



We prepare Idaho's youth and adults for high-skill, in-demand careers.

Strategic Plan

FY2025 - FY2029

Strategic plan

Mission statement

The mission of Idaho’s 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: *Alignment of CTE programs between the technical colleges and ensure that secondary program standards align to those postsecondary programs.*

Performance Measure:

- I. *Percent of secondary programs that have been reviewed and revalidated to meet current industry standards.*

Baseline data/Actuals: Baseline FY23 – begin work

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark FY25	Benchmark FY29
N/A	N/A	<u>6 of 55 =</u> <u>11%</u>		15% annually	20% annually

Benchmark: Align 20% of programs by FY2029.

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 Measure:

- I. *Secondary program quality, performance and technical assistance visits.*

Baseline data/Actuals: FY2022 – Resume program quality visits.

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark FY25	Benchmark FY29
n/a	125 of 933 = 13%	336 of 945 = 36%		45% over five years	60% over five years

Benchmark: All secondary programs are subject to a visit on a 5-year rotation.

Objective C: Increase retention of qualified career technical education instructors.

Performance Measure:

- I. Percent of instructors with limited occupation specialist certificates (*denominator*) earning a minimum of their standard occupational specialist renewable certificate (*numerator*) in three years based on cohort year.

Baseline data/Actuals - Secondary: TBD – Will be 24/25 school year data.

Baseline data/Actuals - Postsecondary: TBD – Will be 24/25 school year data.

	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark FY25	Benchmark FY29
Secondary	TBD	TBD	TBD		70%	85%
Postsecondary	TBD	TBD	TBD		70%	85%

Secondary Benchmark: By FY2025, 70%.

Postsecondary Benchmark: By FY2025, 70%.

Goal 2

Educational readiness

Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community, and postsecondary and workforce opportunities by assuring they are ready to learn at the next educational level.

Objective A: Adult Education programs will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.

Performance Measure:

- I. Percent of participating students making a measurable skills gain, defined as documented academic, technical, occupational, or other forms of progress, toward a credential or employment.
- II. improvements in basic skills necessary for employment, college, and training (i.e. - literacy, numeracy, English language, and workplace readiness).

Baseline data/Actuals: FY2016 – 23

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark FY25	Benchmark FY29
22%	32%	37%		37.5%	N/A

Benchmark: By FY2025, 37.5% of participants attain a measurable skills gain.¹

Goal 3

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: Increase completion of microcredentials.

Performance Measure:

- I. Total number of microcredentials earned/awarded for non-secondary students.

Baseline data/Actuals: FY2020 – Identify Baseline

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark FY25	Benchmark FY29
280	360	879		1,099 (25% Improvement)	1,319 (50% Improvement)

Benchmark: By FY2029, 50% improvement of non-secondary students earning microcredentials.ⁱⁱ

Goal 4

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: CTE concentrators will demonstrate college and career readiness.

Performance Measure:

- I. Percent of secondary concentrators who meet workforce readiness and CTE diploma requirements.

Baseline data/Actuals: Baseline FY22 – 25%

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark FY25	Benchmark FY29
n/a	1,685 of 6,806 = 25%	2,394 of 7,035 = 34%		40%	60%

Benchmark: 60% of secondary concentrators earn workforce readiness and CTE diploma by 2029.ⁱⁱⁱ

Objective B: Increase use of microcredential platform by CTE instructors for tracking student progress for pathway completion.

Performance Measure:

- I. Percent of secondary CTE concentrator teachers that actively track student progress through the microcredential platform.

Baseline data/Actuals: FY2020 – Identify Baseline

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark FY25	Benchmark FY29
147/426= 35%	202/430= 47%	252/453= 56%		75%	90%

Benchmark: 90% of secondary CTE concentrator instructors track progress by 2029.

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.
- 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 and 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 objectives.

ⁱ Federally negotiated benchmark. Results lower due to COVID-19. Five-year benchmark unavailable due to federal timeline.

ⁱⁱ Non-secondary students include those associated with workforce training centers, Idaho Department of Correction/Juvenile Corrections and other educational entities outside of secondary programs.

ⁱⁱⁱ Numbers are reported by LEAs and include duplicate students if students belong to more than one pathway and earn criteria for the diploma in multiple pathways.