

Part I – Agency Profile

Agency Overview

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

Chapter 22, Title 33, Idaho Code, establishes the State Board of Education as the State Board for Career Technical Education (Board) and establishes the Division of Career Technical Education for the purpose of administering Idaho's career technical education system, including, but not limited to carrying into effect provisions established through federal and state law and "to execute the laws of the state of Idaho relative to career technical education; to administer the funds provided by the federal government and the state of Idaho under the provisions of this chapter for promotion of" career technical education. Idaho Code §33-2202(2) defines "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. Pursuant to Idaho Code §33-2202(3) "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."

Additionally, IDCTE provides leadership and technical assistance for career technical education (CTE) in Idaho, from secondary students through adults, as well as 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.

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 centers, 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 564.14 full-time positions (FTP) in Fiscal Year (FY) 2024. Of those positions 509.14 are appropriated to the technical colleges and 55 FTP are located in the Division office.

Core Functions/Idaho Code

Statutory authority for IDCTE is delineated in Chapter 22, Title 33, Idaho Code, Idaho Code §33-1002G and §39-5009 and Idaho Administrative Code IDAPA 55. Specifically, IDCTE:

- Administers Idaho's statewide career technical education system;
- 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 Board, Governor, and the Legislature for the statewide career technical education system;
- 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 2021	FY 2022	FY 2023	FY 2024
10000 General Fund	\$64,566,256	\$72,422,609	\$83,211,952	\$76,509,300
21800 Displaced Homemaker	144,947	166,000	148,900	139,961
27400 Haz-Mat Waste Training	67,800	67,800	67,800	67,800
31900 Motorcycle Safety	573,645	584,891	919,169	897,058
32300 In-demand Careers				20,000,000
34800 Federal Grants	9,085,603	10,315,800	10,102,400	12,357,301
34900 Miscellaneous Revenue	<u>45,226</u>	<u>61,400</u>	<u>142,600</u>	<u>40,170</u>
Total	\$76,635,198	\$84,195,600	\$95,174,121	\$110,011,590
Expenditures	FY 2021	FY 2022	FY 2023	FY 2024
Personnel Costs	\$3,580,841	\$3,901,271	\$4,266,525	\$52,755,496
Operating Expenditures	2,498,129	1,726,543	1,834,436	6,692,662
Capital Outlay	174,404	164,717	0	42,300
Trustee/Benefit Payments	<u>70,381,824</u>	<u>78,300,122</u>	<u>85,459,134</u>	<u>47,742,090</u>
Total	\$76,635,198	\$84,092,653	\$91,560,095	107,232,533

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2021	FY 2022	FY 2023	FY 2024
Number of Students Enrolled in High School CTE Programs (headcount)	117,003	120,829	131,089	133,856
Number of Students Enrolled in Postsecondary CTE Programs (headcount)	5,363	5,546	5,192	5,690
Number of Technical College FTE enrollments	2,934	3,281	3,188	3,573
Number of Workforce Training Network (WTN) enrollments (headcount)	46,458	45,209	50,992	58,909
Number of clients served in the Adult Education program (headcount)	2,939	4,198	4,394	4,436
Number of Adults Served in the Displaced Homemaker Program (Center for New Directions) *	722	659	689	1,072
Number of Students Enrolled in Digital CTE Courses (Idaho Digital Learning Alliance) **	1,959	1,538	5,246	7,119
Number of SkillStack® Badges Awarded (Secondary)***	19,192	32,390	34,011	42,157

*The increase in FY 2024 may be attributed to an institution changing their data collection methodology.

**Several approved CTE courses were added in FY 2023 (includes grades 7 – 12). In FY 2024, the First Steps (career exploration) course was added and includes non-CTE teachers.

***In FY2022, the Workforce Readiness and CTE Diploma was implemented.

Part II – Performance Measures

Performance Measure		FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Board Goal 1: EDUCATIONAL SYSTEM ALIGNMENT						
<i>Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.</i>						
CTE Objective A: Alignment of CTE programs between the technical colleges and ensure that secondary program standards align to those postsecondary programs.						
1. Percent of secondary programs that have been reviewed and revalidated to meet current industry standards.	actual	*	*	11% (6 of 55)	20% (11 of 55)	-----
	benchmark	*	*	*	*	15%
CTE 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.						
2. Secondary program quality, performance, and technical assistance visits.	actual	*	13% (125 of 933)	36% (336 of 945)	17% (188 of 1,121)	-----
	benchmark	*	*	100% over five years	100% over five years	45% over five years
Performance Measure		FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Board Goal 2: EDUCATIONAL READINESS						
<i>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.</i>						
CTE Objective A: Adult Education programs will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.						
3. The percentage of participating students making a measurable skills gain, defined as documented academic, technical, occupational, or other forms of progress, toward a credential or employment.	actual	22%	32%	37%	42%	-----
	benchmark	*	*	43%	43%	37.5%

Performance Measure		FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Board Goal 3: EDUCATIONAL ATTAINMENT						
<i>Ensure 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 A: Increase completion of microcredentials.						
4. Total number of microcredentials earned/awarded for non-secondary students.	actual	280	360	879	3,604	-----
	benchmark	*	*	*	Improvement	1,099 (25% Improvement)
Performance Measure		FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Board Goal 4: WORKFORCE READINESS						
<i>The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.</i>						
CTE Objective A: CTE concentrators will demonstrate college and career readiness.						
5. Percent of secondary concentrators who meet workforce readiness and CTE diploma requirements.	actual	N/A	25% (1,685 of 6,806)	34% (2,394 of 7,035)	46% (3,341 of 7,234)	-----
	benchmark	*	*	*	25%	40%
CTE Objective B: Increase use of microcredential platform by CTE instructors for tracking student progress for pathway completion.						
6. Percent of secondary CTE concentrator teachers that actively track student progress through the microcredential platform.	actual	35% (147/426)	47% (202/430)	56% (252/453)	54% (253/468)	-----
	benchmark	*	*	*	Improvement	75%

Performance Measure Explanatory Notes

- 1): *New measure in FY 2025-29 Strategic Plan.
- 2): *This benchmark was modified in the FY 2025-29 Strategic Plan and historical benchmarks are not comparable.
- 3): *New measure in FY 2025-29 Strategic Plan. All benchmarks are federally negotiated and negotiated two years ahead (ex. FY 2025 was negotiated when outcomes were available for FY 2023).

The most common type of measurable skills gain is: Improvements in basic skills necessary for employment, college, and training (i.e. - literacy, numeracy, English language, and workplace readiness).

- 4): *New measure in FY 2024-28 Strategic Plan. In FY 2024, numbers increased due to changes in Board Policy III.E and providing statewide guidance on the use microcredentials and the SkillStack® platform.

Non-secondary students include workforce training centers, Idaho Department of Correction/Juvenile Corrections, and other educational entities outside of secondary programs (ex. Wisdom Ranch and First Steps standards course completers).

- 5): *New measure in FY 2024-28 Strategic Plan. Data is self-reported by local education agencies and duplicates students if they met workforce readiness and CTE diploma requirements for multiple programs.
- 6): *New measure in FY 2024-28 Strategic Plan. Due to the number of new teachers, this measure went down. New teachers do not use the microcredential platform until they are trained.


For More Information Contact

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Director Attestation for Performance Report

In accordance with *Idaho Code* 67-1904, I certify the data provided in the Performance Report has been internally assessed for accuracy, and, to the best of my knowledge, is deemed to be accurate.

Department: Idaho Division of Career Technical Education



Director's Signature

August 13, 2024
Date

Please return to:

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