

Part I – Agency Profile

Agency Overview

The mission of Idaho Division of Career Technical Education (IDCTE) 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.”

IDCTE is an agency under the State Board of Education (SBOE) for career technical education (CTE) that provides leadership and technical assistance for CTE in Idaho, from secondary students through adults, as well as CTE teacher development. In addition to robust programs within secondary and postsecondary education, IDCTE also administers related programs that include GED, Centers for New Directions, Workforce Training Centers, apprenticeships, fire service training, hazardous materials transportation enforcement education and motorcycle safety training.

IDCTE is responsible for preparing and submitting an annual budget for career technical education to the SBOE, Governor and Legislature. Appropriations to IDCTE include state general funds, federal funds, miscellaneous revenue funds and other dedicated funds.

Career technical education programs are integrated into the Idaho public education system through school districts, colleges and universities. IDCTE 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.

IDCTE was appropriated 41.0 full-time positions (FTP) for agency staff in fiscal year 2021 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 IDCTE 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 SBOE. The role of IDCTE (IDAPA 55) is to coordinate career technical education in Idaho. Specifically, IDCTE:

- 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 2018	FY 2019	FY 2020	FY 2021
0001 General Fund	\$62,906,675	63,806,862	\$66,967,076	\$64,566,256
0218 Displaced Homemaker	138,071	145,880	136,287	144,947
0274 Haz-Mat Waste Training	67,800	67,800	67,800	67,800
0319 Motorcycle Safety**	828,921	778,949	670,229	573,645
0345 CARES Act				1,570,528
0348 Federal Grants	9,232,510	9,148,240	8,841,768	9,085,603
0349 Miscellaneous Revenue	177,888	159,631	169,386	45,226
0401 Seminars and Publications	0	0	0	0
Total	\$73,351,865	\$74,107,362	\$76,852,546	\$76,635,198
Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
4000 Personnel Costs	\$3,167,081	\$3,306,576	\$3,349,802	\$3,580,841
5000 Operating Expenditures	1,106,864	1,100,955	1,008,203	2,498,129
6000 Capital Outlay	30,413	148,270	181,419	174,404
7000 Trustee/Benefit Payments	71,324,248	72,264,278	72,503,422	70,381,824
Total	\$75,628,606	\$76,820,079	\$77,042,847	\$76,635,198

*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.

**All values now include continuous appropriations.

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2018	FY 2019	FY 2020	FY 2021
Number of Students Enrolled in High School CTE Programs (headcount)*	104,447	114,142	114,606	117,003
Number of Students Enrolled in Postsecondary CTE Programs (headcount)	5,597	5,234	5,402**	5,328
Number of Technical College FTE enrollments	3,400	3,321	3,302	3,261
Number of Workforce Training Network (WTN) enrollments (headcount)	50,797	54,032	39,898***	43,809
Number of enrollments for Fire and Emergency Services Training (headcount)	4,276	5,098	3,182***	2,832

Cases Managed and/or Key Services Provided	FY 2018	FY 2019	FY 2020	FY 2021
Number of clients served in the Adult Education program (headcount)	5,549	5,141	4,187	Reported in October
Number of Adults Served in the Displaced Homemaker Program (Center for New Directions)	360	389	453	598
Number of Students Enrolled in Digital CTE Courses (Idaho Digital Learning Alliance)	1,311	1,694	1,425	1,931
Number of SkillStack® Badges Awarded (Secondary)****	6,706	5,372	10,006	23,261
Number of SkillStack® Badges Awarded (Postsecondary)	1,102	733	1,154	343*****

*New enrollment methodology, data updated from FY 2018 – FY 2021.

**After submission of our FY 2020 report, updated numbers were provided.

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

****Badges increased in FY 2020 with new assessment badges, increased teacher activity and more aligned programs. In FY 2021, the Workforce Readiness Incentive was implemented.

*****Decrease in postsecondary badges due to programmatic changes with the pandemic.

Part II – Performance Measures

Performance Measure	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	
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	67.8	67.2	n/a	65.6	-----
	benchmark	67.0	67.0	n/a	67.3	67.6
2. Positive placement rate of secondary concentrators	actual	94.4	95.0	96.3	87.9	-----
	benchmark	94.3	94.3	n/a	95.0	95.0
3. Number of program standards and outcomes that align with industry standards and outcomes	actual	88% (46 of 52)	100% (52 of 52)	96% (52 of 53)	100% (54 of 53)	-----
	benchmark	n/a	100%	100%	100%	100%

4. Placement rate of postsecondary program completers in jobs related to their training.	actual	55.8	62.3	69.7	79.1	-----
	benchmark	65	65	65	65	65
5. Positive placement rate of postsecondary program completers	actual	94.6	94.7	94.9	93.0	-----
	benchmark	95.6	95.6	n/a	95.0	95.0
6. The percent of secondary CTE concentrators who transition to postsecondary education	actual	35.5	44.8	41.0	44.4	-----
	benchmark	60	60	60	60	60

Performance Measure Explanatory Notes

Performance Measure 1):

In FY 2020, assessment data was not required due to the pandemic. As states transitioned from Perkins IV to V, benchmarks were not required in FY 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.

As states transitioned from Perkins IV to V, benchmarks were not required in FY 2020.

Performance Measure 3):

Due to the pandemic, alignment efforts were stalled. The number of programs in our strategic plan reference 54 programs and the number is actually 53.

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).

As states transitioned from Perkins IV to V, benchmarks were not required in FY 2020 (Measure 5).

Performance Measures 6):

In the past, IDCTE used self-reported survey data for students that responded to a follow-up survey. Historical and current data includes (FY 2018–FY 2019) updated data for students identified through National Clearinghouse data. This matches OSBE methodology.

Numbers have been updated on this report to reflect when placement data is collected. For example, students from 19/20 were followed up in 20/21.

For More Information Contact

Clay Long, State Administrator
650 W State Ste 324
Boise, ID 83702-5936
Phone: 208-429-5500
Email: clay.long@cte.idaho.gov