

# Governor's WORKFORCE DEVELOPMENT TASK FORCE



June 2017

Final Report

STATE OF  
**IDAHO**  
U S A

July 1, 2017

The Honorable C.L. "Butch" Otter  
Office of the Governor  
State Capitol  
P.O. Box 83720  
Boise, ID 83720

Dear Governor Otter:

We are pleased to present the attached report and recommendations of the 2017 Governor's Workforce Development Task Force.

Over the past five months, nearly two dozen leaders from diverse industries in the state examined ways to improve Idaho's funding and delivery of training programs to meet our state's growing demand for skilled workers. We reviewed Idaho's current delivery system and studied some of the best practices from other states.

Governor, you appointed a group of dedicated Idahoans who are passionate about creating the best opportunities for our citizens to live, work and raise their families here in Idaho. In the eight meetings held, we had excellent participation and gained insight from specific businesses, industry groups and educators. This report and the accompanying recommendations provide a framework from which the state can work to avoid potential shortages of skilled workers and continue to grow our economy.

Throughout this process, we recognized there are scarce resources as well as budgetary constraints within which the state must operate. Our goal was to help prioritize the strategies and efforts that can be deployed to provide more skilled workers to fill the jobs of today and tomorrow so we can remain competitive in an increasingly complex and competitive global economy.

Thank you again for the opportunity to provide this report and our recommendations to you and the people of the State of Idaho.

Sincerely,

The image shows two handwritten signatures in blue ink. The first signature is 'Dave Hill' and the second is 'Brian Whitlock'. Both are written in a cursive, flowing style.

Dr. David (Dave) Hill and Mr. Brian Whitlock  
Task Force Co-Chairs

## Table of Contents

Executive Summary .....	4
Task Force Report.....	6
Introduction .....	6
Purpose.....	6
Challenges .....	7
The Work of the Task Force.....	9
Recommendations.....	11
Workforce Development Council and Industry Partnerships .....	11
Workforce Development Training Fund .....	13
Public Engagement .....	14
Connecting Education to Careers .....	16
Workforce Training Centers and Adult Training Support .....	18
Strengthen Career Advising.....	19
Workforce Readiness.....	20
Apprenticeships .....	21
Expand Career and Technical Education Programs .....	22
Contributors to the Workforce Development Task Force .....	24
Appendix A.....	26

# EXECUTIVE SUMMARY

In January 2017, Governor C.L. “Butch” Otter announced the creation of the Workforce Development Task Force. The Task Force consisted of 17 members representing industries such as health care, aerospace, food processing, natural resources, advanced manufacturing, energy and construction along with education, career and technical training programs, the Workforce Development Council and the Idaho Legislature. Representatives of the Idaho Departments of Labor and Commerce and the State Division of Career & Technical Education provided administrative and technical support. The Task Force met from February to June 2017 and provided a full report to Gov. Otter and the Workforce Development Council July 1, 2017.

The Task Force determined that industry, government and education must recognize and share responsibility for workforce development and that each should elevate its commitment to executing a shared vision. Throughout discussions and explorations of best practices, the Task Force identified four major areas of focus for research and recommendations: industry, education and government partnerships; capacity building; career advising; and communications. From these areas, the Task Force developed nine recommendations for the Governor and Workforce Development Council’s considerations.

## Summary of Recommendations

- **Workforce Development Council and Industry Partnerships** – Increase the role and responsibilities of an industry-driven Workforce Development Council to champion the development and implementation of a statewide, strategic workforce development plan that meets industries’ needs today and tomorrow.
- **Workforce Development Training Fund** – Establish a sustainable funding mechanism for the Workforce Development Training Fund.
- **Public Engagement** – Develop and implement a comprehensive statewide public engagement initiative utilizing technology and other engagement strategies to increase awareness of career opportunities for all Idahoans.
- **Connecting Education to Careers** – Idaho’s K-through-Career education system should value and support all pathways for students to achieve education, training and workforce skills that align to their career aspirations.
- **Workforce Training Centers and Adult Training Support** – Enhance support for Idaho’s six Workforce Training Centers and the individuals they serve with short-term, industry-focused training.
- **Strengthen Career Advising** – Ensure that there is equity and access for all Idaho students to occupational pathways by establishing stronger requirements for the secondary education system in deploying college and career advising.

- **Workforce Readiness** – Incentivize Idaho school districts to incorporate workforce readiness skills throughout secondary curriculum.
- **Apprenticeships** – Continue the development of apprenticeship programs throughout the state.
- **Expand Career and Technical Education Programs** – Strengthen Idaho’s talent pipeline by expanding CTE programs at the secondary and post-secondary level.

# TASK FORCE REPORT

## Introduction

By 2020, nearly 67 percent of jobs in the United States will require some post-secondary training or education beyond high school. Due to a lack of needed skills, thousands of Idaho jobs are chronically unfilled, putting statewide economic growth at risk. To address these issues, in January 2017, Gov. C.L. “Butch” Otter announced the creation of the Workforce Development Task Force to study ways to improve Idaho’s funding and delivery of training programs to meet growing industry demand for skilled workers. The Task Force is part of Gov. Otter’s “K-through-Career Campaign” which aims to provide training and education to all Idahoans to help them achieve success in the workforce. This campaign includes the goal to have 60 percent of Idahoans between the ages of 25 and 34 attain a post-secondary credential, including certificates and degrees, by 2020. As of 2015, that number was 42 percent.

To help the Task Force develop findings and recommendations to improve training programs to meet industry needs, the Task Force listened to industry representatives about workforce challenges they face within their respective companies and across their industries. Overwhelmingly, industry members expressed challenges with a lack of qualified candidates, citing a lack of professional skills (i.e., personal appearance, time management, communication and collaboration skills, adaptability); the speed in which training and educational programs are delivered currently versus the speed at which industry needs trained individuals; and an aging workforce with a growing number of retirees and a lack of individuals trained to fill those positions.

## Purpose

Idaho is experiencing unprecedented job growth and a continued decline in the unemployment rate. The pressure and competition for local businesses to find the talent they need to help their businesses grow and thrive has become a top concern among industry leaders. Furthermore, the existing talent pool does not have the right skills to adapt to unparalleled technological changes in the workplace. The availability of skilled labor has become the No. 2 factor in site decisions following highway accessibility, according to the latest survey of company executives by Area Development magazine. If an adequate workforce is not available, businesses will go elsewhere to create new, high-quality jobs, damaging every local economy. Without interventions, Idaho citizens with the right skills to access high-quality jobs may have to relocate to other states. The result will be local economies that suffer from a lack of high-paying jobs, loss of workers and corresponding decrease in the vitality of the community.

Partnerships between employers, educational institutions, and workforce and economic development groups exist to try to solve these workforce issues, but many of these efforts take place independently throughout the state. Few partnerships transcend geographical, institutional and agency boundaries. Many programs rely on federal funding which is inherently limited. Industry members are asked to participate in these disconnected efforts, resulting in fatigue and disengagement. Taken together, these workforce efforts concentrate on meeting immediate needs and miss out developing and implementing a comprehensive strategy that will meet the needs of industry today and tomorrow.

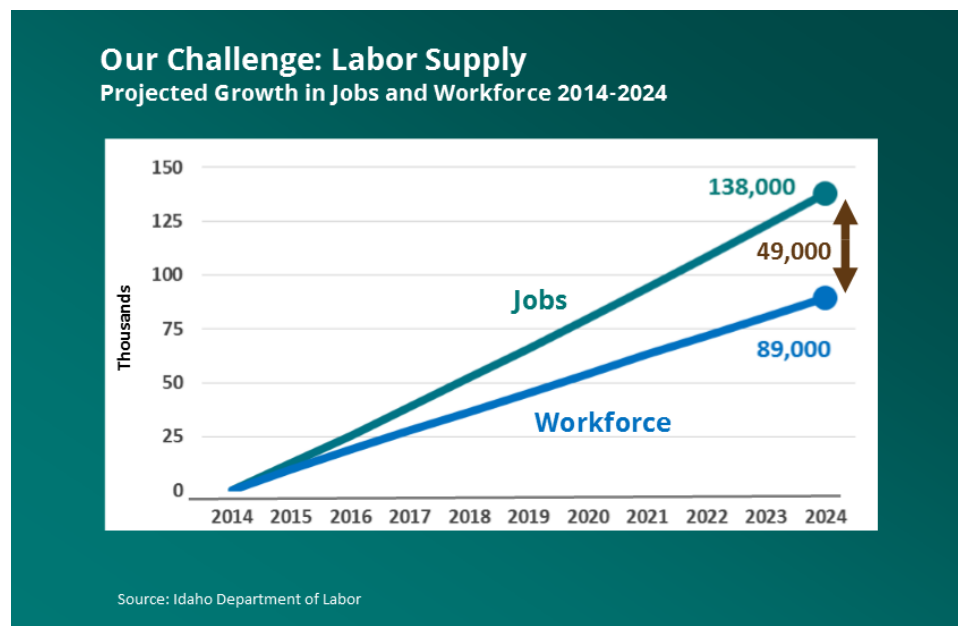
To address these issues, Gov. Otter created an industry-driven Task Force to engage with education, workforce and economic development partners to define and champion timely, collaborative changes to funding mechanisms and training programs. The efforts of this Task Force will help strengthen Idaho’s talent pipeline; create stronger businesses that will be able to hire skilled, qualified workers for better jobs; and help grow Idaho’s economy.

## Challenges

In 2016, the Idaho Department of Labor reported that while more Idaho citizens than ever are employed, many citizens remain underemployed due to a lack of needed skills. Additionally, thousands of Idaho jobs are chronically unfilled due to a shortage of qualified workers. By 2020, nearly two out of three jobs in the United States will require some post-secondary training or education beyond high school. The agency projected that Idaho faces a critical shortage of tens of thousands of skilled, qualified workers by 2024 (Figure 1), putting statewide economic growth at risk. Over the next seven years, the number of new jobs created will be half again the number of entrants to the workforce.

*Over the next seven years, the number of new jobs created will be half again the number of entrants to the workforce.*

Figure 1. Projected Labor Supply



However, the projected gap is evident now. According to Idaho Department of Labor analysts, 8,600 new jobs were created between May 2016 and May 2017, though six of the state’s 11 industry sectors, including construction, transportation and utilities, showed job declines. Despite new job growth, the state’s labor force participation rate dropped to 63.4 percent, the lowest participation rate since July 1976. Nationally, the participation rate fell only two-tenths of a percent to 62.7 percent. Additionally, more than 2,000 Idahoans exited the labor force in the last month. Much of the reduction in labor force participation can be attributed to retirement.

Idaho’s population will continue to age. A new forecast by the Idaho Department of Labor finds the statewide population is expected to increase 15.3 percent by 2025. The majority of this growth is expected to occur in retirement-age groups and can be attributed to high levels of in-migration by retirees moving to the state. The 65 and older population is expected to increase from 243,356 to 330,334 and will account for 34.4 percent of total population growth. As the population ages and exits the workforce, the pool of available, skilled workers will continue to decrease.

Currently, as Idaho businesses are trying to grow, particularly among smaller businesses and those in rural communities, they are constrained by this shortage of workers possessing the skills needed to do increasingly technical jobs. In 2016, Idaho’s technical colleges graduated more than 2,500 individuals with post-secondary certificates and degrees up to the associate level. In addition, the state’s six Workforce Training Centers served nearly 48,000 individuals with short-term industry-focused training. While these numbers are positive, the demand for skilled individuals needed to fill jobs is greater than this supply. If this fundamental issue is not addressed, the gaps between the number of jobs, the labor force needed to fill those jobs and the skills needed to do those jobs will only continue to grow. Without an abundant, skilled workforce, Idaho will suffer economic consequences.

***While these numbers are positive, the demand for skilled individuals needed to fill jobs is greater than this supply.***

In December 2016, the National Skills Coalition scanned state policies and programs that support middle-skill jobs - those that require education or training beyond high school but not a bachelor’s degree. Idaho is one of 19 states that lacked a policy in all four areas around which the study was conducted:

Policy Area	Number of States with Policies	Idaho Included?
Integrated education and training policies – helping individuals who have basic skill gaps to qualify for middle-skill jobs.	18	No
Stackable credential policies – allows industry-recognized credentials to matriculate toward higher-level certificates or associate degrees in the same occupational area.	19	No
Job-driven financial aid policies – provides access to middle-skill training programs that do not qualify for federal financial aid.	23	No
Alignment policies – provides pathways for low-income adults with low skills to attain post-secondary credentials and higher levels of employment.	12	No



The study found that there are nine states with all four policies in place: Arkansas, Colorado, Iowa, Kansas, Minnesota, Oregon, Texas, Virginia and Washington. States like Tennessee, Kentucky, Indiana, Nebraska and Arizona are making significant changes and investments in their workforce development efforts.

In the West, Colorado, Arizona, Oregon, Washington and Utah are already years ahead of Idaho in implementing workforce development policies. It is especially worrisome that several of Idaho's border states are far ahead in their workforce development initiatives. If Idaho does not act now there is a real risk of the dual problem of both a) becoming a talent exporter and b) losing businesses to those states that have created the required workforce.

The state's most flexible financial resource for providing workforce training is the Workforce Development Training Fund (WDTF). The fund's initial use was to incentivize new and existing businesses to relocate or expand in Idaho. More recently, the fund's use has expanded to support training partnerships between businesses and education to develop industry specific talent pipelines (industry sector grants), and fund solutions to specific workforce challenges faced by Idaho's rural communities (micro grants).

The WDTF is currently financed exclusively from a 3 percent set-aside of unemployment insurance (UI) tax collections paid by Idaho employers which makes it counter-cyclical funding to the overall economy. As Idaho's economy improves and reductions are made in UI tax rates, the available funds in the WDTF decrease. Indeed, the WDTF has decreased from more than \$10 million to just over \$5 million in the past five years. At current tax rates, the fund has failed to keep up with workforce needs. Furthermore, as the Governor seeks additional reductions in UI tax rates to save employers an estimated \$115 million over the next three years, the fund will continue to decline. Clearly, this decrease in the availability of training funds creates a financial challenge for meeting current and future industry demands for a skilled workforce in Idaho.

### The Work of the Task Force

Few issues are more important, or of more immediate concern, to Idaho than ensuring a workforce system that meets the current and future needs of Idaho's businesses. With the skills mismatch, the demand for qualified workers exceeding available resources and an aging population, the Task Force

set out to ensure that industry has access to locally developed talent needed to compete in the rapidly changing economy. As industry leaders began to determine how best to prioritize and allocate state resources to provide more skilled workers, it became clear that systemic changes are needed to build a cohesive workforce system with adequate resources to remain competitive in an increasingly complex global economy.

The Task Force envisions an industry-driven system that has the ability to steer Idaho's efforts more efficiently and effectively to meet employer needs. The mechanisms created to execute an

***The mechanisms created to execute an industry-driven workforce development system must be agile, adaptive and subject to a stable funding commitment.***

industry-driven workforce development system must be agile, adaptive and subject to a stable funding commitment. Most importantly, the Task Force believes that industry, government and education must recognize and share responsibility for workforce development and each should elevate its commitment to executing a shared vision. Therefore, the following recommendations are presented to the Governor and the Workforce Development Council for their consideration and implementation.

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### Notes:

Idaho Department of Labor Projections - <http://lmi.idaho.gov>

Idaho Department of Labor News Releases -

<http://labor.idaho.gov/news/NewsReleases/tabid/1953/ctl/PressRelease/mid/3872/itemid/3098/Default.aspx>

<http://labor.idaho.gov/news/NewsReleases/tabid/1953/ctl/PressRelease/mid/3872/itemid/3089/Default.aspx>

National Skills Coalition - <http://www.nationalskillscoalition.org/state-policy/skills-equity>

Office of the Governor - [https://gov.idaho.gov/mediacenter/press/pr2017/1\\_January/pr\\_06.html](https://gov.idaho.gov/mediacenter/press/pr2017/1_January/pr_06.html)

Area Development Magazine - <http://www.areadevelopment.com/Corporate-Consultants-Survey-Results/Q1-2017/responding-executives-confident-about-Trump-economy-skilled-labor-top-concern.shtml>

# RECOMMENDATIONS

## Workforce Development Council and Industry Partnerships

**Recommendation – Increase the role and responsibilities of an industry-driven Workforce Development Council to champion the development and implementation of a statewide, strategic workforce development plan that meets industries’ needs today and tomorrow.**

### Principle

The Workforce Development Council is uniquely situated to develop, implement and promote policy, plans and initiatives designed to provide the highly skilled workforce needed today and in the future by Idaho industry. The Council should be charged with implementing the recommendations of this Task Force, including oversight and measuring effectiveness. This will require highly effective industry partnerships, facilitated by the Council, that effectively guide the workforce development strategies across multiple state agencies.

### Short-term Actions

1. Appoint a transition team to research and recommend an organizational model that meets the following expectations:
  - a. Is industry-driven;
  - b. Can hire/direct dedicated staff;
  - c. Can effectively coordinate industry-driven workforce development efforts among state agencies and educational institutions; and
  - d. Is actionable and accountable.
2. Update the executive order establishing the role and responsibilities of the Workforce Development Council as needed to implement the new organizational model.
3. Identify funding in FY18 to begin transition by hiring a Workforce Development Council executive director and other relevant staff.
4. Prioritize the FY18 general fund appropriation provided by the legislature (\$2.5m) toward recommendations made in this Task Force report.

### Long-term Actions

1. Enable the Workforce Development Council to execute the implementation of a statewide, strategic workforce development plan for Idaho.
  - a. Maximize the effectiveness of the Workforce Development Training Fund to address gaps.
  - b. Direct federal workforce investments to meet industry needs.

### Owner

State Government

### Industry's Role

Industry members should comprise the majority of the Workforce Development Council and are expected to drive the strategy and policy components of a statewide, strategic workforce development plan for Idaho. Staff for the Workforce Development Council should report to this industry-driven council and industry members should ensure that business best practices are used to govern the oversight and accountability of the plan.

### Government's & Education's Roles

Agencies and educational institutions should collaborate effectively and efficiently to implement the workforce development strategies established by the Workforce Development Council. The executive director of the Workforce Development Council should have sufficient authority to lead cross-agency efforts and address concerns, as needed.

### Outcomes

The Workforce Development Council establishes and implements a statewide, strategic workforce development plan providing a "one-stop shop" for industry. The plan is actionable, adaptable and can direct resources towards implementation. Specific metrics include:

- Appointing a transition team.
- Recommending an organizational model to Governor.
- Updating the executive order, as needed.
- The extent to which state and federal workforce investments meet industry needs
- The effectiveness of collaboration and coordination across state agencies, the State Board of Education and educational institutions.

## Workforce Development Training Fund

### Recommendation – Establish a sustainable funding mechanism for the Workforce Development Training Fund.

#### Principle

Targeted public investments in workforce development initiatives are required to sustain and grow Idaho's economy. The Workforce Development Training Fund (WDTF) is the state's most flexible financial resource to provide workforce training. The dedicated funding generated by the current set-aside of unemployment insurance tax collections should be maintained. The Workforce Development Council should identify the additional funding needed to accomplish the goals set forth in the statewide, strategic workforce development plan.

#### Short-term Actions

1. Maximize the effectiveness of the Workforce Development Training Fund to implement the priorities of the Workforce Development Council.
2. Develop a process for the Workforce Development Council to forecast additional funding needs, ensuring that adequate funding is available to implement its strategic initiatives.

#### Owner

Workforce Development Council and Idaho Department of Labor

#### Industry's Role

Through active participation on the Workforce Development Council and its industry partnerships, industry should lead development of a statewide, strategic workforce development plan. In addition, industry should advocate for additional funding, when needed, to execute the plan.

#### Government's & Education's Roles

Government and education should align workforce development initiatives effectively and efficiently, under the direction of the Workforce Development Council, to maximize the use of state and federal funds.

#### Outcomes

The Workforce Development Council has the resources needed to implement a statewide, strategic workforce development plan. Specific metrics include:

- Increased number of employers served.
- Increased number of participants trained and placed in occupations related to the training.
- Increased number of participants retained in employment through skills upgrades.
- Cost per participant.
- Increased employer satisfaction that workforce investments meet industry needs.

## Public Engagement

**Recommendation – Develop and implement a comprehensive statewide public engagement initiative utilizing technology and other engagement strategies to increase awareness of career opportunities for all Idahoans.**

### Principle

A statewide communications plan employing a targeted digital approach that directs audiences to a single point for information - a platform - should be developed and implemented, which includes messaging targeted to multiple stakeholders with an emphasis on diversity and equity. Collaboration across state agencies and educational institutions is critical to these efforts to ensure integration. This initiative requires dedicated resources that are not impacted by economic conditions.

### Short-term Actions

1. Seek changes to the Workforce Development Training Fund allowing it to be used for the implementation of a public information initiative.
2. The State Board of Education, Idaho Department of Labor, Idaho Career & Technical Education, Idaho Department of Commerce, Idaho Digital Learning, Idaho Commission for Libraries and the Idaho State Department of Education should assign senior-level staff to coordinate existing resources that could be directed to this effort. At a minimum, existing resources should be accessible through a single sign-on portal until a more comprehensive platform is available.
3. Implement a single platform for career exploration and post-secondary planning.

### Long-term Actions

1. With guidance from the Workforce Development Council and the State Board of Education, develop and implement a statewide public information initiative to increase awareness of career opportunities and the training/educational pathways to access them.
2. Continue development and launch of platform. Ensure content is current and maintained.
3. Promote equitable access through statewide broadband access.

### Owner

Workforce Development Council staff with support from the cross-agency leadership team identified above.

### Industry's Role

Industry should play an active role in the development and execution of a comprehensive public information initiative. The career awareness and post-secondary planning platform should include opportunities for two-way communication – allowing industry to provide content and engage with local efforts at the secondary and post-secondary level.

### Government's & Education's Roles

Government and education should collaborate and develop a single point of access for these efforts. Government and education should also execute the public information initiative under the guidance of an industry-driven Workforce Development Council.

### Outcomes

Idahoans are informed of the career opportunities available to them in their local communities and the state. A single point of access provides timely, user-specific, relevant guidance on training options that will prepare them for their chosen career. Industry is engaged locally and at the state level in highlighting opportunities and providing experiences to youth and adults. Specific metrics include:

- A single platform and the absorption or elimination of duplicative efforts.
- Increased enrollment and completions in training programs tied to in-demand occupations.
- Industry links to the platform.
- Platform utilization by schools districts, individuals and industry, tracked via web analytics.
- Customer response to a tailored, dynamically curated experience made possible by leveraging advanced attribution and analytic methods.
- Increased business expansions/relocations to Idaho.

## Connecting Education to Careers

**Recommendation – Idaho’s K-through-Career education system should value and support all pathways for students to achieve education, training and workforce skills that align to their career aspirations.**

### Principle

All Idaho students should have a full range of choices in selecting the pathway that will help them achieve their career aspirations. These choices, including technical degrees and certifications, associate degrees, apprenticeship and industry certifications, should be equally valued, promoted and celebrated along with academic bachelor and graduate degrees when it comes to career planning. This requires an education system that integrates high-quality career preparation including project-based learning and workforce-readiness skill development. The requirement for every Idaho student to develop an eighth grade college and career plan should be elevated to a culture of career planning and lifelong learning beginning prior to eighth grade and continuing throughout an individual’s career.

### Short-term Actions

1. Assess current programs and policies and identify systemic changes that allow students to understand and pursue their career path (i.e. provide equal value).
  - a. Encourage Idaho Career & Technical Education (ICTE) to identify strategies to introduce, grow and sustain career exploration activities in middle schools and earlier.
2. Develop career pathway models that encourage stackable credentials, address skills gaps and support career advancement opportunities.
3. Develop education policies that encourage project-based learning.
4. Include short-term industry certifications in the definition of post-secondary credential with respect to Idaho’s 60 percent goal.

### Long-term Actions

1. Incorporate project-based learning in the classroom where students have the opportunity to practice, develop and demonstrate workplace competencies. This approach should include the applied learning components found in CTE programs of study that embed workforce-readiness skill development.
2. Enact policy/guidance on high school credit that meets graduation requirements for applied and work-based learning courses (i.e. academic equivalency).
  - a. Develop teacher endorsements for academic equivalent content taught in CTE programs.

### Owner

State Board of Education and Idaho State Department of Education

### Industry’s Role

Industry should advocate for the necessary systems changes to ensure equity among all options in the education system. Industry also should be willing to support initiatives to integrate project-based learning throughout the K-through-Career continuum. Locally, industry should develop partnerships with school districts and actively engage in exposing students to careers. Industry should provide leadership in defining the models of engagement to ensure successful implementation.



### Government's & Education's Roles

Government and education should identify and resolve the real and perceived barriers that impact the promotion and delivery of all pathways to careers. Education should incorporate project-based learning, which embeds workplace-readiness skill development in the delivery of courses and programs. School districts and post-secondary institutions should seek out ways to collaborate effectively and efficiently with local industry through industry partnerships established by the Workforce Development Council and local implementation efforts.

### Outcomes

Through an education system that equally values all pathways to careers and integrates project-based learning and workforce-readiness skill development, Idaho will have a better-prepared workforce. Specific metrics include:

- Increase the number of courses and students served through career and industry exploration efforts.
- Increased transition from secondary to post-secondary programs that align to the students' career plans.
- Increased post-secondary academic and technical degree, technical certification, apprenticeship and industry credential attainment that furthers progress towards Idaho's 60 percent goal.

## Workforce Training Centers and Adult Training Support

### Recommendation – Enhance support for Idaho’s six Workforce Training Centers and the individuals they serve with short-term, industry focused training.

#### Principle

Idaho’s Workforce Training Centers are uniquely situated to provide responsive, adaptive, industry directed workforce training. Their role in serving adults who need additional skills and certifications to qualify for in-demand occupations is critical. The centers should be enabled to serve more Idahoans and ensure they have the infrastructure to adapt to industry needs. In addition, access to financial aid for short-term programs, where federal funding is not available, is necessary for those low-income adults who can benefit from training and career advancement, filling current job vacancies and skills gaps.

#### Short-term Actions

1. Enable the Workforce Training Centers to serve more Idahoans and ensure they have the infrastructure to adapt to industry needs.
2. Develop a scholarship program for short-term training, tied to in-demand occupations, for adult Idaho workers to improve their career opportunities.

#### Long-term Actions

1. Integrate Workforce Training Centers into industry partnerships established by the Workforce Development Council.
2. Increase capacity of Workforce Training Centers to expand training, better serving rural communities.

#### Owner

Idaho Career & Technical Education Administrator

#### Industry’s role

Industry partnerships should provide guidance to the Workforce Training Centers to provide continued alignment of their efforts towards the most suitable in-demand occupations, current job vacancies, and skillsets. Industry also should champion enhanced support and scholarships for short-term training.

#### Government’s & Education’s Roles

Workforce Training Centers will continue to provide occupation-specific, short-term training in both open enrollment and customized employer training models. Government agencies should collaborate with Workforce Training Centers to develop solutions for low-skilled or unemployed adults to quickly gain skills for high-demand jobs. Government and education agencies will assist in moving appropriate programs to the technical colleges as needed.

#### Outcomes

Idaho’s Workforce Training Centers provide a rapid and adaptive response, based on industry’s demand, to short-term training and re-training needs. Centers should be enabled to expand in-demand and innovative programs and increase their enrollment, providing a well-prepared workforce for current needs. Individuals are able to access this training, through a scholarship, when other resources are not available. Specific metrics include:

- Increase the number of classes offered and students served beyond the FY17 baseline.
- Increase the number of students placed/retained in occupations related to their training.
- An increase in earnings for individuals served through training/retraining programs.
- Increased industry satisfaction with customized training.

## Strengthen Career Advising

**Recommendation – Ensure that there is equity and access for all Idaho students to occupational pathways by establishing stronger requirements for the secondary education system in deploying college and career advising.**

### Principle

State funding for college and career advising should provide equitable access to opportunities, regardless of school size or rural status. Districts should be encouraged to combine resources, ensuring focus on career advising. Oversight through common metrics should provide accountability.

### Short-term Actions

1. Working collaboratively with industry representation, establish a quality framework for the deployment of college and career advising funds. Ensure that small and/or rural districts can offer the same level of opportunities available to students in larger districts. Include common metrics and develop an accountability plan.
2. Reexamine the funding distribution to ensure equitable access, accounting for technology and regional resources.

### Owner

State Board of Education

### Industry's Role

Industry should engage with and support its local school districts' efforts to expose students to career opportunities. Examples include hosting tours, engaging in career fairs, providing internships for students, providing externships for teachers, etc.

### Government's & Education's Roles

Government should provide technical assistance to school districts ensuring that state funds are meeting the intended outcomes. Government also should provide a single platform for career exploration and post-secondary planning along with public information initiatives to support local efforts. Education should ensure that students are provided with rich college and career exploration opportunities and planning that engages, but does not overwhelm, industry.

### Outcomes

Idaho's youth are engaged in college and career planning throughout their high school experience and transition to the post-secondary opportunities that align with their goals. Industry is engaged in a meaningful way in showcasing the career opportunities that exist in its communities and the state. Specific metrics include:

- Increase in the time spent with students on college and career advising.
- Increase in the alignment of college and career plans to the actions taken by students (i.e. did they do what they said they would do?).
- Increase in the go-on rate to post-secondary education.
- Increase in the participation of industry in career exploration, including provision of externships for educators.

## Workforce Readiness

*Workforce readiness refers to an individual's understanding of the expectations of the workplace and preparation to enter the workforce with the requisite knowledge, skills and abilities required to succeed. This may include industry-recognized certifications. This aligns with Idaho's definition of college and career readiness, which was recently adopted by the State Board of Education – see Appendix A.*

### **Recommendation – Incentivize Idaho school districts to incorporate workforce readiness skills throughout secondary curriculum.**

#### **Principle**

Idaho's youth should graduate from high school both college and career ready. Idaho should provide incentives to secondary schools and teachers to promote opportunities for high school students to develop workforce readiness skills, adapting models from Colorado and Florida. These incentives should connect students to post-secondary programs through articulation agreements, internships and career opportunities.

#### **Short-term Actions**

1. Establish the legislative framework to support a workforce readiness incentive program for secondary schools and teachers.

#### **Long-term Actions**

1. Leverage the Workforce Development Council to advise on relevant workforce readiness knowledge, skills and abilities.

#### **Owner**

Idaho Career & Technical Education Administrator

#### **Industry's Role**

Industry should advocate for the establishment of an incentive model and provide input on relevant workforce readiness knowledge, skills and abilities.

#### **Government's & Education's Roles**

Government and education should operationalize this program and ensure that it is accomplishing its intent – a more highly qualified workforce.

#### **Outcomes**

The secondary education system provides a more highly qualified workforce by incentivizing the attainment of workforce readiness knowledge, skills and abilities. Specific metrics include:

- Increased pass rate of Workplace Readiness Skills assessment.
- Increased pass rate of CTE technical skills assessments.
- Increased usage of Fast-Forward funds for industry certifications.

## Apprenticeships

**Recommendation – Continue the development of apprenticeship programs throughout the state.**

### Principle

Registered apprenticeship is a proven, industry-driven workforce development model. The state should support businesses and industry sector groups in creating apprenticeship programs, accelerating adoption across industry.

#### Short-term Actions

1. Continue the efforts of the Workforce Development Council's Apprenticeship Subcommittee to build a long-term plan for expanding apprenticeship programs throughout the state.

#### Long-term Actions

1. Implement the plan for expanding apprenticeship programs throughout the state.
2. Align appropriate CTE programs to School to Registered Apprenticeship (STRAP) opportunities that incentivize students to start their CTE pathway earlier in order to participate in STRAP during the junior/senior years.

### Owner

The Workforce Development Council's Apprenticeship Subcommittee

### Industry's Role

Provide strategy and leadership through the Workforce Development Council's Apprenticeship Subcommittee. For businesses already using the apprenticeship model, serve as a champion to companies new to the model.

### Government's & Education's Roles

Provide technical assistance to Idaho businesses, across industries, to start up and/or expand new and existing apprenticeship programs, streamlining the process. Educational institutions - secondary and post-secondary - will partner with businesses to offer related training, as appropriate. The Idaho Department of Labor will work across agencies to support the recruitment of apprentices.

### Outcomes

Idaho businesses have the skilled workforce they need to grow and expand. Their apprenticeship programs are adaptive and flexible, providing employees who have foundational knowledge and the technical skills specific to the company. The number of hard-to-fill jobs will decrease while Idahoans' post-secondary attainment rate increases. Specific metrics include:

- Increase the number of apprentices.
- Increase the number of apprenticeship programs.
- Increase the number of non-traditional apprenticeship programs (i.e. outside the trades).
- Increase the number of apprenticeship programs that provide a direct pathway to college credit, certificates and degrees.
- Increase the number of CTE pathways that incorporate School to Registered Apprenticeship (STRAP).

## Expand Career and Technical Education Programs

### Recommendation – Strengthen Idaho’s talent pipeline by expanding CTE programs at the secondary and post-secondary level.

#### Principle

A seamless K-through-Career talent pipeline development system should provide high-quality, industry-driven career and technical education. The state should continue to support ongoing investments in high-demand programs and expand its capacity to meet the needs of Idaho’s employers.

#### Short-term Actions

1. Expand or start in-demand programs at the six Idaho technical colleges.
2. Expand the secondary program quality initiative, creating seamless transitions from high school to post-secondary education to careers.
3. Encourage Idaho Career & Technical Education (ICTE) to identify strategies to introduce, grow and sustain career exploration activities in middle schools and earlier.

#### Long-term Actions

1. Continue to build CTE secondary and post-secondary program capacity to meet workforce demand.
2. Study and recommend a long-term facilities plan that addresses constraints to the expansion of workforce development programs across the state.
3. Provide CTE programs to middle schools.
  - a. Continue partnership with Idaho Digital Learning to build modular career exploration courses to introduce students to locally available CTE pathways through CTE Digital.
4. Align appropriate CTE programs to School to Registered Apprenticeship (STRAP) opportunities that incentivize students to start their CTE pathway earlier in order to participate in STRAP during the junior/senior years.

#### Owner

Idaho Career & Technical Education Administrator

#### Industry’s Role

Industry should share its workforce projections with education and government to assist in aligning workforce supply with demand. In addition, industry should provide clear direction on the skills needed such that education can align curriculum appropriately.

#### Government’s & Education’s Roles

Government should address funding and policy barriers to support education in meeting industry needs. Education should be adaptive and responsive in program delivery to support a dynamic workforce development system.

### Outcomes

Idaho's Career & Technical Education system is demand-driven and has the appropriate resources to provide a skilled workforce to industry. Specific metrics include:

- Increased enrollment in secondary and post-secondary CTE programs.
- Increased transition from secondary CTE programs to post-secondary CTE programs.
- Increased capacity in CTE programs to supply graduates for high-demand occupations.
- Increased positive placement rates for graduates in occupations aligned to their training.
- Increased number of apprenticeship and industry-recognized certifications.

# CONTRIBUTORS TO THE WORKFORCE DEVELOPMENT TASK FORCE

## Membership

Members of the Task Force included representatives of industries such as health care, aerospace, food processing, natural resources, advanced manufacturing, energy and construction – which all have a high demand for additional skilled employees. Members also included representatives of education, career and technical training programs, and the Workforce Development Council. The Idaho House of Representatives and the Idaho Senate appointed one member each, and the Idaho Departments of Labor and Commerce and the State Division of Career & Technical Education provided administrative and technical support.

### *Co-Chairs:*

Dr. David Hill	Idaho State Board of Education; Retired Senior Executive Idaho National Laboratory
Brian Whitlock	President and CEO, Idaho Hospital Association

### *Industry Members:*

Lonnie Krawl	Senior Vice President, Administrative Services and Chief Human Resources Officer, Idaho Power
Tim Komberec	President, Empire Airlines and Chair, Workforce Development Council
Steinar Hjelle	Vice President, Global Talent Management, Micron Technology Inc.
Jeremy Grimm	Program Officer, LOR Foundation; Former Director, Public Relations and Communications, Kochava
Scott Corsetti	Vice President, Operations, Chobani
Trent Clark	Director, Public and Governmental Affairs, Monsanto
Bob Boeh	Vice President, Government Affairs and Community Outreach, Idaho Forest Group
Craig Graf	Vice President, Manufacturing, Micro 100
Tom Harris	President, Western States Equipment Company
Bob Von Lintig	Vice President, Operations, Western Construction

### *Education Members:*

Staci Low	Director, Career Technical Education, West Ada School District
Marie Price	Director, Workforce Training and Community Education, North Idaho College Workforce Training Center



## WORKFORCE DEVELOPMENT TASK FORCE FINAL REPORT

Scott Rasmussen                      Dean, College of Technology, Idaho State University

### *Legislators:*

Sen. Michelle Stennett              Minority Leader, District 26

Rep. Rick D. Youngblood            District 12, House Seat B

### *Ex-Officio:*

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Dwight Johnson                      State Administrator, Idaho Career & Technical Education

Megan Ronk                          Director, Idaho Department of Commerce

### *Staff:*

Jessica Beaver-Nelson              Research Analyst, Sr., Idaho Department of Labor

Wendi Secrist                        Director, Business Outreach & Idaho SkillStack®, Idaho Career & Technical Education

Adrian San Miguel                  Director, Postsecondary Education, Idaho Career & Technical Education

Mark Warbis                         Director, Communications and Senior Special Assistant for Economic Development, Office of the Governor

Bobbi-Jo Meuleman                Chief Operating Officer, Idaho Department of Commerce

The Task Force heard presentations from representatives of Idaho state agencies such as Idaho Career & Technical Education, the State Board of Education, and the Departments of Labor, Commerce, Education, Health & Welfare and Vocational Rehabilitation. Additionally, representatives from Idaho Digital Learning, Idaho Career Information System, Idaho STEM Action Center, Workforce Training Centers, Idaho School Counselors Association, Idaho PTECH Network, Idaho Association of Commerce and Industry, Idaho Chamber Alliance, Idaho Technology Council, Idaho AFL-CIO, and Idaho Business for Education provided presentations. Overall, representatives expressed the need to provide streamlined and expanded access to tools, resources and training programs throughout the state. However, they cautioned that without a corresponding effort to provide all Idahoans with career exploration opportunities and exposure to industry in a meaningful way, improving the funding and delivery of training programs would not solve Idaho's workforce challenges.

# APPENDIX A

## Idaho State Board of Education's Definition for College and Career Readiness

### College and Career Readiness<sup>1</sup>

*Definition:* College and career readiness is the attainment and demonstration of requisite competencies that broadly prepare high school graduates for a successful transition into some form of post-secondary education and/or the workplace.

*Purpose:* Proficiency in basic academic skills, including math, reading and writing, are foundational to an educated and productive citizen. Successful application of this learning requires high technical and behavioral competencies. Together, these skills are critical for student success, whether at the collegiate level or in the workforce. Therefore, it is equally important that students, teachers, and policymakers have a common understanding and agreement about the specific competencies a high school graduate will need to possess in order to lead a successful and meaningful life.

#### Competencies:

- *Knowledge of Core Subjects:* Possess proficiency in the core subjects (language arts/communication, math, science, social studies, humanities and health/wellness), and ability to apply this knowledge and understanding to be successful in college or the workplace.
- *Critical Thinking/Creative Problem Solving:* Exercise sound reasoning to analyze issues, make decisions, identify problems and use good judgment to implement solutions and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
- *Oral/Written Communications:* Articulate thoughts and ideas clearly and effectively in written and oral forms. The individual has public speaking skills; is able to express ideas to others; and can write/edit correspondence and reports clearly and effectively.
- *Teamwork/Collaboration:* Build collaborative relationships, work effectively within a team structure, and can negotiate and manage conflict.
- *Digital Literacy:* Confidently and effectively perform tasks in a digital environment through the use of information and communication technologies to find, evaluate, interpret, create and communicate ideas and information requiring both cognitive and technical skills.  
*Leadership:* Leverage the strengths of others to achieve common outcomes or goals, and use interpersonal skills to encourage others. The individual is able to assess their emotions; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
- *Professionalism/Work Ethic:* Demonstrate personal accountability and effective work habits (e.g., punctuality, working productively with others, and time workload management), and understand the impact of non-verbal communication. The individual demonstrates integrity and ethical behavior, acts responsibly, and is able to learn from their mistakes.
- *Career Exploration and Development:* Identify and articulate one's skills, strengths, knowledge, and experiences relevant to career goals, and identify training, education and competencies necessary for professional growth. The individual is able to navigate and explore career options, and understands and can pursue opportunities.
- *Citizenship/Civic Responsibility:* Think critically about complex issues and evaluate information about issues of public consequence. Demonstrate knowledge of institutions and processes of government and political systems. Possess

behaviors, attitudes, and understanding needed to be a knowledgeable, active and engaged member of a community.

- *Financial Literacy*: Possess knowledge and understanding in the following areas: earning income, buying goods and services, using credit, saving and protecting assets and insuring.<sup>2</sup>

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### Notes:

Idaho State Board of Education:

<http://boardofed.idaho.gov/meetings/board/archive/2017/0614-1517/04PPGA.pdf?cache=1498677572578>

<sup>1</sup> The definition and most of the competencies were drawn heavily from the National Association of Colleges and Employers' "Definition of Career Readiness and Competencies" - <http://www.nacweb.org/knowledge/career-readiness-competencies.aspx>

<sup>2</sup> Council for Economic Education, *National Standards for Financial Literacy*.



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