



IDAHO

**Division of
Professional-Technical Education**

Strategic Plan

FY2016-2020

Legal Authority

This strategic plan has been developed by the Division of Professional-Technical Education (DPTE) in compliance with Idaho Code, Title 67, Chapter 19, Sections 67-1901 through 67-1905, as amended. It supersedes all previous DPTE strategic plans.

Statutory authority for and definition of professional-technical education (PTE) is delineated in Idaho Code, Chapter 22, Sections 33-2201 through 33-2212. IDAPA 55 states the role of DPTE is to administer professional-technical education in Idaho and lists specific functions.

Mission

The mission of the Professional-Technical Education system is to prepare Idaho youth and adults for high skill, in-demand careers.

Vision

The vision of the Division of Professional-Technical Education 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.

Core Functions

- Administration
- Programs
- Technical assistance
- Fiscal oversight
- Research, planning, and performance management

External Factors

- Labor market and general economic conditions
- Lack of knowledge, perceptions, and stigma regarding career opportunities available through professional-technical education
- Availability of funds
- Policies, practices, legislation, and governance external to the Division
- Ability to attract and retain qualified instructors
- Local autonomy and regional distinctions including technical college institutional priorities/varied missions

Initiatives

1. Career Advising – Assist PTE students with their high school, post high school education, and career planning.
2. Program Standards Alignment – Align program standards to industry requirements. Serves as a foundational component to the long-term objective of seamless secondary to postsecondary transitions and SkillStack implementation.
3. PTE Digital – Expand the availability of identified PTE programs to students using an on-line or distance learning model, as appropriate.
4. Workplace Readiness – Assure workplace readiness skills are an integral component of all PTE programs and student technical skill sets.
5. Limited Occupational Specialists – Identify recruitment and retention issues among limited occupational specialists, including opportunities for the Division to promote more mentorship and support

Definitions

For the purposes of this document, terms and phrases are defined as follows:

- Advanced Opportunities: The State Board of Education recognizes four advanced opportunity programs:
 1. Advanced Placement® (AP)
 2. Dual Credit
 3. Technical Competency Credit (formerly known as Tech Prep)
 4. International Baccalaureate program
- Board of Education III.Y Policy: This policy provides program standards for advanced opportunities for secondary students by preparing secondary graduates for postsecondary programs and to enhance postsecondary goals.
- Completer: A college student who has graduated from a PTE program of study.
- Concentrator: A high school junior or senior in their final course of a sequence or pathway.
- ISEE: Idaho System for Educational Excellence

- Level gain: Measures skill improvement between a pre and post-test, using a state-approved assessment.
- NCHEMS: The National Center for Higher Education Management Systems
- Positive Placement: Transition to additional education, military, or job placement.
- Postsecondary: A credit bearing program beyond high school.
- PTE (Professional-Technical Education, sometimes referred to as Career and Technical Education): Cutting edge, rigorous and relevant education that prepares youth and adults for a wide range of high-wage, high-skill, in-demand careers.
- Secondary: Grades 9-12
- SkillStack: SkillStack is competency-based, online platform that will provide micro-certifications that lead to nationally recognized industry certifications and credentials. This will enhance the ability of students to effectively gain college credit while in high school.
- SLDS: Statewide Longitudinal Data System
- TSA (Technical Skill Assessment): An end of program assessment, often administered by a third party organization that provides a summative assessment of the student's technical knowledge and skills.
- Workforce training: Non-credit bearing training for basic entry level programs, workers who have lost their jobs, customized training for business and industry, upgrade training, related instruction for apprentices, and emergency services training for first responders.

Goals and Objectives

This plan is divided into three sections according to each of the Idaho State Board of Education's goals. The Division has crafted objectives, performance measures, and benchmarks that align with each of the Board's three goals.

Board Goal 1: A Well Educated Citizenry – Idaho's P-20 system will provide opportunities for individual advancement across Idaho's diverse population.

1. **PTE Objective: Image** – Improve statewide perceptions and understanding of professional-technical education to ensure that both professional-technical programs and careers will be valued by Idaho's students, parents and educators, leading to a talent pipeline that supports and is valued by Idaho's business and industry.

Performance Measure: Improvement in the image of professional-technical education and careers.

FY 2016 Benchmark: A marketing plan is developed, including benchmarks to evaluate success in improving PTE image.

2. **PTE Objective: Student Success** – Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements.

Performance Measure: Secondary and postsecondary student pass rate for Technical Skill Assessment (TSA).

FY 2016 Benchmarks:

Secondary: 75.6

Postsecondary: 92.5

Performance Measure: Positive placement rate of secondary concentrators and postsecondary program completers.

FY 2016 Benchmarks:

Secondary: 94.2

Postsecondary: 95.5

Sub-Performance Measure: Rate of secondary concentrators who transition to postsecondary education.

FY 2020 Benchmark: 70

Sub-Performance Measure: Placement rate of postsecondary program completers in jobs related to their training.

FY 2020 Benchmark: 65

Performance Measure: The percentage of postsecondary students at the six technical colleges who are enrolled in PTE programs.

Annual Benchmark: Identify baseline data

3. PTE Objective: Advanced Opportunities – Support State Board Policy III.Y by aligning similar first semester PTE programs among the technical colleges and ensuring that secondary program standards align to those postsecondary programs.

Performance Measure: Number of postsecondary programs that have aligned their first semester.

FY 2017 Benchmark: 10 programs are aligned

Performance Measure: The percent of secondary PTE concentrators who transition to postsecondary PTE programs.

FY 2016 Benchmark: Identify baseline data

4. PTE Objective: Academic Equivalency – Increase the number high school students who earn academic credits that meet graduation requirements through applied PTE courses.

Performance Measure: The number of PTE courses that are offered statewide as an option for meeting state non-elective graduation requirements.

FY 2016 Benchmark: Identify baseline data

Performance Measure: The number of high school students who incorporate PTE courses as part of their state non-elective graduation requirements.

FY 2016 Benchmark: Identify baseline data

Board Goal 2: Innovation and Economic Development – The educational system will provide an environment that facilitates the creation of practical and theoretical knowledge leading to new ideas.

5. PTE Objective: Leadership and Advocacy – Provide leadership and collaboration among state agencies, education and workforce partners to benefit the economic growth of Idaho’s businesses.

Performance Measure: Number of PTE partnerships that address workforce development challenges faced by Idaho’s businesses.

FY 2016 Benchmarks:

- i. PTE is the co-applicant for a Department of Labor (USDOL) Registered Apprenticeship grant (the grant is with the

- USDOL to create 300 new apprenticeships for students over 5 years)
- ii. Develop a standardized test among the technical colleges for the journeyman electrical apprenticeship program
 - iii. Number of successful Workforce Development Training Fund Sector grants, including application, award, and implementation
 - iv. Utilize a “Team Idaho” approach that coordinates the efforts of state agencies, local economic development entities, and education partners to develop workforce solutions for targeted industry sectors.

Performance Measure: Number of PTE presentations that advocate for alignment between education and the workforce through speaking events targeted to industry, education, students and the media.

FY 2016 Benchmark: PTE staff present at 15 events

6. PTE Objective: Talent Pipelines/Career Pathways – PTE students will successfully transition from high school and postsecondary education to the workplace through a statewide career pathways model. Workforce training will provide additional support in delivering skilled talent to Idaho’s employers.

Performance Measure: Implementation of competency-based SkillStack microcertifications (created using program standards).

FY 2016 Benchmarks:

- i. SkillStack is formally launched, supporting 5 PTE programs of study.
- ii. The process for Workforce Training and other non-credit instruction to utilize the SkillStack platform will be finalized.
- iii. Establish a baseline number of recognized credentials obtained by students.

FY 2017 Benchmark: Additional 5 programs of study will be added to SkillStack

FY 2018 Benchmark: The remaining programs of study for which standards are available will be added to SkillStack

Performance Measure: Number of postsecondary technical credits earned via Advanced Learning Opportunities process that satisfies graduation requirements for postsecondary technical programs.

FY 2016 Benchmark: Determine baseline and data collection methodology

Performance Measure: Number of program standards and outcomes that have industry endorsement and align with industry standards.

FY 2020 Benchmark: 100% of programs align to industry standards

Performance Measure: Percent of students who enter an occupation related to their workforce training (non-credit bearing training).

FY 2016 Benchmark: Establish baseline data

7. PTE Objective: Adult Basic Education (ABE) – ABE will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.

Performance Measure: The percent of ABE students making measurable improvements in basic skills necessary for employment, college, and training (i.e. - literacy, numeracy, English language, and workplace readiness).

FY 2020 Benchmark: 51% of reportable ABE students will demonstrate a level gain

Performance Measure: The percent of low-skilled adults provided with a viable alternative “entry point” for the workforce and Career Pathway system, who have a positive student placement after program exit.

FY 2020 Benchmarks:

- i. 50% of qualifying ABE students who were unemployed when they enrolled are employed by the second quarter after exiting the program
- ii. 35% of qualifying ABE students will enter a postsecondary college or training program within one year after exiting the program

8. PTE Objective: Centers for New Directions (CND) – CNDs will help foster positive student outcomes, provide community outreach events and workshops, as well as collaborate with other agencies.

Performance Measure: Percent of positive outcomes/retention that lead to completing a PTE program of study, entering employment or continuing their training.

Annual Benchmark: Maintain a 90% positive outcome rate or greater

Performance Measure: Number of institutional and community event/workshop hours provided annually that connect students to resources with other agencies, in addition to institutional resources.

Annual Benchmark: Maintain 5,000 contact hours of institutional and community event/workshops

Board Goal 3: Effective and Efficient Educational System – Ensure educational resources are coordinated throughout the state and used effectively.

9. PTE Objective: Technical assistance and support for PTE programs – Provide timely, accurate, and comprehensive support to PTE programs that meets the needs of administrators and instructors at both the secondary and postsecondary levels.

Performance Measure: The overall satisfaction levels of administrators and instructors with the support and assistance provided by PTE.

FY 2016 Benchmark: Develop a customer-satisfaction survey

10. PTE Objective: 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: Full implementation of Professional-Technical Education Management System (P-TEMS).

FY 2016 Benchmark: Launch P-TEMS

Performance Measure: Data accuracy and automation of the SLDS (postsecondary) and ISEE (secondary) data systems as it pertains to PTE.

FY 2017 Benchmark: Determine baseline of schools and institutions populating data fields accurately in these systems

Performance Measure: Incorporation of PTE Postsecondary teacher certifications into the Secondary database system to increase automation, accuracy, and standardization.

FY 2016 Benchmark: Begin transfer of postsecondary certifications and documents to the secondary SDE database

Performance Measure: Through on-site reviews, technical assistance, or other oversight mechanisms, the percent of secondary programs reviewed for quality and performance on an annual basis.

Annual Benchmark: 20% of programs

11. PTE Objective: Program Funding – Funding at the secondary and postsecondary levels will provide the necessary resources for high quality programs and be responsive to the needs of business and industry.

Performance Measure: A secondary funding model that includes performance-based funding.

FY 2017 Benchmark: Develop a plan for secondary funding that will be presented to the Board

Performance Measure: A postsecondary funding model that includes performance-based funding.

FY 2017 Benchmark: Develop a plan for postsecondary funding will be presented to the Board

12. PTE Objective: Highly Qualified Staff – The teacher preparation and certification process will provide for the recruitment and retention of quality PTE teachers.

Performance Measure: Number of qualified teachers in every program

FY 2020 Benchmark: Ensure all employed teachers in secondary/postsecondary PTE programs meet the appropriate endorsement standards

13. PTE Objective: Health Matters – Health Matters will result in a better educated citizenry and more efficient and positive service delivery to Idaho’s citizens by increasing their access to credible health resources, which include healthy lifestyle and behavior opportunities.

Performance Measure: Annual website hits

FY 2020 Benchmark: Increase total number of website hits by 10% from FY2016

14. PTE Objective: Certified Public Manager® (CPM) Program – The program will provide public employees with the skills and abilities to serve as effective leaders and managers at all levels of the public sector.

Performance Measure: Enrollment from non-participating state agencies .

FY 2020 Benchmark: Increase by a minimum of 10% from FY2016

Performance Measure: Enrollment of non-state government entities.

FY 2020 Benchmark: Increase by one participant for each new cohort track through 2020