

**WORK SESSION
FEBRUARY 19-20, 2025**

TAB	DESCRIPTION	ACTION
1	IDAHO DEPARTMENT OF CAREER TECHNICAL EDUCATION ANNUAL REPORT	Information Item

**WORK SESSION
FEBRUARY 19-20, 2025**

IDAHO DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Idaho Division of Career Technical Education (Division) – Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.
Annual Planning and Reporting
Chapter 22, title 33, Idaho code

BACKGROUND/DISCUSSION

Chapter 22, Title 33, Idaho code, establishes the State Board for Career Technical Education, authorizes the Board to appoint an administrator to the State Board for Career Technical Education, establishes the Division of Career Technical Education and defines career technical education and the career technical education delivery system in Idaho. The Division of Career Technical Education serves as the administrative agency, under said Administrator, for the Board and is responsible for the administration of Idaho’s career technical education system and implementing the Board’s policies and state and federal laws relative to career technical education. The Division provides leadership, administrative and technical assistance, and oversight for career technical education programs in Idaho’s public secondary (grade 7 through 12) schools and technical colleges on behalf of the Board.

For FY 2025, the Division is responsible for approximately \$57.2M in funding for postsecondary programs, \$27.5M for secondary and general programs (including CTE educator preparation), and an additional \$6.6M toward related programs such as adult education, workforce training centers, Centers for New Direction, apprenticeship programs, fire service training, and the STARS motorcycle training program. The Divisions annual report, see Attachment 1, provides details of program operations as well as program highlights and success stories.

In addition to the Division’s Board approved strategic plan, the Division has developed an operational framework, see Attachment 2, through stakeholder feedback, designed to help identify and implement strategies to move the needle on the Board’s strategic goals, as they relate to career technical education. The operational framework is a living document that is reviewed annually and updated based on continued stakeholder feedback and progress of the various strategies.

IMPACT

This annual report serves to provide a state of the Division update and inform the Board of the Division’s annual priorities in alignment with the Board’s strategic plan and how they are, and will be, used to guide the Division’s work.

ATTACHMENTS

**WORK SESSION
FEBRUARY 19-20, 2025**

Attachment 1 – Idaho Division of Career Technical Education 2024 Annual Report
Attachment 2 – Idaho Division of Career Technical Education Operational Plan
Attachment 3 – Idaho Division of Career Technical Education Board Presentation

BOARD ACTION

This item is for informational purposes only.



ANNUAL REPORT 2024

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

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Highlights

The Idaho Division of Career Technical Education (IDCTE) made significant strides in fiscal year 2024, enhancing support for educators and learners while strengthening partnerships with employers. These initiatives have fostered a more robust and responsive career technical education (CTE) system across the state.

Implemented the First Steps Standards Professional Development Course



IDCTE launched a professional development course to prepare educators to help students in grades seven and eight get the most out of their career exploration course. Statewide, 419 educators completed the course, which represents 67% of schools and 71% of local education agencies (LEAs) that offer courses in grades seven and eight.

Increased customer satisfaction



IDCTE achieved a notable increase in customer satisfaction through enhanced communication and support services, ensuring a positive experience for learners, teachers and employers alike.

Improved employer engagement



IDCTE strengthened relationships with local employers, continuing to better align educational programs with workforce needs and ensure learners are job-ready upon graduation.

Increased collaboration with partner agencies for apprenticeships



IDCTE fostered greater collaboration with partner agencies, expanding apprenticeship opportunities that connect learners with hands-on experiences in their chosen fields.

Supported new CTE teachers through First Camp



IDCTE supported the growing number of new CTE teachers through InSpIRE Ready! and First Camp new teacher training programs and offered resources and mentorship to foster confidence and effectiveness in the classroom.

Expanded staffing to support educators



During the 2024 legislative session, IDCTE was provided three additional positions to better assist new CTE teachers, providing them with the necessary resources and mentorship to help them be successful in their roles.

Expanded Adult Education through new Integrated Education and Training Programs



IDCTE launched innovative Integrated Education and Training (IET) programs, resulting in participants earning \$2,000 more per quarter than nonparticipants, significantly boosting their financial stability, career prospects and contribution to Idaho's economy.

Increased the number of CTE diplomas issued



IDCTE experienced a 98% increase over three years in Workforce Readiness and Career Technical Education Diplomas issued during the 2023-2024 school year, reflecting the dedication to equipping learners with essential skills for future careers.

Program awards



CYBERSECURITY PATHWAY

SCHOOL DISTRICT 91'S CAREER AND TECHNICAL
EDUCATION CENTER



This innovative program stands out for its robust curriculum, which includes dual enrollment with the College of Eastern Idaho (CEI). While still in high school, students can earn college credits in key courses such as Computer Essentials, Operating

Systems Essentials and Fundamentals of Network Security. The pathway emphasizes practical experience through internships, with six students interning at the Idaho National Laboratory's Cybercore and three securing positions with Frontline Cyber.

In addition to gaining valuable hands-on experience, students can earn industry-recognized certifications like CompTIA A+ and CompTIA Security+, significantly enhancing their competitiveness in the job market. The program integrates hands-on labs and collaborative projects with industry partners, ensuring students develop essential skills for successful careers in cybersecurity. Moreover, the pathway has excelled in national competitions like CyberPatriot, consistently achieving top rankings and highlighting students' capabilities.

A strong focus on opportunities for learners has led to a 25% increase in overall enrollment and a doubling of female enrollment. Female students have taken the initiative to establish the first high school chapter of Women in Cybersecurity, promoting empowerment in the field. The program's success is evident in the stories of alumni who've secured lucrative positions with industry partners, highlighting its role in launching successful careers.

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GRAPHIC COMMUNICATIONS PROGRAM

LEWIS-CLARK STATE COLLEGE



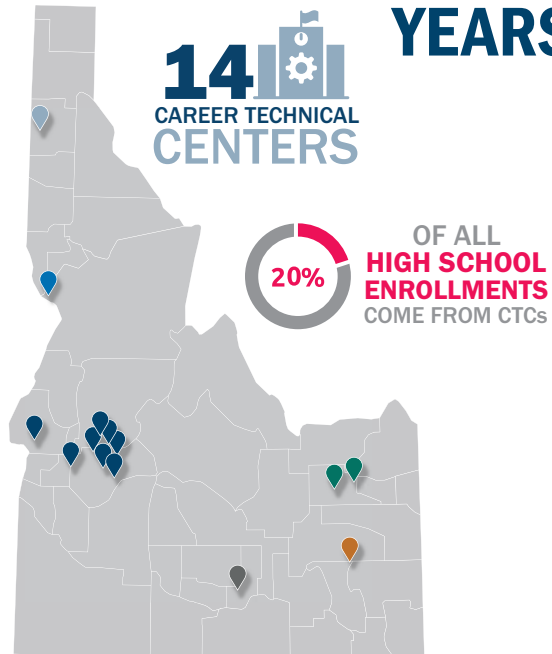
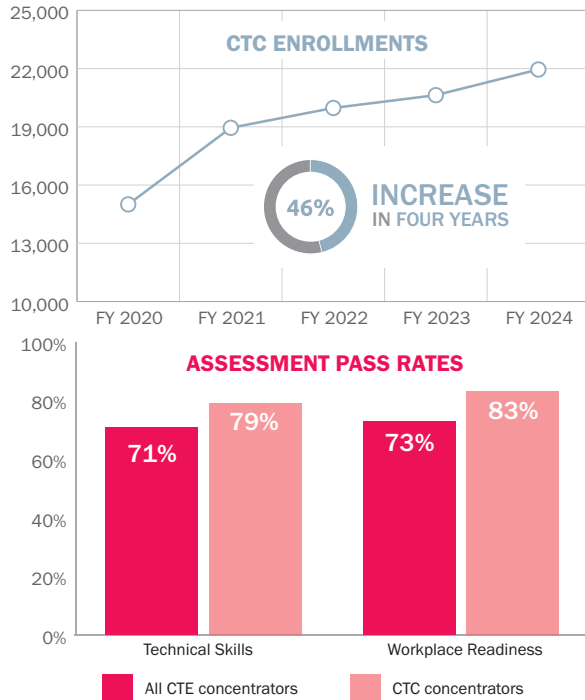
As one of the few programs in the nation integrating design and print production, Lewis-Clark State College's (LCSC's) program boasts the only packaging design curriculum in the Northwest. This unique combination provides

students with adaptable options to thrive in the creative industries, equipping them with a diverse skill set that meets the evolving demands of the field.

Service learning is a key program component, allowing students to engage in community projects within a live shop environment that mimics real-world industry settings. Under the guidance of experienced instructors and the print shop coordinator, students collaborate with community organizations with specific creative needs and limited budgets. This hands-on approach enhances students' creative, technical, and professional skills and fosters a sense of community engagement and responsibility.

The program's cutting-edge production lab, which offers invaluable hands-on experience, further bolsters student success. The combination of lab work and internships—both on and off campus—ensures that students are well-prepared to become immediate and impactful contributors to the industry. With a high placement rate, the program diligently supports students in executing creative and technically sound projects, paving the way for rewarding careers in graphic communications.

Career technical centers celebrate milestone anniversary



2024 marks the 25th anniversary of career technical centers (CTCs) in Idaho, highlighting their evolution and significant impact on CTE in the state. Pursuant to Idaho Code § 33-1002G and IDAPA 55.01.03.102, LEAs and cooperative service agencies must meet several criteria to qualify as a CTC. They must operate separately from other schools, have dedicated administration, offer state-of-the-art programs that prepare high school students for in-demand occupations and include opportunities to earn postsecondary credit. CTCs must also adhere to state standards, undergo a year-long planning process before opening and partner with local industries to ensure their programs remain relevant.

When CTCs were established in the 1998-1999 school year, the CTE landscape was quite different. Initially referred to as career technical schools, this framework encouraged educational programs to collaborate and share resources to enhance CTE offerings. Such partnerships facilitated the development of programs aligned with local industry demands, provided professional development for educators and strengthened connections between schools and businesses.

Each CTC has developed unique characteristics based on its location, administration and funding models. For example, the COSSA Regional Technology and Education Center in Wilder serves a regional population, transporting students from various districts to a central facility. In contrast, the Dennis Technical Education Center in Boise operates within a single district, providing local transportation for its students from high schools within the school district.

As CTCs celebrate this milestone, we reflect on their adaptability in response to evolving community needs. These centers have established themselves as vital components of Idaho's educational landscape, preparing students for careers in a dynamic economy. The success of CTCs is evidenced by their innovation and the expansion of programs that meet the demands of current and emerging occupations.

Looking forward, CTCs will continue to play a pivotal role in providing meaningful pathways for students. Committed to delivering high-quality, state-of-the-art programs and services, these institutions will remain cornerstones of CTE, preparing future generations for success in an ever-evolving job market.



BPA national champion pursues a career in education

In 2022, Sandpoint High School graduate Colton Moore embarked on an unexpected journey that would reshape his future. As the editor of his yearbook, he learned how to use industry-standard software like the Adobe Creative Suite. Although he had dabbled in photography and graphic design, business education wasn't initially on his radar. That changed when his school's CTE teacher and Business Professionals of America (BPA) advisor, Melinda Nieman, encouraged him to join BPA and compete in the statewide Desktop Publishing competition during his senior year.

"As a student, I was always striving for the best and focused on achieving the highest grades, whether in AP classes or yearbook. I think that mindset made me hesitant to join BPA," said Moore. "I worried I might not meet my own high standards in the competitive setting."

Despite his initial reservations, Moore quickly discovered that he had nothing to fear. That year, he took first place in the Desktop Publishing competition at the BPA National Leadership Conference (NLC) in Dallas. His experience at the state and national levels opened his eyes to the potential for learning and connecting with like-minded individuals.

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"I realized it was about engaging with others, learning together, and sharing experiences, not just competing," said Moore.

This realization was pivotal in changing his trajectory. Initially aiming to become a creative director in the business world, Moore shifted his focus to pursuing a degree in business education after witnessing the value of collaboration and mentorship.

Following graduation, Moore began his academic journey at North Idaho College (NIC), where he engaged deeply with the campus community as a college ambassador. He appreciated the small class sizes and interactive learning environment, realizing through this experience the unique strengths of community colleges. After earning his associate degree, Moore transferred to the University of Idaho, where he is now a junior completing a bachelor's degree in business and marketing education. He currently serves as the president of the University of Idaho's postsecondary BPA chapter and plays an active role in organizing the region's high school BPA event held on campus.



Students need these skills to succeed in both personal relationships and professional settings, particularly for those aspiring to leadership roles in business and marketing.”

—Colton Moore, business and marketing education major, University of Idaho

In addition to his academic pursuits, Moore is already making strides in his professional journey by securing a paid internship with CharacterStrong, a Tacoma-based company that develops character education content for schools.

“In CTE, soft skills, such as conflict resolution and responsibility, are as important as technical skills,” said Moore. “Students need these skills to succeed in both personal relationships and professional settings, particularly for those aspiring to leadership roles in business and marketing.”

Moore credits several mentors for shaping his educational journey. Although he didn’t take a formal class with Nieman, her passion for teaching and encouragement sparked his interest in the field.

“Kevin Hutchins, my yearbook advisor for two years, was also a mentor throughout high school,” said Moore. “We had many great discussions about business, marketing and education, which inspired me to become a business teacher.”

Moore hopes to inspire future students in the same way his mentors inspired him.

“I can’t wait to bring these experiences and teaching methods into my classroom,” said Moore.



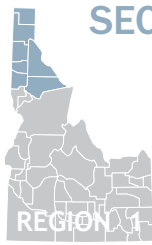
WHAT ARE CAREER TECHNICAL STUDENT ORGANIZATIONS?

Career technical student organizations (CTSOs) play a vital role in enhancing the educational experience of students enrolled in CTE programs. These organizations provide students with opportunities to develop leadership skills, engage in hands-on learning and network with industry professionals. By participating in CTSOs, students can apply the skills they learn in the classroom to real-world scenarios, further reinforcing their understanding of their chosen fields.

In Idaho, there are seven CTSOs aligned with their respective program areas: BPA and DECA align with Business and Marketing Education; Family, Career and Community Leaders of America (FCCLA) aligns with Family and Consumer Sciences and Human Services (FCSHS); FFA aligns with Agriculture, Food and Natural Resources; HOSA aligns with Health Professions and Public Safety; SkillsUSA aligns with Trades and Industry, and Technology Student Association (TSA) aligns with Engineering and Technology Education. These organizations often host competitions, conferences, and workshops, allowing students to showcase their skills and gain recognition for their achievements.

Additionally, CTSOs encourage community involvement and service, teaching students the importance of civic responsibility and leadership. Members frequently participate in community service projects, which enhance their resumes and provide practical experience in project management.

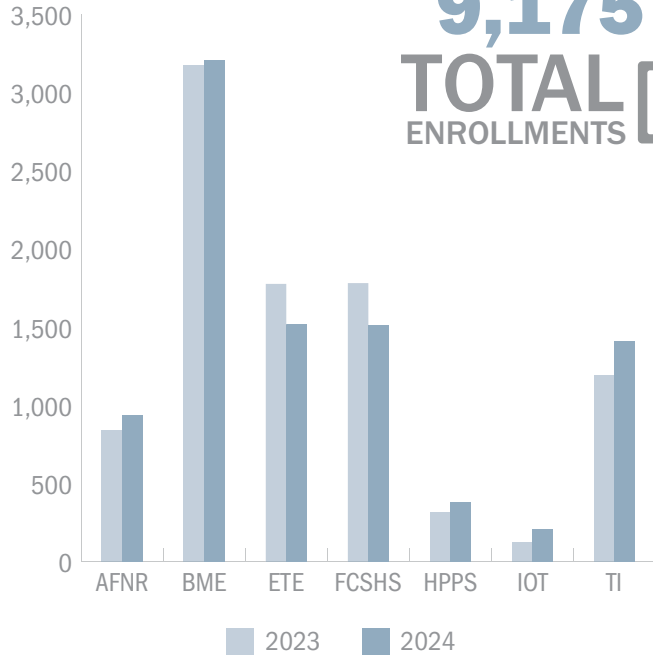
In summary, CTSOs enrich the CTE experience by promoting skill development, leadership and networking. Through active participation, students are better prepared for successful careers, making CTSOs an essential component of CTE.



SECONDARY

597
CTE
CONCENTRATORS

104 TOTAL PROGRAMS
14% INCREASE OVER FY 2023



9,175
TOTAL ENROLLMENTS

1,387
SKILL STACK[®]
BADGES ISSUED

17 LEAs
65% WERE RURAL

65% OF SECONDARY STUDENTS TAKE CTE COURSES

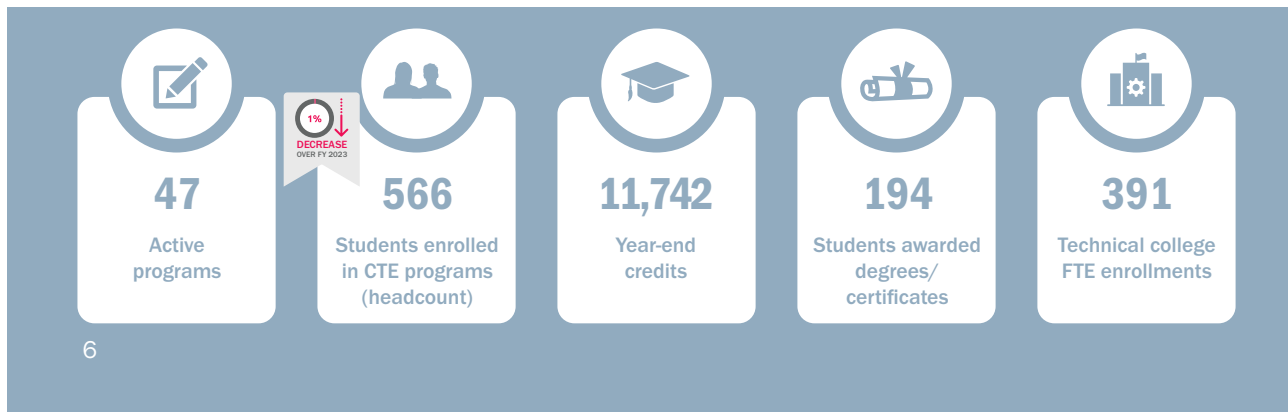
TOTAL ENROLLMENTS IN CTE PROGRAMS

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



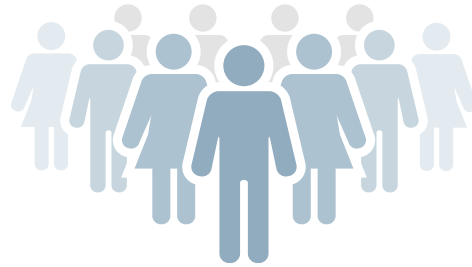
129
CTE DIPLOMAS AWARDED AS REPORTED BY LEAs

TECHNICAL COLLEGE—NORTH IDAHO COLLEGE



WORKFORCE TRAINING CENTER

7,227
HEADCOUNT



APPRENTICESHIPS



EMPLOYER SPOTLIGHT

Ginno Construction Company of Idaho, Inc.

Type of industry: Construction

Number of employees: 45

Training need: Employers in North Idaho's construction industry face an ongoing shortage of workers with the necessary skills and knowledge to complete projects. The lack of traditional licensing and training requirements in Idaho complicates efforts for companies like Ginno to build and maintain a skilled workforce.

How the WTC delivered: NIC's Workforce Training Center (WTC) developed a construction apprenticeship program that blends on-the-job training with classroom instruction. Ginno employees earn a wage while learning and receive National Center for Construction Education and Research certifications, enabling the company to build and retain skilled employees.



The apprenticeship program has helped our employees learn more about the construction industry and how all parts of the project fit together. They receive training from skilled instructors and can apply what they've learned in their everyday work."

—Gregorio Rodriguez, safety and environmental officer, Ginno Construction



North Idaho College



CTE programs transform futures for incarcerated youth

Since 2020, LCSC has collaborated with the Idaho Department of Juvenile Corrections (IDJC) to expand access to CTE programs for its residents. This initiative provides hands-on learning opportunities that can lead to real-world skills and better outcomes for incarcerated youth.

“Many of these students previously believed that education was not an option for them,” said Liz Weldy, a transition coordinator at LCSC. “Now, they’re earning dual credit or college credit, which opens doors they didn’t know were possible.”

The program began when IDJC reached out to LCSC to discuss developing more CTE opportunities for its residents. Initial discussions revealed significant barriers. Many academic institutions declined to participate due to these challenges, but LCSC was determined to find a solution.

“Incarcerated students face strict safety protocols; they can’t communicate with anyone outside their facility except for parents during visits,” said Weldy. “That means a traditional online classroom wouldn’t work.”

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LCSC developed a secure instance of the online learning platform Canvas, customizing it to lock down certain features to meet safety requirements. This approach allows students to access course materials while adhering to the necessary restrictions.

Initially, LCSC offered courses in hospitality, basic electricity and heating, ventilation and air conditioning (HVAC) principles. A key feature of CTE classes is their hands-on nature, and classrooms often contain professional-grade equipment. To ensure students still had access to applied learning, Weldy had to get creative with the resources available at IDJC’s three facilities. For example, at the St. Anthony facility, students gain hands-on experience working in the Canteen, an onsite restaurant for the facility’s staff. They can also earn internship credits, aligning their practical experience with industry standards.

“They’re managing real-world tasks, from food preparation to customer service, which builds essential soft skills,” said Weldy.

The program also emphasizes support during students’ transitions back into society. Each student receives an



Education reduces recidivism rates, and we hope to see our efforts reflected in lower incarceration rates in the future.”

–Liz Weldy, transition coordinator, LCSC

admission letter upon enrolling, along with a CTE T-shirt to foster pride.

Looking ahead, Weldy envisions further program growth.

“We’re actively seeking grant opportunities to expand offerings like welding and other trades,” said Weldy. “The goal is to align our programs with workforce needs in the community.”

The impact of these programs is already evident.

“We’ve seen students who previously disengaged from education start to thrive,” said Weldy. “One student wrote to his parents, saying, ‘Getting my high school diploma at 16 instead of a GED was a huge accomplishment and before taking these college courses, I had decided that was good enough for me. Now, I want to pursue more! And I’m excited about doing so.’”

Feedback from educators indicates a strong demand for more CTE classes. In response, LCSC is exploring additional course offerings and certifications.

“Educators see how these programs positively influence student behavior and academic performance, and there’s interest in expanding into healthcare and science fields,” said Weldy. “Education reduces recidivism rates, and we hope to see our efforts reflected in lower incarceration rates in the future.”



WHAT IS DUAL CREDIT?

Dual credit programs offer high school students the opportunity to earn college credits while still completing their high school education. These programs are designed to provide students with a head start on their postsecondary education, allowing them to fulfill both high school graduation requirements and accumulate transferable college credits simultaneously.

Idaho’s dual credit offerings encompass a variety of subjects, including general education courses like math and English, as well as CTE programs such as business, health sciences and engineering. Students can access these courses through local high schools or partner colleges like LCSC.

The Advanced Opportunities Program supports dual credit by providing each public-school student in grades seven through 12 with \$4,625 to use toward eligible educational expenses. This funding can cover costs associated with dual credit courses, allowing students to earn college credits at little to no cost. Students can receive up to \$75 per credit for dual enrollment courses, which can be taken online, at their high school, or directly at a college campus.

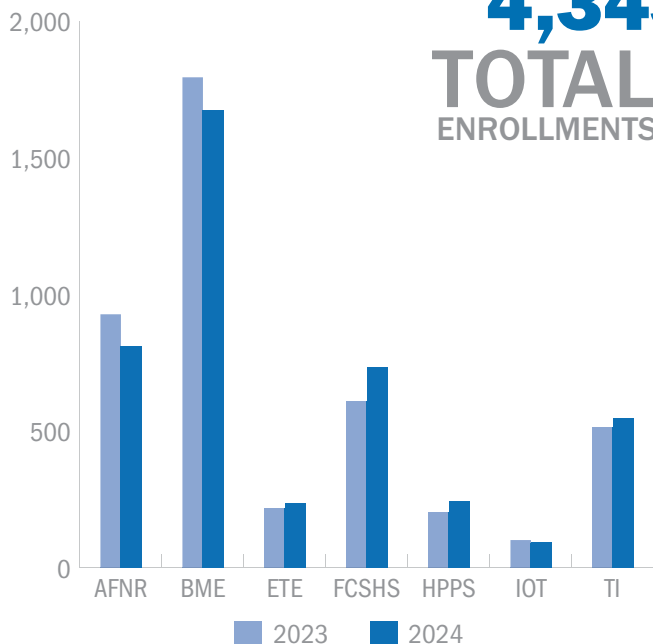
Research indicates that participation in dual credit programs enhances students’ readiness for college, increases graduation rates and improves overall academic performance. Students who engage in these programs often report feeling more confident and better prepared for the demands of higher education. With the partnership between LCSC and IDJC, even those in challenging circumstances can access these important educational opportunities, paving the way for brighter futures.



SECONDARY

198
CTE
CONCENTRATORS

74 TOTAL PROGRAMS
30% INCREASE OVER FY 2023



4,343
TOTAL ENROLLMENTS

1,210
SKILL STACK[®]
BADGES ISSUED

17 LEAs
88% WERE RURAL

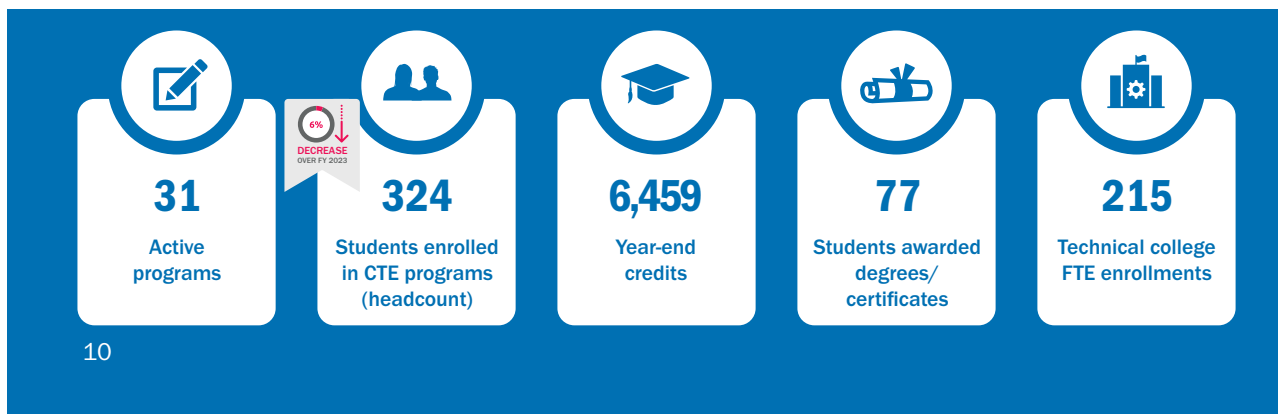
72% OF SECONDARY STUDENTS TAKE CTE COURSES

TOTAL ENROLLMENTS IN CTE PROGRAMS

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

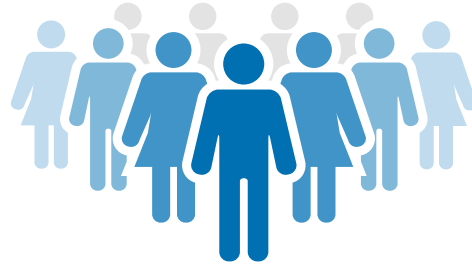
49 CTE DIPLOMAS AWARDED AS REPORTED BY LEAs

TECHNICAL COLLEGE—LEWIS-CLARK STATE COLLEGE



WORKFORCE TRAINING CENTER

3,054
HEADCOUNT



APPRENTICESHIPS



EMPLOYER SPOTLIGHT

4J Electric

Type of industry: Electric

Number of employees: 13

Training need: 4J Electric partners with the WTC to oversee its Electrical Apprenticeship Program and provide various special topic classes.

How the WTC delivered: The WTC adapted its Related Supplemental Instruction to meet Idaho's requirements, supporting 4J Electric's needs as a company operating on the Idaho-Washington border. This partnership allows 4J Electric's employees to progress toward Idaho journeyman certification, enhancing their skills and providing greater flexibility for regional work opportunities.



LCSC workforce training has been a tremendous partner for many years, providing an exceptional apprenticeship training program with top-tier instructors. They continue to improve their program each year to adapt to industry trends."

—Kyle Johnson, owner, 4J Electric





Teacher's vision brews a future filled with opportunity for her students

With just 70 students in grades nine through 12, Council High School (CHS) may be small, but its FCSHS teacher, Jodi Cook, has big ambitions. Since 1992, Cook has been inspiring students with her passion for culinary arts, which took root during her own junior high experience. Her involvement in Future Homemakers of America (now FCCLA) and national culinary competitions in high school further fueled her desire to teach FCSHS.

Three years ago, Cook envisioned a student-run coffee shop to enhance her culinary arts program. This dream became a reality when the school remodeled its library, transforming a small closet into Jack's Coffee Shop, named after the school's mascot, the Lumberjacks. A Program Quality Initiative (PQI) grant provided the funding for the necessary commercial equipment, allowing Cook's initiative to come to life.

The coffee shop offers students the chance to earn valuable certifications for careers in the food service industry. All

students earn an online barista certification and the Idaho-specific Ready, Set, Food Safe Certification. Some even earn the ServSafe Manager Certification, which demonstrates advanced knowledge in food safety and sanitation.

"Running the coffee shop helps students develop essential skills," said Cook. "They build teamwork and a strong work ethic as they manage daily operations, research drink trends, and adapt to customer preferences."

Jack's Coffee Shop operates on weekdays from 7:30 to 8 a.m. Monday through Thursday, allowing students to manage it independently before classes. Students also run the coffee shop on Wednesdays during lunch. Students take pride in crafting seasonal menus and special drinks, such as the Lumberjack Special for homecoming. Recently, they introduced boba tea and nondairy alternatives based on customer feedback, displaying their ability to research and innovate.



I check in with them occasionally, but the coffee shop is entirely student-run and self-sustaining.”

–Jodi Cook, FCSHS teacher

Beyond coffee-making, the initiative teaches crucial skills in entrepreneurship, marketing and customer service. Students create drink menus, conduct surveys to understand customer needs, design promotional materials, manage inventory and handle transactions.

“I check in with them occasionally, but the coffee shop is entirely student-run and self-sustaining,” said Cook.

The practical experience gained from managing the coffee shop has enabled many students to successfully transition into jobs at local restaurants and coffee shops, including positions in nearby McCall. This initiative not only enhances their culinary knowledge but also equips them with essential workplace skills, fostering pride and a sense of community within the school.

“I wanted my students to learn how to be baristas because coffee shops are very popular,” said Cook. “This hands-on training provides them with skills they can use when they graduate. If they go to college, they could easily step right into a coffee shop, earn some money and do something positive and fun.”



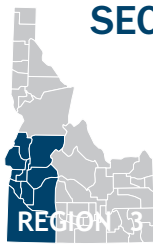
HOW ARE SECONDARY CTE PROGRAMS FUNDED?

IDCTE offers a variety of funding opportunities designed to support and enhance CTE programs. In addition to the funding sources below, IDCTE secondary programs also received \$10 million in one-time funding. Here’s a breakdown of key funding sources available to schools:

- **CTC funding:** Funding for CTCs is based on a formula established in Idaho statute and administrative code. This funding helps CTCs cover operational costs based on performance metrics, ensuring effective program delivery.
- **Idaho Quality Program Standards Incentive (IQPS) Grant:** AFNR teachers who create exceptional local programs can earn grants of up to \$10,000 each year. Qualified applicants must apply and meet the IQPS rubric’s standards and achieve an average score of “Distinguished” or higher. Additionally, up to four start-up grants are available annually, with a maximum award of \$25,000.
- **PQI Establishment Grants:** Qualified applicants can apply for competitive grants to help LEAs purchase essential equipment for newly approved CTE programs. Schools can apply for funding in their first and second year of program approval. This grant can only be received once.
- **PQI Incentive Awards:** High-performing CTE pathways automatically receive \$5,000 based on student completion and assessment scores. This funding is based on a formula for qualified applicants, and may be used to support instructional materials, equipment repair and professional development.
- **PQI Technical Assistance Grants:** Focused on improving program quality, qualified applicants may apply for grants to assist schools with low assessment pass rates in implementing effective strategies.
- **Program added-cost funding:** Specifically allocated for CTE-related expenses, this funding is based on a formula to cover specialized equipment and materials, ensuring resources are dedicated to unique program needs.
- **Perkins V:** These federal funds are based on a formula to support local educational programs identified through a comprehensive local needs assessment and are designed to help local education agencies enhance their CTE offerings.
- **Workforce Readiness Incentive Awards:** This incentive rewards CTE pathways for the number of students that pass assessments and earn SkillStack® badges. Amounts vary based on the number of eligible students meeting criteria.

These funding mechanisms are crucial in fostering the growth and success of CTE programs across Idaho, enhancing workforce readiness and creating valuable career opportunities for students.

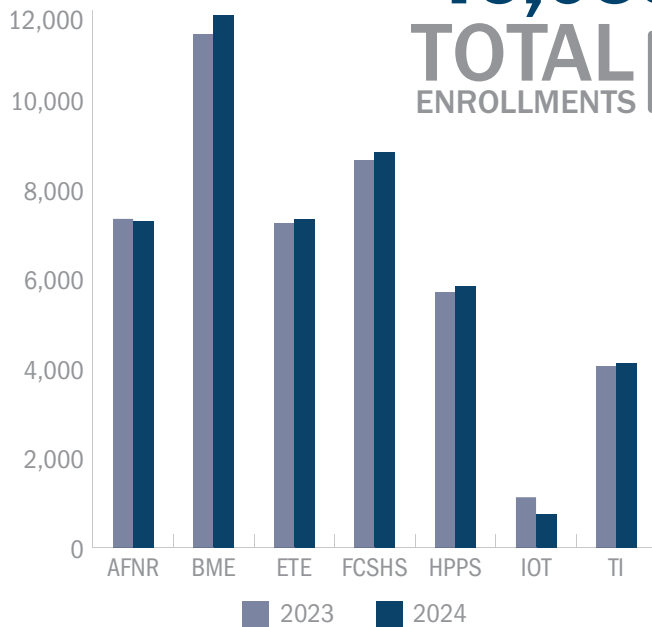
13



SECONDARY

3,584
CTE
CONCENTRATORS

456 TOTAL PROGRAMS
13% INCREASE OVER FY 2023



46,053
TOTAL ENROLLMENTS

23,739
SKILL STACK[®]
BADGES ISSUED

54
LEAs
37% WERE RURAL

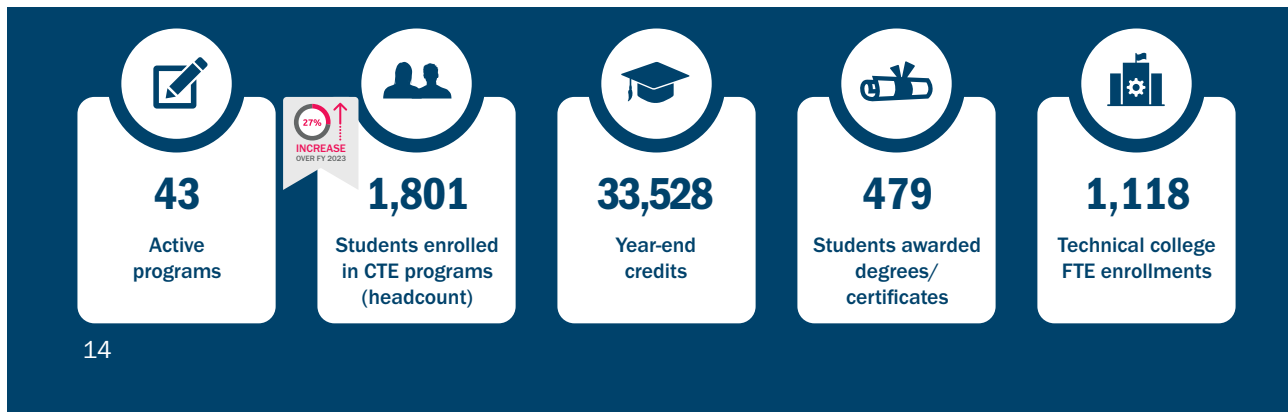
66% OF SECONDARY STUDENTS TAKE CTE COURSES

TOTAL ENROLLMENTS IN CTE PROGRAMS

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

1,716
CTE DIPLOMAS AWARDED
AS REPORTED BY LEAs

TECHNICAL COLLEGE—COLLEGE OF WESTERN IDAHO



WORKFORCE TRAINING CENTER

6,316
HEADCOUNT



APPRENTICESHIPS



EMPLOYER SPOTLIGHT

Engineered Structures, Inc.

Type of industry: Construction

Number of employees: 1,050

Training need: Engineered Structures, Inc. (ESI), which constructs large grocery stores nationwide, is developing an in-house division for refrigeration installation. To support this initiative, the company needed to train qualified construction technicians in commercial refrigeration but lacked the necessary facilities and curriculum.

How the WTC delivered: Eight ESI employees began an online bootcamp in March, covering topics such as brazing, workplace safety, effective communication and EPA 608 exam prep. The EPA 608 certification demonstrates that HVAC technicians possess the knowledge to safely handle refrigerants while complying with environmental regulations.



This is one of the better, if not the best, training courses I've been to. The instructors are easy to talk to and understand. It's giving me a steppingstone for the future."

—Chuck Evans, ESI employee



SkillStack® sees 34% increase in badges issued

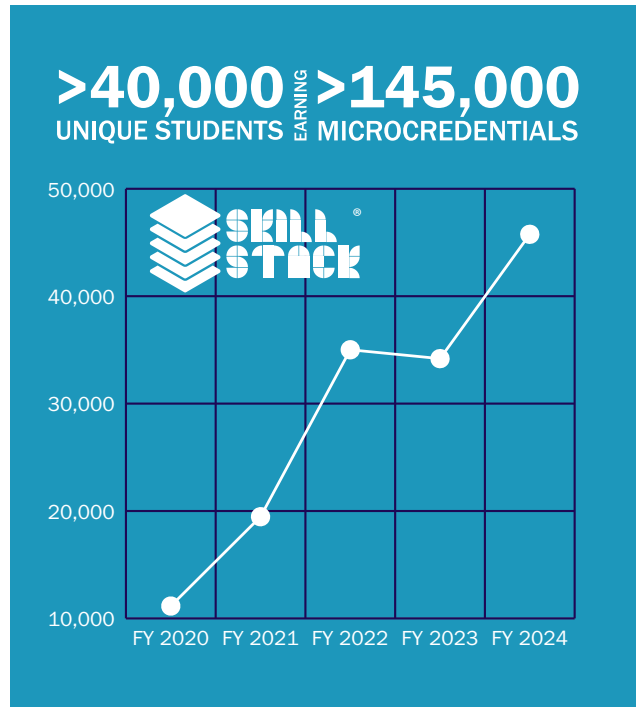
The SkillStack® microcredentialing program saw a 34% increase in the number of badges issued between the 2022-2023 and 2023-2024 school years. This growth follows the introduction of the Workforce Readiness and Career Technical Education Diploma in 2021, along with the expanded use of microcredentials in academic and CTE programs at the postsecondary level.

Launched during the 2015-2016 school year as part of Idaho's effort to enhance workforce readiness, SkillStack® provides students with targeted microcredentials that align with industry needs. The program aims to equip learners with essential skills necessary for today's job market. Each microcredential represents skills gained through rigorous training and assessment. This clarity allows employers to identify qualified candidates more easily, enhancing the employability of SkillStack® participants. With Board policy changes that went into effect during the 2023-2024 school year, postsecondary institutions can also award prior learning credit for stacked microcredentials.

The SkillStack® program uses the Open Badges standard, the world's leading format for digital badges, allowing learners to share their achievements across multiple platforms. This interoperability enhances learner mobility and supports their ability to present skills to potential employers, who can identify who issued the badge, when and where it was earned and what criteria were used to earn it.

SkillStack® has quickly become an integral part of Idaho's educational landscape. It bridges the gap between traditional education and the skills required by employers. By offering credentials that reflect specific competencies, SkillStack® prepares students for immediate entry into the workforce.

Due to its commitment to maintaining high standards, Idaho was one of 20 vendors and educational institutions invited to join the TrustEd Microcredential Coalition from 1EdTech, a global nonprofit community focused on improving the digital learning ecosystem for all learners. This coalition



includes leaders from higher education, educational technology suppliers, and K-12 districts. Additionally, representatives from Idaho have been invited to speak at several national conferences and webinars to share best practices.

"With the rise in demand for microcredentials, transparency and quality digital credentials are essential," said Heather Luchte, IDCTE's chief performance and accountability officer.

Engagement with local businesses is a critical component of SkillStack's® strategy. By collaborating with industry partners, the program regularly updates its offerings to reflect current workforce needs. This partnership benefits students and provides employers with a steady pipeline of skilled talent.

To remain at the forefront of workforce readiness, IDCTE accepted nominations for its new Idaho Microcredential Advisory Council, which will focus on developing best practices and building support for microcredentials and digital badging. Representatives from secondary and postsecondary institutions, industry partners, and employers across the state were invited to serve on the council.

"SkillStack's® growth and recognition reflect the ongoing shift towards skills-based hiring," said Luchte. "By focusing on microcredentials, the program enhances the employability of its participants and prepares them for the challenges of a rapidly changing job market."

CTSO highlights

12,730 AFFILIATED MEMBERS



Front row (L-R): Abby Foruria, Eliza Dugan, Aislyn King, Karmen Denuit, Reese Murphy, Kimber Smith, Cara Shuldberg; Second row (L-R): Alexis Saterfield, Joseph Bendel, Josh Nelson, Will Brackett, Chayse Van Eps, Makenna Denuit, Nicole Dumitrascu, Cameron Roth, Christopher Bright; Third row (L-R): Starr Hernandez-Torres, Callie-Sue Costello, Averie Lewis, Josh Bommersbach, Sara Seigler, Yvonne Shen, Parker Neddo, Emily Davis, Jenri Van Ackern, Sophia Francis, Kenzie Banks, Nicole Prosser; Fourth row (L-R): Roselynn Oviatt, Makaela Brown-Muthoni, Brooklyn Stoddard, Aubree Palmer, Jai Kommireddy, Jalen Yu, Cooper Yake, Isaac Simpson, Aiden Panicacci, Alexis Black, Noor Abdulkareem, Aiden Ward, Katie Kim, Ryan Howson, James Sullivan and River Gilbert.

- 411 total chapters
- 5,774 state conference attendees
- 1,694 national/international conference attendees
- Two national officers elected

CTSOs are intracurricular programs designed to help students develop skills and connections 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.

BPA

- **1,981** secondary members, **88** postsecondary members.
- **40** members earned **Statesman Torch Awards**.
- **1,396** members attended the **State Leadership Conference (SLC)**.
- **275** secondary members attended the **NLC**.
- **31** postsecondary members attended the **NLC**.
- **One** national officer was elected.

DECA

- **502** secondary members.
- **418** members attended the **State Career Development Conference**.
- **240** secondary members attended the **International Career Development Conference**.

FCCLA

- **1,148** members, **69** secondary chapters, **three** postsecondary chapters.
- **464** members attended the **SLC**.
- **80** members attended the **NLC**.
- **11** chapters earned **Outstanding/Exemplary Chapter Awards**.
- **34** members completed the **Power of One Program**.
- **One** student was selected for the **Japanese exchange**.

FFA

- **6,449** secondary and postsecondary members, **101** chapters.
- **1,790** members attended the **State Convention**.
- **303** members received their **State Degree**.
- **974** members attended the **National Convention**.

HOSA—Future Health Professionals

- **1,228** members, **44** chapters.
- **908** members attended the **SLC**.
- **236** members attended the **International Leadership Conference**.
- Earned the **Gold Standards of Excellence International Award**.

SkillsUSA

- **1,108** members.
- **663** members attended the **State Leadership and Skills Conference**.
- **112** members qualified for the **National Leadership and Skills Conference**.
- Earned the **2024 Gold State Standards of Excellence Award**.
- **Meridian Technical Charter High School (MTCHS)** earned the **Gold Chapter of Excellence Award**.
- **Duane Erickson** from MTCHS received the **Advisor of the Year Award**.
- **One** national officer was elected.
- **Dr. Harold Nevill** received the **SkillsUSA Honorary Life Membership Award**.

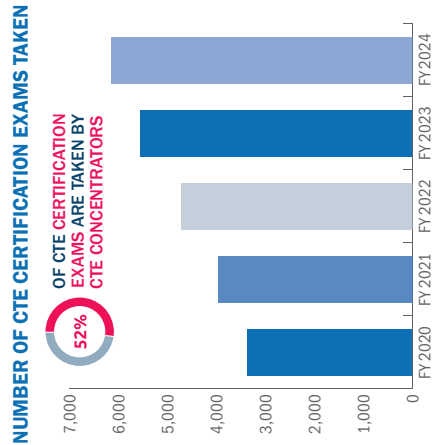
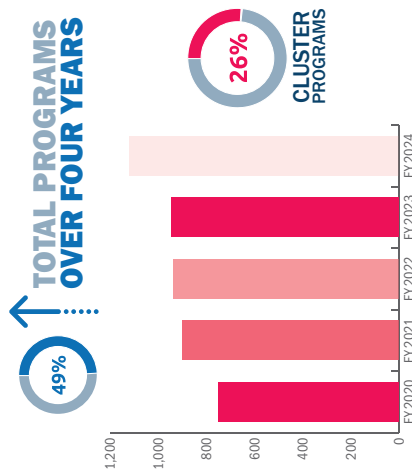
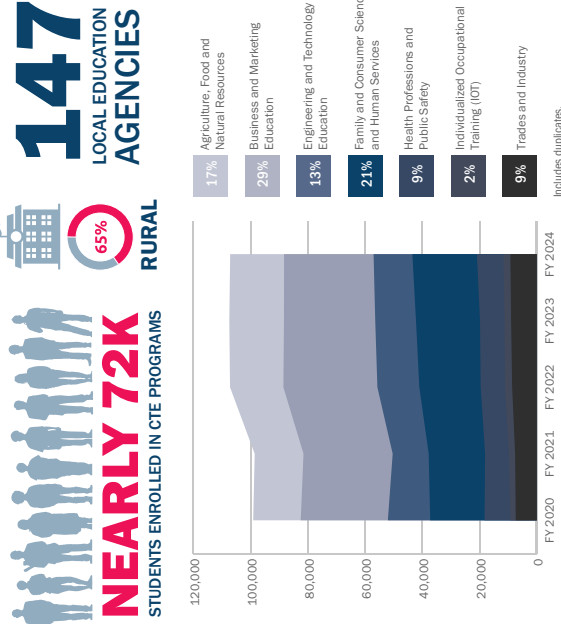
TSA

- **226** members.
- **135** members attended the **SLC**.
- **One** student from New Plymouth High School was inducted into the **TSA Honor Society**.
- **Renaissance High School** was designated as a **Top Performing Chapter**.
- **Jonathan Dransfield** from Rocky Mountain High School was named **Individual Student Performer of the Year**.

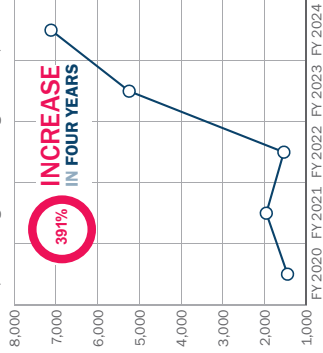


secondary

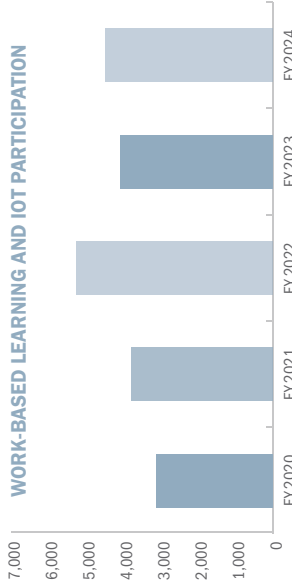
2023 | 2024
Year in Review



STUDENTS ENROLLED IN DIGITAL CTE COURSES (Idaho Digital Learning Alliance)



WORK-BASED LEARNING AND IOT PARTICIPATION



CTE CONCENTRATORS

A CTE CONCENTRATOR IS A JUNIOR OR SENIOR



ASSESSMENT PASS RATES

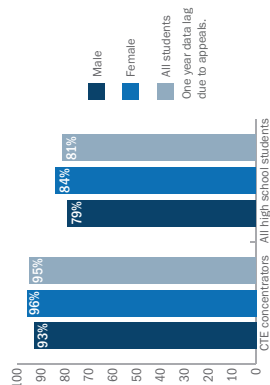


3,341 CTE DIPLOMAS AWARDED

99% CTE DIPLOMAS AWARDED AS REPORTED BY LEAS

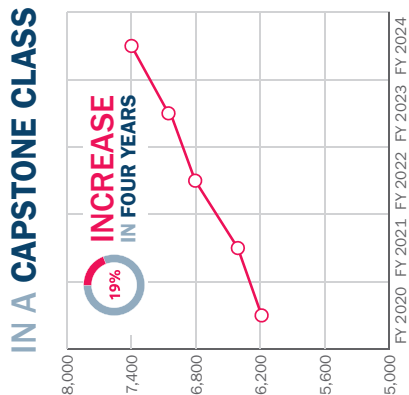
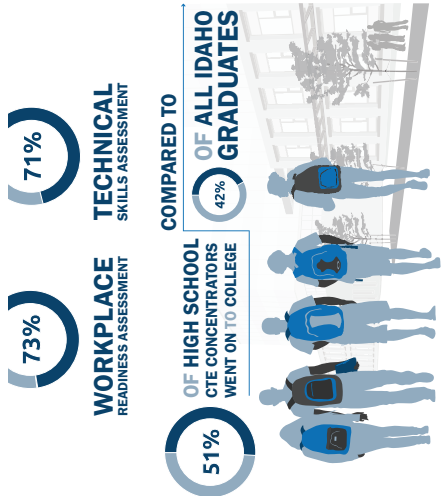
99% INCREASE IN THREE YEARS

HIGH SCHOOL GRADUATION RATES



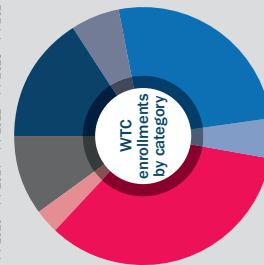
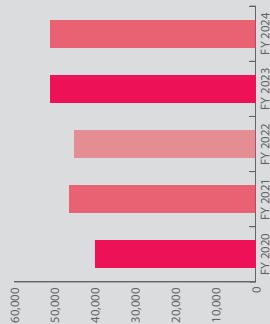
97% OF CTE CONCENTRATORS FOUND A JOB, MOVED INTO POSTSECONDARY EDUCATION, OR WENT INTO THE MILITARY

Source: National Clearinghouse and survey data.



technical college system

WORKFORCE TRAINING CENTERS (WTCs)



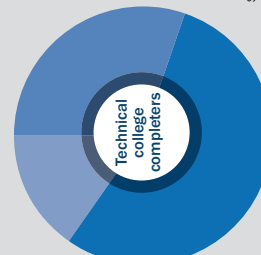
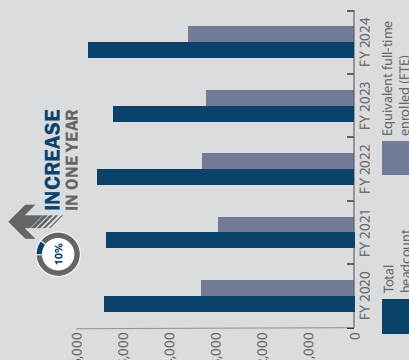
CERTIFICATE/DEGREE PROGRAMS

215 ACTIVE PROGRAMS

1,782 STUDENTS AWARDED CERTIFICATES AND DEGREES

7% INCREASE IN FIVE YEARS

107,831 YEAR-END CREDITS



Source: National Clearinghouse and survey data.

4 TECHNICAL COLLEGES at COMMUNITY COLLEGES

- North Idaho College
- Lewis-Clark State College
- College of Western Idaho
- College of Southern Idaho

2 TECHNICAL COLLEGES at FOUR-YEAR COLLEGES

- Eastern Idaho
- Idaho State University

IDAHO
Division of Career Technical Education

650 W. State St., Suite 324
Boise, Idaho 83702
208-429-5500
cte.idaho.gov

Changes to Educator Services better serve Idaho's CTE educators



IDCTE's Educator Services bureau provides essential resources, training and support to ensure Idaho's educators deliver high-quality CTE programs. This workgroup includes the Educator Certification and Professional Development sections, which work collaboratively to support CTE educators across Idaho.

This year brought significant changes, with the promotion of Korey Mereness to chief educator officer and Lisa Costa to director of Professional Development. Additionally, the 2024 Idaho Legislature approved three new regional teacher educators to provide mentoring and support for new CTE teachers. These positions are set to be filled in fiscal year 2025, thus expanding the support network for industry specialists entering the education field.

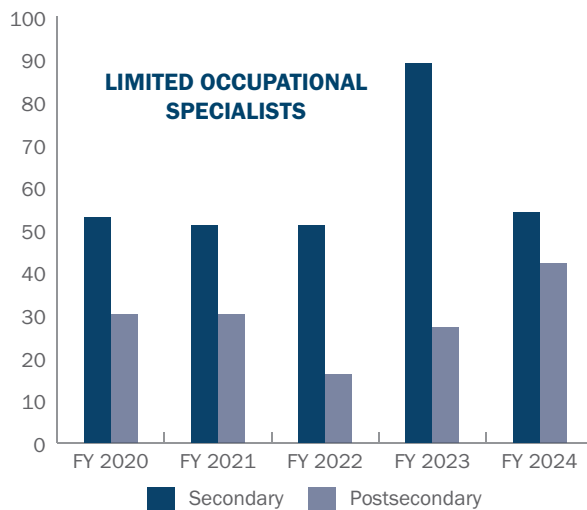
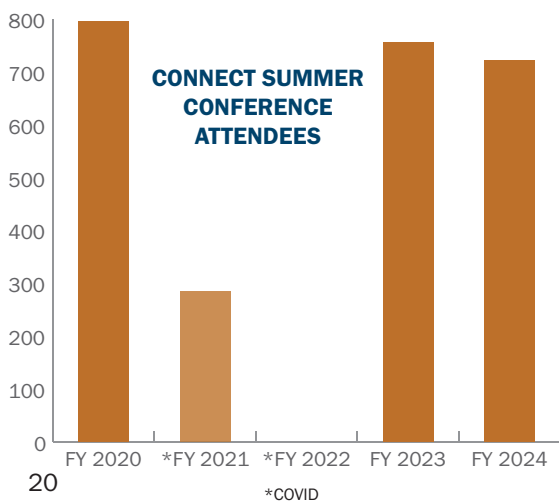
The Educator Certification team, led by Kristi Enger, assists educators by offering guidance on various routes for first-

time and returning educators. The team also helps those with industry experience transition into teaching roles by recognizing their professional backgrounds. In fiscal year 2024, the team processed 516 educator certification applications, reflecting a strong commitment to maintaining a well-qualified CTE workforce.

As new teachers work toward certification renewal, the Professional Development team organizes training sessions, workshops, webinars and conferences to help them enhance their skills and gain teaching strategies and resources. In fiscal year 2024, the team hosted eight statewide workshops, attracting over 150 attendees. The team also mentors new CTE teachers, offering essential guidance during their transition into the classroom. Additionally, the team develops materials and resources to ensure all educators are equipped to meet the diverse needs of their students.

A notable highlight of the year was the launch of the First Steps Standards Professional Development Course. This Idaho State Board of Education-approved program prepares teachers to effectively deliver the First Steps Standards in career exploration courses for students in grades seven and eight. To date, 419 educators have completed the program, demonstrating its positive impact on educational practices in Idaho.

Through these initiatives, the Educator Services team continues to ensure that all CTE educators are equipped to provide high-quality education and meet the evolving needs of their students.



Enhancements in Fire Service Training improve efficiency and firefighter readiness

In fiscal year 2024, the Idaho Fire Service Training (FST) Program made significant progress in enhancing its training capabilities. These achievements focus on improving firefighter preparedness across the state.

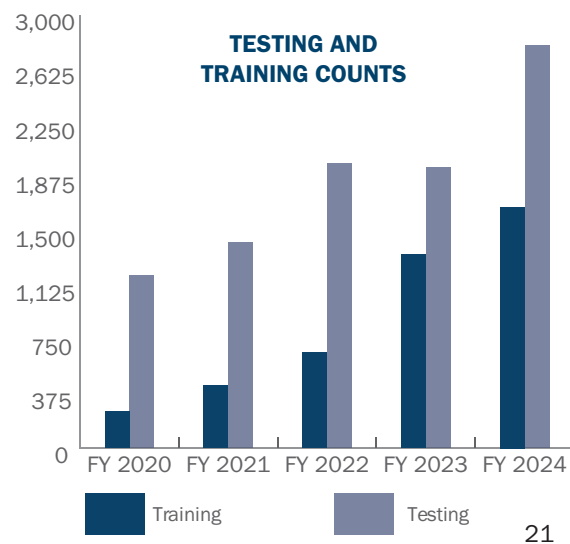
In April 2024, Brad Terry was appointed as the permanent program director of FST. He has focused on building relationships within the fire service community to enhance collaboration among all regions of the state and both career and volunteer departments. Over the past year, FST also hired its first regional support specialist, Travis Myklebust, a former chief of the Lewiston Fire Department and past president of the Idaho Fire Chiefs Association. Myklebust has strengthened the relationship between the fire service community and FST. With his assistance and that of several members of the FST Advisory Council, the requirements for testing equivalency were revised to improve efficiency in International Fire Service Accreditation Congress (IFSAC) testing.

In fiscal year 2024, FST implemented a training prop rotation schedule for its key assets. The three-story mobile training tower, SimTech Driver Simulator trailer and Draeger Live Fire Training trailer have been strategically relocated throughout

the state for two-month rotations. This approach allows fire departments to plan and use these resources more effectively in their training programs while reducing the need to transport each trailer across the state. To support this initiative, FST is recruiting more drivers to enhance coordination and efficiency.

In fiscal year 2025, FST will continue working on a comprehensive course catalog, which will enhance efficiency and firefighter preparedness by providing clear access to training options and requirements, allow targeted skill development and facilitate better scheduling and tracking of training progress. FST partners are assisting with updating the curriculum to support the course catalog. This structured approach encourages continuous learning and helps ensure that firefighters are equipped with the necessary skills to meet the demands of their roles.

In January 2025, IFSAC will conduct a site review to ensure FST continues to meet the criteria for accreditation. To support this, FST and industry partners are updating parts of the testing processes to help Idaho maintain its IFSAC firefighter certifications. These nationally recognized certifications provide a valuable service to the fire service and the citizens of Idaho.



Support from Center for New Directions fuels growth in autobody program



In the bustling Autobody and Paint Technology workshop of NIC's Parker Technical Education Center (PTEC), the sound of tools clanging and paint sprayers humming fills the air. Students work diligently at their stations, some meticulously prepping surfaces while others apply vibrant coats of paint. This dynamic environment reflects a growing trend: Among the 13 students enrolled, seven are female, marking the first time in the program's history that women make up more than half of the class.

Part of this increase in women enrolling in nontraditional occupations is related to outreach and support for NIC's Center for New Directions (CND), which offers essential support for single parents and displaced homemakers, as well as students going into fields traditionally held by the opposite gender.

For student Rylea Johnson, enrolling in the Autobody and Paint Technology Program was an easy next step after graduation from high school.

"I've always loved working with my hands," said Johnson. "My favorite part of the program so far is the metal bodywork aspect. It's cool to see the transformation of a vehicle from really messed up to almost perfect."

Andy Rogge, the program's lead instructor, thinks females becoming increasingly interested in the trades is a good thing.

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"These students are great at listening to direction and also tend to be pickier on their quality of work, and that is exactly what I want to see with students as they are learning the basics of this industry," said Rogge.

To further encourage women to pursue careers in trades, the CND holds a monthly meeting called Women Wednesday, a gathering designed to create a supportive network for female students at PTEC.

"Our first Women Wednesday was so well-attended that we didn't have enough chairs," said Louisa Rogers, program coordinator for the CND. "It's amazing to see so many women come together to support each other."

Johnson acknowledges her experience is different than the other female students at PTEC.

"At Women Wednesday, they were talking about how some of them are the only female students in their program," said Johnson. "I think it's unusual for there to be so many girls in our program. But we all get along so well. And the guys in our program are really great and supportive. We all joke around and help each other out."

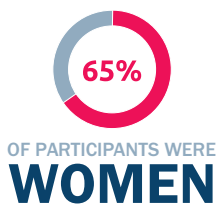
The program shares space with the Kootenai Technical Education Center (KTEC), allowing high school students to witness advanced work firsthand. Three of the seven female students were previously KTEC students. The growing female presence in the program reflects a broader movement towards inclusivity in the trades.

"We want to show women that they belong in these fields," said Rogers. "It's about breaking down barriers and building confidence."

"My favorite part of the program so far is the metal bodywork aspect. It's cool to see the transformation of a vehicle from really messed up to almost perfect."

—Rylea Johnson, student, NIC





WHAT ARE THE CENTERS FOR NEW DIRECTIONS?

CNDs play a crucial role in supporting students enrolled in Idaho's CTE programs. Located at Idaho's six technical colleges, CNDs are designed to assist individuals who may face barriers to educational and career success, such as single parents or displaced homemakers. CNDs provide a range of services aimed at helping students complete their CTE programs and prepare for rewarding careers.

CNDs were supported by dedicated funds totaling \$150,000 in fiscal year 2024. Each CND collaborates with the Department of Commerce, Department of Labor, Department of Health and Welfare, local job services offices, workforce investment boards, correctional facilities and technical colleges to avoid duplication of effort and ensure each participant has access to:

- **Personalized support:** CNDs offer tailored guidance and mentorship, helping students navigate challenges related to life, education and employment.
- **Financial assistance:** CNDs provide resources for scholarships, tuition waivers and materials, alleviating some of the financial burdens that can hinder program completion.
- **Skill development:** Through workshops and training sessions, students enhance essential skills such as resume writing, interview techniques and job readiness.
- **Networking opportunities:** CNDs connect students with industry professionals and potential employers, facilitating valuable networking that can lead to internships and job placements.

By addressing each student's unique needs, CNDs significantly increase the likelihood of successful program completion. Students gain technical skills, confidence and resources necessary to thrive in their chosen fields, strengthening Idaho's workforce and promoting economic growth across the state.



Adult Education Student of the Year earns GED, phlebotomy certificate

Maritza Carmona, 47, a mother of four and grandmother of 14, dropped out of school in 1993 in the ninth grade to raise her first son. Though she always intended to finish her education, she realized later that earning her GED was essential to move forward. It wasn't until her youngest child turned 21 last year that Carmona decided to focus on her own goals.

She enrolled in GED classes at the College of Southern Idaho (CSI) while simultaneously working as a DoorDash driver. Balancing work and study, Carmona turned her car into a mobile classroom.

"I did my homework between deliveries, with books on my lap, working on math or reading while waiting for the next order," said Carmona. "I worked long hours, sometimes from 7 a.m. until 10 or 11 p.m., but it was worth it to stay in class."

Throughout this process, Carmona's teachers and fellow students provided critical support.

"I had two great teachers who encouraged me to keep going,"

she said. "They helped me believe in myself, even when I doubted my ability."

Carmona's path wasn't without challenges. She encountered difficulties with some of her classes, particularly math.

"I struggled with the way my teacher explained things. I just couldn't grasp her method," said Carmona.

But she wasn't the only one. Other students had the same issue, so they started helping each other out. Together with her classmates, Carmona advocated for a slower pace and clearer explanations.

"I spoke up for the group, and we were able to ask the teacher to slow down and go over things more thoroughly," said Carmona. "It helped everyone."

Despite feeling overwhelmed at times, Carmona kept pushing forward, motivated by the support of her family.

"My kids kept reminding me that my mom, who had passed away in 2021, was watching over me," said Carmona. "They told me she would be proud of me."



Getting your GED is not just a piece of paper. It's a key to everything. It opens doors for me and for anyone who is willing to put in the effort, and no one can take that key away from you."

—Maritza Carmona, 2024 Adult Education Student of the Year

After earning her GED, Carmona used funding from Idaho LAUNCH to pursue a phlebotomy certification, which opened more career opportunities. She now works as a Certified Nursing Assistant and phlebotomist at Family Health Services in Jerome, Idaho. Looking ahead, Carmona plans to advance further in the medical field, with aspirations to become a Certified Medical Assistant (CMA) or Licensed Practical Nurse. She credits her GED as the key that unlocked these opportunities. For her tenacity, perseverance, and advocacy for herself and other students, Carmona was named Idaho's 2024 Adult Education Student of the Year.

"On the day I found out, I was feeling down, doubting myself, wondering if I could keep up with everything," said Carmona. "When I got the message that I was Student of the Year, it brought me to tears. I realized—wow, people are noticing me, even when I didn't think anyone was paying attention."

In recognition of her achievement, Carmona was invited to attend Governor Little's Adult Education and Family Literacy Week proclamation signing on Sept. 20, 2024, in Boise.

Carmona's advice to others considering returning to school is simple: Don't let age or self-doubt hold you back.

"Age shouldn't be an excuse to not better yourself," said Carmona. "Getting your GED is not just a piece of paper. It's a key to everything. It opens doors for me and for anyone who is willing to put in the effort, and no one can take that key away from you."



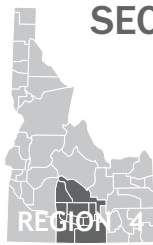
WHAT DOES ADULT EDUCATION INCLUDE?

When most people hear "Adult Education" (AE), they think of pursuing a GED certificate. But today's AE programs encompass a wide range of learners with distinct needs and goals, including:

- **College and career preparation:** College and career preparation programs provide specialized training and education tailored to specific industries or professions. Whether mastering new technologies or developing leadership skills, these programs empower adults to advance their careers, embark on new professional journeys and thrive in the rapidly evolving job market.
- **Basic literacy:** Adult basic literacy programs aim to empower individuals by providing fundamental skills in reading, writing and math, fostering confidence and employability. These programs also facilitate improved communication, enabling better integration into society and offering pathways for further education or vocational training.
- **English language acquisition:** AE programs focusing on English language acquisition help non-native speakers enhance their communication skills. From everyday conversation to professional correspondence, these initiatives facilitate integration into English-speaking communities and open doors to other educational and employment opportunities.
- **IET:** IET programs combine basic skills development with occupational training, ensuring that learners acquire essential academic skills and gain practical knowledge relevant to their chosen fields. This integrated approach maximizes learning efficiency, equipping adults with a well-rounded skill set for success.

No matter where or when someone chooses to begin their journey, AE programs are designed to adapt to their diverse needs and aspirations, fostering a lifelong pursuit of knowledge and growth.

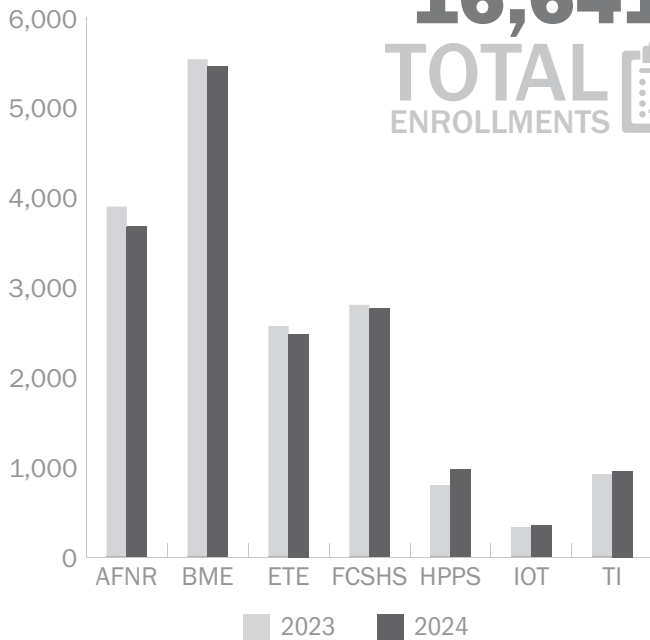
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SECONDARY

883
CTE
CONCENTRATORS

171 TOTAL PROGRAMS 
13% INCREASE OVER FY 2023



16,641
TOTAL ENROLLMENTS 

2,891
SKILL STACK[®]
BADGES ISSUED

23
LEAs
91% WERE RURAL


86% OF SECONDARY STUDENTS TAKE CTE COURSES

TOTAL ENROLLMENTS IN CTE PROGRAMS


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

815
CTE DIPLOMAS AWARDED
AS REPORTED BY LEAs

TECHNICAL COLLEGE—COLLEGE OF SOUTHERN IDAHO




44
Active programs




9% INCREASE OVER FY 2023


1,186
Students enrolled in CTE programs (headcount)



22,905
Year-end credits



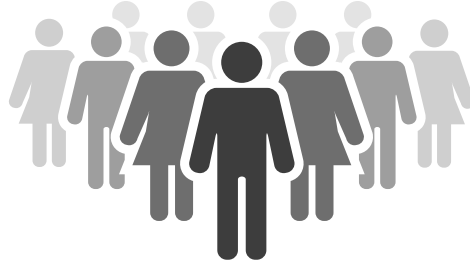
321
Students awarded degrees/certificates



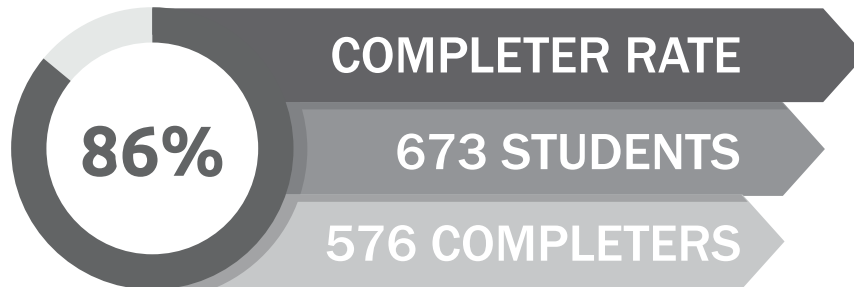
763
Technical college FTE enrollments

WORKFORCE TRAINING CENTER

7,414
HEADCOUNT



APPRENTICESHIPS



EMPLOYER SPOTLIGHT

Amalgamated Sugar

Type of industry: Food processing

Number of employees: 1,700

Training need: Amalgamated Sugar worked with CSI's WTC to invest in its workforce through a Maintenance Technician Apprenticeship Program. The company faced a loss of tenure and experience as older tradesmen retired, creating a need to replenish its workforce with employees who have specialty knowledge.

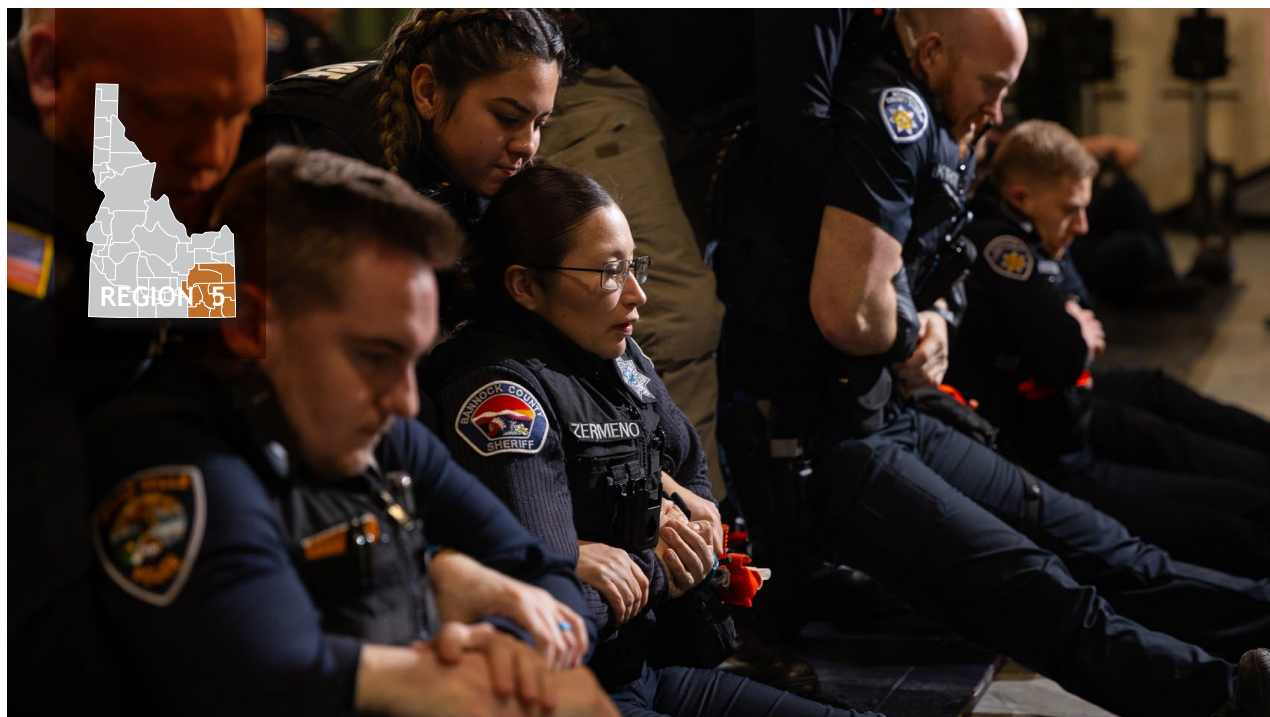
How the WTC delivered: The Maintenance Technician Apprenticeship Program allows Amalgamated Sugar to select current employees for advancement. It offers experience and skill development to employees interested in learning a trade, leading to certification for millwright roles. In January 2023, CSI launched the program at its Mini-Cassia campus, with five employees from Amalgamated Sugar participating. In May 2023, discussions began for a partnership in Twin Falls, where four apprentices are now working. Instructors report that students are asking more advanced questions on the job, and participants say they can apply their classroom learning at the factory.



Whatever they learn in class is where we're putting them. We're teaming up to match hands-on experience with their homework."

— Danielle Bingham, district human resource manager, Amalgamated Sugar





SkillStack[®] enhances law enforcement education at Idaho State University

Historically, the Idaho State University (ISU) Law Enforcement Program attracted only three to four students each semester who enrolled at ISU without prior connections to law enforcement agencies. Instead, most of the law enforcement participants had already been hired by a local law enforcement agency but needed to complete their Peace Officer Standards and Training (POST) to continue working, with their agencies covering the costs of their coursework through the WTC. Because of this enrollment process, these students weren't enrolled as degree-seeking students, so they couldn't receive ISU credit toward a certificate for their efforts.

To earn a degree, which benefits career advancement, these students previously had to navigate an extensive prior learning assessment process. However, this approach saw little success, with very few applications submitted over the program's history. The program aimed to find a more effective way to recognize students' accomplishments while satisfying the requirements for a Basic Technical Certificate (BTC).

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The IDCTE SkillStack[®] microcredentialing program offered a unique solution to this challenge.

ISU faculty contacted IDCTE to discuss converting existing coursework into a series of stacked badges. After the university provost, registrar and College of Technology dean granted provisional approval for the process to begin as a pilot, the IDCTE team aligned the badges with the law enforcement curriculum, demonstrating how the activities associated with the badges matched the courses' learning outcomes. A key challenge was ensuring that students could enroll without incurring extra costs. To address this, the ISU team created a zero-credit course, allowing students to pay an application fee to ISU. After completing the coursework, instructors log achievements in SkillStack[®] and send a memo of completion to the university registrar to award academic credit. This streamlined process integrated practical training with academic recognition, enabling students to apply for graduation.



I can use the college credits I earned while [I also] obtain my Idaho POST Certification.”

–Benjamin Avolio, ISU Law Enforcement student

“SkillStack® is a neat program. I can use the college credits I earned while [I also] obtain my Idaho POST Certification,” said Benjamin Avolio, a current ISU Law Enforcement student.

Since implementing SkillStack®, the number of BTC recipients in the law enforcement program increased dramatically, from 15 over five years to 38 in the first year. More importantly, law enforcement agencies have expressed strong support for the program, encouraging their officers to participate to enhance career prospects.

By sharing this successful model, ISU aims to improve law enforcement training across Idaho and foster cooperation among educational institutions, with the College of Western Idaho and CSI expressing interest in adopting SkillStack® for their programs. Overall, the SkillStack® microcredentialing program at ISU represents a significant shift in law enforcement education, enhancing the educational experience for students and contributing to more effective training in the state. This innovative approach sets a precedent for similar initiatives in other programs and institutions.



WHAT ARE MICROCREDENTIALS?

SkillStack® is a microcredential platform that allows Idaho’s educators to validate the skills their learners demonstrate proficiency in, leading to industry-relevant digital badges.

Microcredentials are recognized credentials awarded to learners for mastering skills or concepts defined by industry and educators. They’re developed through a collaborative process that engages industry, educators and other stakeholders to ensure they reflect the skills needed for success.

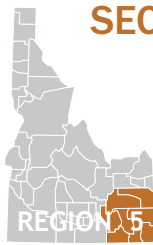
A digital badge serves as a visual representation of a microcredential, embedded with data to verify a learner’s skills and achievements. Each badge’s criteria are developed with industry input.

Digital badges have several key characteristics:

- **Verifiable:** Prospective employers or postsecondary institutions can identify who issued the badge, when and where it was earned and what criteria were used to earn it.
- **Stackable:** A set of organized microcredentials can be stacked to symbolize progressive levels of proficiency, complexity and achievement.
- **Portable:** Individuals can access their badges indefinitely and share them via social media or embed them in a resume for prospective or current employers or postsecondary institutions.

Program standards for each badge are established through a collaborative process involving industry, college and university faculty, secondary educators and other stakeholders. As students provide evidence of their competencies, educators evaluate these skills based on common assessments. Once all skills for a badge are validated, the information is entered into the SkillStack® platform and badges are issued.

Unlike traditional degrees that cover broad fields of study, microcredentials focus on specific skill sets, making them appealing to employers seeking specialized knowledge. These certifications can be earned through online courses, workshops or other educational activities, providing a flexible pathway for individuals to demonstrate their expertise.



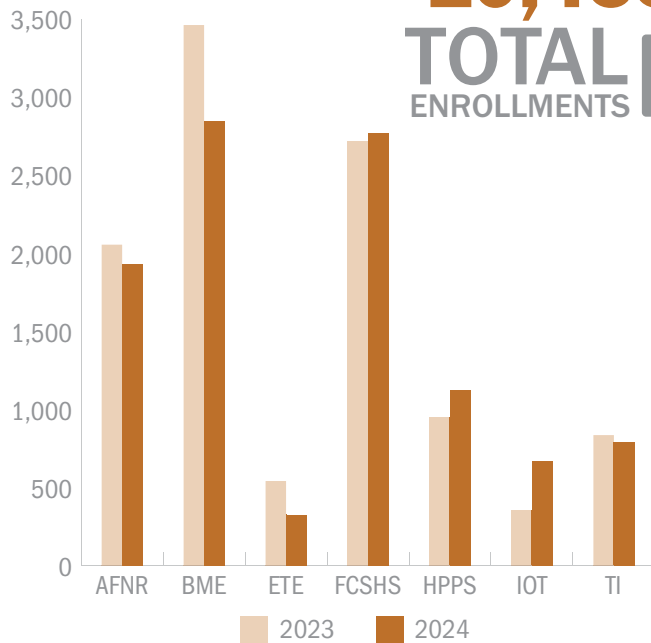
SECONDARY

640
CTE
CONCENTRATORS

133 TOTAL PROGRAMS
INCREASE OVER FY 2023
41%

10,455
TOTAL ENROLLMENTS

3,319
SKILL STACK[®]
BADGES ISSUED



14
LEAs
WERE RURAL
86%

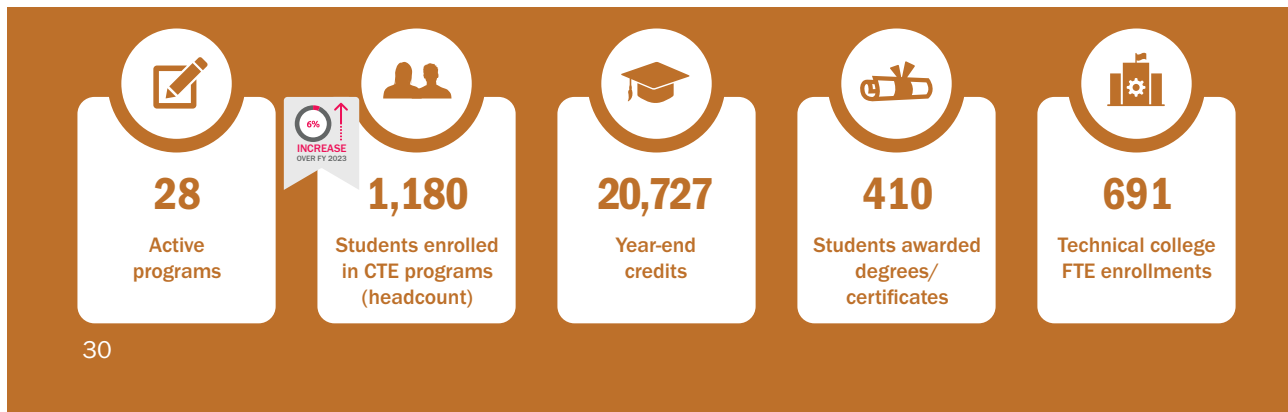
75% OF SECONDARY STUDENTS TAKE CTE COURSES

TOTAL ENROLLMENTS IN CTE PROGRAMS

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

203
CTE DIPLOMAS AWARDED
AS REPORTED BY LEAs

TECHNICAL COLLEGE—IDAHO STATE UNIVERSITY

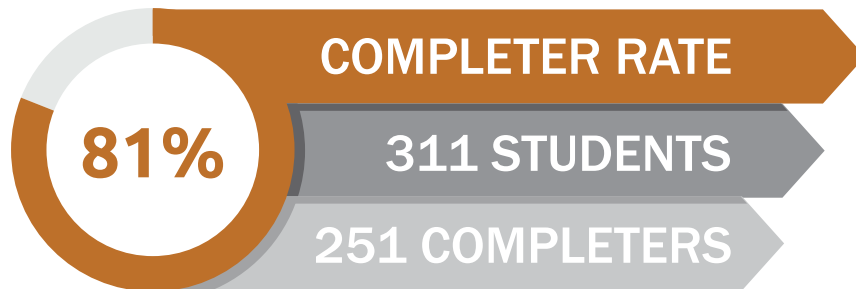


WORKFORCE TRAINING CENTER

13,305
HEADCOUNT



APPRENTICESHIPS



EMPLOYER SPOTLIGHT

Platinum Plumbing

Type of industry: Plumbing

Number of employees: Six

Training need: As a growing plumbing company in Pocatello, Platinum Plumbing requires skilled, licensed professionals to address various residential and commercial plumbing needs. The company wanted structured training that encompasses technical knowledge, safety practices, regulatory codes and customer service.

How WTC delivered: Platinum Plumbing partners with the WTC to provide a four-year Plumbing Apprenticeship Program. This program aligns classroom instruction with state licensure requirements, equipping apprentices with essential skills. The company collaborates closely with the WTC to ensure the curriculum meets the evolving needs of the industry



Their commitment to providing hands-on training opportunities, in addition to didactic instruction, showcases their investment in the foundation, health and well-being of our community by administering quality education to our tradespeople.”

-Tana Christensen, co-owner,
Platinum Plumbing



**Idaho State
University**



Health professions programs bridge community and career

Kay Gardner spent three decades at the Pocatello Children's Clinic, taking on various roles in billing, collections and reception. Though she loved working in healthcare, she knew she didn't want to remain in clerical work until retirement. What she didn't know was that her husband, Mike, would be the key to helping her discover her calling.

"Mike was a paramedic who often taught night classes at local colleges, so he was gone all the time. I said, 'You know, I really don't like staying home alone, so I'm going to take an emergency medical technician (EMT) class so I can teach with you,'" Gardner recalled. "I took the class, and as part of it, you get to run on the ambulance, and it just stirred my soul."

After taking the EMT class, Gardner continued her work at the clinic and served in the reserves at the Blackfoot Fire Department. In 2019, an opportunity aligned her career with her newfound passion. When her husband retired, an acquaintance contacted him about taking over her EMT class at Idaho Falls School District No. 91's Career and Technical Education Center. Eager for a new direction, Gardner jumped at the chance.

32

"I suggested I take the position and haven't looked back," said Gardner.

Gardner used her experience and connections as an EMT to reimagine the year-long program, which includes dual credit through CSI. Classes run for two hours a day, four days a week. The extensive curriculum incorporates allied health, medical terminology and optional modules such as blood glucose monitoring and IV training. The CMA program is also a year-long program. Although students are technically supposed to receive an hour of CMA instruction each day, there's considerable overlap between the programs.

"EMTs and CMAs both need to know medical terminology and allied health. They all earn their Assist with Medications, CPR, OSHA and Stop the Bleed Certifications. I just figure the more they know the better prepared they are for the world," said Gardner. "In addition to clinical skills, CMAs also need to have clerical skills, so that's the main difference."

Gardner's connections have led to a strong technical advisory committee (TAC) that supports her programs by donating



I took the class, and as part of it, you get to run on the ambulance, and it just stirred my soul.”

–Kay Gardner, CMA and EMT instructor

equipment and providing guidance on skills and equipment students need. In addition to providing internships and hands-on experience, TAC members also volunteer in the classroom.

“I can’t do skills training with this many kids and have them be safe, so I have people who do this for a job come in to help teach and test,” Gardner explains. “Bonneville County Fire members were here practically as much as I was last year.”

This collaborative effort fosters a sense of community among the emergency medical services (EMS) in Southeast Idaho, with active participation from Central Fire Department in Rigby, Bonneville County Fire District in Idaho Falls, Idaho Falls Fire Department and Ammon Fire Department.

Upon completion of the program, students are prepared to take the National Registry of Emergency Medical Technicians exam.

“Some of my students go straight into industry as EMTs, and most of them go on to do fire services as well,” said Gardner. “I try to make sure that even if EMS isn’t their pathway, they learn something that will help them in their career.”



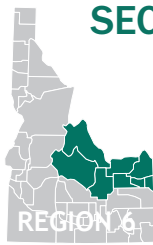
WHAT ARE TECHNICAL ADVISORY COMMITTEES?

TACs play a vital role in CTE programs by bridging the gap between education and industry. Comprised of professionals from relevant fields, TACs advise instructors on the skills and equipment students need to succeed in today’s job market. They help ensure that curricula remain current and aligned with industry standards, which is essential for preparing students for future employment.

In addition to offering guidance, TACs often provide valuable donations, including equipment and supplies that might otherwise be out of reach for educational entities. This support allows students to gain hands-on experience with the tools and technologies they will encounter in their careers. Many TACs also facilitate internships and job shadowing opportunities, giving students real-world exposure and practical skills.

For employers, partnering with TACs creates a pathway to build a skilled workforce. By investing in CTE programs, businesses can help shape the training of future employees, ensuring graduates are job-ready and familiar with the latest industry practices. This collaboration not only enhances the educational experience for students but also strengthens community ties and fosters a sense of shared purpose.

TACs play a crucial role in creating quality CTE programs. By advising instructors, providing resources and offering opportunities for hands-on learning, they help ensure that students receive the training they need to thrive in their chosen fields. In return, employers gain access to a pipeline of skilled workers prepared to meet the demands of the workforce.



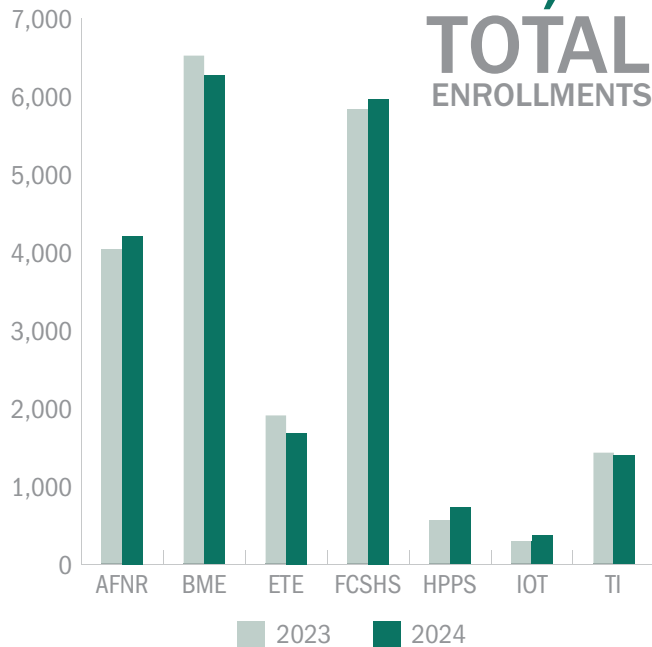
SECONDARY

1,477
CTE
CONCENTRATORS

180 TOTAL PROGRAMS
INCREASE OVER FY 2023
22%

20,591
TOTAL ENROLLMENTS

9,584
SKILL STACK[®]
BADGES ISSUED



TOTAL ENROLLMENTS IN CTE PROGRAMS

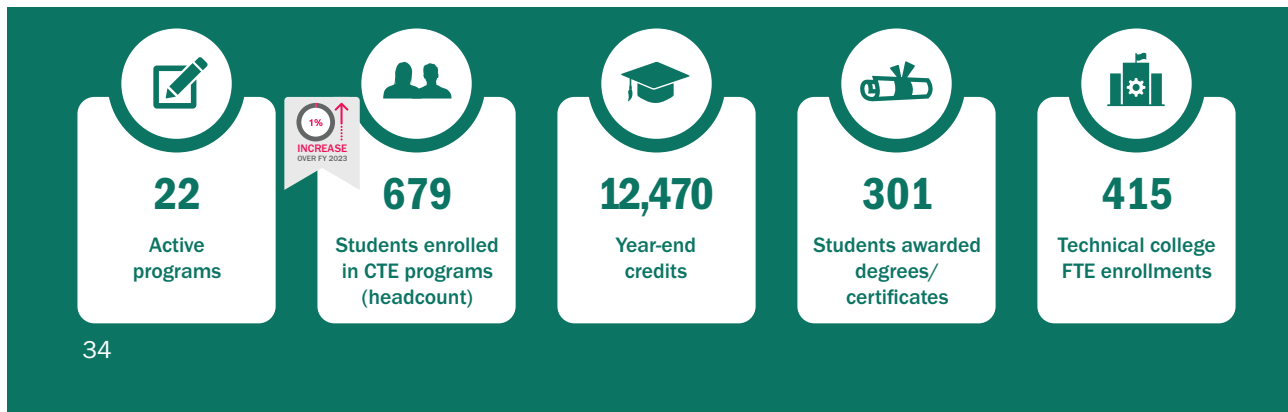
Agriculture, Food and Natural Resources (AFNR); Business and Marketing Education (BME); Engineering and Technology Education (ETE); Family and Consumer Sciences and Human Services (FCSHS); Health Professions and Public Safety (HPPS); Individualized Occupational Training (IOT); Trades and Industry (TI).

22
LEAs
WERE RURAL
77%

75% OF SECONDARY STUDENTS TAKE CTE COURSES

429
CTE DIPLOMAS AWARDED
AS REPORTED BY LEAs

TECHNICAL COLLEGE—COLLEGE OF EASTERN IDAHO

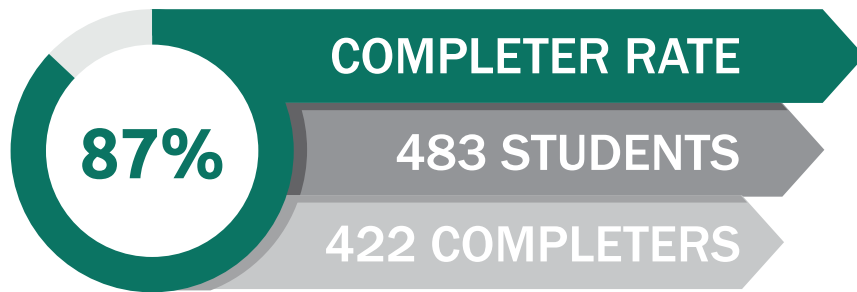


WORKFORCE TRAINING CENTER

13,784
HEADCOUNT



APPRENTICESHIPS



EMPLOYER SPOTLIGHT

Idaho Steel

Type of industry: Fabrication and machining

Number of employees: 150

Description of training need: Idaho Steel manufactures equipment for the food processing industry and struggles to find qualified machine operators. The company expressed interest in enrolling several current employees in a short-term machine operator course, offering to fund their training.

How the WTC delivered: Previously, CEI had a machine operator course that was closed due to low enrollment. The WTC team revitalized the program by getting the machinery operational again and collaborating with Haas Automation, Inc., to create a new curriculum. Over two weeks, 10 employees received 40 hours of hands-on training, leading to a nationally recognized certification. All participants completed the training and passed the certification test, acquiring valuable skills to advance their careers.



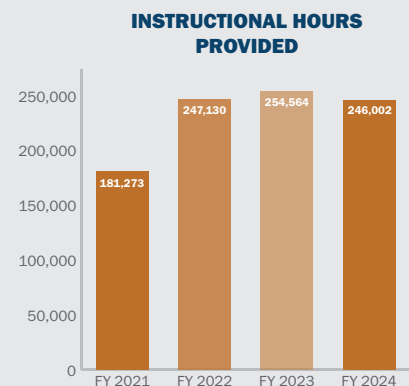
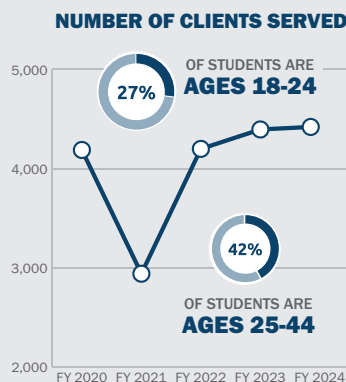
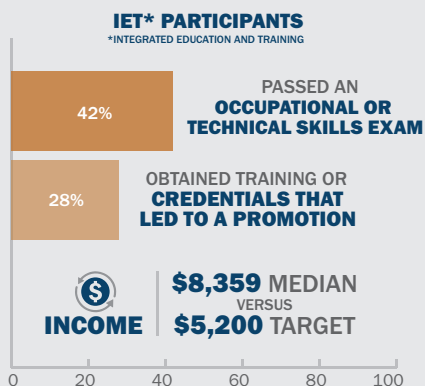
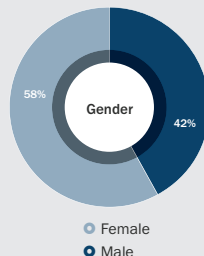
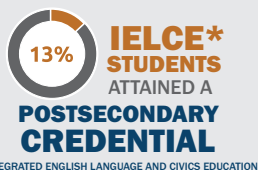
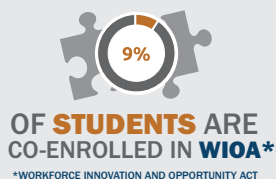
Idaho Steel is proud to continue investing in the students who have a passion for the trades.”

–Heidi Oyola, head of HR, Idaho Steel

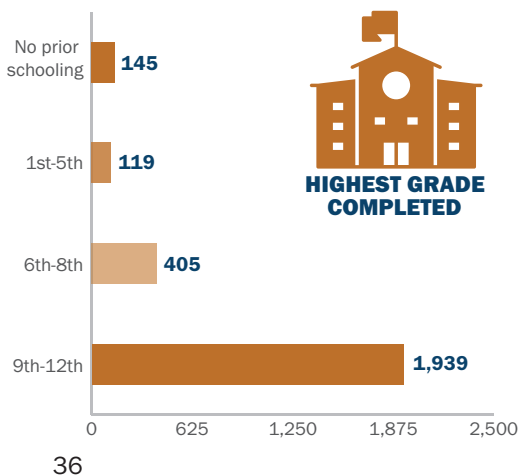


Adult Education

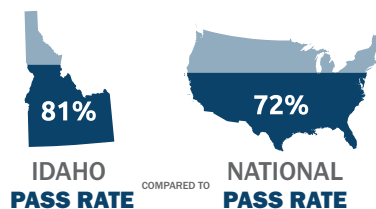
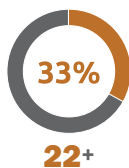
AE collaborates with employers, workforce training and CTE to prepare students for in-demand career pathways. AE provides several services to the six technical colleges and the Idaho Department of Correction.



GED



AGE GROUPS OF GED PASSERS

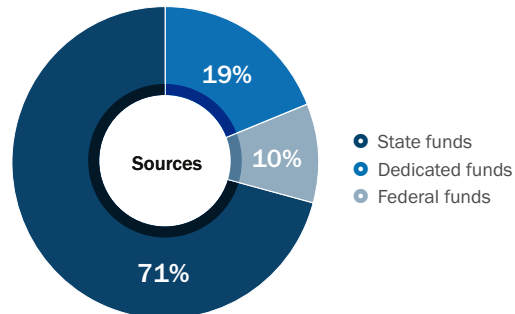
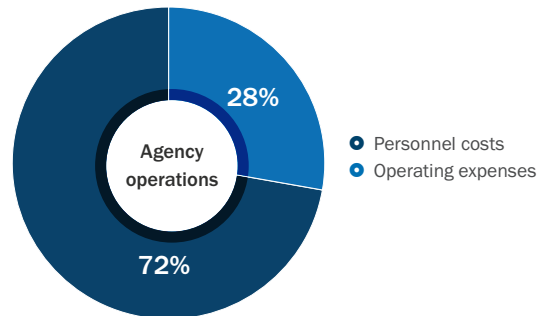
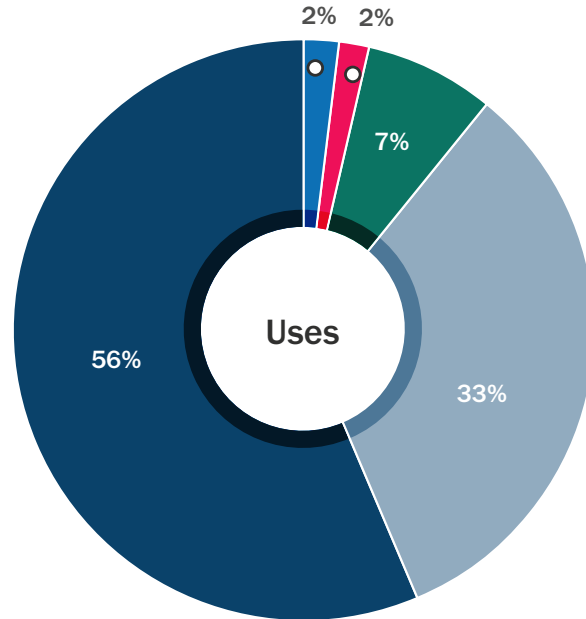


Financial overview



IDCTE RECEIVED \$108,296,800
IN APPROPRIATIONS AND HAD 45 EMPLOYEES
FOR FY 2024

Administrative services	\$2,355,000
Operating expenses	\$387,000
Personnel costs	\$1,936,600
Capital expenses	\$11,400
Secondary and general programs	\$35,511,700
Operating expenses	\$542,000
Personnel costs	\$1,951,300
Federal funds	\$4,021,700
Program distribution	\$33,018,400
Added-cost operating support	\$28,765,630
Agriculture and Natural Resources	\$442,500
Program Quality Initiative	\$634,870
Secondary Perkins grant programs	\$2,985,400
Workforce Readiness Incentives	\$190,000
Technical college system	\$60,847,900
Operating expenses	\$5,242,600
Personnel costs	\$47,919,800
Program distribution	\$60,847,900
Federal funds (distributed)	\$2,685,500
Related programs	\$7,771,400
Dedicated funds	\$252,800
Federal funds	\$4,507,500
Operating expenses	\$236,200
Personnel costs	\$1,073,200
Program distribution	\$6,012,200
Adult Education	\$4,565,400
Centers for New Directions	\$170,000
Fire Service Training	\$240,513
Workforce Training Centers	\$1,209,000
Educator services	\$1,810,800
Connect Summer Conference	\$275,000
Operating expenses	\$237,900
Personnel costs	\$595,400
Program distribution	\$702,500



Looking ahead

Reflecting on the past year, we've emphasized connecting more deeply with the field and strengthening relationships with our educators. Our commitment to innovation remains steadfast as we look ahead to the coming year. We're dedicated to leveraging new and emerging technologies to ensure our programming and learning opportunities are not outdated before our students arrive.

We're excited to reimagine our InSpIRE Ready! Program and leverage our new positions to support new educators in the field. We recognize the importance of reducing barriers to entering the teaching profession, particularly for CTE educators. Our efforts will focus on simplifying application processes and enhancing support for all educators—not just those new to the profession.

Advocating for additional technical college and secondary program resources will be top priorities. Rising operating costs, driven by increased enrollment and higher consumable expenses, pose significant challenges. To address this, we'll work strategically to engage with employers, ensuring that our education system aligns with workforce needs and keeps Idaho competitive.

Finally, we're committed to fostering stronger collaboration across the broader education ecosystem, working closely with higher education institutions and the Idaho Department of Education to ensure our efforts continue to drive student success and meet the needs of our communities. At the same time, we'll focus on building the necessary infrastructure that empowers both learners and employers, creating opportunities that align with the demands of our evolving economy. Together, we're paving the way for a brighter, more sustainable future for CTE in Idaho.



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 linkedin.com/company/idaho-career-and-technical-education

2024/1,000/AR24

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



**Idaho Division of Career Technical Education
Operational Framework FY 2024 – FY 2028**

GOAL	TARGET DATES	GOAL MANAGER	STRATEGY
I. Enhance and guarantee operational effectiveness and collaboration			
A. Design and develop a comprehensive program data management system	FY 2023 – Release RFP FY 2024 – Begin FY 2025 – Implementation	Special Projects Coordinator	<ol style="list-style-type: none"> 1. Identify key components. 2. Produce and prepare for release of formal request for proposal. 3. Identify vendor and build system. 4. Identifying initial project team and future staffing needs for ongoing support, maintenance, and enhancements. 5. Enhance data elements and leverage results for improvement <ul style="list-style-type: none"> o Articulate and validate definitions for reporting o Enhance data reporting connectivity o Develop data visualizations o Leverage ISEE staff to create reports related to CTE data o Provide professional development for staff on data-driven performance improvement.
B. Identify, improve, and produce documents for agency processes	FY 2024	Assistant Director of Federal and Related Programs on behalf of Leadership Team	<ol style="list-style-type: none"> 1. Offer quarterly surveys for staff to identify needs 2. Leadership identify unit specific areas of improvement 3. File structure and application uses
C. Build intentional connections and collaboration between departments and units	FY 2024	Chief of Staff on behalf of Management Team	<ol style="list-style-type: none"> 1. Develop road-maps, project management scopes, and functional steps. 2. Host annual and ongoing process update meetings 3. Develop OneNote Notebook for processes 4. Include CTE Staff on GreenRope communications 5. Ensure supervisors report-back on DMT and DLT meetings.
D. Complete migration, transfer, processes for Fire Service Training assets	FY 2024	Fire Service Training Acting Director	<ol style="list-style-type: none"> 1. Confirm asset list 2. Process ownership transfers 3. Relocate equipment 4. Repair/Replace/Re-logo equipment 5. Establish equipment rotation calendar and use documentation
E. Enhance framework for educator resource catalog	FY 2024	Director of Communications	<ol style="list-style-type: none"> 1. Develop handbook and/or guide including naming conventions, tags, branding, responsibilities 2. Framework on annual timeline including audits and leveraging operational survey results for improvements 3. Launch of agency-wide calendar feature

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GOAL	TARGET DATES	GOAL MANAGER	STRATEGY
F. Develop framework for policy makers and stakeholder engagement and learning.	FY 2025	Administrator	<ol style="list-style-type: none"> 1. Enhance understanding and knowledge of career technical education 2. Legislative tours and roadshow. 3. Host regional listening sessions. 4. Host annual legislative recap and impact meeting for staff. 5. Enhance communication for FST Council and stakeholders. 6. Enhance partnerships and communication to districts (rural and urban)
G. Ensure intentional partnerships and collaborations with external organizations and agencies.	FY 2024 – Begin FY 2025 – Implementation	Administrator on behalf of Leadership Team	<ol style="list-style-type: none"> 1. Produce internal document identifying staff assignments and responsibilities on committees, boards, councils, or organizations. 2. Targeting two-way communication 3. Identify strategies to build and enhance relationships 4. Explore and lead comprehensive learner record concept
H. Grow use and recognition of microcredentials	FY 2025	Chief Performance and Accountability Officer	<ol style="list-style-type: none"> 1. Operationalize the new definition of microcredential and use for the state of Idaho. 2. Identify appropriate teachers as eligible badge providers. 3. Ensure SkillStack® training occurs during First Camp 4. Take appropriate steps necessary to remove Technical Competency Credit throughout system 5. Launch campaign for SkillStack® Recruit
I. Enhance relationships with Idaho’s educational system	FY 2024 – Begin FY 2028 – Ongoing	Administrator	<ol style="list-style-type: none"> 1. Identifying regional technical support and assistance 2. Proactively identify opportunities for local districts including building-level training networking 3. Enhance CTE knowledge and understanding 4. Explore working relationships with local boards of trustees 5. Enhance working relationships with relevant state agencies 6. Engage in new superintendent training
J. Develop comprehensive communication/marketing plan	FY 2026	Director of Communications	<ol style="list-style-type: none"> 1. Incorporate field work into social media 2. Create social media plan 3. Develop timeline for annual report submission 4. Monitor annual operational survey results for improvement 5. Produce documents to visualize overlap in services and programming
K. Complete 2030 staffing plan	FY 2025	Chief of Staff	<ol style="list-style-type: none"> 1. Initial review, prioritize, and finalize 2030 staffing needs 2. Annual review of 2030 staffing goals 3. Complete a workload analysis
II. Foster and lead quality programs			
A. Complete program prioritization and standards revision.	FY 2023 – Begin FY 2027 – Implementation	Assistant Director of Program Quality	<ol style="list-style-type: none"> 1. Establish program prioritization metrics to ensure programs have alignment to regional and state labor need 2. Finalize quarterly plan for programs 3. Phasing out TCC

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GOAL	TARGET DATES	GOAL MANAGER	STRATEGY
B. Ensure alignment with workplace readiness, student leadership, and academic content standards	FY 2026	Chief Program Officer	<ol style="list-style-type: none"> 1. Finalize standards for student leadership 2. Create badges as applicable 3. Create resources for districts to align applied learning to academic standards
C. Explore, identify, and articulate standard interconnectivities.	FY 2025 – Begin FY 2026 – Implementation	Chief Program Officer	<ol style="list-style-type: none"> 1. Identify appropriate stakeholders 2. Learn about possible solutions 3. Create roadmap to visualize
D. Review, revise, and publish new technical advisory committee framework	FY 2025 – Begin FY 2026 - Implementation	Assistant Director of Program Quality	<ol style="list-style-type: none"> 1. Gather input on best practices 2. Ensure alignment with other state initiatives on workforce engagement 3. Include necessary items for Perkins input groups 4. Publish, communicate, and train field on updated framework 5. Explore collecting TAC members and contact information
E. Ensure program reviews are used to improve program quality and identifying ways to make enhancements	FY 2025 – Begin FY 2026 - Implementation	Chief Program Officer	<ol style="list-style-type: none"> 1. Leverage program data including Perkins measures 2. Implement feedback survey 3. Explore technical assistance grants requirements
F. Implement student leadership standards	FY 2026	Assistant Director of Student Leadership	<ol style="list-style-type: none"> 1. Design and develop training resources for educators 2. Develop educator badges for advisors
G. Update, enhance, and improve Perkins 4-year plan	FY 2024 & FY 2028	Perkins Program Director	<ol style="list-style-type: none"> 1. Timeline for CLNA 2. Identifying appropriate staff for engagement 3. Prepare updated 4-year plan for approval by Board
H. Review, revise, and enhance Fire Service Training programming and services.	FY 2025	Fire Service Training Acting Program Director	<ol style="list-style-type: none"> 1. Update testing system and software and explore online testing platform 2. Enhanced initial and ongoing operational training for field instructors/evaluators 3. Produce course catalog 4. Explore options and identify next steps for updated records management system
I. Partner with relevant agencies to explore a single state-wide credential of value inventory	FY 2027	Assistant Director of Program Quality	<ol style="list-style-type: none"> 1. Identify agencies as contributors to the process and implement the final works
J. Ensure success launch of middle school programming.	FY 2025	Middle School Program Quality Manager	<ol style="list-style-type: none"> 1. Define programming 2. Funding 3. Professional development
K. Coordination and ensuring sustainability for state program funding	FY 2026	Chief Administrative Officer	<ol style="list-style-type: none"> 1. Reporting and accountability <ul style="list-style-type: none"> o Postsecondary o Secondary (program added-cost; career technical center added-cost, etc.) aligned to program prioritization work.

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GOAL	TARGET DATES	GOAL MANAGER	STRATEGY
III. Provide dynamic educator services			
A. Develop and launch an educator certification platform	FY 2025 – Begin FY 2026 – Implementation	Director of Educator Certification	<ol style="list-style-type: none"> 1. Develop framework and key components needed 2. Identify vendor or existing platform 3. Ensure functionality with ISEE and other relevant systems
B. Create microcredentials to be awarded in SkillStack®	FY 2024 – Begin FY 2026 – Implementation	Director of Professional Development	<ol style="list-style-type: none"> 1. Recognizing professional development activities 2. Ongoing educator training 3. Report functionality for renewal of certification
C. Update course and ISEE manual	FY 2024 – Begin FY 2025 – Implementation	Director of Educator Certification	<ol style="list-style-type: none"> 1. Finalize user-friendly resource 2. Implement new ISEE course code numbering and “sequence” documents 3. Identify enhancements to ISEE relevant to educator certification
D. Deploy annual survey for classroom teachers	FY 2025 – Implementation	Chief Educator Officer	<ol style="list-style-type: none"> 1. Identify and engage appropriate stakeholders to develop survey 2. Identify potential partners for distribution of survey
E. Develop local CTSO advisor professional development	FY 2026	Assistant Director of Student Leadership	<ol style="list-style-type: none"> 1. Identify best practices for local CTSO advisor training 2. Develop IDCTE Local CTSO (Student Leadership) Advisor training
F. Continue support and enhancement of InSpIRE Ready!	FY 2025	Chief Educator Officer	<ol style="list-style-type: none"> 1. Expanding capacity for additional support <ul style="list-style-type: none"> o Transition InSpIRE Ready! courses to in-house 2. Adding additional First Camp mid-school year 3. Hosting optional regional new teacher training (including non-InSpIRE route) 4. Ensuring appropriate levels of mentors for new teachers
G. Leadership Institute	FY 2026	Director of Professional Development	<ol style="list-style-type: none"> 1. Develop modules for leadership institute areas 2. Increase capacity and access to leadership institute materials
H. Foster on-going educator professional development	FY 2025	Director of Professional Development	<ol style="list-style-type: none"> 1. Foster regional technical skill development courses 2. Grow and enhance Connect Conferences

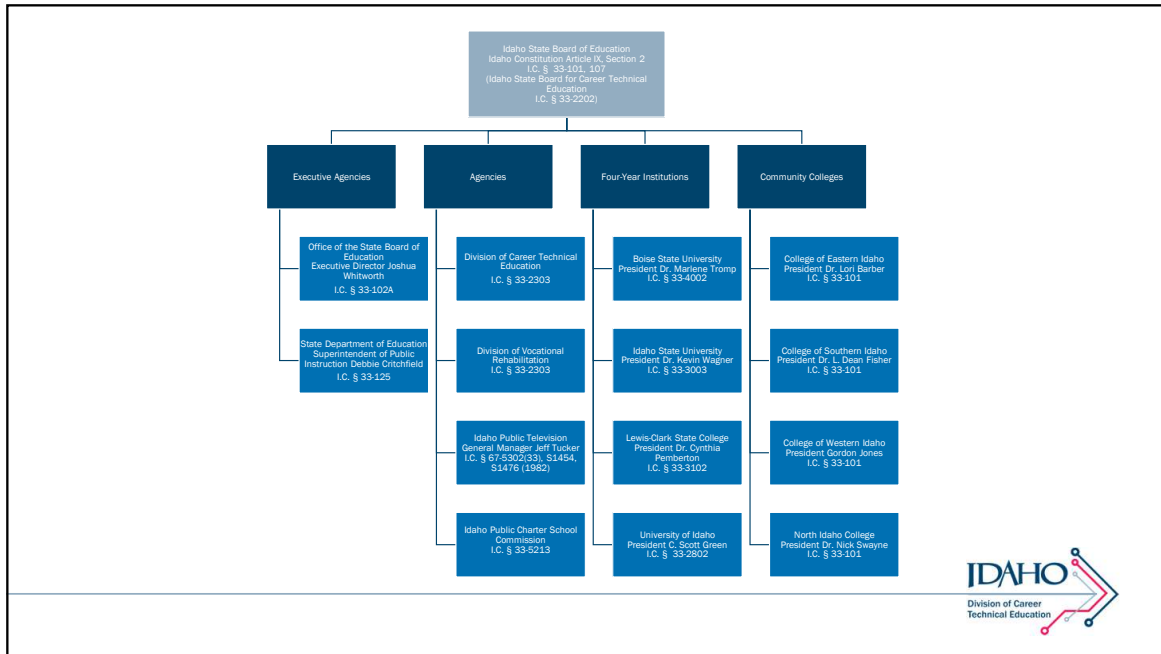
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Idaho Division of Career Technical Education 2025 Annual Update

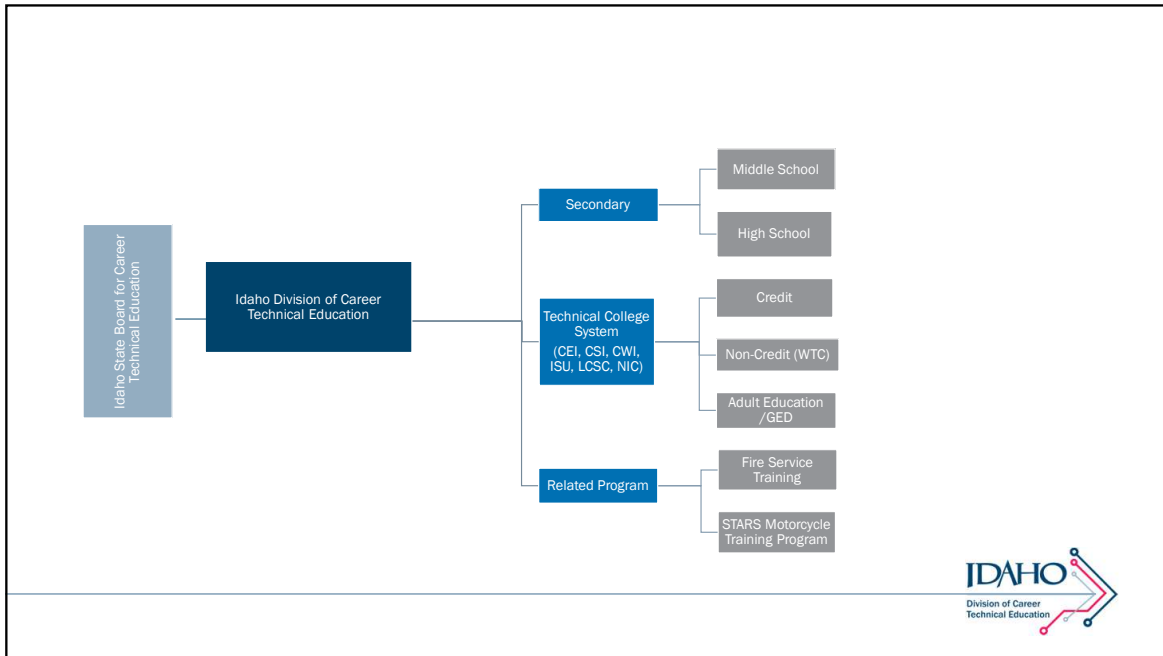
Executive Director Joshua Whitworth



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3

Our mission:

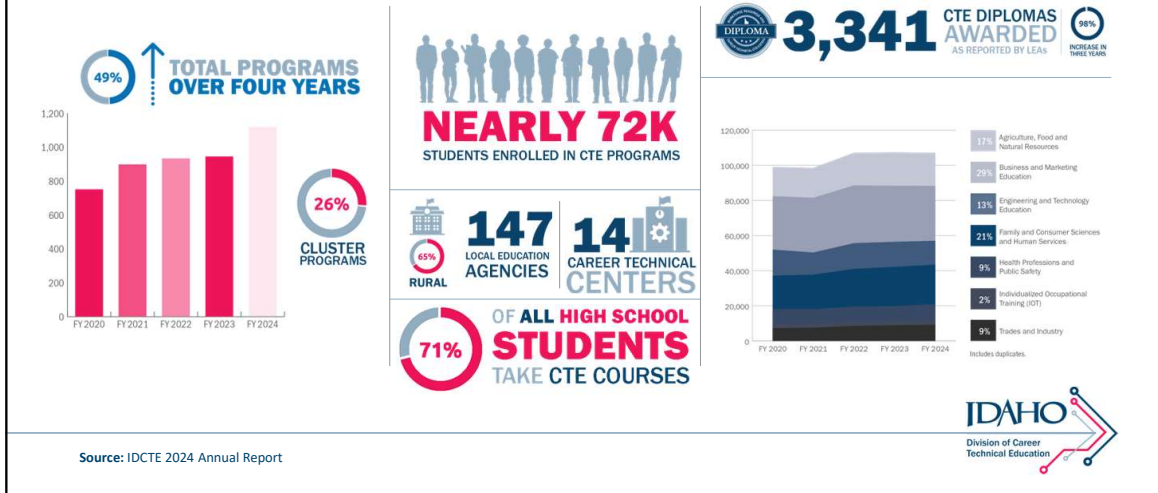
To prepare Idaho's youth and adults for high-skill, in-demand careers.



The slide features a large heading "Our mission:" followed by the mission statement "To prepare Idaho's youth and adults for high-skill, in-demand careers." The Idaho logo is positioned in the bottom right corner.

4

Secondary Snapshot



5

Secondary program applications

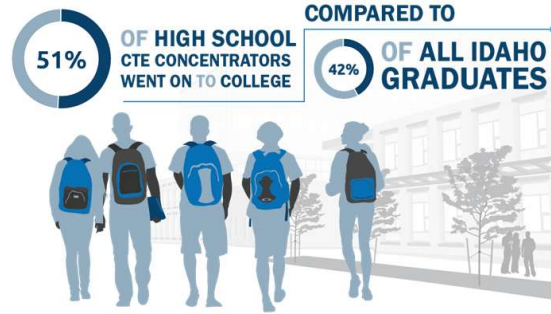
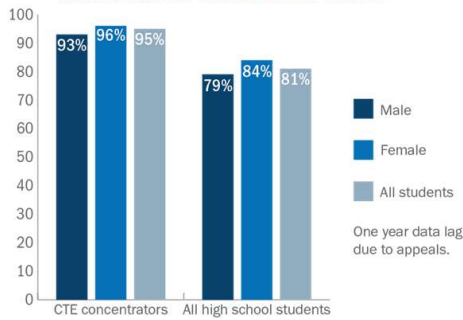
Program area	FY 2022	FY 2023	FY 2024	FY 2025
Agriculture, Food and Natural Resources	14	13	25	36
Business and Marketing	10	9	30	20
Engineering Technology Education	18	13	24	21
Family Consumer Sciences and Human Services	10	17	32	11
Health Professions and Public Safety	3	12	18	9
Trades and Industry	2	6	11	15
Individualized Occupational Training	2	3	11	5
	59	73	151	117



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Secondary Snapshot

HIGH SCHOOL GRADUATION RATES

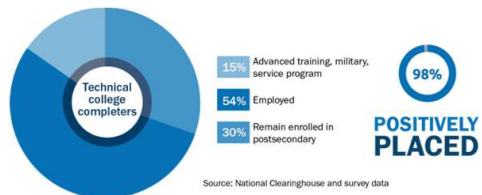
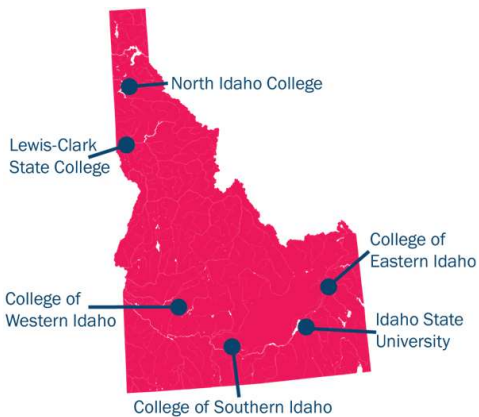


Source: IDCTE 2024 Annual Report



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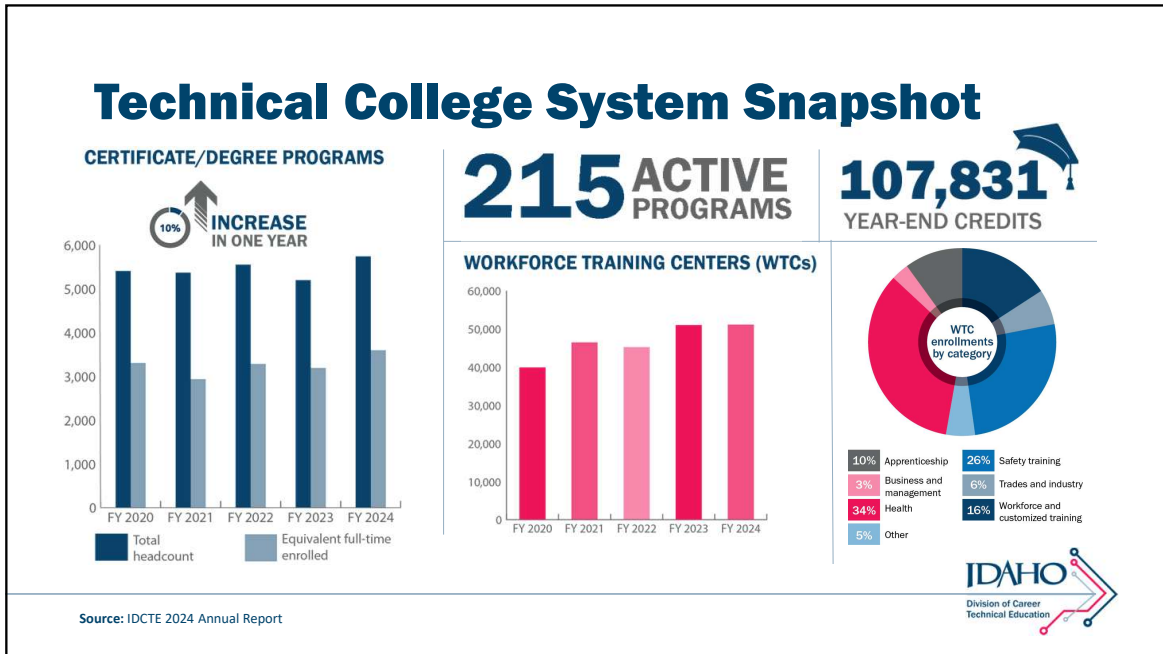
Technical College System



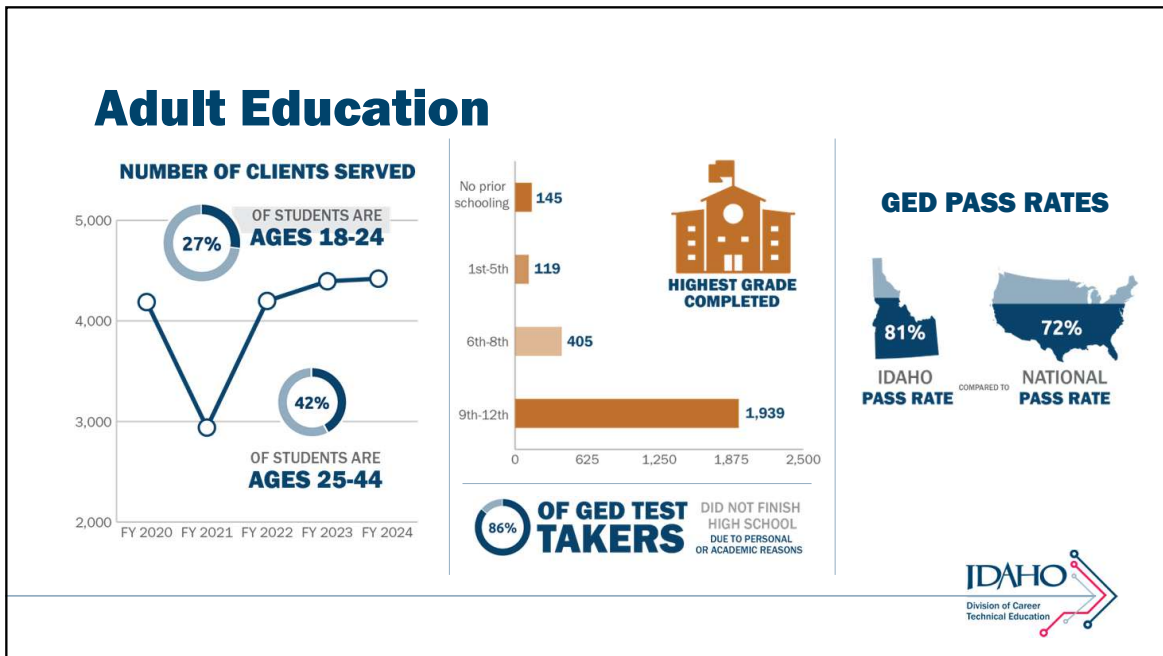
Source: IDCTE 2024 Annual Report



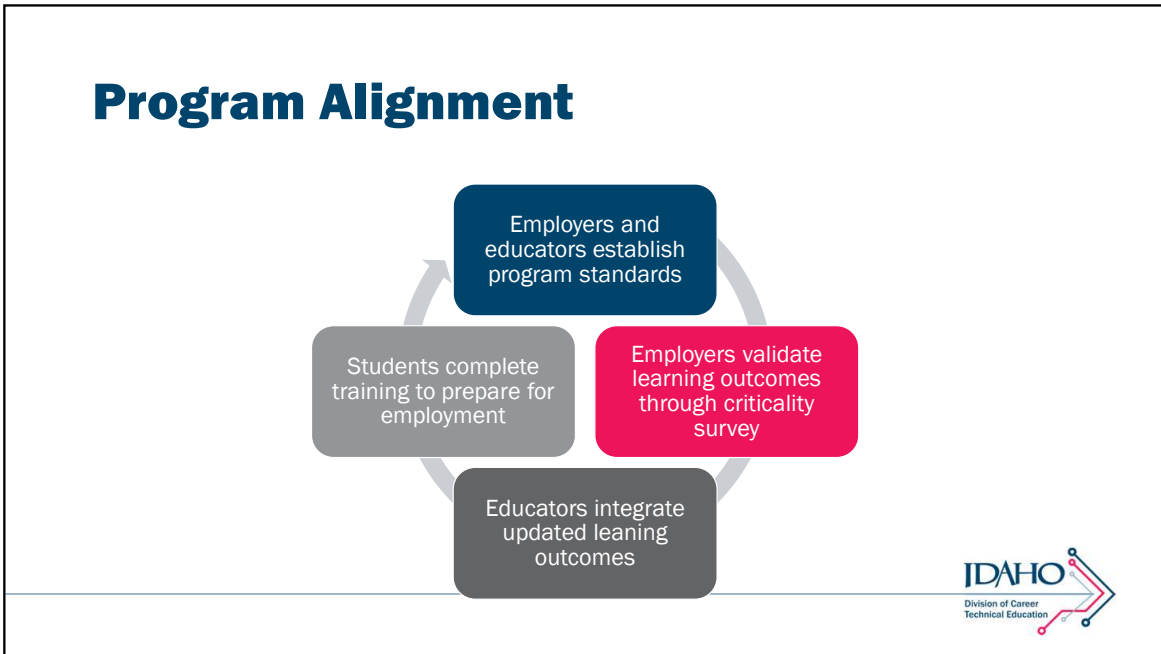
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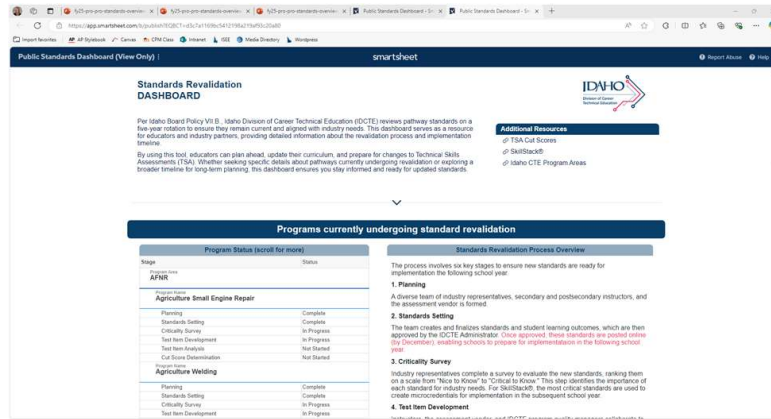


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- ## FY 2025 standards revalidation
- Agriculture Maintenance
 - Agriculture Small Engine Repair
 - Agriculture Welding
 - Business Management
 - Computer Support
 - Cosmetology
 - Electronics Technology
 - Network Support
 - Nursing Assistant
 - Plant and Soil
 - Programming and Software Development
 - Welding
- 
- 12

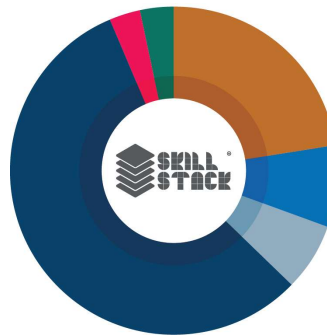
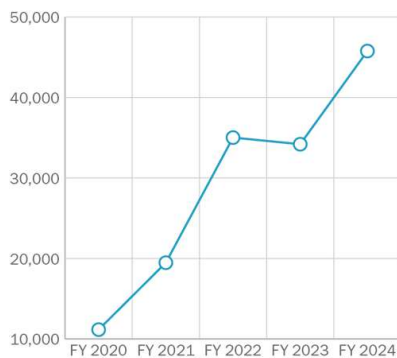
FY 2025 Standards Revalidation



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SkillStack®

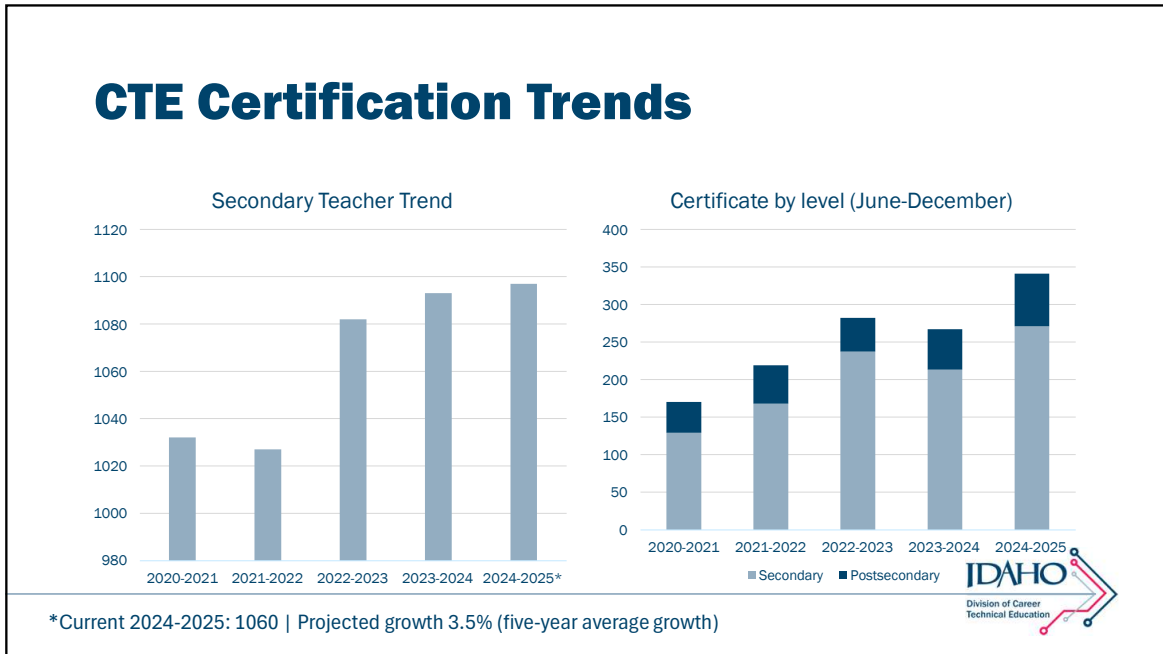
>40,000 UNIQUE STUDENTS EARNING >145,000 MICROCREDENTIALS



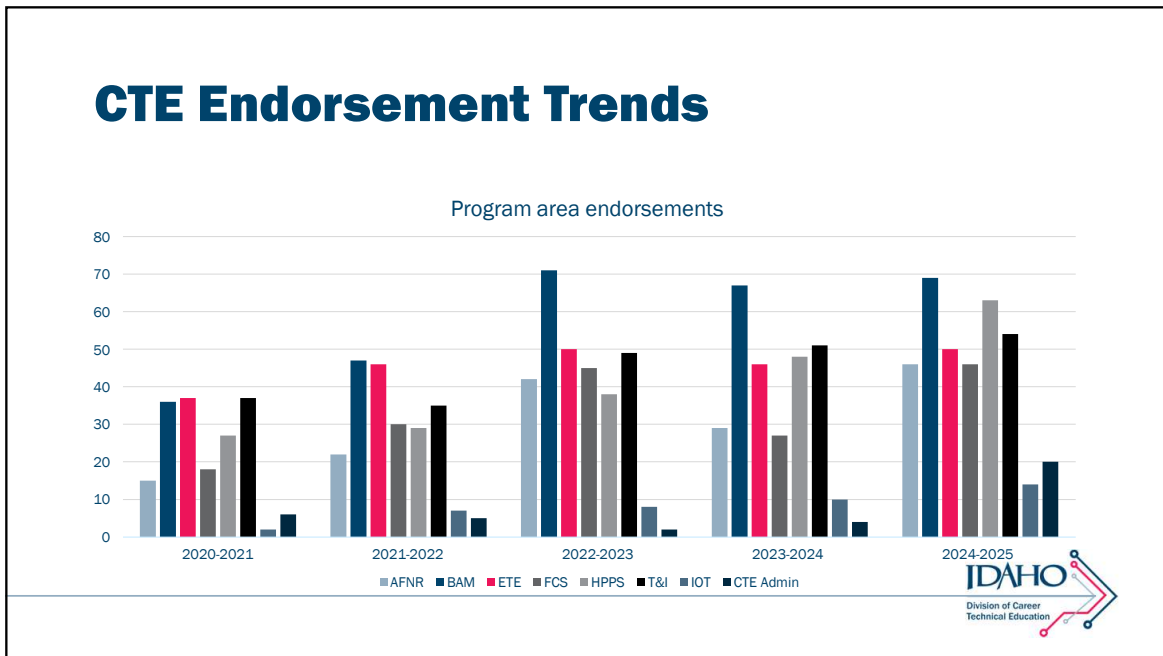
- 3% Region 1
- 3% Region 2
- 56% Region 3
- 7% Region 4
- 8% Region 5
- 23% Region 6



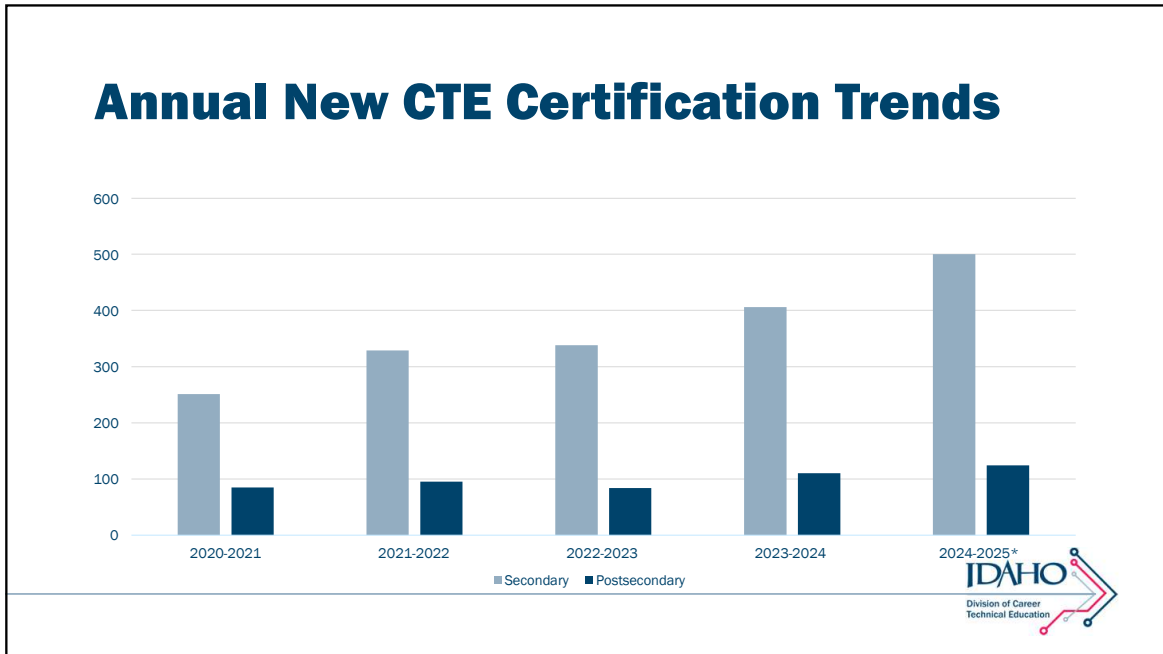
14



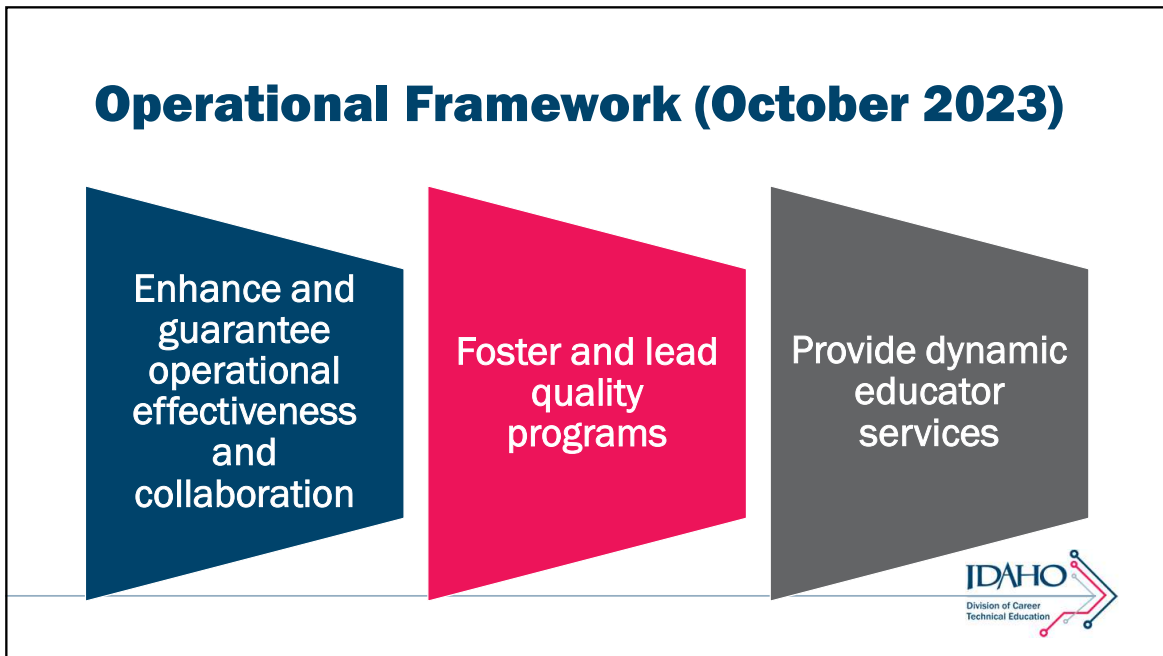
15



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Operational framework (December 2024)

- 16 unique goal project managers
- 14 completed staff feedback sessions
- 14 goal action plans in development
- Revised goals published

GOAL	TARGET DATES	GOAL MANAGER	Step 1	Step 2	Step 3	Step 4	Step 5
I. Enhance and guarantee operational effectiveness and collaboration							
A. Design and develop a comprehensive program data management system	FY 2024 - Begin FY 2026 - Implementation	Data System Administrator	✓	SFS* 5/24/24 ✓	In progress		
B. Identify, improve, and produce documents for agency processes	FY 2024 - Begin FY 2026 - Ongoing	Director of Federal and Related Programs on behalf of Leadership Team	✓	SFS* 5/3/24 ✓	In progress		
C. Build intentional connections and collaboration between departments and units	FY 2024 - Begin FY 2026 - Ongoing	Chief of Staff on behalf of Management Team	✓	SFS* 5/24/24 ✓	In progress		
D. Complete migration, transfer, processes for Fire Service Training assets	FY 2024	Fire Service Training Director	✓	Ex. Fall 2024 ✓			
E. Enhance framework for educator resource catalog	FY 2024	Director of Communications	✓	SFS* 5/3/24 ✓	✓	In progress	
F. Develop framework for policy makers and stakeholder engagement and learning	FY 2025	Administrator	✓	Ex. Fall 2024 ✓			
G. Ensure intentional partnerships and collaborations with external organizations and agencies	FY 2024 - Begin FY 2025 - Implementation	Administrator on behalf of Leadership Team	✓	SFS* 7/9/24 ✓	In progress		
H. Grow use and recognition of microcredentials	FY 2025	Chief Performance and Accountability Officer	✓	SFS* 6/20/24 ✓	In progress		
I. Enhance relationships with Idaho's educational system	FY 2024 - Begin FY 2026 - Ongoing	Administrator	✓	SFS* 7/9/24 ✓	In progress		
J. Develop comprehensive communication/marketing plan	FY 2026	Director of Communications	✓	SFS* 5/3/24 ✓	✓	In progress	
K. Complete 2030 staffing plan	FY 2025	Chief of Staff	✓	SFS* 5/24/24 ✓	In progress		

*Staff Feedback Session - SFS



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FY 2026 Budget Governor Recommendation

Decision Unit	Amount
12.01 - Technical College Operations	\$640,000
12.02 - Adult Education and Perkins V Program Spending Authority	\$2,273,700
12.03 - Business/Industry Engagement Manager	\$128,400
12.04 - Adult Education and Literacy	\$50,000
12.81 - In-demand and Workforce Career Capacity	\$10,000,000



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Questions?

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