect students to resources with other agencies, in addition to institutional resources.*
Baseline data/Actuals: Average 5,000 hours annually

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
7,382	44,629	36,453		25,000

Benchmark: Maintain an average of 25,000 contact hours annually.[16]

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 objective

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

[2] Based on IDCTE goal to improve data accuracy and reduce reporting burden on districts.

[3] Based on IDCTE goal to improve program assessment process and 2018 legislative request for incentive funding.

[4] Based on IDCTE goal to improve data accuracy and reduce reporting burden on districts.

[5] Federally negotiated benchmark.

[6] Based on IDCTE goal to ensure high placement rates for CTE programs.

[7] IDCTE goal to coincide SkillStack® rollout with the completion of program alignment and standard setting.

[8] Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

[9] Based on current rate of program alignment.

[10] Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

[11] 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.

[12] 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.

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[13] Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

[14] Federally negotiated benchmark. Results lower due to COVID-19.

[15] Based on goal of continuing current outcome rates. Statewide totals (FY18) are missing NIC data due to staff vacancies.

[16] Based on current average number of contact hours statewide (total hours per workshop * total participants per workshop). In FY19, Idaho State University accounted for 66% of all contact hours due to more staff working on these efforts. They also offered a new program that contributed to a substantial increase. Although contact hours decreased due to COVID-19, the benchmark has increased since growth is sustainable.

Cybersecurity Plans

The Division continues to comply with the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of Center for Internet Security (CIS) Controls, as required in June of 2018.

Red Tape Reduction Act

Administrative Rules are promulgated through the State Board of Education and this information is contained in the State Board of Education's K-20 Strategic Plan.