

Outreach Committee Project Proposal

Applicant	Tanya Harris
Applicant ID	APP-000257
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Funding Requested	\$0.00
Status	Submitted
Funded	<input type="checkbox"/>

Contact

Question: Entity name

Idaho Career & Technical Education

Question: "Doing business as" (If applicable)

Idaho Career & Technical Education

Question: Federal Tax ID Number

82-6000952

Question: Street address

650 W State Street, Suite 324

Question: PO Box (If applicable)

650 W State Street,

Question: City

Boise

Question: State

ID

Question: Zip Code

83720

Question: Entity website

cte.idaho.gov

Question: Last name

Harris

Question: First name

Tanya

Question: Email address

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Question: Contact phone

208-429-5515

Project Information

Question: Project title

Career Technical School Marketing and Communication Outreach

Question: Project manager first name

Tanya

Question: Project manager last name

Harris

Project Description

Question: Project description

Project Purpose:

The Idaho Division of Career Technical Education is proposing a multi-faceted project that would build on prior outreach efforts to better communicate the innovation and opportunities within Career Technical Education with the legislature, business and industry partners, education policy makers, and other education stakeholders. Through both broad and targeted outreach strategies, this project will highlight value of Career and Technical Education and its value to students and families. The project will specifically focus on Idaho's 17 Career Technical Schools, which serve not only as pockets of innovation, but regional centers to better serve students in rural districts. This project will generate awareness about CTE in Idaho and show the preparedness CTE provides to industry and postsecondary education through these regional centers. Project deliverables will include digital, video and in-hand information needed to make informed decisions regarding Idaho Career & Technical Education.

The project will develop digital and in-hand assets for Idaho CTE to further raise awareness about programs, schools and highlight successes around the state. The project will be broken into three components:

First, an on-site photography project of the 17 Career and Technical Schools, which will serve as the foundation for a printed brochure. This brochure will have high-level information about each of the Career Technical Schools, including the programs they offer, districts they serve, and general information about postsecondary and labor market information in their regions. It will be general enough in nature that it does not need to be printed annually; rather, supplemental information can be added via infographics and through the digital showcase.

Second, a video project entailing the production of five stories that highlight exemplary programs, educators, and/or students—giving legislators, business and industry partners, as well as the public, an understanding of the value of Career and Technical Education in Idaho. These clips will be short enough in nature that they can also be used in presentations and social media, as part of other outreach efforts, and as a recruiting tool for districts and Career Technical Schools.

Third, a digital showcase of the schools profiled, which will allow for annual updates to specific program information, provide each of our Career Technical Schools an affordable mechanism to recruit for their programs, and allow prospective Career Technical Schools to gain a better understanding of how a Career Technical School operates.

Project Description:

Utilize Strategies 360 to run a seven-day photo shoot (broken up over two weeks), with photographer and art director on-site at all locations. Use Strategies 360 or Idaho Public Television (depending on the desired look and feel of the final product) to create five video productions.

Build a photo library that includes images of place-setting photos (buildings, communities), students and teachers participating in a variety of programs from all 17 CTE schools. This portion of the project builds on our existing photo library. The existing library was not specifically focused on programs delivered at each of our 17 Career Technical Schools, nor does it have a collection of photos that capture facilities and equipment across all 17 schools.

Printed publication designed in-house and sent to a professional printing press for production.

- Forty-page booklet printed on 80lb silk text paper highlighting the 17 CTE schools and

showcasing photos taken from the photo shoot

- Booklet saddle-stitched inside a CTE branded folder, printed on 14pt cover stock
- 8.5 x 11 CTE infographic insert printed on 100lb cover stock for front inside pocket of folder
- Inside back pocket of folder to house five to six flyers focusing on specific school successes. These flyers to be printed in-house for easy up-keep which allow them to remain current and relevant

Video production includes a director of photography, producer, and lighting technician at the following locations: Treasure Valley, Northern Idaho, and Eastern Idaho. Videos used in conjunction with an interactive digital version of printed publication, as well as social media, and other online CTE venues.

- Video pre-production to include: Conceptualizing (CTE Staff + S360 Team or IPTV Team); producing of locations; coordinating interviews; producing/permissions for students; coordinating travel
- Video production to include: Director of photography, producer, and lighting technician at all locations; Three days filming in Treasure Valley; one day filming in Northern Idaho; one day filming in Eastern Idaho
- Video post-production to include: Edit five bio vignettes; Two rounds of batch revisions (requested edits submitted together for all five videos); Client sign off of video products; Export and deliver final products (1:30-2:00 minutes each)

Question: Campaign timeline

Video production and photo shoot to begin in fall of 2019, when students and teachers are back in school. Seven-day photo shoot to be broken up over two weeks with five additional days of filming. Printed piece to be completed and in-hand December 15, 2019 in time for the legislative session. Digital showcase to be finalized and ready to launch by January 2020.

Photography Project Timeline

August 19 – August 30, 2019: Discovery and Creative Brief Development

September 2 – 20, 2019: Pre-Production

September 23 – October 18: Photo Shoot

November 15: Final Delivery of Images

Video Project Timeline

November 11 – 29, 2019: Pre-Production

December 2 – 20: Production

December 30, 2019 – January 17, 2020: Post Production

Outreach Timeline

December 2019 – Deliver printed materials to Legislators the in advance of the legislative session

December/January - Set up individual meetings with key legislators to discuss the value of Career Technical Schools within in their region and to identify additional communication/outreach strategies during the legislative session

January 2020 – Provide Digital links to all CTS Administrators as a marketing/recruitment tool in advance of their spring recruitment fairs. Work with counselors and college and career advisors to help ensure families understand the opportunities available through Career Technical Schools.

Organizational Capacity Resume

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

[ICTE-Strategic-Plan-20-24.pdf](#) (7/10/2019 2:51 PM)

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

[TanyaHarrisICTE.pdf](#) (7/10/2019 2:51 PM)

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 Final.xlsx](#) (7/30/2019 3:00 PM)

Question: Budget notes

The overall proposed budget would be reduced by \$14,500 by using Idaho Public Television for the Video Production. However, IPTV uses more of a "story telling" format with its productions, which may not align with the look and feel of the marketing/recruiting approach for which we intend to use the finished product. In addition, Strategies 360 is the current vendor for the Next Steps website, which will help ensure the ICTE final product is in line with other branding efforts.

In-house graphic designer (Communications Specialist) with over 15 years of experience in graphic design to design printed publication, and prepare for press ready production. Flyers in back pocket of folder will be printed in-house saving on added costs allowing for longevity of printed piece.

Outcomes

Question: Entity responsible for tracking and reporting

Idaho Division of Career & Technical Education

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

The potential for increasing the awareness of careers for Idahoans is significant. Our 17 Career Technical Schools are located throughout all six education regions and serve more than 10,000 students statewide annually. Career Technical Schools provide access to high-end CTE programs to students in rural districts, and help connect students to relevant industry partners through activities such as internships, clinicals, and pre-apprenticeship opportunities. Targeted outreach to these stakeholders will help increase awareness of quality CTE experiences, improve the understanding of the value of CTE, and help policy makers and industry partners make well-informed decisions about how to best support CTE programs and Career Technical Schools. This project will also increase awareness among policy makers and educators to promote the creation of new Career Technical Schools throughout the state.

Question: What is the anticipated reach of the project?

Legislature, key education administration and policy makers, industry partners, parents, students, general public-through the digital showcase and video segments.

Question: What are the anticipated project outcomes?

In the short term, these outreach efforts will build a foundation of a better understanding of CTE and its value, an appreciation for what CTE does and what is already being done. This project will highlight the robust and innovative programs being delivered through our Career Technical Schools and will help connect legislators and industry partners to their future talent pipeline. In the long-term, the goal of this project is to improve communication among and between various stakeholder groups, increase access to relevant subject-matter experts, and position Idaho Career & Technical Education to serve a pivotal role in preparing our students for an evolving workforce. These deliverables will also help parents and families better understand the value of the regional centers in their communities.

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

This outreach project is primarily qualitative in nature; performance measures will primarily center around the number of individuals who receive materials in advance of the legislative session (105 legislators prior to the first week of January), the number of subsequent presentations made to the legislature or other stakeholder groups, as well as any additional presentations made to business groups and/or other industry partners.

Analytics for online piece, including the digital showcase and video (hits, downloads, views, etc.) will be gathered throughout the legislative session, and will be marketed through various social media platforms.

A detailed report to the committee will be made in Spring 2020 outlining preliminary outputs, as well as a timeline for further expansion and sustainability.

Outreach Committee Project Proposal Budget

Description	Amount/Value	Source
Stategies 360 photo shoot (cost includes travel for S360 staff)	1 @ \$22,000	WDC Grant
Idaho Public Television Video production	1 @ \$15,000	WDC Grant
Travel costs for ICTE staff to accompany IDPTV to 5 technical school locations for the video production (1 N Idaho, 1 E Idaho, 3 Treasure Valley)	1 @ \$3,000	WDC Grant
CTE branded folder and brochure (QTY 300)	1 @ \$3,300.00	WDC Grant
8.5 X 11 card stock infographic insert for brochure (QTY 300)	1 @ \$151.00	WDC Grant
Design and layout of CTE branded folder, brochure, infographic card, and press ready submission, proofing, edits	1 @ \$3,700.00	ICTE

PLEASE COMPELTE

Totals	
In-Kind	3700.00
Match	
Grant Request	43451.00
Total Project budget	47151.00

Tanya Harris

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Professional Skills

- Provided graphic and web design consultation to customer groups from various backgrounds: management, coworkers, external organizations/agencies.
- Highly skilled in computer graphics, visual composition, and layout acquired through over 15 years of professional service in computer graphic design.
- Produced visual products to include websites, videos, logos, catalogs, postcards, maps, infographics, publications, slide presentations, booklets, posters, flyers, newsletters, brochures, certificates, business cards, awards, t-shirt designs, and annual reports using Adobe Creative Cloud Suite.
- Created banners, email templates, posters, flyers, postcards, and videos for trade show events.
- Experienced in working on both a PC and Mac platform.
- Developed and created illustrations to compliment written text.
- Retouched and altered color and black and white photographs.
- Advised internal customers on print production guidelines to include paper, costs, and timelines.
- Communicated with printers/vendors to insure deadlines, budget goals, and product quality are met.
- Worked with a variety of print shop equipment: RISO copier, HP large-format printer, office printers, paper cutter, and folder.
- Strong working knowledge of Microsoft Applications: Word, Excel, Publisher, PowerPoint, and Outlook.
- Designed and produced layouts for online content using open source coded editors (Brackets), Dreamweaver, HTML, Cascading Style Sheets, Adobe Photoshop, Illustrator, as well as content management systems (CMS), Wordpress and CivicPlus.
- Troubleshoot website issues and errors for state agency.

Accomplishments

- Built and launched five websites for state agency under the guidelines and structure of a template used statewide developed by the Department of Administration for the State of Idaho.
- Built and wrote HTML code and CSS structure for Little Rock Air Force Base, Arkansas, squadron website.
- Designed, produced, implemented, and maintained squadron website for Luke Air Force Base community.
- Worked as a contract employee for Luke Air Force Base after moving out of state, aiding in the continuation of squadron website maintenance until my position had been filled.
- Created company chosen logo design for West Valley Humane Society Logo Contest in Caldwell, Idaho.
- Worked as a contract employee for the Wellness Program at Idaho Professional-Technical Education for four years while also working a full-time position with MWI Animal Health in Boise, Idaho.
- Achieved Marketing Excellence Gold Award modeled after the American Advertising Federation's "Addy Awards" for Best Publication Design Cover.
- Earned Brightest Star Award for Individual Achievement in Customer Service determined by customer feedback.
- Worked directly with Dodge Viper versus Viper event held annually at Luke Air Force Base Air Show to market event and publicize with banners, t-shirts, posters, and coins as well as other annual events held for the Air Force Base community.
- Earned Employee of the Quarter, numerous performance and on-the-spot cash awards.

Work History

Digital Communications Specialist..... **Idaho Career & Technical Education, Boise, Idaho**
October 2018 - Present--Responsibilities: Use Adobe CC to proficiently design, layout, and produce booklets, flyers, posters, brochures, newsletters, PowerPoint presentations, HTML newsletters, social media posts, and other communication tools to include maintenance of Idaho & Career Technical Education's website.

Graphic Designer **MWI Animal Health, Boise, Idaho**
January 2013 - October 2018--Responsibilities: Use Adobe CC to proficiently design, layout, and produce catalogs, booklets, flyers, posters, brochures, newsletters, PowerPoint presentations, HTML newsletters, social media posts, and other marketing communication tools.

Graphic Designer (Contract Employee) **Idaho Professional-Technical Education, Boise, Idaho**
January 2013 - June 2017--Responsibilities: Use Adobe Creative Suite to design flyers, posters, bookmarks, calendars, and other miscellaneous printed materials as needed. Monthly, design graphics for use on wellness website, as well as update and maintain wellness Wordpress blog.

Graphic Design Specialist **Idaho Professional-Technical Education, Boise, Idaho August 2008 - January 2013**--Responsibilities: Use Adobe Creative Suite to proficiently design, layout, and produce booklets, flyers, posters, brochures, newsletters, annual reports, PowerPoint presentations, and other communication tools, to include the build and maintenance of five Professional-Technical Education websites.

Web Assistant **City of Surprise, Contract Employee, Surprise, Arizona May 2007 - May 2009**--Responsibilities: Create and update city website text, graphics, and layout on a as needed basis determined by the City of Surprise Communications Director using the Content Management System, Civic Plus.

Marketing Assistant **Denison Brothers, Boise, Idaho April 2007 - August 2008**--Responsibilities: Build and layout ads for a magazine published nationwide for the Civil Air Patrol. Light office work such as filing and proofing invoices.

Marketing Assistant **Home Buyer Connection Inc., Phoenix, Arizona July 2005 - March 2007**--Responsibilities: Editing and creation of marketing materials such as flyers, mail outs, forms, and company website. Light office work to include filing and scanning documents.

Publicity Specialist/Illustrator **Marketing and Publicity, Luke Air Force Base, Arizona March 2001 - March 2007**--Responsibilities: Designed, produced, implemented, and maintained squadron website for Luke Air Force Base. Produced visual products to include booklets, posters, flyers, newsletters, brochures, certificates, and awards. Created on a monthly basis layout and design of a full color cover, and inside black and white spread to a 16-page Special Event Calendar distributed to the Luke Air Force Base community. Planned squadron Christmas parties.

Graphic Artist/Engraver **Engraving Shop, Luke Air Force Base, Arizona August 2000 - March 2001**--Responsibilities: Engraved and sublimated (heat transferred) designs using computer graphics, scanned images, drawings, photographs, and other two dimensional sources to complete finished products such as awards, plaques, certificates, and gifts.

Education, and Related Training

The Art Institute Online of Pittsburgh; Web Design Diploma
Government Social Media Conference #GSMCON19; Nashville, Tennessee
Adobe Digital Publishing Training; Ledet, Denver, Colorado
Computer Graphic Design; Glendale Community College, Arizona
Power Tools for Business Writing; Julie Levitt
Corel Boot Camp; Cave Creek, Arizona
How to Design Eye-Catching Brochures, Newsletters, and Ads; Career Track
Mistake-Free Grammar, and Proofreading; Career Track
Beginning, and Advanced HTML; Spangdahlem Air Force Base, Germany

Professional References

Jody Zauha Idaho State Wellness Program Manager (Retired)
Idaho Division of Professional-Technical Education 208.334.3216

Kellie Wirth Marketing Manager with Independent Professional Management, Inc.
Boise, Idaho 208.869.0963

Todd Schwarz Executive Vice President/Chief Academic Officer
College of Southern Idaho 208.961.0018

Michael Page Information Technology Coordinator
Idaho Division of Career and Technical Education 208.429.5555



Strategic Plan

FY2020-FY2024

STRATEGIC PLAN

MISSION STATEMENT

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

VISION STATEMENT

The vision of Idaho 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.

GOAL 1

EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

Objective A: *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 Measures:

- I. ***The overall satisfaction levels of administrators and instructors with the support and assistance provided by CTE.***

Baseline data/Actuals: Initial Survey 2016

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
	3.27	3.46		Improvement

Benchmark: Annual improvement in satisfaction levels.¹

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

Performance Measures:

- I. ***Full implementation of Career & Technical Education Management System (C-TEMS).***

Baseline data/Actuals: 2009 - C-TEMS development began

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
		System Launch		Analyze System Data

Benchmark: By FY2019, begin analyzing system data.²

- II. ***Using a desk audit function, the percent of secondary programs reviewed for quality and performance on an annual basis.***

Baseline data/Actuals: FY2017 Actual -- Test data collected for each data element

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark

	Launch	100%	100%	100%
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Benchmark: All pathway programs are subject to an annual desk audit.³

Objective C: *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 Measures:

- I. **A secondary program assessment model that clearly identifies the elements of a quality program.**

Baseline data/Actuals: FY2017: Develop a plan for program assessment.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
	Plan development, including data elements	Identified preliminary measures and secured ongoing funding		Identify comprehensive measures

Benchmark: Identify long-term strategies to comprehensively assess high quality secondary CTE programs by FY2020.⁴

Objective D: *Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements.*

Performance Measures:

- I. **Secondary student pass rate for Technical Skill Assessment (TSA).**

Baseline data/Actuals: Baseline FY15 – 71.7

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
72.4	55.0	66.2		67.0

Benchmark: 67.0 pass rate by 2019⁵

- II. **Postsecondary student pass rate for Technical Skill Assessment (TSA).**

Baseline data/Actuals: Baseline FY15 – 92.6

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
93.1	90.2	88.7		92.8

Benchmark: 92.8 pass rate by 2019⁶

- III. **Positive placement rate of secondary concentrators.**

Baseline data/Actuals: Baseline FY15 – 94.1

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
93.2	95.8	94.4		94.3

Benchmark: 94.3 placement rate by FY 2019⁷

- IV. **Implementation of competency-based SkillStack® micro-certifications for all relevant programs of study.**

Baseline data/Actuals: Baseline FY16 – 0

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
0	9	20	26	35

Benchmark: By FY2020, implement SkillStack® for 35 programs⁸

V. Number of program standards and outcomes that align with industry standards.

Baseline data/Actuals: FY2017 Actual - 37

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
	37	46	52	52

Benchmark: 52 programs by FY2020⁹

GOAL 2

EDUCATIONAL ATTAINMENT – Idaho’s public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

Objective A: 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 Measures:

I. Number of postsecondary programs that have achieved statewide alignment of courses in their first semester.

Baseline data/Actuals: Baseline FY16 – 0

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
0	9	20	26	35

Benchmark: 35 programs by FY2020¹⁰

II. The percent of secondary CTE concentrators who transition to postsecondary CTE programs.

Baseline data/Actuals: Baseline FY18 – To Be Determined

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
				Baseline

Benchmark: Identify baseline data by FY2018¹¹

Objective B: Talent Pipelines/Career Pathways – CTE students will successfully transition from high school and postsecondary education to the workplace through a statewide career pathways model.

Performance Measures:

I. Placement rate of postsecondary program completers in jobs related to their training.

Baseline data/Actuals: Baseline FY15 – 68

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
64.6	60.1	55.8		65

Benchmark: 65 placement rate by 2020¹²

II. Positive placement rate of postsecondary program completers.

Baseline data/Actuals: Baseline FY15 – 84.7

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
93.7	96.4	94.6		95.6

Benchmark: 95.6 placement rate by FY 2019¹³

III. The percent of secondary CTE concentrators who transition to postsecondary education.

Baseline data/Actuals: Baseline FY15 – 64

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
63.3	65.9	67.4		70

Benchmark: 70 percent by 2020¹⁴

GOAL 3

WORKFORCE READINESS- The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

Objective A: Workforce Training – Non-credit training will provide additional support in delivering skilled talent to Idaho’s employers.

Performance Measures:

- I. **The percent of Workforce Training students who complete their short-term training.**

Baseline data/Actuals: FY2018 – Identify Baseline

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
93	90	93		90

Benchmark: 90 percent average completion¹⁵

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

Performance Measures:

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

Baseline data/Actuals: FY2016 – 33

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
33	38	39		47

Benchmark: By FY2020, 47% of AE students make measurable progress.¹⁶

Objective C: 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.

- I. **Percent of positive outcomes/retention that lead to completing a CTE program of study, entering employment or continuing their training.**

Baseline data/Actuals: FY 2016 – 89

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
89	80	60		90

Benchmark: 90% positive outcome rate annually.¹⁷

- II. **Number of institutional and community event/workshop hours provided annually that connect students to resources with other agencies, in addition to institutional resources.**

Baseline data/Actuals: Average 5,000 hours annually

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark

	6,861	7,382		5,000
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Benchmark: Maintain an average of 5,000 contact hours annually.¹⁸

Key External Factors

- Lack of knowledge, perceptions, and stigma regarding career opportunities available through career & technical education. As the labor market and overall economic conditions improve, fewer students are expected to enroll in postsecondary CTE programs.
- Policies, practices, legislation, and governance external to ICTE.
- Ability to attract and retain qualified instructors, particularly those who are entering teaching from industry.
- Local autonomy and regional distinctions including technical college institutional priorities/varied missions.
- Timely access to relevant, comprehensive, and accurate data from external reporting sources affects the ability of ICTE to conduct statewide data analyses.

Evaluation Process

Objectives will be reviewed at least annually (more frequently if data is available). The ICTE Leadership Team will review the data in terms of its alignment with objectives, as well as assess progress toward reaching benchmarks. As necessary, the team will identify barriers to success, strategies for improvement, and any additional resources necessary to make measurable progress. As appropriate, ICTE will make requests through its budget and legislative requests to support the agency's goals and objectives

¹ Based on survey results; intended to improve communication and feedback with secondary and postsecondary stakeholders.

² Based on ICTE goal to improve data accuracy and reduce reporting burden on districts.

³ Based on ICTE goal to improve program assessment process and 2018 legislative request for incentive funding.

⁴ Based on ICTE goal to improve data accuracy and reduce reporting burden on districts.

⁵ Federally negotiated benchmark. FY19 targets are negotiated and approved after Strategic Plan deadline. After submission of our Strategic Plan for FY19, a comparative analysis looked at data from our assessment vendors compared to self-reported numbers. As part of our program alignment efforts and using approved vendors we anticipated lower numbers and the lower score more accurately reflects those efforts. In FY17, the Office of Career & Technical Education (OCTAE) approved lower benchmarks based on methodology changes for collecting data and our alignment efforts.

⁶ Federally negotiated benchmark. FY19 targets are negotiated and approved after Strategic Plan deadline.

⁷ Federally negotiated benchmark. FY19 targets are negotiated and approved after Strategic Plan deadline.

⁸ ICTE goal to coincide SkillStack® rollout with the completion of program alignment and standard setting.

⁹ Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

¹⁰ Based on current rate of program alignment.

¹¹ Based on program alignment efforts: measuring the go-on rate of students in a CTE capstone course for the identified aligned programs who continue CTE at the postsecondary level.

¹² Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

¹³ Federally negotiated benchmark. FY19 targets are negotiated and approved after Strategic Plan deadline.

¹⁴ Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

¹⁵ Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

¹⁶ Federally negotiated benchmark.

¹⁷ Based on goal of continuing current outcome rates. Statewide totals (FY18) are missing NIC data due to staff vacancies.

¹⁸ Based on current average number of contact hours statewide.