

Attachment 1
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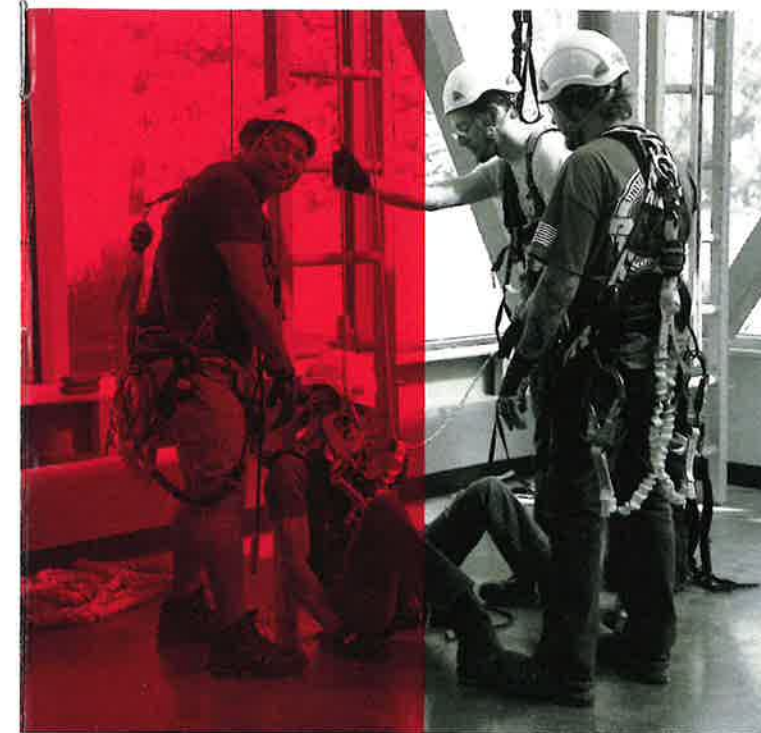


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ANNUAL REPORT 2021

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

Letter from the administrator



As we emerge from the cloud of the pandemic, one thing is clear: Never has the need for skilled workers been higher. Equally clear is the fact that employers and government see career technical education (CTE) as a significant component of our economic recovery, both across the state and

across the nation. As evidence of the growing importance of CTE, look no further than the \$3.5 million Governor Brad Little invested in expanding and modernizing Idaho's secondary and postsecondary CTE programs as part of his Building Idaho's Future initiative, or the \$600 million earmarked for Perkins V in the Build Back Better Act.

Because demand for CTE and the careers it generates is rising, the need to provide innovative services and support to help our educators and administrators is, too. That's why I charged the Idaho Division of Career Technical Education (IDCTE) team with five priorities during fiscal year 2021: solidifying internal processes and systems, expanding educator services, stabilizing and growing program services support, supporting student success, and increasing stakeholder engagement and communication.

We've made substantial progress in achieving these objectives during the last fiscal year, as you'll see on the following pages. Highlights include helping more industry professionals become CTE teachers through our new InSpIRE Ready! program, promoting the value of SkillStack® to educators and employers and better communicating with stakeholders at all levels.

But we still have work to do. Though we've seen significant growth in secondary enrollment and received substantial financial support at the state and federal levels, we don't have enough facilities or qualified educators to meet Idaho employers' demand for CTE program graduates. Additionally, we can better reach out to and support adult learners who were unable to attain their educational goals during the pandemic.

In the year ahead, I look forward to your feedback and working with you to ensure we fulfill our mission: to prepare Idaho's youth and adults for high-skill, in-demand careers.

Best regards,

Clay Long, Ph.D., State Administrator

How to use this report

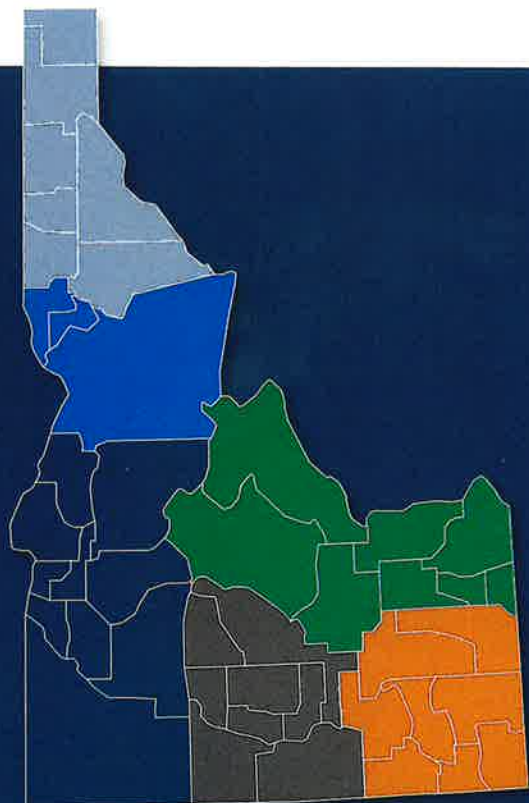
Idaho is divided into six educational regions, each with its own technical college, adult education, Workforce Training Center (WTC), and Center for New Directions. Each region's four-page spread features Idahoans positively impacted by its CTE and WTC programs. You'll also find statistics that highlight the impact of each region's programs.

We designed the centerfold to be pulled out and used as a poster for a quick reference to some of the most important—and requested—facts and figures for Idaho as a whole.



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HVAC program provides seamless transition from secondary to postsecondary

The week before the fall 2017 semester began, Sean Sater received a call from the Trades and Industry Division Chair at North Idaho College (NIC), Doug Anderson. Anderson wondered if Sater would be willing to teach the heating, ventilation, and air conditioning technician (HVAC) class; if Sater said no, the program would be shut down.

Fortunately, Sater, who has 22 years of experience in the field, knew firsthand how much the Coeur d'Alene-Spokane area needed well-trained HVAC technicians. He'd also considered cutting back his hours at HollisterStier, where he worked as a consultant, so he agreed.

"I thought it was a great way to pay it forward and help the next generation change their stars," said Sater.

Though his first year was a baptism by fire of sorts, Sater enjoyed teaching. So when Anderson, who also served on the board of Kootenai Technical Education Campus (KTEC), asked if Sater would be interested in teaching HVAC at the secondary level the following year, he again agreed.

"I was head over heels to get a hold of them early and get them trained up right," said Sater. "When we first sat down, we didn't want the HVAC program to be a huge expense, so we decided it would

be best to let the KTEC students use the NIC lab. It's within walking distance, and we didn't have to bring in more equipment, which helped us strengthen the partnership between the secondary and postsecondary programs. It was a win-win-win for the students, the schools, and the taxpayers."

Next, Sater had to strike a balance between offering enough dual credit to make the HVAC pathway appealing to secondary students but not reducing the course load so much that students wouldn't be considered full-time students and not qualify for financial aid once they transferred to NIC. Sater settled on offering the three-credit HVAC 165 course for his KTEC students, making it easy for them to transition to the second semester's coursework at NIC.

Sater's unique position at KTEC and NIC means he can ensure his students have a seamless path from secondary to postsecondary to career. And because there is such a demand for HVAC technicians, employers are eager to speak to his classes and offer opportunities for his students to job shadow or do ride-alongs with their employees.

They can talk with industry professionals and see how they operate, keep their vans, and figure out if it would be a good fit—and they get paid to do so.

—Sean Sater

"It gives them a chance to see if an employer's culture fits what they're looking for," said Sater. "They can talk with industry professionals and see how they operate, keep their vans, and figure out if it would be a good fit—and they get paid to do so."

These interactions with employers mean most postsecondary students in their second and final semester know where they want to work and have a job lined up after graduation. The jobs Sater's students walk into don't exactly pay minimum wage, either.

"They're paying \$9,000 for books and tuition and can be making \$52,000 a year to start, without the baggage of student debt," said Sater. "That's a pretty solid return on investment."

At the end of the day, Sater loves knowing he's setting future professionals up for success while helping to meet industry needs.

"I love the feeling of getting through to someone," said Sater. "They might ride the struggle bus for a while, but when things come together, they learn it and burn it into their memory. It's priceless to see the light come on."



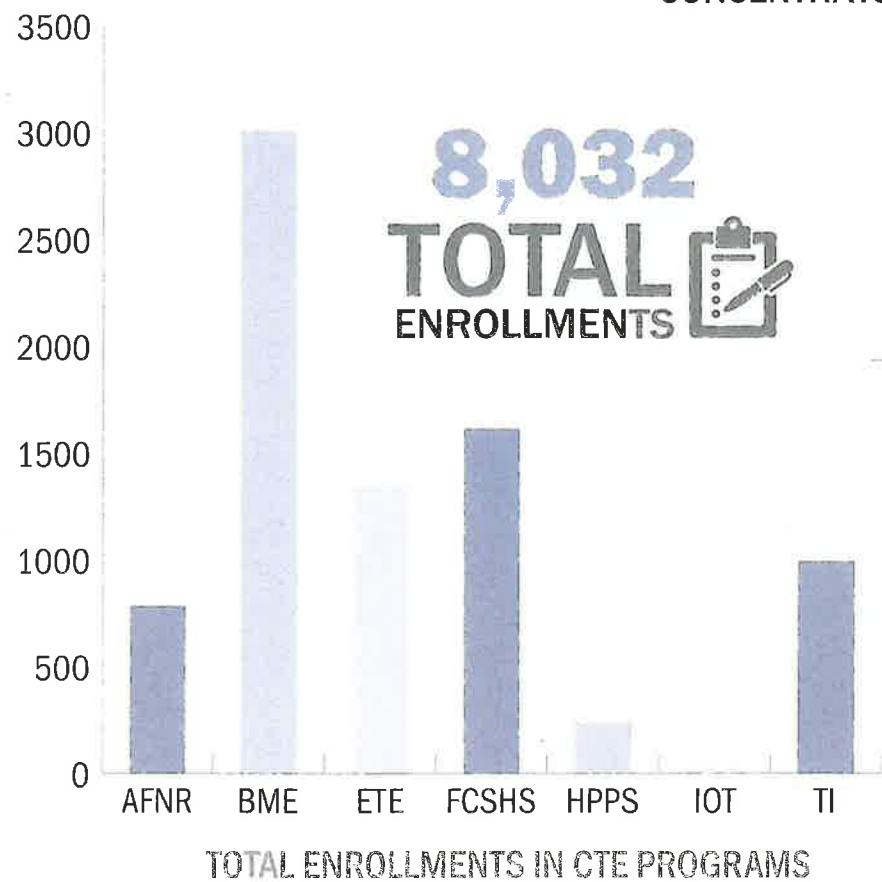
ADVANCED OPPORTUNITIES AND CTE

There are multiple ways students can earn postsecondary credit for their high school CTE classes. These opportunities reduce the time and cost of obtaining a postsecondary credential.

To ensure prior learning is correctly transcribed, each technical college employs transition coordinators. Transition coordinators do more than help students, parents, teachers, and counselors understand what credits will transfer and how they will impact a student's postsecondary goals. They also provide degree advising, host tech expos, open houses, and career information days, conduct program tours, and act as a liaison between students and parents. Finally, they're well-versed in employers' needs, expectations, and connection to postsecondary programs. That allows transition coordinators to provide timely and accurate information for career planning.



Secondary



8,032
TOTAL ENROLLMENTS

477
CTE CONCENTRATORS

77
TOTAL PROGRAMS

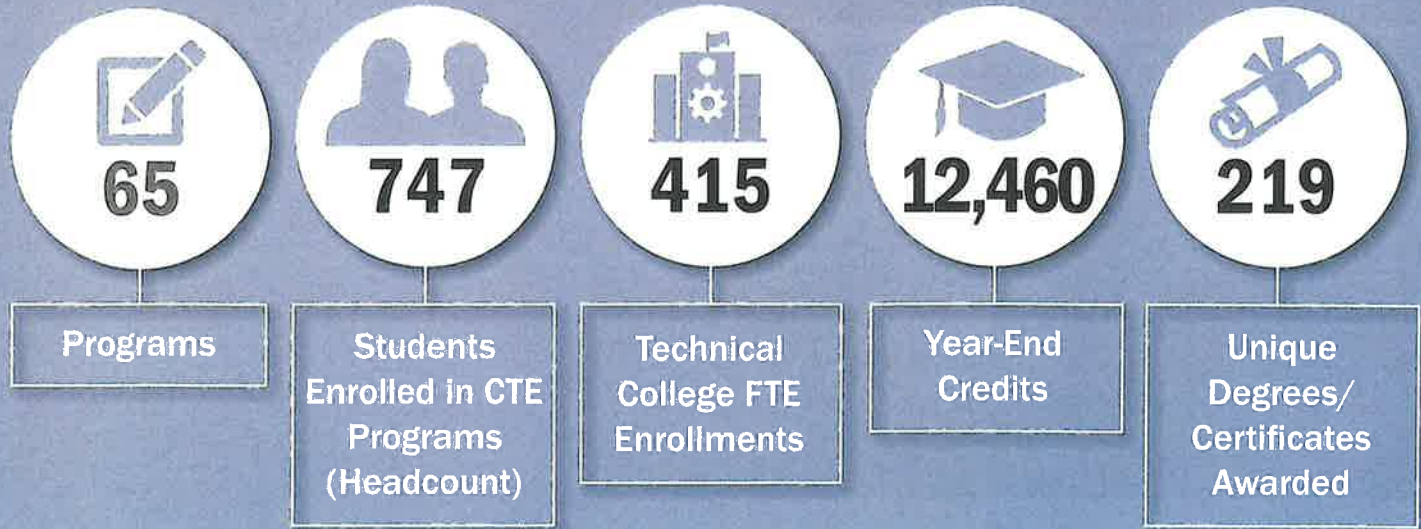
1,526
SKILL STACK BADGES EARNED

18
SCHOOL DISTRICTS

1
CAREER TECHNICAL SCHOOL

AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry

Postsecondary—North Idaho College



Apprenticeships



Workforce Training Center



5,843
WTC HEADCOUNT

Employer Spotlight

PotlatchDeltic

St. Maries, Idaho

Type of industry: Wood products

Employees: 390

Training need: PotlatchDeltic first started working with the Idaho Department of Labor (IDOL) and North Idaho College's (NIC) Workforce Training Center (WTC) in 2012 to assess training needs in the wood products industry. PotlatchDeltic has unique hiring challenges due to its location and demand for employees with specialized skills. The partnership focused on skill gaps for high-wage, high-demand occupations such as electricians, millwrights, programmable logic controllers, and log scalers.

How the WTC delivered: NIC currently offers workforce training for millwright, mechanic, welding, boiler operator, and carpenter positions, plus electrician apprenticeship classroom training, PLC 1-4 training, and log scaler prep and testing. Through apprenticeships and custom training, PotlatchDeltic and NIC's WTC have developed a robust skilled training program. All apprenticeships are recognized through the IDOL. As of February 2021, the electrician apprenticeship has been officially set up through the IDOL.

“When there’s been a need, NIC worked with us to develop the training needed in that area.”
- Bonnie Siron, human resource manager, PotlatchDeltic



North Idaho College



LCSC grad takes over Collision Repair Technology program

Growing up in the unincorporated town of Laclede, Idaho, Luke Thomas didn't know what he wanted to do after high school—but he did know he loved working on cars.

"We had a neighbor who worked on cars, and he helped me restore my first vehicle," said Thomas.

From then on, Thomas was hooked. A family friend who taught at Lewis-Clark State College (LCSC) recommended its two-year Collision Repair Technology program. The program's reputation, hands-on application, small class size, and one-on-one time with the instructor all appealed to Thomas, who graduated with an Associate of Applied Science in 2008.

After graduation, Thomas' career was humming along. He had his own repair shop and worked on custom restorations, but he wanted to explore a different facet of the industry. Around that time, Thomas' professor, Clarence Griffin, decided to transition to teaching part-time, so Thomas saw an opportunity to teach in the same program from which he graduated.

"I was ready for a change and the opportunity to teach the collision program arose at the right time," said Thomas. "It sounded like a fun way to change things up and help make a difference in the industry."

During his first three years teaching, Thomas was grateful to be teaching alongside Griffin. And for the most part, Thomas kept the program the same as when he completed it. During the first year, core instruction is provided, and during the second year, students receive in-depth instruction in more complex systems and hands-on training in mock and customer projects.

"Because it's a two-year program, students can go beyond just learning metal straightening or crash repairs," said Thomas. "That means we can focus on more advanced skills, and they can get exposure to more facets of the collision repair industry. They're qualified for a broad spectrum of industry segments by the end of the program, including some outside the collision field, like aviation refinishing, boat manufacturing refinishing, heavy trucks collision repair, custom cars, and hot rods."

A major component of the program is completing an eight-week internship with a local shop. Many students have jobs lined up after graduation at the shop where they completed their internship, which many keep until they decide to move on. The internship allows employers to tap into a talent pipeline to fill their needed positions, which Thomas says translates into more support for



Because it's a two-year program, students can go beyond just learning metal straightening or crash repairs. That means we can focus on more advanced skills, and they can get exposure to more facets of the collision repair industry.

- Luke Thomas



the program. Body shop owners have donated vehicles, parts, and uniforms or provided scholarships for the students, and vendors will come in for demonstrations or product training.

Six years later, Thomas has found what he was looking for as a career technical educator. Teaching gave him the freedom to continue running his repair shop and custom restoration business while having more time to pursue other interests. It's also given him a more holistic perspective of the industry he loves, deepening his appreciation for it.

Above all, Thomas says teaching has allowed him to share his passion with others.

"I like seeing someone make something of themselves," said Thomas. "It takes a lot of work to complete the two-year program, and it's very rewarding to see a student who completed the program working in the industry and enjoying it."



HOW ARE PROGRAMS PRIORITIZED AND FUNDED?

Creating cutting-edge programs to meet the needs of Idaho's employers and workforce is expensive. Resources like software and equipment don't come cheaply, so how does IDCTE decide how to spend its allocated funding? We start by looking at the programs and pathways we currently have and use a variety of tools to make sure these CTE programs support regional employer needs, have sufficient growth to support a newly trained workforce, and have industry support and involvement to ensure programs provide students with the right skills, training, and experience.

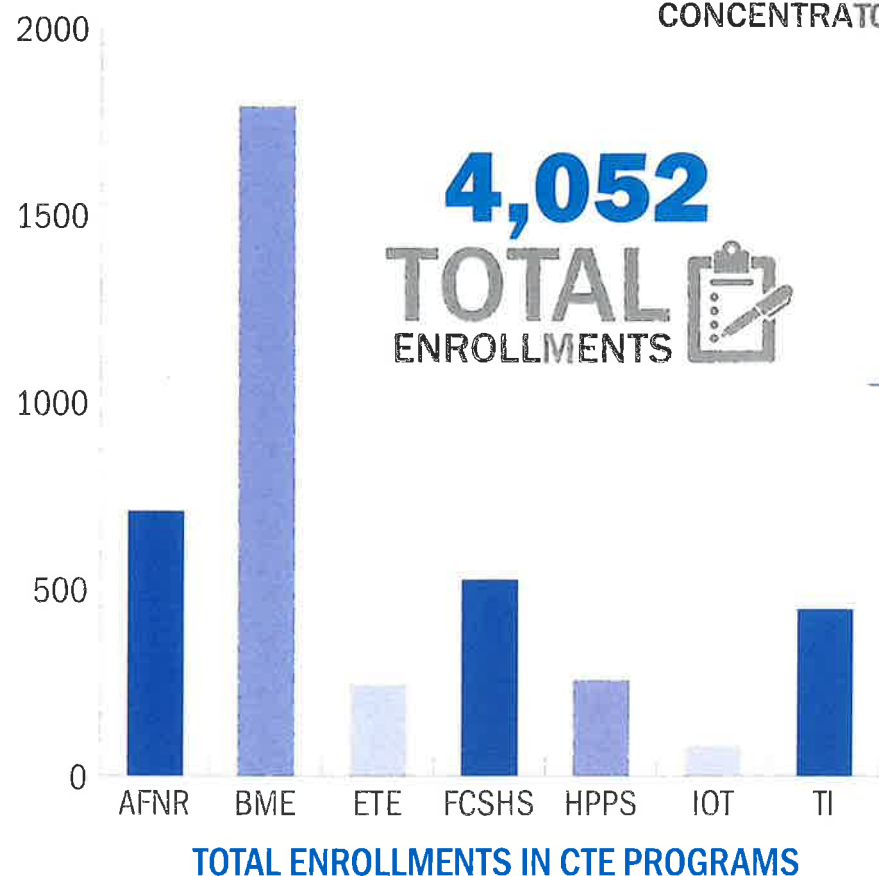
But evaluating how well programs meet those criteria is only part of the puzzle. Once we have that information, the Program Quality team has to decide whether to phase out

a program, provide substantial changes to keep it current and relevant, and retrain educators to ensure they're prepared to share the latest technology and information with their students.

During fiscal year 2022, the Program Quality team was charged with developing a screening tool and rubric to make this process more transparent and consistent. Once we have a prototype complete, we'll invite employers, CTS administrators, and internal stakeholders to provide feedback before reviewing it with external stakeholders. For more information on the program prioritization process or to get involved, contact Program Quality Manager Chet Andes at chet.andes@cte.idaho.gov.



Secondary



4,052
TOTAL ENROLLMENTS

224
CTE CONCENTRATORS

54
TOTAL PROGRAMS

522
SKILL STACK BADGES EARNED

19
SCHOOL DISTRICTS

1
CAREER TECHNICAL SCHOOL

AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry

Apprenticeships



Workforce Training Center



2,513
WTC HEADCOUNT

Employer Spotlight

Nez Perce Tribal Enterprises

Lewiston, Idaho

Type of industry: Hospitality and gaming

Employees: 254

Training need: To improve the overall customer experience, Nez Perce Tribal Enterprises identified a need for training on customer service, new employee onboarding, recruitment and retention, and developing new supervisors.

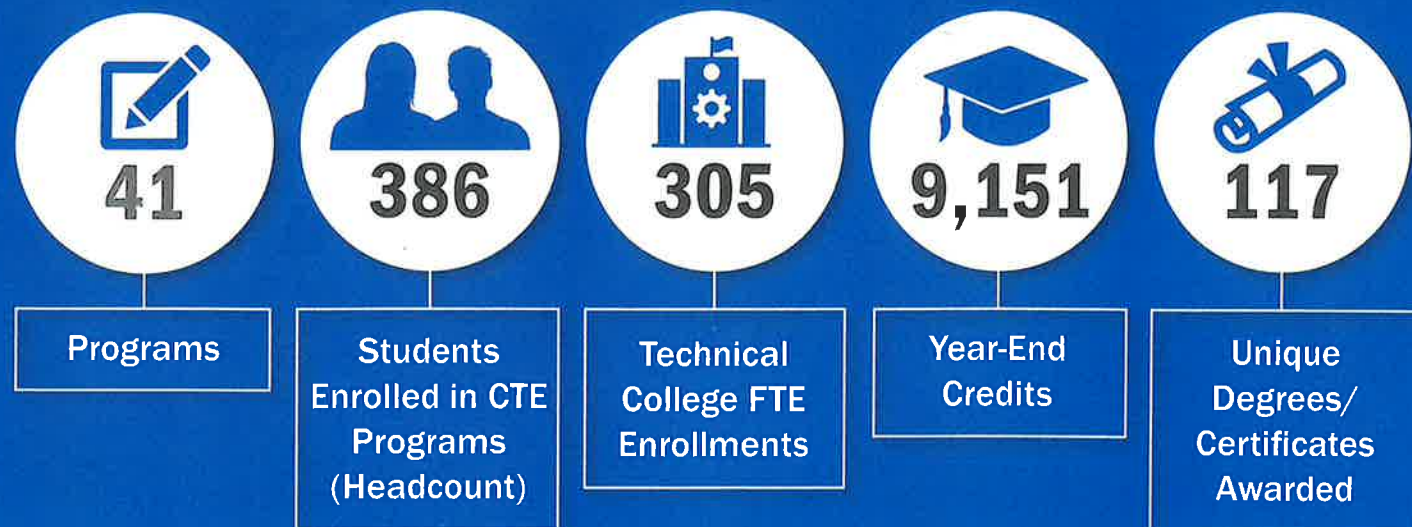
How WTC delivered: The Nez Perce Tribe contacted Lewis-Clark State College's (LCSC) Workforce Training Center to develop a course to help their employees in several areas. A targeted needs assessment was conducted, and a customized curriculum was developed to communicate and reinforce the company's training goals. Employees can use these transferable anywhere within the organization.

LCSC's Workforce Training Center has provided our staff great opportunities to learn and enhance their abilities in the workplace. We highly value our relationship with the WTC program and their ability to provide education and training to our staff here at the Nez Perce Tribal Enterprises.

- Julian Matthews,
HR manager,
Nez Perce Tribal Enterprises



Postsecondary—Lewis-Clark State College





Relationships, certifications lead to 100% job placement for Diesel Technology program

Diesel mechanic John Montana knows firsthand how difficult it is to find skilled workers, especially for in-demand professions. In fact, his inability to find and hire qualified workers is what drove him to become a teacher in the first place (see sidebar).

“I couldn’t hire decent help,” said Montana. “I was training new employees on the job anyway for about 10 or 11 years, so when Canyon-Owyhee School Service Agency’s (COSSA) old diesel technology teacher retired in 1999, I figured I’d give teaching a try.”

Though Montana started teaching part-time, he soon discovered he loved working with the kids and was teaching full-time by his second year. In the two decades since, Montana has cultivated relationships with about a dozen farm implement companies, several of whom employ Montana’s former students. These relationships benefit students and businesses alike—in many ways.

First, industry partners like John Deere, Kenworth, Peterbilt, Agri-Service, Caterpillar, and Mountain View Equipment are always willing to drop off equipment and provide opportunities

for students to develop their skills via job shadowing and internships. They know they’ll be able to hire skilled workers from the talent pool Montana produces, so they’re willing to help his students develop career readiness skills by conducting mock job interviews or reviewing student resumes.

Second, industry partners provide additional feedback about new workers’ skills and what needs to change or be updated in the program to prepare students for their careers. This also helps ensure Montana himself stays current.

“That’s one positive thing about these kids staying local; they’re an excellent reference for me,” said Montana. “I don’t get to work out in the field like I used to, so I bounce stuff off my former students all the time. I know I can call any of them up and ask, ‘What have you run across?’ or ‘We’ve got this truck in here that’s doing this and this; have you seen anything like that?’”

Most importantly, these relationships have resulted in 100% job placement over the past 14 years.

“Because the program teaches to NATEF standards, students can earn industry-

“If a student walks out of a CTE program with these certifications, they can walk into a job immediately.”
- Patricia Frahm

recognized certifications in electrical engines, transmissions, engine repair, brakes, and preventative maintenance,” said Montana. “Students can also earn their OSHA 10 card and SP2 Safety and Pollution Prevention training certificates while still in high school. That means students may not need a lot of on-the-job training after they graduate.”

This is a huge advantage to not only students but their employers as well.

“If there are 50 applicants for a job and you have these certificates—especially the safety certificates—you’ll move to the top of the list because it cuts down on the number of hours an employer has to train you, and you can get right to work,” said Montana.

COSSA’s principal, Patricia Frahm, says the importance of this foundation can’t be overstated.

“If a student walks out of a CTE program with these certifications, they can walk into a job immediately, and if they decide to go on to college, it gives them a skill they can use to pay their way through school,” said Frahm. “They also learn work ethic and accountability in the process—things that can help them for the rest of their lives.”



BECOME A CTE EDUCATOR!

Some CTE educators train in a formal college preparatory program; others come to the classroom after acquiring valuable experience in their industry. But all CTE educators feel called to prepare Idaho’s youth and adults for high-skill, in-demand careers. Regardless of your education or experience, there’s a route to becoming a CTE educator that’s right for you. Whether you’re finishing college, are already certified to teach in Idaho, or are considering teaching as a second or third career, our knowledgeable Educator Certification and Professional Development teams can help you become certified to teach CTE in Idaho.

To learn more, visit <https://cte.idaho.gov/educators-5/become-a-cte-educator/> or email certification@cte.idaho.gov.



Secondary

3,201
CTE
CONCENTRATORS

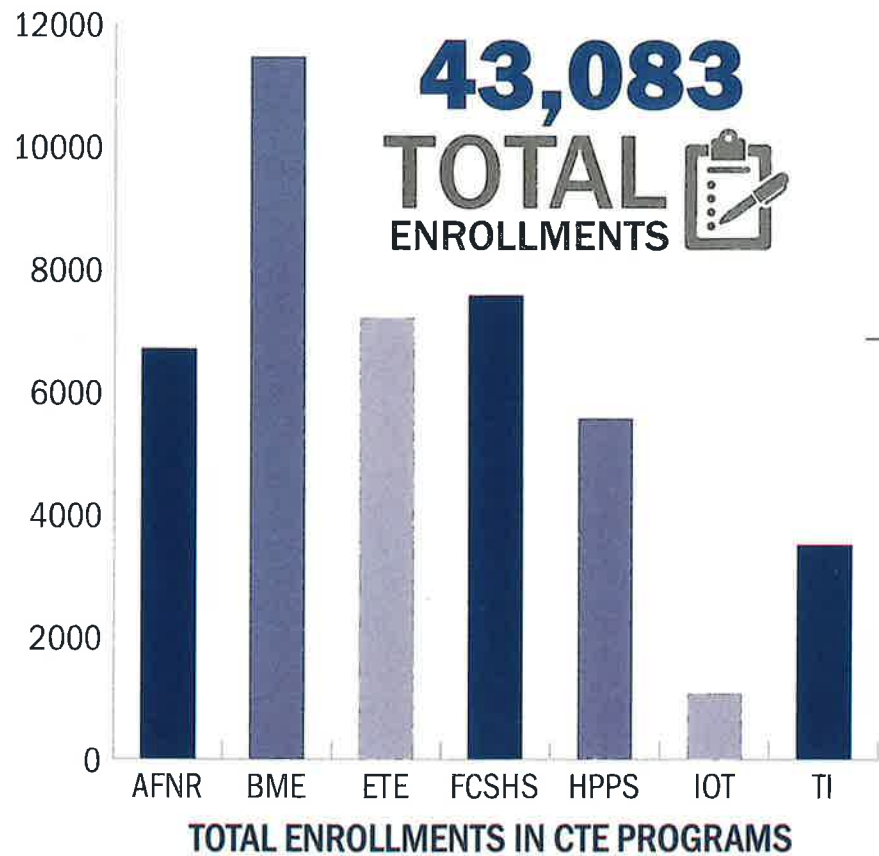
376
TOTAL
PROGRAMS

9,268
SKILL
STACK
BADGES EARNED

53
SCHOOL
DISTRICTS

8
CAREER TECHNICAL
SCHOOLS

43,083
TOTAL
ENROLLMENTS



AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry

Apprenticeships



Workforce Training Center



5,878
WTC HEADCOUNT

Employer Spotlight

In Time Tec

Meridian, Idaho

Type of Industry: Information technology, software services

Employees: 130 in the United States

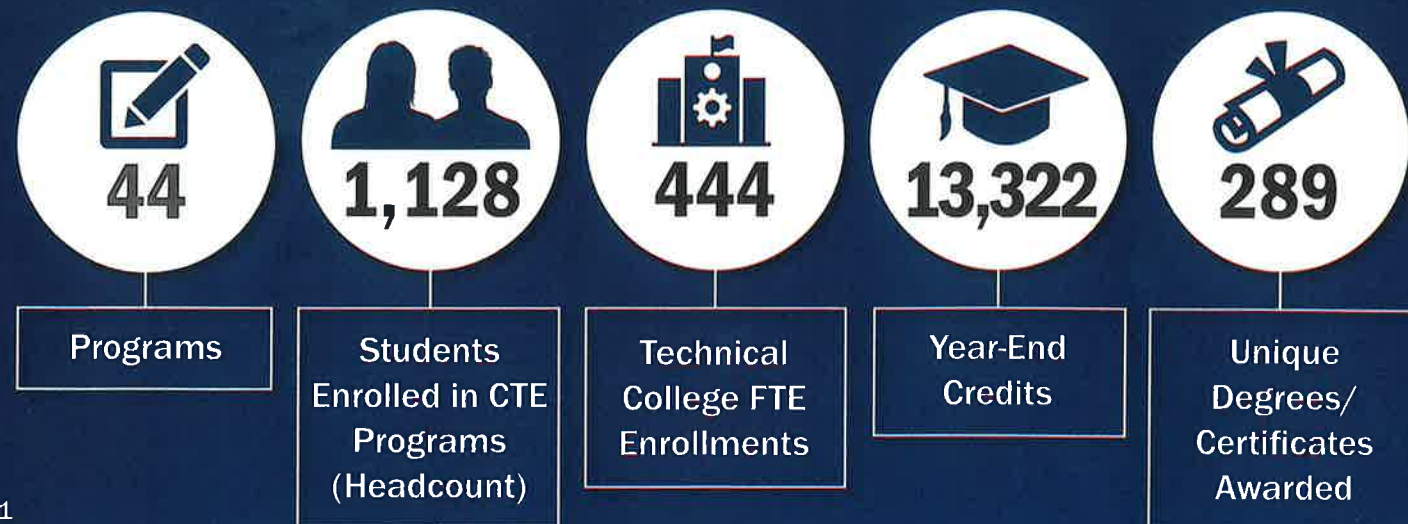
Training need: In Time Tec provides software development services. A lack of qualified DevOps engineer candidates meant that In Time Tech needed to train their developers in Amazon Web Services (AWS) and Azure DevOps to increase their ability to serve their clients.

How the WTC delivered: Four software development engineers were enrolled in the AWS Cloud Foundations course in fall 2021. In addition to developing critical skill competencies in AWS Cloud Computing and preparing for the AWS Certified Cloud Practitioner exam, they received a voucher for half the exam cost.

“ We could train our engineers more effectively in DevOps and fill the need for DevOps engineers. We are a software development services company, and our clients are asking for DevOps engineers, which we cannot fill currently. The AWS Cloud Foundations course gave our web, mobile, and cloud software engineers a better understanding of the cloud and AWS.

- Robert Tuft, vice president of client success, In Time Tec

Postsecondary—College of Western Idaho





I wasn't really planning on going into construction, but it was something positive to do. I like learning, and I like the educational environment.

- Daniel Dives

SkillStack® and self-improvement are resident's formula for success

Self-improvement has always been important to Daniel Dives. When Dives worked for Metro by T-Mobile, he always strove to become a better manager and salesperson. But it wasn't until he read "Unlimited Power" by Tony Robbins and "The 7 Habits of Highly Effective People" by Stephen Covey that he unlocked his potential and realized that business wasn't about increasing your sales or moving product; it was about developing yourself spiritually, mentally, and physically and teaching others to do the same.

It's no surprise that Dives was one of 169 unique learners who earned the stacked Administrative Functions microcertification in SkillStack® last year (see sidebar). What is surprising is that he earned it at the Idaho State Correctional Center in Kuna.

Dives is one of 2,777 residents of the Idaho Department of Correction (IDOC) taking advantage of the opportunity to learn industry-recognized credentials and certifications while in residence in 2021. IDCTE partners with IDOC and Workforce Training Centers at each technical college to validate the credentials residents earn.

"Residents can leverage the skills they're learning to transition to the workforce," said Taylor Stump, IDCTE's SkillStack® and performance management coordinator. "Because the credits are transcribed through the technical colleges—and because they're demonstrating skills aligned with industry standards and credentials—they have a lot of credibility that can help residents upon reentry."

In addition to learning skills he can use to pursue his career goals upon his release, the classes Dives has taken while in residence have also helped him build his self-confidence. Dives, who has an associate degree in criminal justice,

never learned to use Microsoft Office programs, so he'd skip classes if he had to use PowerPoint or wouldn't speak up in meetings if he had to present.

"When I worked at Metro, we had to run reports two or three times a week. I didn't know how to create a report, so a lot of things didn't look right, but they let me wing it because I was good at other things," said Dives. "As a manager, I'd have rather had my reports look more professional. Had I known then what I know now, I'd have been more confident going to a meeting and saying, 'This is what I think.' Before, I would've stayed in the background a bit more because I wasn't confident enough to put myself forward."

Though Dives has always known he wanted to be an entrepreneur, he's also taken electrical wiring, electrical systems, and masonry courses through IDOC.

"I wasn't really planning on going into construction, but it was something positive to do. I like learning, and I like the educational environment," said Dives. "If you're going to take classes, you might as well give it your all."

Dives found he liked the hands-on nature of the construction classes and even earned certifications in electrical wiring, electrical systems technology and masonry from the National Center for Construction Education and Research.

"These classes helped me realize I have options and be more open-minded about my future," said Dives. "There are some guys who've been released and come back three times in the five years I've been here, and it's because they don't have any plans. They don't have any plans because they don't think they can do something different. But when you start to realize you are intelligent, you realize you can do these things. You can take these classes. You can have a different future."

WHAT IS SKILLSTACK®?

SkillStack® is Idaho's microcertification platform that allows educators to document, assess, and validate student skills using industry and disciplinary defined standards. Standards are developed for each badge through a collaborative process that engages industry, college/university faculty, secondary faculty, and other critical stakeholders.

HOW DO DIGITAL BADGES WORK?

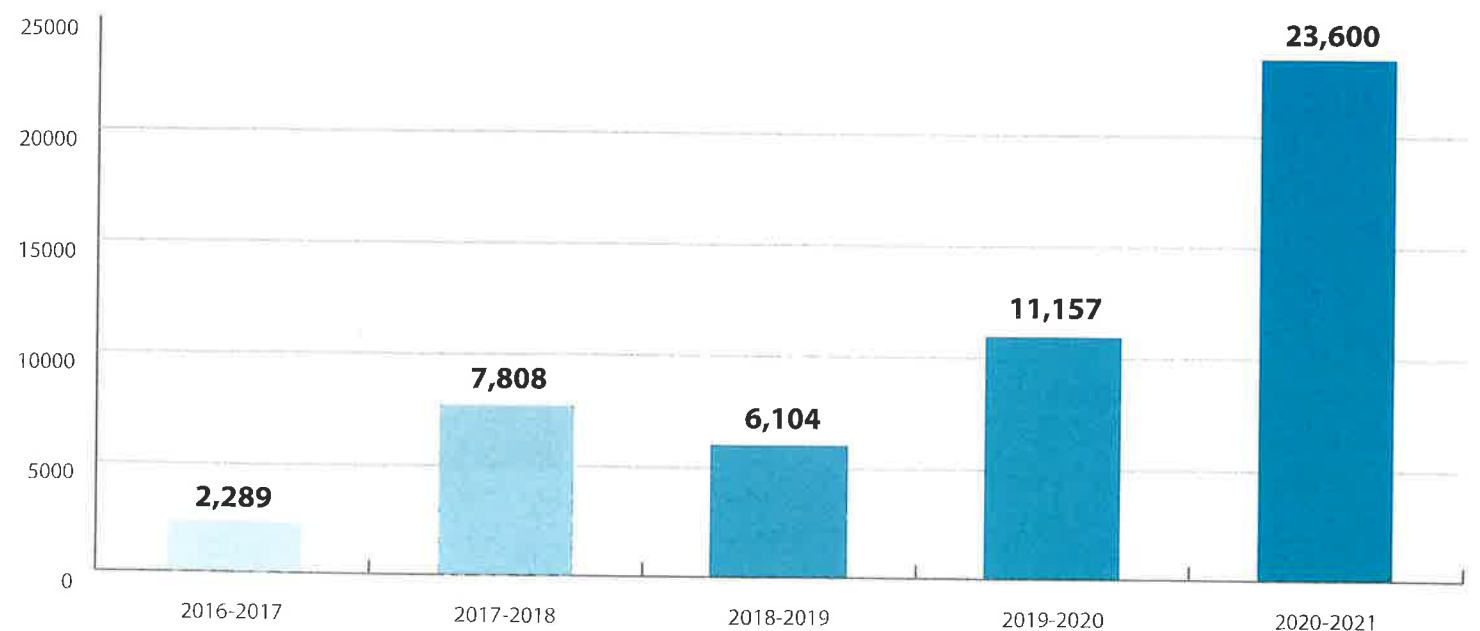
A microcertification is a recognized credential that confirms mastery of skills or concepts. Through demonstration and assessment, educators measure skills in SkillStack® that translate into a digital badge. Digital badges are a visual representation of a microcertification and are embedded with data that verifies an earner's skills and achievements.

WHO USES SKILLSTACK®?

Programs and partners use SkillStack® for a variety of purposes. IDOC uses it to help residents develop re-entry skills, while the Idaho Department of Juvenile Corrections uses it to help their residents with career exploration. Secondary CTE pathways use the system for credit articulation and assessment validation, and postsecondary institutions stack the microcertifications so students can earn certificates or degrees. Workforce Training Centers use SkillStack® to track wage progression and local industry needs, and Boise State University uses it to track its employees' professional development.

Statewide summary:

Over 18,000 students have earned microcertifications



CTSO highlights >13,000 AFFILIATED MEMBERS



Left to right: Madison Healy, Xavier Christy, Garrett Christensen, Lucy Christensen, Samuel Beutler, Annelly Magallanes, Madison Honn, Emma Pfaff, Liberty McGuire, Hannah Christensen, Kellen Nie, Shelby Hobbs, Michael Lin, Abigail Ballhagen, Kayla Hutchings, Audrey Norris, Claire Shelton, Kennedy Farden, Cassie Morey, Katie Heddon, Kayden Driggs, Cassie Moody, Jaden Dawdy, Shea McGuire, and Karyssa Gowans. Not pictured: Gretchen Pais and Cree Milliron.

Career Technical Student Organizations (CTSOs) are intra-curricular programs designed to help students develop skills and connections needed for their future careers. They're also a key component of quality CTE programs. CTSOs allow students to develop leadership skills through chapter, community, and statewide involvement. Through CTSO competitive and leadership events, students hone their technical and professional skills and can gain a competitive advantage when applying for college and jobs. Idaho's seven CTSOs align with our six program areas and provide support and growth from secondary to postsecondary and beyond.

Accomplishments:

BPA: Of the 267 students who qualified for nationals, 32 were top 10 finalists and one student placed first in their event.

FCCLA: One chapter earned Exemplary Chapter recognition, 19 members completed the Power of One program, four members completed the Stand Up community service project, and 20 advisers were recognized for their years of service (10 one-year, four five-year, two 10-year, one 25-year, and three 30-year).

FFA: 206 State Degrees and 33 American Degrees were earned, and three members qualified as national finalists for proficiency awards.

DECA: Several teams from across the state are participating in the first Idaho DECA Marketing Challenge. This contest gives students real-world experience by creating a marketing plan for Next Steps Idaho.

HOSA: Advisor Carie Staub of Meridian Medical Arts Charter High School was inducted into the HOSA Hall of Fame. In addition, two postsecondary students and eight secondary students earned top awards and honors at the international conference.

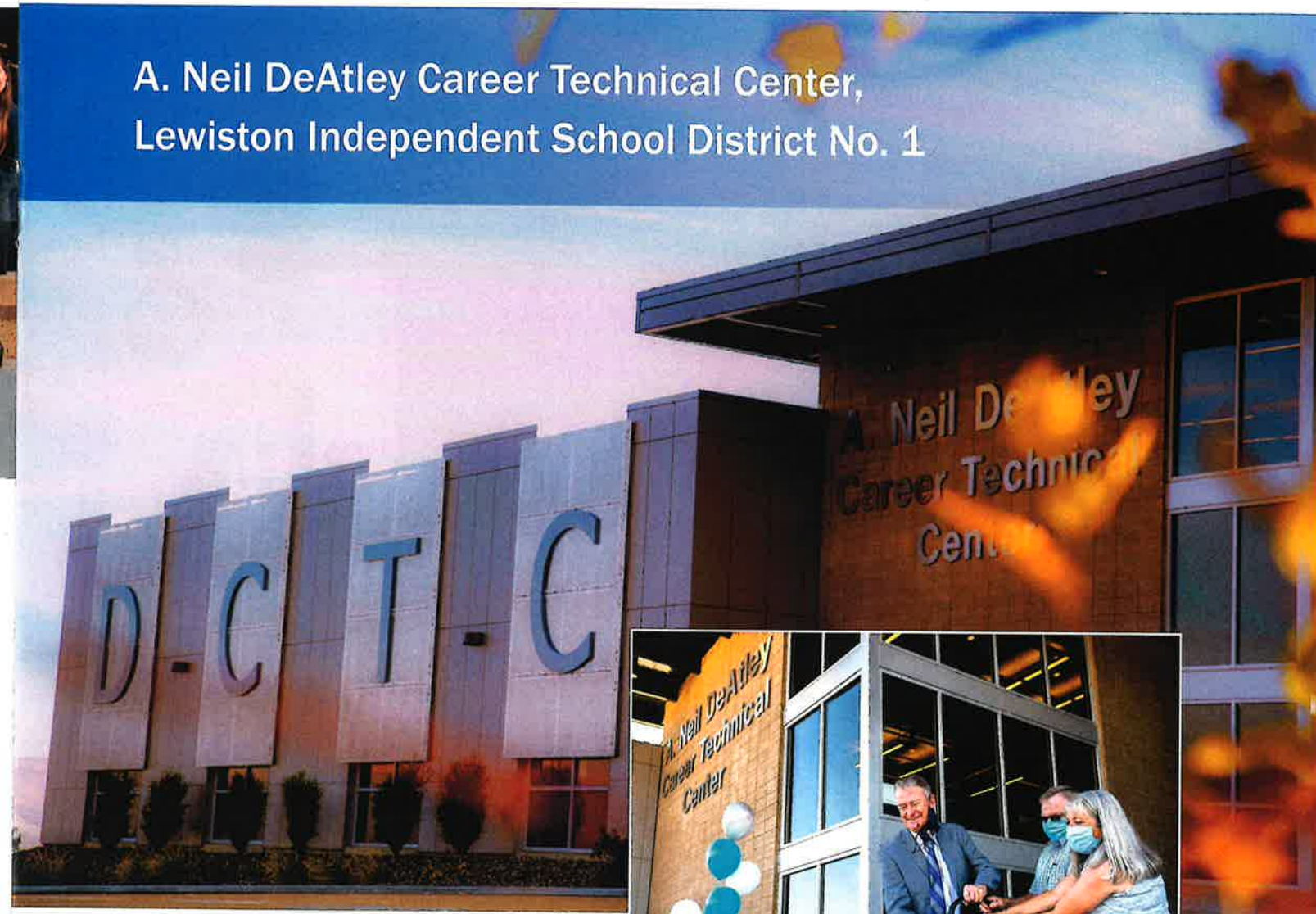
SkillsUSA: The state association earned the Gold-Level Standards of Excellence Award for the second consecutive year.

TSA: 17 members qualified and competed in 13 events at the TSA National Leadership Conference.

- 430 total chapters
- 9,524 affiliated members
- 3,661 State Conference attendees
- 1,359 National Leadership Conference, International Leadership Conference, or International Career Development Conference attendees
- 2 National/International Officer candidates
- 1 National/International Officer elected

New secondary CTE facility

A. Neil DeAtley Career Technical Center,
Lewiston Independent School District No. 1



Size: 40,000 square feet



Cost: \$10 million



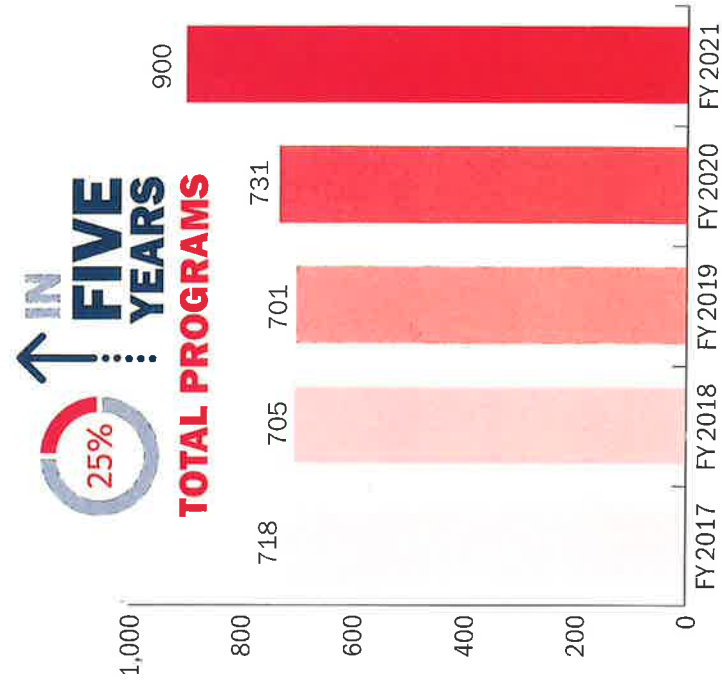
Programs housed: Automotive Maintenance and Light Repair, Construction Trades, Hospitality Services, Marketing, Nursing Assistant, Pharmacy Technician, Precision Machining, and Pre-Engineering



Major donors: Brien, Shelly, and Patricia DeAtley donated \$2 million.



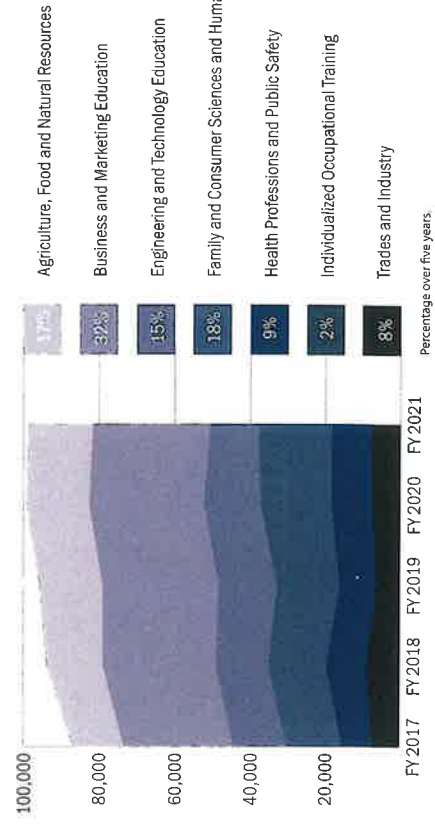
secondary



149
SCHOOL
DISTRICTS

17
CAREER TECHNICAL
SCHOOLS
18,949 STUDENTS
OR **20%** ENROLLED

OVER 66,000
STUDENTS ENROLLED IN CTE PROGRAMS

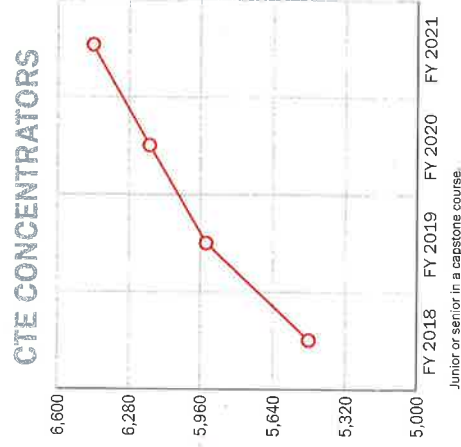


68%

OF ALL STUDENTS
TAKE CTE COURSES

16%

GROWTH IN
SECONDARY
CTE STUDENTS
OVER FIVE YEARS
COMPARED TO
10% GROWTH
STATEWIDE



ASSESSMENT
PASS RATES

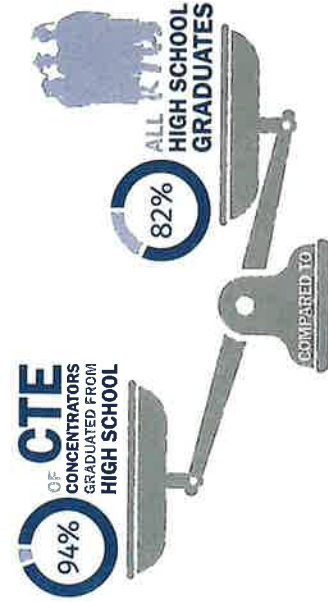
66%

TECHNICAL
SKILLS (TSA)

85%

WORKPLACE
READINESS (WRA)

94%
OF
CONCENTRATORS
GRADUATED FROM
HIGH SCHOOL



70%

OF
CTE CONCENTRATORS

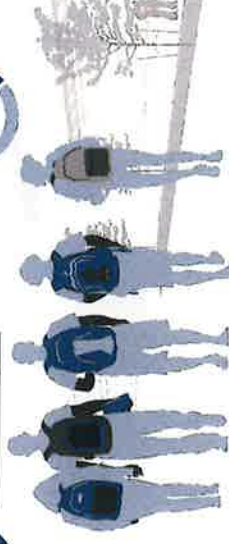
FOUND A JOB,
MOVED INTO
POSTSECONDARY EDUCATION,
OR WENT INTO
THE MILITARY

49%

OF HIGH SCHOOL
CTE CONCENTRATORS
WENT ON TO COLLEGE

38%

COMPARED TO
ALL IDAHO
GRADUATES

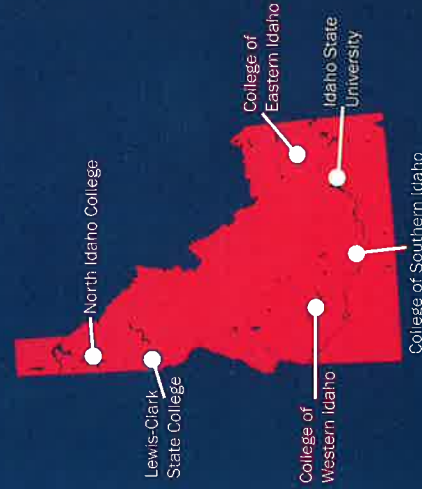


One-year data lag due to appeals.

Lower due to coronavirus. Prior data included self-reported survey data. New methodology matches OSBE (all data) and National Clearinghouse data.

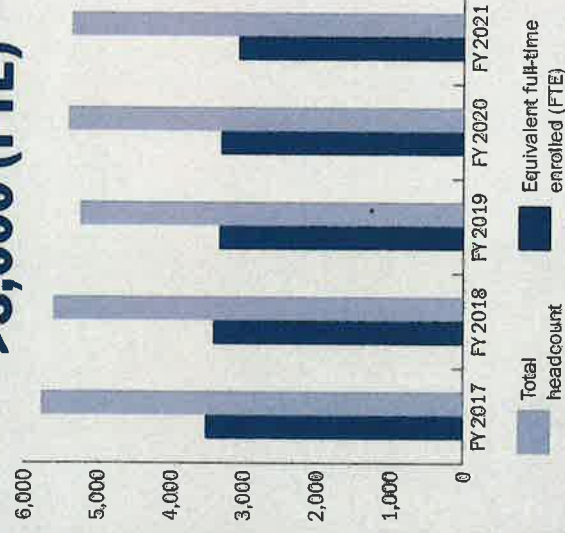
4
TECHNICAL
COLLEGES
at COMMUNITY COLLEGES

2
TECHNICAL
COLLEGES
at FOUR-YEAR COLLEGES



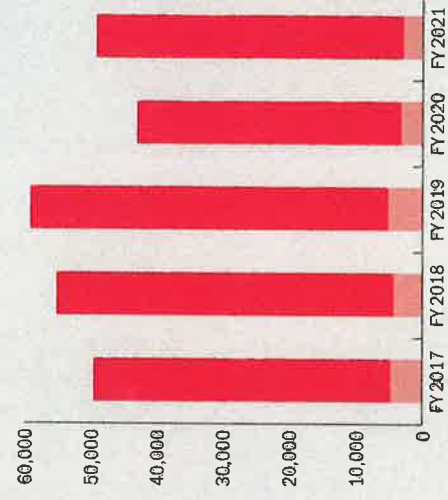
postsecondary

>5,300 STUDENTS
ENROLLED
>3,000 (FTE)



297 TOTAL
PROGRAMS

91,929
YEAR-END CREDITS



14%

INCREASE
IN ONE YEAR
>50,000/ FIVE YEAR AVERAGE
WTC AND FST
ENROLLMENTS



1,744
DEGREES/
CERTIFICATES AWARDED

9%

INCREASE

91%
OF TECHNICAL
COLLEGE COMPLETERS

FOUND JOBS,
CONTINUED
THEIR EDUCATION,
OR WENT INTO
THE MILITARY

90%

OBTAINED
EMPLOYMENT
RELATED
TO THEIR CTE TRAINING

New postsecondary CTE facilities

Schweitzer CTE Center



Size: 86,169 square feet



Cost: \$27 million



Programs housed: Auto Mechanics Technology, Computer Numerical Control Machining Technology, Engineering Technology, HVAC Technology, Industrial Electronics Technology, Industrial Maintenance/ Millwright Technology, and Information Technology



Major donors: Schweitzer Engineering Laboratories (SEL) donated \$2 million to the project, while SEL founder Edmund O. Schweitzer, III, and his wife Beatriz donated another \$1 million, as did the J.A. and Kathryn Albertson Family Foundation.

William M. and Karin A. Eames Advanced Technical Education and Innovations Complex



Size: 220,000 square feet



Cost: \$22 million



Programs housed: Automotive Technology, Auto Collision Repair and Refinishing, Diesel Technology, Computer Aided Design Drafting, Computerized Machining Technology, and Welding

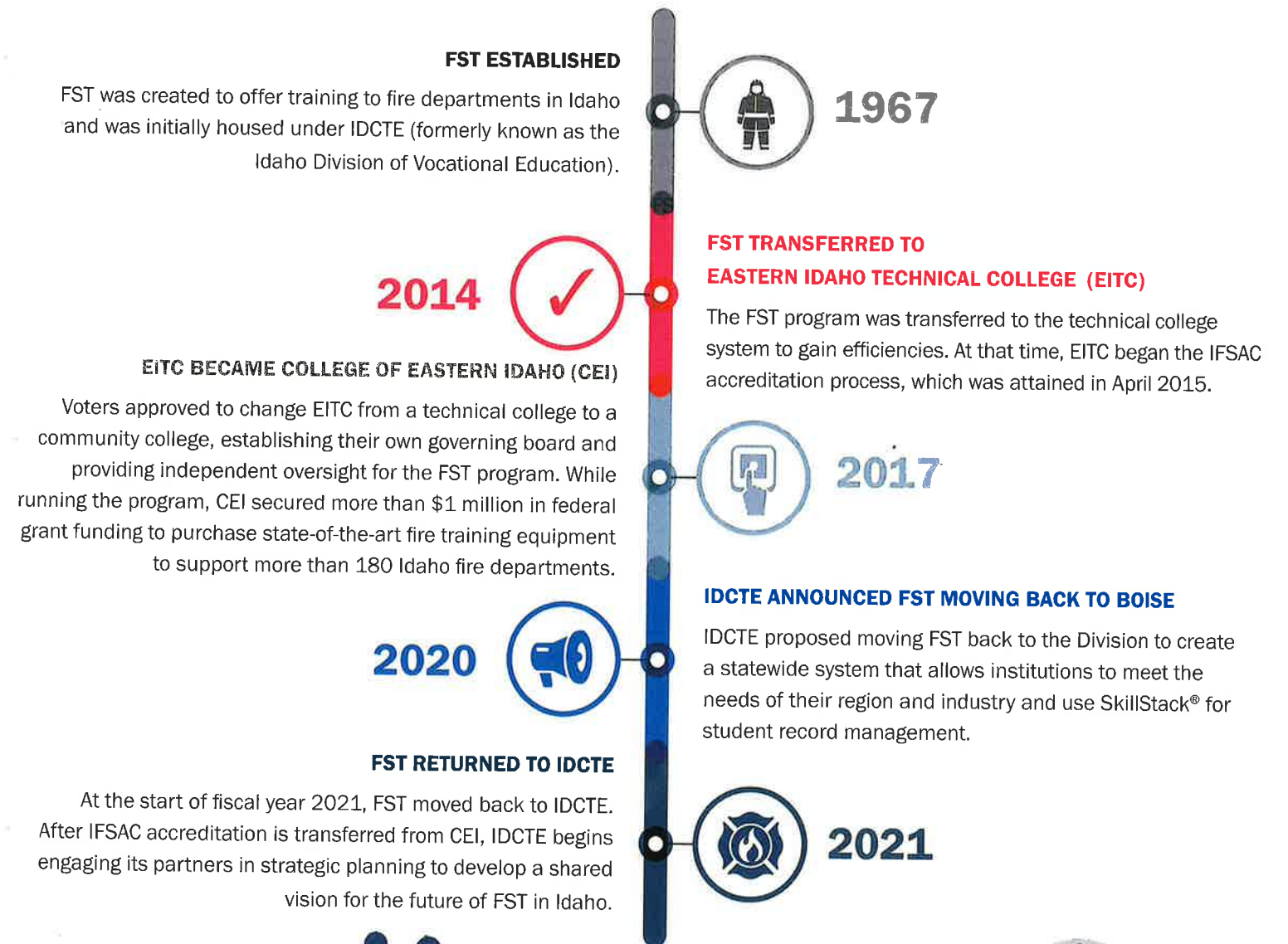


Major donors: William and Karin Eames donated \$2.5 million to the project, and the J.A. and Kathryn Albertson Family Foundation donated \$2 million.

Fire Service Training returns to IDCTE

Most of Idaho's fire protection services are provided by volunteer fire departments that operate on a limited budget and volunteer staff. And since Idaho has no state-mandated minimum training requirements for firefighters, it falls on each department to establish its own minimum standards. To help them provide quality training and safety practices consistent with National Fire Protection Association standards and current national best practices, Fire Service Training (FST) was established in 1967.

Since then, FST has grown from serving about 250 firefighters per year to an average of 4,000. FST also administers the International Fire Service Accreditation Congress (IFSAC) certification program, establishes instructor/evaluator development and qualification standards, maintains centralized student training records, supports a coordinated statewide, multi-agency training and testing calendar, and supports leadership and curriculum development for regions without fire training programs at their technical colleges.



AN AVERAGE OF **4,000** FIRE SERVICE TRAINING ENROLLMENTS OVER THE PAST FIVE YEARS



Hard work, determination, translate into career in phlebotomy

Maria Lopez always knew she wanted to be a nurse. In Mexico City, where she lived before coming to the United States, she even began taking classes. While Lopez didn't complete her studies, she never abandoned her dream. So when Lopez saw a flyer at the Mexican store advertising the Integrated Certified Nursing Assistant (I-CNA) course at the College of Southern Idaho (CSI), she knew this was an opportunity to make her dream a reality.

At CSI, the I-CNA program is offered through a partnership between its College and Career Readiness (CCR) and Workforce Development Center programs and the Health Science and Human Services department. It is designed to help non-native English speakers learn or improve their English while pursuing their CNA certification. Participants include English-language-learning U.S. citizens, refugees, immigrants, and foreign nationals from various national backgrounds, including countries in Africa, the Middle East, Asia, and Latin America.

"Because the program integrates English language and civics instruction into the standardized CNA curriculum, it takes a whole semester to complete, as opposed to the eight weeks of the general population version of the CNA class at CSI," said Philip Valenta, industry training coordinator for CCR. "Otherwise,

our students are completing the same clinicals and exams as the students of any other CNA section offered on campus."

The I-CNA program provides a dedicated English Language Acquisition (ELA) instructor to help students improve their language skills and support them during their CNA instruction. The program also includes support outside the classroom, including securing funding assistance, figuring out transportation and childcare options, and creating study groups. And because the cohorts are small—about 10 students are served each semester—CCR can follow up with program graduates to see how they're doing, personally and professionally. The program was perfect for Lopez, so she enrolled on Jan. 10, 2021.

Lopez, who has been in the U.S. for 26 years, found the customer service and guest relations skills she acquired working at a casino, first as a housekeeper, then as a desk clerk, translated well to being a CNA. But studying medical terminology in her second language proved to be particularly challenging. Fortunately, her children, ages 17, 35, and 38, have been supportive and encouraging.

"They've been incredible. I'm 56, so going back to school was a little hard, especially at my age. But when I begin something, I don't stop," said Lopez.

I had the best teachers. Every patient is different, and they showed me so many ways to get the job done and make sure every patient has a good experience.

- Maria Lopez

"Sometimes, I'd take a picture of something I didn't understand and send it to my daughter-in-law and have her explain it to me."

Lopez also studied with her youngest daughter.

"She'll be graduating early in February, and she wants to be a CNA, too," said Lopez. "She helps me a lot, and I always practice with her."

In addition to support from her family, Lopez also appreciates the help she received from her instructors at CSI.

"I had the best teachers. Every patient is different, and they showed me so many ways to get the job done and make sure every patient has a good experience," said Lopez. "They made everything look so easy, but they also made me feel like I could do it. They were so encouraging."

Through hard work and determination, Lopez finished the I-CNA program in June and passed her exams in August. After getting hired as a CNA at St. Luke's Magic Valley in September, Lopez decided to take the 80-hour phlebotomy course at CSI, which she completed in December. She continues to improve her



skills—in both nursing and English.

"When I was taking the CNA course, I had to read some chapters four or five times in English and one or two times in Spanish. I even downloaded a translation app on my phone to help me," said Lopez. "But now, in my phlebotomy class, I need minimal translation to understand."

Lopez loves her new job, but she hasn't forgotten the importance of customer service and hard work.

"It doesn't matter what language you speak," said Lopez. "It matters how you do your job, how you handle difficult situations, and how you choose to care for people."



ADULT EDUCATION IN IDAHO

Nearly 3,000 adults were served by the adult education programs IDCTE oversees. These programs are designed to help Idahoans over age 16 who aren't currently enrolled in a public high school obtain the education and training they need to achieve their career goals. Services like the program Maria Lopez was enrolled in at CSI are offered through our partners at Idaho's six technical colleges and are designed to meet the specialized needs of adult learners:

Adult education

This free service can help adults improve their math, reading, writing, and English language skills. These services are available to any adult—even high school or college graduates—with skills below the 12th-grade level. Adult education programs also serve students learning to read, write, and speak the English language.

Centers for New Directions (CND)

CNDs are designed to help single parents and displaced homemakers complete the technical programs in which they are enrolled. Services include personal, career and educational counseling, assessment and testing, life-skills training, pre-employment preparation, and emergency financial assistance. See pp. 33-34 for more details.

GED testing

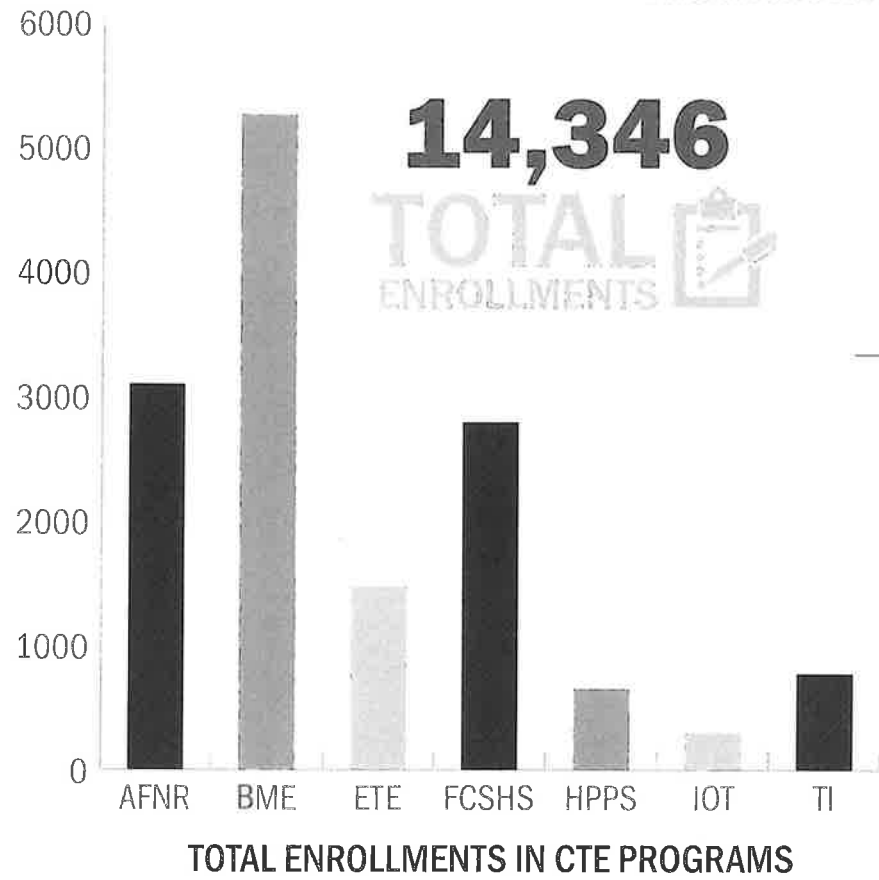
The GED is a series of four tests that indicate whether someone has achieved a high school level of education. A high school diploma or equivalent—like the GED—is required for many jobs or to pursue post-secondary education.

Workforce Training Network (WTN)

WTN's mission is to coordinate the delivery of statewide customized training to meet the needs of Idaho's employers and citizens. Programs can be customized to help employers fill gaps in their workforce or retrain and upskill employees.

For more information on Idaho's adult education programs, contact Korey Mereness, program director of adult education and GED, at korey.mereness@cte.idaho.gov or visit <https://cte.idaho.gov/programs-2/postsecondary-and-adult-education/>.

Secondary



824
CTE
CONCENTRATORS

153
TOTAL
PROGRAMS

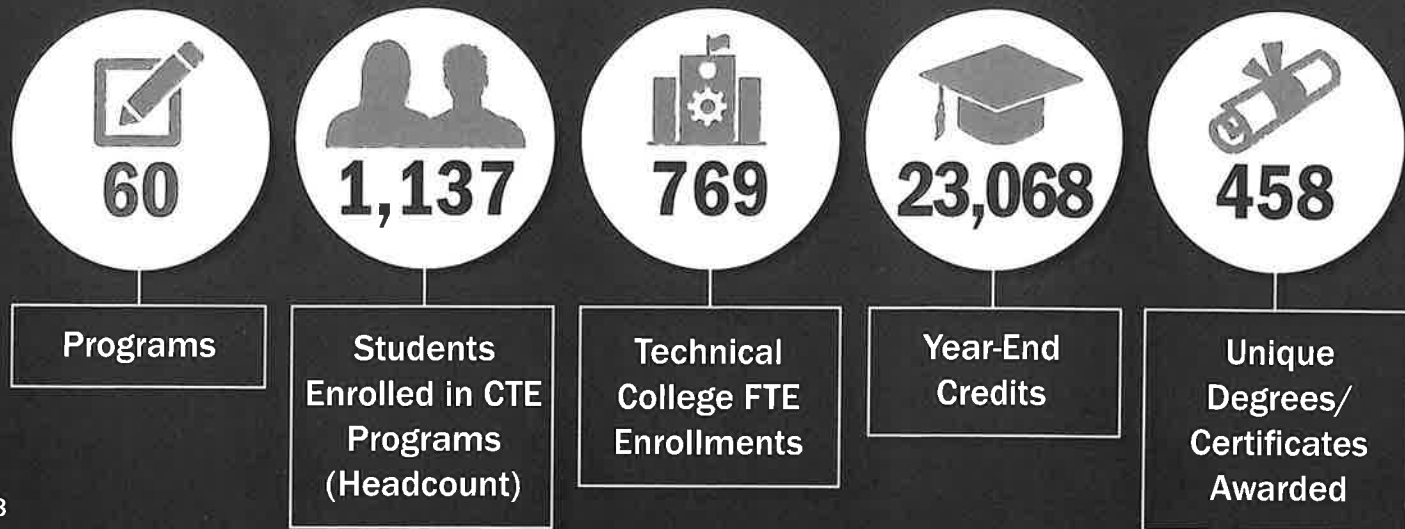
3,331
SKILL
STACK
BADGES EARNED

25
SCHOOL
DISTRICTS

1
CAREER TECHNICAL
SCHOOL

AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry

Postsecondary—College of Southern Idaho



Apprenticeships



Workforce Training Center



7,992
WTC HEADCOUNT

Employer Spotlight

Minidoka Memorial Hospital

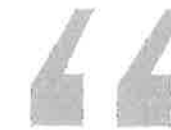
Rupert, Idaho

Type of Industry: Healthcare

Employees: 305 full-time employees and over 400 part-time or PRN employees

Training need: Minidoka Memorial is a county-owned critical access hospital that includes a long-term care facility and a rural health clinic on its facility campus. They currently employ a broad scope of medical professionals from entry level to specialized doctors to meet the needs of their growing rural county.

How WTC delivered: The College of Southern Idaho's (CSI) Workforce Training Center (WTC) collaborates closely with Minidoka Memorial Hospital as an employer and clinical facility for CNA and phlebotomy students. In addition to training, CSI's WTC partners with Minidoka as an American Heart Association site to train new CPR instructors and maintain certifications for existing instructors.



Being the premier healthcare organization that delivers exceptional care close to home while progressively meeting the needs of our growing community is our continuing priority. Having the opportunity to collaboratively work with CSI and my peers is one way we can accomplish our goals. Sharing our knowledge and ambition helped keep student healthcare programs on course for graduation during the COVID-19 pandemic. Investing in our students today produces employees invested in our future.

- Jennifer Titus, director of education, Minidoka Memorial Hospital





High school fire program helps fill workforce need in the Portneuf Valley

When veteran firefighter Mark Brood agreed to do a presentation on volunteer firefighting at Pocatello High School in 2015, he had no idea where it would lead.

“Right after my presentation, I got hauled down to the principal’s office,” said Brood. “Lisa (Delonas) told me they had a first responder academy, but they didn’t have an EMT or a fire component. She asked if I would be interested in helping get it up and running. I guess it was a case of being in the right place at the right time.”

In his 29 years in the fire service, Brood had trained a lot of new firefighters, so he was up for the challenge. As an active fire chief with the North Bannock Fire Department, he could also rely on his industry connections to establish the program. Fortunately, Brood received much support from Superintendent Dr. Douglas Howell, the school board, the school district, and the fire community. Throughout Eastern Idaho, donations poured in, including turnouts (the protective gear worn by firefighters) from the city of Chubbuck, various equipment from the city of Pocatello, and fire hoses from the Idaho Falls Fire Department.

One of the reasons the community rallied around the program is the growing need for first responders and the fact that so many small communities in Idaho rely on the service of volunteer firefighters.

“In these communities, shopkeepers, farmers, ranchers, and neighbors just drop whatever they’re doing when the bell rings and hop on the fire truck as it goes by,” said Rhonda Naftz, career technical education administrator for School District No. 25. “It’s like training them to fulfill their civic duty. This CTE program can bring this service to smaller communities.”

The Pocatello/Chubbuck School District renovated a building to house the career technical school program and purchased a retired fire engine using Perkins funds. Brood built all the other props necessary for the program, so it was ready to accept its first students when the 2016-2017 school year began.

“When you walk into the classroom, I wanted it to feel like you were walking into a fire department,” said Brood. “I teach to International Fire Service Accreditation Congress (IFSAC) standards. We start each class with the textbook and didactics, then get into the skill work. We try to do everything just like in a fire department, including breaking the class into three platoons, each with its own captain.”

Every day, Brood’s students go through all the equipment to make sure it’s ready and even participate in timed drills, like putting on all their gear in under three minutes. Just like in a real fire department, they have competitions to



“The need for first responders is only going to increase as Idaho’s population grows, and this program helps to fill some of that need.”

- Mark Brood



see which platoon finishes first. Students also can assist on calls, do a ride-along and practice practical skills towards the end of the program.

Everything about the program is designed to ensure students are prepared to be first responders upon graduation. For example, Brood follows the Candidate Physical Ability Test curriculum, the recognized standard for measuring an individual’s ability to handle the physical demands of being a firefighter. Also, all students earn the National Heart Association CPR for Healthcare Providers certification. Finally, most students take the firefighting course as juniors and the EMT course as seniors because most fire departments require EMT certification.

Upon completion, students have received training to earn their IFSAC and National Wildfire Coordinating Group certifications in Hazardous Materials, Extrication, and Wildland Fire. Students still have to take the industry test, which involves the use of a specialized burn trailer. Students need to be 18 and graduated from high school to complete this component; this activity is usually completed the summer following graduation.



As proof of Brood’s students’ achievements, the SkillsUSA chapter he advises swept the podium during the 2019* state competition. After graduation, many of the students begin their careers with municipal or volunteer fire departments, the Bureau of Land Management, or the U.S. Forest Service, and one student went on to graduate from the Idaho Police Officer Standards Training.

“The need for first responders is only going to increase as Idaho’s population grows, and this program helps to fill some of that need,” said Brood. “Now that we’re six years into the program, we’re starting to get success stories, which is really cool. I love it when you see a student achieve their goal, or even better, achieve something they didn’t think they could do.”



WHAT’S THE DIFFERENCE BETWEEN TRAINING AND CERTIFICATION?

Fire Service Training (FST) is the program that ensures Idaho fire departments have access to quality training and safety practices consistent with National Fire Protection Association standards and current national best practices (see p. 20).

Fire departments—or programs like Pocatello High School’s—train firefighters on the skills they need to perform their job duties successfully and safely. Once training is complete, the fire department chief or training officer will submit a certification exam request. Candidates must pass both a written exam and demonstrate they have mastered the requisite skills. Once a candidate has successfully passed their exams, the fire chief or training officer will sign the candidate’s certification test application to verify the applicant is adequately trained and qualified for the requested level of certification testing.

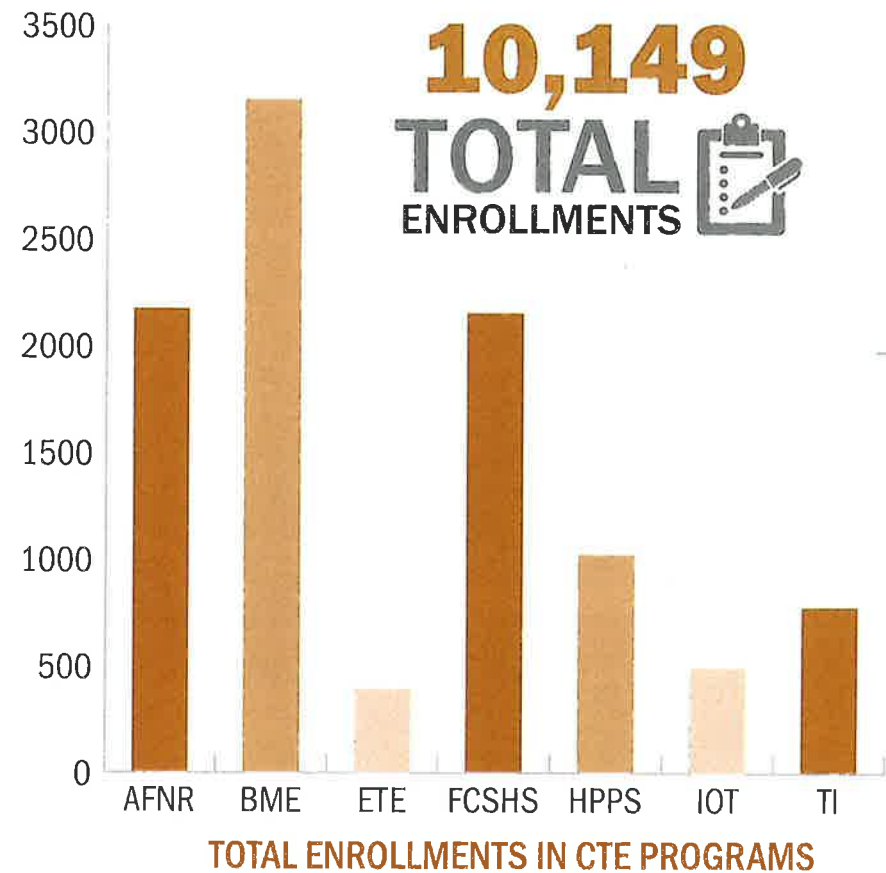
*Due to the COVID-19 pandemic, 2019 was the most recent year the SkillsUSA state competition was held in person.



Secondary

648
CTE
CONCENTRATORS

90
TOTAL
PROGRAMS



10,149
TOTAL
ENROLLMENTS

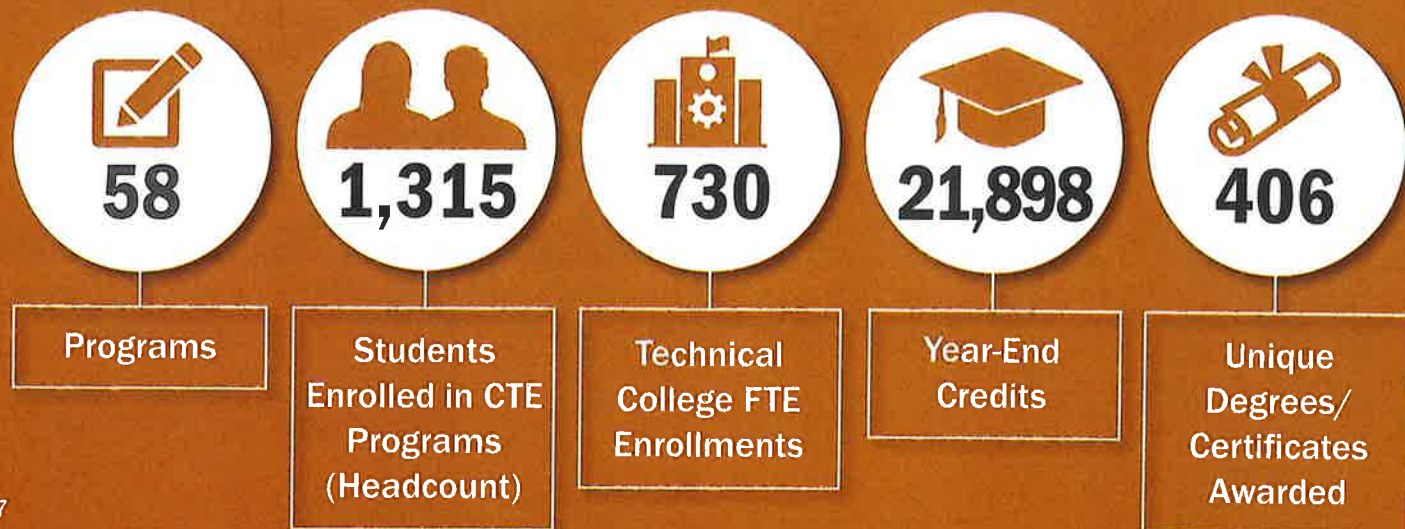
1,257
SKILL
STACK
BADGES EARNED

16
SCHOOL
DISTRICTS

3
CAREER TECHNICAL
SCHOOLS

AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry

Postsecondary—Idaho State University



Apprenticeships



Workforce Training Center



7,464
WTC HEADCOUNT

Employer Spotlight

Portneuf Medical Center

Pocatello, Idaho

Type of Industry: Healthcare

Employees: More than 1,300

Training need: Emergency medical technicians in the emergency department need to be involved in patient care post transport to understand what happens once a patient arrives at the hospital. Connecting pre-hospital and in-hospital care is essential to understanding the continuity of care.

How the WTC delivered: These students' training at ISU allows them to quickly onboard for employment.



Portneuf Medical Center has provided outstanding support for our EMT training program, certificate programs, and clinical site training. We've collaborated on job training opportunities and future workforce training needs, and they're the title sponsor of our Emergency Management Conference. Their support is integral to the growth of health programs, which impacts our state and nation.

- Gary Salazar, director of continuing education and workforce development, ISU



Leadership Institute helps business educator achieve career goal, promote CTE

Twelve years ago, Shelley High School business educator Pam Kantack was a big proponent of every student needing a college degree—until she saw what CTE programs were doing for students.

“I didn’t really understand what CTE was until I got into the schools,” said Kantack. “There are all these different pathways that allow students to explore what they love without spending a lot of money to get the training they need to enter the workforce.”

Since then, Kantack has been an ardent supporter of CTE programs and was eager to help more administrators, teachers, parents, and students see their value. So when she received an email from the Idaho Division of Career Technical Education (IDCTE) promoting its Leadership Institute (see sidebar) program in 2017, she thought it would be a good way to champion CTE—and achieve her goal of becoming an administrator.

“I didn’t think I would be accepted, but I thought our school could benefit from more leadership on the CTE side, so I applied anyway,” said Kantack.

To her surprise, she was accepted. Over the next three years, Kantack balanced her responsibilities as a business educator with the requirements of the Leadership Institute program, which

included attending seminars on state and national CTE policy, completing the Idaho Association of School Administrators Project Leadership program, creating a professional development plan to obtain an Idaho CTE administrator’s endorsement, and attending state and national meetings to expand her knowledge of CTE. Kantack said the state and national policy initiative was the most helpful of all the opportunities Leadership Institute provided.

“My overall goal was to make CTE a priority in our district, but I didn’t know how or who to talk to,” said Kantack. “Through Leadership Institute, I gained the confidence to talk to legislators, tell them what was going on in our classrooms, and ask for their support.”

Though the time commitment was at times intense, Kantack says the most challenging thing about the program was developing confidence in her leadership skills.

“It probably took until the second year of the program for me to realize I had the capability to be a leader, accept that power, and move forward with it,” said Kantack. “It was truly life-changing. I didn’t consider myself a leader before Leadership Institute, but my leadership qualities have tripled since I started.”



My overall goal was to make CTE a priority in our district. Through Leadership Institute, I gained the confidence to talk to legislators, tell them what was going on in our classrooms, and ask for their support.

- Pam Kantack



Kantack used her newfound confidence to ask her administration if she could teach part-time and spend the rest of her time serving as the school’s CTE administrator; he agreed. Kantack has also used what she learned through Leadership Institute in her new role as president-elect of Career Technical Educators of Idaho, the professional association for career technical educators, administrators, and stakeholders in Idaho.

Now that Kantack has graduated from Leadership Institute, she’s more driven than ever to elevate the perception of CTE and advocate for a career technical school in the Shelley School District.

“Now everybody in my school knows what CTE means, and they respect it,” said Kantack. “When people see what’s going on and what we’re producing, it’s making a difference.”



LEADERSHIP INSTITUTE



WHAT IS LEADERSHIP INSTITUTE?

Leadership Institute is a professional development experience to prepare upcoming leaders to face the opportunities and challenges of administering CTE programs. The three-year program is designed to increase participants’ knowledge, skills, and abilities in governance, policy and advocacy, leadership, and administration.

Up to five new cohort members are selected each year through an application-based, competitive process, and applicants must be nominated by and supported in their participation by their employer (an Idaho district or institution) and hold an ACTE membership.

Throughout the program, participants build and strengthen relationships with CTE thought leaders from across the state as they get exposure to leadership opportunities and earn university credits for their participation.

For more information about Leadership Institute, email professionaldevelopment@cte.idaho.gov or visit <https://cte.idaho.gov/educators-5/professional-development/leadership-institute/>.



Secondary

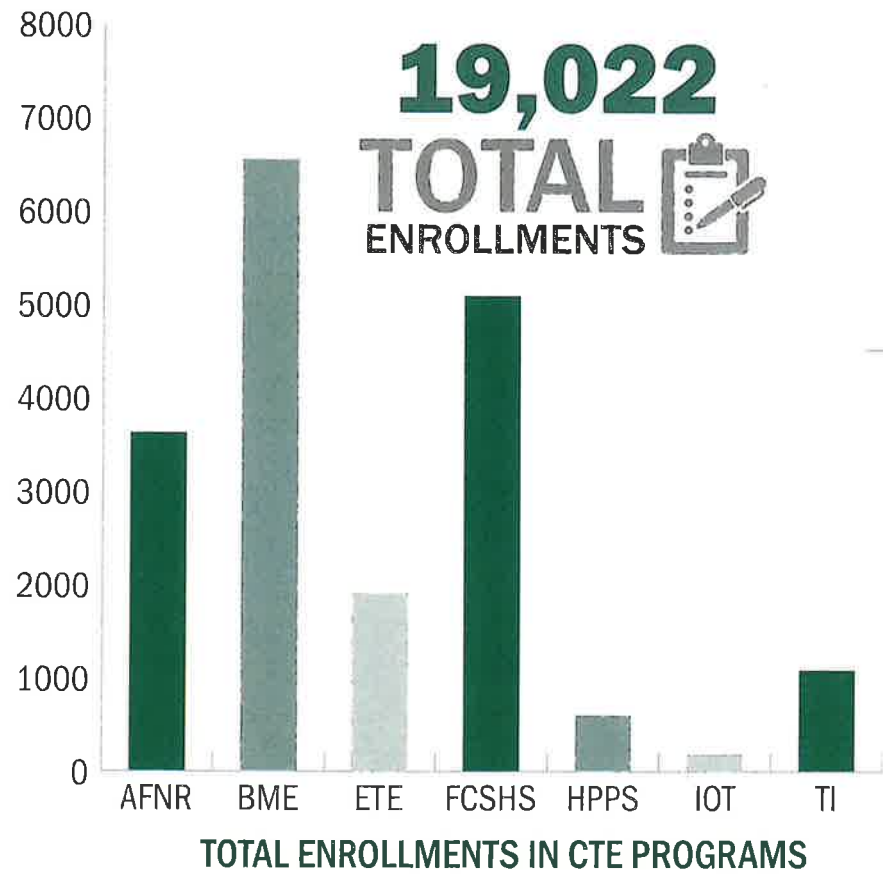
1,035
CTE
CONCENTRATORS

150
TOTAL
PROGRAMS

7,155
SKILL
STACK
BADGES EARNED

22
SCHOOL
DISTRICTS

3
CAREER TECHNICAL
SCHOOLS



19,022
TOTAL
ENROLLMENTS

AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry

Apprenticeships



Workforce Training Center



16,768
WTC HEADCOUNT

Employer Spotlight

Premier Technology, Inc.

Blackfoot, Idaho

Type of Industry: Custom fabrication

Employees: 320

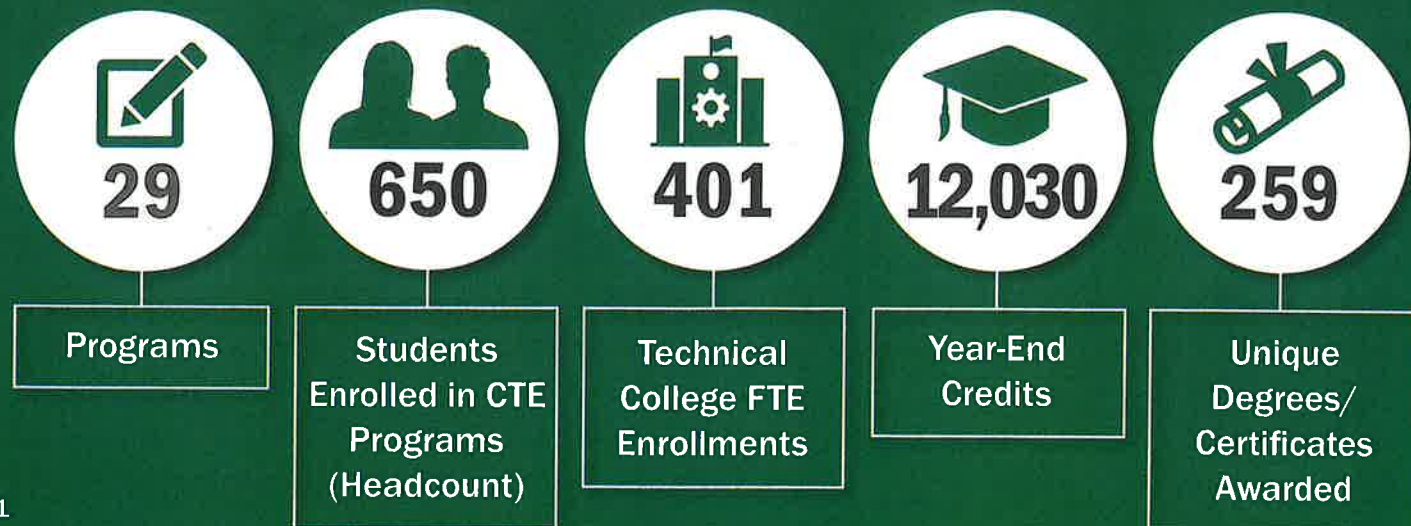
Training need: Premier is actively searching for qualified welders to meet their project workload. In addition, they have many other skilled trades and professional positions open. They asked for on-site training so their employees could be trained during work hours.

How the WTC delivered: The College of Eastern Idaho (CEI) met these needs with an advanced welding program held on campus and on-site. CEI also started a welding apprenticeship program for Premier employees last spring. Five employees completed their first year and will be starting their second year in 2022.

“The WTC program has been a great resource in training our craftsmen to become a valuable asset to our company.”
- David Phinney, production controller, Premier Technology, Inc.



Postsecondary—College of Eastern Idaho



Center for New Directions helps student finish program, support family

Josh Mortensen was making good money in construction. A father of three, Mortensen could easily work 15-hour days when he didn't have his kids, ages 11, 13, and 15. But when his ex-wife passed away, he found himself rethinking his career choice.

"I had to find a new job with more pay and fewer hours so I could take care of my kids," said Mortensen.

Mortensen heard about the Energy Systems Technology program at the College of Eastern Idaho from some acquaintances and was drawn to the challenge of the field and the fact that it was less labor-intensive than construction but still allowed him to work with his hands. He could complete the first year of his two-year program in Idaho Falls, where his kids were well established in their elementary, middle, and high schools. However, Mortensen had to complete the second year of his program at Idaho State University in Pocatello—a 100-mile commute round-trip. And he had to do it five days a week.

A few weeks after midterms, Mortensen received an unexpected bill in the mail. He didn't know how he would pay the bill and afford gas for his car, which was critical to his ability to attend classes. Fortunately, one of Mortensen's instructors told him about the Center for New Directions (CND) shortly before midterms. He remembered they offered emergency assistance scholarships to help students like him juggle the demands of completing their education while caring for them themselves and their families (see sidebar).

Mortensen used the scholarship to put gas in his car and complete the semester.

"The Center for New Directions helped me through a challenging time," said Mortensen. "Because of them, I didn't have to choose between putting fuel in my car and food in my kids' bellies."



Because of [the Center for New Directions], I didn't have to choose between putting fuel in my car and food in my kids' bellies.

- Josh Mortensen



Mortensen was grateful for the assistance and has since used the CND's career readiness services to help with his resume and prepare for job interviews. Mortensen attributes this support as one of the reasons he could secure an internship as an electrical and instrumentation technician at the J.R. Simplot company last summer.

"A lot of older students tend to think they need to carry everything on their shoulders, and they need help, but they don't know where to go," said Mortensen. "I think a lot of students would be surprised at what's available. Having someone point you in the right direction saves so much time, and it's really helped me take care of my kids while going to school."

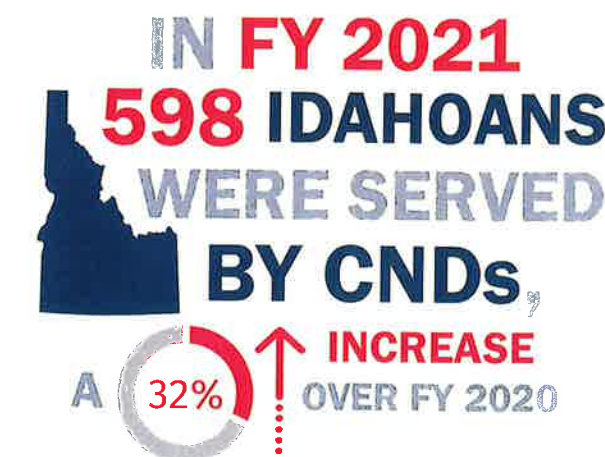
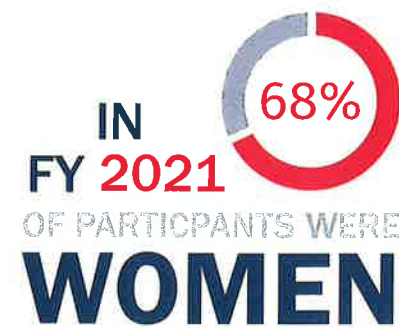
WHAT ARE THE CENTERS FOR NEW DIRECTIONS?

Idaho's six CNDs are located at each technical college and are designed to help students who are single parents or displaced homemakers receive the job training and skills they need to become self-sufficient. Less than half of Idaho's single parents are in the labor force, demonstrating a real need for CNDs to help these students overcome barriers to completing their courses or program.

CNDs are supported by dedicated funds generated by a \$20 fee for each divorce filing, totaling \$136,619 in fiscal year 2021. Each CND collaborates with the Department of Commerce, Department of Labor, Department of Health and Welfare, local job service offices, workforce investment boards, correctional facilities and technical colleges to avoid duplication of efforts and ensure each participant has access to:

- Job counseling services designed to leverage their existing skills and job experiences.
- Job training and placement services developed in cooperation with public and private employers.
- Assistance gaining admission to public and private job training programs.
- Health education and counseling services concerning preventative health care, mental health, substance abuse and other health care matters.
- Financial management services, including assistance regarding insurance, taxes, estate and probate problems, mortgages, loans and other related financial matters.
- Information about courses offering credit through secondary and postsecondary education programs.

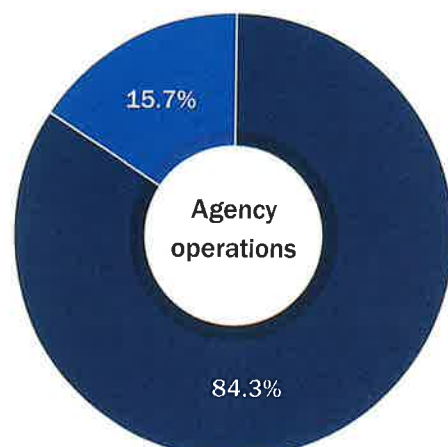
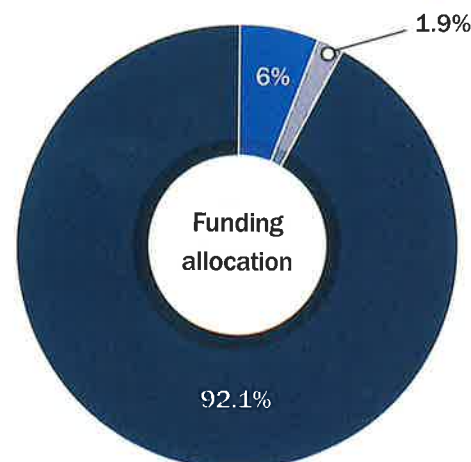
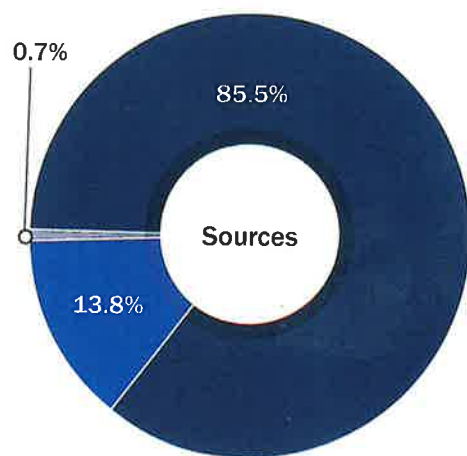
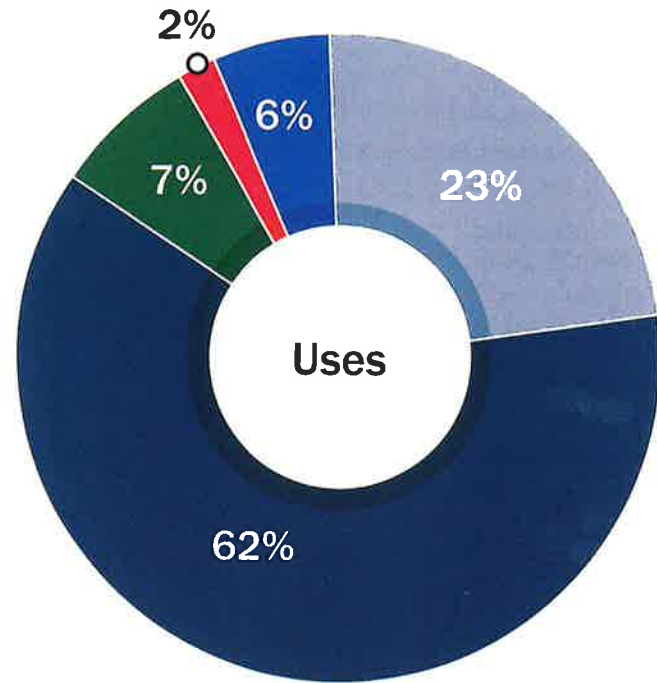
In addition to serving displaced homemakers and single parents, CNDs expand their services to support special populations and individuals preparing for nontraditional occupations. A nontraditional occupation has less than 25% gender representation in a field. CNDs increase awareness of these nontraditional careers and support students leading the way in these fields. Many CNDs provide nontraditional occupational students with scholarships, networking student groups, special STEM events, volunteer opportunities, and specialized career and personal counseling.



Financial overview

Administrative services	\$4,532,200
Personnel costs	3,819,500
Operating expenses	712,700
Secondary and general programs	\$17,528,400
Added-cost operating support	12,398,400
Perkins grant programs	3,809,900
Program Quality Initiative	657,500
Agriculture and Natural Resources	340,000
Workforce Readiness Incentives	190,000
Other programs	132,600
Postsecondary programs	\$46,734,800
Related programs	\$5,519,900
Adult education	3,365,900
Workforce Training Centers	1,148,000
Apprenticeship programs	530,300
Fire Service Training	223,900
Centers for New Directions	170,000
Other programs	81,800
Educator services	\$1,308,300
Teacher pipeline development	981,700
REACH conference	281,600
Leadership Institute	45,000

**IDCTE RECEIVED
\$75,623,600
IN APPROPRIATIONS
AND HAD 45 EMPLOYEES
FOR FY 2021**



- State funds
- Federal funds
- Other

- Program distributions
- Agency operations
- Program support

- Personnel costs
- Operation expenses

Looking forward

Keeping up with the growing demand for CTE means aligning our goals and priorities is more important than ever. In fiscal year 2022, the IDCTE team is structuring our work around five overarching goals:



Enhancing professional development and program recognition opportunities. In response to feedback from stakeholders and the desire to connect the dots between secondary, postsecondary, and employers, we'll be moving from a single annual professional development conference to three rotating regional conferences in 2022. This approach will allow secondary and postsecondary CTE educators to collaborate and connect while making and maintaining strong relationships with industry partners in their region. Partnering with our technical colleges also provides an opportunity for them to highlight their programs and facilities, which we hope will result in better program alignment and collaboration. We also look forward to highlighting the achievements of our secondary and postsecondary programs by reinstating our program awards and implementing awards for adult education programs.



Streamlining the CTE educator certification process. More demand for CTE programs means more demand for CTE educators. In addition to providing clearer guidance for industry professionals interested in teaching CTE, we'll also be identifying a digital certification platform to make it simpler for us to track and certify our occupationally certified teachers.



Facilitating regional relationships, program support, and employer engagement. When we look at CTE from a regional perspective, we can better understand workforce needs and prioritize resources accordingly. To that end, we're exploring the concept of regional versus program management. For example, rather than being responsible for agriculture or engineering, program quality managers would be responsible for one of the six educational regions and work with the middle school, secondary, postsecondary and industry partners in that region.



Establishing a program prioritization model and standards that support state and regional employer needs. In addition to understanding regional workforce needs, we also need to make sure our programs generate graduates with the skills to meet them. At the secondary level, that means updating program standards, adjusting our schedules and timelines to be more forward-thinking, aligning certifications for students and faculty, and adjusting funding levels as necessary. At the postsecondary level, we'll be exploring our methodology for postsecondary funding.



Ensuring our services and support meet our customers' needs. As we continue to facilitate two-way communication with our stakeholders, we'll be focusing specifically on promoting the value of SkillStack® to educators, employers and students, and enhancing the experience and usability of SkillStack®. And now that we've brought Fire Service Training (FST) back in-house, we'll be exploring how to become a Pro Board-accredited state, implementing a new record management system, and engaging our stakeholders in developing a strategic plan for FST.



As you can see, we have a lot of work ahead of us. But our commitment to our mission remains unwavering. **To prepare Idaho's youth and adults for high-skill, in-demand careers.**

