

Outreach Committee Project Proposal

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Funding Requested	\$25,000.00
Status	Submitted
Funded	<input type="checkbox"/>

Contact

Question: Entity name

Idaho Career and Technical Education

Question: "Doing business as" (If applicable)

Idaho Career and Technical Education (ICTE)

Question: Federal Tax ID Number

82-6000952

Question: Street address

650 W. State St., Ste. 324

Question: PO Box (If applicable)

P.O. Box 83720

Question: City

Boise

Question: State

ID

Question: Zip Code

83720

Question: Entity website

<https://cte.idaho.gov/>

Question: Last name

Bradford

Question: First name

Jennifer

Question: Email address

jenni.bradford@cte.idaho.gov

Question: Contact phone

(208)429-5543

Project Information

Question: Project title

ICTE Reach Conference Career Guidance Track

Question: Project manager first name

Jennifer

Question: Project manager last name

Bradford

Project Description

Question: Project description

The 2019 ICTE Reach Conference will be held August 5-8, 2019 at the Riverside Hotel in Boise. This is ICTE's annual conference that attracts upwards of 900 CTE professionals from across Idaho. Last year, 87 of the attendees participated in the Career Guidance Track. This included 62 secondary and post-secondary college and career advisors, 25 high school counselors, and 3 others. The potential of these participants was to influence thousands of students with greater understanding of CTE opportunities. But, these 87 are only a small fraction of college and career advisors and school counselors in our state. The Career Guidance Track Planning Committee wants to grow the number of attendees and remove financial obstacles for those who might not attend otherwise. Increasing attendees means increasing the number of students who are reached with relevant college and career options and information.

On behalf of the Career Guidance Track Planning Committee, ICTE is requesting a grant for forty \$625.00 scholarships, a total of \$25,000.00, to support attendance by college and career advisors, high school counselors, and middle school counselors. Each award would be used to cover the cost of conference registration (\$225.00) and lodging (four nights at roughly \$100.00 per night). The scholarships would be awarded to 20 middle school counselors, 10 high school counselors, and 10 college and career professionals. Middle school counselors are being invited and encouraged to attend for the first time because of ICTE's work to expand CTE to 7th and 8th grade.

ICTE is working hard to provide a conference with rich Career Guidance content. We are partnering with Advance CTE to bring Career Advisement and Development Training to the Reach Conference. This is a one day training developed by Advance CTE, ASCA, and ACTE with the goal of providing school counselors and related professionals with the information and resources they need to better connect students and their parents to CTE programs of study. All costs for this training are paid by Advance CTE and ICTE.

Question: Campaign timeline

March 1 - May 17, 2019: Develop a scholarship application and decision rubric and market the Reach Conference scholarship opportunity to secondary and post-secondary college and career advisors, high school counselors, and middle school counselors across the state.

May 17, 2019 - Scholarship deadline

May 20-22, 2019 - Application review and award notifications sent out to applicants

May 29, 2019 - Scholarship acceptance/non-acceptance due

May 30-31, 2019 - Conference registration and lodging arrangements completed

August 5-8, 2019 - Reach Conference

September 31, 2019 - Report data to WDC

Organizational Capacity Resume

Question: Please attach an organizational resume that demonstrates your organization's capacity to complete this project.

[Strategic-Plan-17-21-Revised-with-new-fed-targets.pdf](#) (2/26/2019 11:46 AM)

Question: Please attach a resume or bio for the named project person.

[JB Resume Feb 2019.docx](#) (2/26/2019 11:26 AM)

Budget

A project budget will need to be uploaded as part of the application process. Please click on the link to the Outreach Committee Project Proposal Budget. There will be an option to download the budget template. Please complete the template and upload to the appropriate question in this section.

[Budget Sheet](#)

Question: Budget

[Outreach Committee Project Proposal Budget Sheet.xlsx](#) (2/26/2019 12:06 PM)

Question: Budget notes

ICTE provides CTE added cost funds to school districts. Districts can use added cost funds to pay for professional development. Many do and send their CTE professionals to the Reach Conference. College and career advisors and school counselors are not CTE professionals, so are not eligible to attend the Reach Conference through added cost funds. Schools and districts, or even individuals, pay out of pocket to attend the Reach Conference. This request would extend scholarships for registration and lodging to middle school counselors, high school counselors, and college and career advisors.

Outcomes

Question: Entity responsible for tracking and reporting

ICTE

Question: What is the potential for increasing the awareness of careers for Idahoans?

The Reach Conference is rich in CTE information including an entire career guidance track related to career experiences and information. College and career advisors and school counselors will return to their schools with new understanding and appreciation of Idaho CTE, career development, business and industry, apprenticeship, college, workplace readiness skills,

best practices, and tools & resources. They will be able to use this information in their work with all students.

Question: What is the anticipated reach of the project?

The reach is really dependent on the number of college and career advisors and school counselors who choose to attend the Reach Conference. If we estimate that the 87 individuals who participated in the 2018 Career Guidance Track at Reach each carry a caseload of 400 and share something they learned with each of their 400 students throughout the school year, that's 34,800 students potentially impacted! If we increase the number of attendees (thanks to a grant through the Workforce Development Council:) by 40 attendees with caseloads of 400, the reach becomes 50,800 students. But, if these attendees share something they learned in their teachers, administrators, communities or on social media, the reach becomes much greater.

Question: What are the anticipated project outcomes?

1. 10 additional college and career advisors will attend Reach with a scholarship and return to use and share information with their students and communities. .
2. 10 additional high school counselors will attend Reach with a scholarship and return to use and share information with their students and communities. .
3. 20 middle school counselors will attend Reach with a scholarship and return to use and share information with their students and communities.

Question: What metrics and or reports will be delivered to the committee, and when?

Reach Conference attendance numbers, Career Guidance Track attendee numbers and overall demographics, scholarship award data, recipient feedback regarding what they learned at Reach and plans for use of conference content will be provided to the committee by September 30, 2019.



Strategic Plan

2017-2021

Legal Authority

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

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

Mission

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

Vision

The vision of the Division of Career Technical Education is to be:

1. A premiere educational opportunity for students and adults to gain relevant workforce and leadership skills in an applied setting;
2. A gateway to meaningful careers and additional educational opportunities; and
3. A strong talent pipeline that meets Idaho business workforce needs.

Core Functions

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

External Factors

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

Initiatives

1. Career Advising – Assist CTE students with their high school, post high school education, and career planning.
2. Program Standards Alignment – Align program standards to industry requirements. Serves as a foundational component to the long-term objective of seamless secondary to postsecondary transitions and SkillStack implementation.
3. CTE Digital – Expand the availability of identified CTE programs to students using an on-line or distance learning model, as appropriate.
4. Workplace Readiness – Assure workplace readiness skills are an integral component of all CTE programs and student technical skill sets.
5. Limited Occupational Specialists – Identify recruitment and retention issues among limited occupational specialists, including opportunities for the Division to promote more mentorship and support.
6. Program Quality – Identify those factors at both the secondary and postsecondary level that help define a quality program.
7. CTE Image - Improve statewide perceptions and understanding of career & technical education to ensure that both career & technical programs and careers will be valued by Idaho’s students, parents and educators.
8. Leadership and Advocacy – Provide leadership and collaboration among state agencies, education and workforce partners to benefit the economic growth of Idaho’s businesses.

Definitions

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

- Advanced Opportunities: The State Board of Education recognizes four advanced opportunity programs:
 1. Advanced Placement® (AP)
 2. Dual Credit
 3. Technical Competency Credit (formerly known as Tech Prep)
 4. International Baccalaureate program

- Board of Education III.Y Policy: This policy provides program standards for advanced opportunities for secondary students by preparing secondary graduates for postsecondary programs and to enhance postsecondary goals.
- Completer: A college student who has graduated from a CTE program of study.
- Concentrator: A high school junior or senior enrolled in the identified capstone course of a pathway or career speciality program.
- ISEE: Idaho System for Educational Excellence
- Level gain: Measures skill improvement between a pre and post-test, using a state-approved assessment.
- NCHEMS: The National Center for Higher Education Management Systems
- Positive Placement: Transition to additional education, military, or job placement.
- Postsecondary: A credit bearing program beyond high school.
- Postsecondary CTE Student: student admitted/accepted into a CTE program and enrolled in one or more of the required courses for the session or year.
- PTE (now referred to as Career & Technical Education): Cutting edge, rigorous and relevant education that prepares youth and adults for a wide range of high-wage, high-skill, in-demand careers.
- Secondary: Grades 7-12
- SkillStack: SkillStack is competency-based, online platform that will provide badges/micro-certifications that lead to nationally recognized industry certifications and credentials. This will enhance the ability of students to effectively gain college credit while in high school.
- SLDS: Statewide Longitudinal Data System
- TSA (Technical Skill Assessment): An end of program assessment, administered by a third party organization that provides a summative assessment of the student's technical knowledge and skills.
- Workforce training: Non-credit bearing training for basic entry level programs, workers who have lost their jobs, customized training for business and industry, upgrade training, related instruction for apprentices, and emergency services training for first responders.

Goals and Objectives

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

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

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

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

FY 2017 Benchmarks:¹

Secondary: 75.8 (Baseline FY15 – 71.7)

Postsecondary: 92.8 (Baseline FY15 – 92.6)

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

FY 2017 Benchmarks:²

Secondary: 94.2 (Baseline FY15 – 94.1)

Postsecondary: 95.6 (Baseline FY15 – 84.7)

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

FY 2020 Benchmark: 70 (Baseline FY15 – 64)³

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

FY 2020 Benchmark: 65 (Baseline FY15 – 68)⁴

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

Annual Benchmark: Identify strategies for growth⁵

¹ Federally required benchmark.

² Federally required benchmark.

³ Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

⁴ Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

⁵ Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the relevant talent pipeline.

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

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

FY 2017 Benchmark: 24 programs are aligned (Baseline FY16 – 9 programs aligned)⁶

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

FY 2017 Benchmark: Identify baseline data⁷

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

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

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

FY 2017 Benchmarks:⁸

- i. SkillStack is formally launched in Fall 2016, supporting 5-10 CTE programs of study (number of programs dependent on successful postsecondary alignment and execution of statewide articulation).
- ii. SkillStack is adopted by Workforce Training Centers and other postsecondary institutions (e.g. Boise State)

FY 2018 Benchmark: Additional 10 programs of study will be added to SkillStack⁹

⁶ Based on current rate of program alignment.

⁷ Based on the Division’s need to know how and when to target secondary concentrators to continue CTE at the postsecondary level.

⁸ Based on the statewide development and implementation of SkillStack, which supports the Division’s program alignment process.

⁹ Based on current rate of SkillStack development.

FY 2019 Benchmark: The remaining programs of study for which standards are available will be added to SkillStack¹⁰

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

FY 2020 Benchmark: 100% of programs align to industry standards¹¹

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

FY 2017 Benchmark: Workforce Training Centers begin reporting data to SLDS for training programs on the state Eligible Training Provider list¹²

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

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

FY 2020 Benchmark: 51% of reportable ABE students will demonstrate a level gain¹³

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

FY 2019 Benchmarks: Identify baseline data for the Workforce Innovation and Opportunity Act (WIOA) performance targets in FY 2019¹⁴

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

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

¹⁰ Division goal to coincide SkillStack rollout with the completion of program alignment and standard setting.

¹¹ Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

¹² Federally required benchmark.

¹³ Federally required benchmark.

¹⁴ Federally required benchmark.

Annual Benchmark: Maintain a 90% positive outcome rate or greater¹⁵

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

Annual Benchmark: Maintain 5,000 contact hours of institutional and community event/workshops¹⁶

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

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

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

FY 2017 Benchmark: Improve operational satisfaction levels in key areas identified by secondary and postsecondary respondents (Baseline survey results provided in April 2016 survey)¹⁷

7. CTE Objective: Data-informed improvement – Develop quality and performance management practices that will contribute to system improvement, including current research, data analysis, and strategic and operational planning.

Performance Measure: Full implementation of Career & Technical Education Management System (C-TEMS).

FY 2017 Benchmark: Launch C-TEMS¹⁸

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

FY 2017 Benchmark: Transfer 20% of postsecondary certifications and documents to the secondary SDE database¹⁹

Performance Measure: The percent of secondary programs reviewed for quality and performance on an annual basis.

¹⁵ Based on goal of continuing current outcome rates.

¹⁶ Based on current average number of contact hours statewide.

¹⁷ Based on preliminary survey results; intended to improve communication and feedback with secondary and postsecondary stakeholders.

¹⁸ Based on Division goal to improve data accuracy and reduce reporting burden on districts.

¹⁹ Based on goal to improve automation, accuracy and standardization over next three fiscal years.

Annual Benchmark: 20% of programs (Baseline FY15 – 20%)²⁰

8. CTE Objective: Funding Quality Programs –Secondary and postsecondary programs will include key components that meet the definition of a quality program and are responsive to the needs of business and industry.

Performance Measure: A secondary program assessment model that clearly identifies the elements of a quality program.

FY 2017 Benchmark: Develop a plan for secondary quality program assessment²¹

FY 2018 Benchmark: Identify strategies to increase funding for high quality secondary CTE programs²²

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

Performance Measure: Number of qualified teachers in every program

FY 2020 Benchmark: 100% of all employed teachers in secondary/postsecondary CTE programs meet the appropriate endorsement standards²³

²⁰ Ongoing Division goal to provide statewide program oversight.

²¹ Based on Division goal to improve program assessment process and 2018 legislative request for incentive funding.

²² Based on Division goal to improve program quality and 2018 legislative request for incentive funding.

²³ Based on state and Division requirements.

Jennifer Bradford

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OBJECTIVE

I provide leadership in growing career & technical education opportunities for Idaho students.

PROFESSIONAL EXPERIENCE

2018 – Present: Middle School Program Quality Manager, Idaho Career and Technical Education, Boise, ID

- Research, develop, coordinate and oversee middle school CTE programs.
- Provide statewide leadership and oversight for middle school CTE programs.
- Facilitate high quality CTE programs by providing technical assistant and program support.
- Manage program area budget and resource allocations.
- Prepare professional development for program area professionals.
- Provide oversight and reporting, adhering to IDAPA and ICTE policies.

2014 – 2018: High School Counselor, Idaho Falls School District #91, Idaho Falls, ID

- Served as counseling department head, advocating for students and the department in the school, district, and community.
- Provided post-secondary, career, and personal counseling to help students find connection to career pathways.
- Worked cooperatively with community providers to connect students and families to resources.
- Assisted teachers and students with dual credit opportunities and Advanced Opportunities funding.
- Developed and facilitated college and career events for students and parents.
- Developed the master schedule for 60 teachers and 1,300 students.
- Served as case manager for students qualifying for Section 504.
- Actively participated in policy and procedure development and communicate the message to stakeholders.
- Consulted with faculty, staff, and administrators to support students.
- Taught Individualized Occupational Training collaborating, with students, employers, and the Career and Technical Education director.

2011 - 2018: Adjunct Instructor, Stevens-Henager College, Idaho Falls, ID

- Taught career-focused, adult learners general education courses including Computer Applications, College Success Strategies, History, and Sociology.
- Developed curriculum that meets the accreditation standards.
- Taught, tutored, advised, and supported students through graduation.
- Actively engaged student learning using blended education.
- Provided training to other faculty members in student-centered instructional strategies.
- Student satisfaction scores averaging 9.7 out of 10.

2005 - 2014: Middle School Counselor, Idaho Falls School District #91, Idaho Falls, ID

- Developed and implemented a college and career readiness rubric and activities to engage all students in exploring their post-secondary goals, resulting in a 38% increase in awareness of the process, which continues to this day.
- Collaborated with students, parents, teachers, and administrators to understand and accommodate student needs.
- Enhanced students' educational experience by providing a safe environment to address emotional needs through individual and group counseling, collaboration, preventative measures, conflict mediation and crisis management.

- Supported the delivery of the written, taught, tested, and reported curriculum contributing to maximize student achievement.

2003 - 2011: Supervisor, The Learning Center, Idaho Falls, ID

- Trained and supervised qualified candidates in Intensive Behavior Intervention using the principles of Applied Behavior Analysis and Positive Behavior Supports.
- Provided counseling services to children qualifying for Developmental Therapy or Intensive Behavior Intervention and their families.
- Provided clinical supervision and training to a staff of ten licensed social workers serving adults and children meeting the criteria for Psycho-Social Rehabilitation.

2003 - 2005: Elementary and Middle School Counselor, Ririe Joint School District #252, Ririe, ID

- Conducted student needs assessment and used results to determine areas for improvement, appropriate research based curriculum, and strategies to improve schools for students.
- Worked with a team of parents, teachers, and administrators to develop a district wide character education plan to change the school climate.
- Wrote a grant that brought over \$35,000.00 to the district to implement the character education plan and served as the district site coordinator.
- Facilitated transition activities for fourth and eighth grade students that included counseling groups, career workshop, four-year education planning, and school visits.
- Provided play therapy, individual, and group counseling to students.
- Consulted with teachers about student behavior issues and developed intervention strategies to engage students in learning using Positive Behavior Supports.

LEADERSHIP

School Level:

Skyline High School Counseling Department Head
 Skyline High School Building Leadership Team Member
 Accreditation Committee Member

Idaho Digital Learning Site Coordinator
 College Board Testing Site Coordinator
 Advisory Committee for Academy of Finance

District Level:

Secondary Counselors Professional Learning Community Lead
 Career & Technical Education Exploration Team Member
 Crisis Response Team Lead

College and Career Readiness Advisor Lead
 Secondary School Counseling Mentor
 Workshop and training presenter

Regional Level:

School and Community Counselors Meeting Facilitator
 Healthy Families Partnership Committee Member & Presenter

Southeast Idaho College Fair Chairperson

State and National Level:

Idaho Career & Technical Education Leadership Institute Alumna
 Idaho Career and Technical Education Association Member
 Association of Career and Technical Education Educators Member
 Advance CTE Career Advisement & Development Trainer

Idaho School Counseling Association
 Board Member
 Idaho Project Leadership Alumna
 State and national conference presenter

EDUCATION

Master of Counseling in School Counseling
 Bachelor of Arts in Sociology

Idaho State University, 2001-2003
 Idaho State University, 1991-1995

Idaho Education Credentials

CERTIFICATION & LICENSURE

Pupil Personnel Services Standard Counselor K/12

Limited Occupational Specialist, Work Based Learning Coordinator

State of Idaho

Licensed Professional Counselor