



21st Century Workforce Policy Academy

Final Report – 2004

September 20, 2004

Governor Dirk Kempthorne

21st Century Workforce Policy Academy Members

Karen McGee, Pocatello
State Board of Education Member
Workforce Development Council, Chair

Karen Vauk, Boise
Micron Technology

Lyman Frost, Idaho Falls
BWXT Idaho, LLP
INEEL

Dr. Jack Riggs, Coeur d'Alene
North Idaho Immediate Care Centers

David Lehman, Team Leader
Office of Governor Kempthorne

Megan Ronk
Office of Governor Kempthorne

Dr. Marilyn Howard
Superintendent of Public Instruction

Karl Kurtz
Department of Health and Welfare

Gary Stivers
State Board of Education

Roger Madsen
Idaho Commerce and Labor

Pat White*
Department of Education

Dr. Mike Rush*
Professional-Technical Education

Jay Engstrom*
Idaho Commerce and Labor

Cheryl Brush*
Idaho Commerce and Labor

Dwight Johnson*
Idaho Commerce and Labor

Janell Hyer*
Idaho Commerce and Labor

Allison McClintick*
State Board of Education

*Alternates and Team Leaders

21st Century Workforce Policy Academy

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**21st Century Workforce Policy Academy
State of Idaho
Final Report – September 2004**

Academy Progress and Overview

Under the leadership of Governor Kempthorne, the state is prepared to reform its workforce development and education systems to meet business needs for a highly skilled workforce and provide our citizens an opportunity to meet their economic goals. The Governor believes that economic growth is directly linked to the availability of a pool of highly skilled workers who are prepared for the demands of the new economy.

Key Policy Challenges

The Economy

Idaho is a large, sparsely populated state with a population of 1.3 million people spread across more than 82,000 square miles. The majority of the population (65%) reside in eight “urban” counties with the balance residing in 36 rural counties. Boise is the only city with a population that exceeds 100,000. The rural areas, separated by large distances, pose a challenge for service access and require special consideration when creating any statewide system. Access to a continuum of education and workforce development services for all citizens and business remains a high priority.

Between 1990 and 2000 employment grew by 67% in science and technology—nearly double the rate of growth in the economy as a whole. At the same time Idaho experienced declines in our resource-based industries, particularly mining and timber. Agriculture remains a major industry and will continue to be important throughout the decade. During the 1990s, unemployment declined significantly but double-digit unemployment numbers plagued counties dependent on mining and timber. Unemployment grew in urban areas at the turn of the century, fueled by significant declines in the electronics industry. For the rest of the decade, analysts are forecasting that growth in Idaho’s economy will occur at a lower rate than experienced in the 1990s but at a higher rate than the national average.

Retail trade is expected to add the largest number of jobs, with health care, business services, construction and electronics following in growth. Many of these jobs will require advanced education and training, demanding a solid K-12 foundation and availability of quality postsecondary education and training.

Idaho ranks 39th in average wages among the 50 states. Wages in the science and technology and health care sectors are significantly higher than wages as a whole and will continue to attract workers, provided sufficient investments are made to train workers in these fields. Higher skills are demanded, particularly in science and math, to foster the

growth in science and technology and health related fields. In these high demand jobs, wages will have to be competitive with surrounding states to attract and retain workers, particularly in the more rural areas.

Idaho's labor force is predominantly white, with minorities representing less than 10% of the workforce. Hispanics represent the fastest growing segment of the population with increases of 25% during the last two years. Over the next ten years the major demographic impact in Idaho will come from the aging of our workforce. Although Idaho has a higher rate of young workers age 24 and under than the nation as a whole, it will not be immune from the growing population of workers 55 and over seeking to leave the workforce. This shift will drive the effort to provide a work environment that will entice experienced workers to remain in the workforce and to retain highly skilled workers in the state.

Idaho ranks 13th in the number of students graduating from high school (77%), but falls behind the national average in the percentage of students who pursue higher education. Only 49% of Idaho's graduating seniors went on to degree granting institutions. Access to higher education continues to be a problem. Although Idaho has seven public postsecondary institutions, only two community colleges and one technical college are included in the delivery system. Idaho's universities and colleges serve a dual university and community college mission in areas lacking a community college adding to problems of capacity and access. Only limited state funds are available to offer financial aid to students.

State of the Workforce System

Idaho's consolidated Workforce Development Council was established two years prior to the implementation of the Workforce Investment Act (WIA) and its structure was retained with the establishment of the governance and one stop delivery system authorized in the WIA. The reformed Workforce Development Council is charged with oversight of all workforce development programs in the state. The Council advises the Governor and State Board of Education on policies affecting all workforce development services.

The primary workforce programs reporting directly to the Governor are housed in the Department of Health and Welfare and the Department of Commerce and Labor. An integrated State Board of Education and Superintendent of Public Instruction oversee the public K-12, Professional-Technical Education (including federal Carl Perkins funds) and higher education systems as well as Adult Education and Vocational Rehabilitation. Other smaller programs are scattered among our various agencies. Until we formed the Academy team, no formal inventory of programs had been taken since formation of the Workforce Development Council. There is a general lack of awareness among Idaho citizens and the business community about the full range of services offered in the system. The Academy Team has under taken efforts to rectify this.

Local Workforce Investment Boards (Boards) are charged with coordinating education, workforce investment and economic development, developing a strategic workforce investment plan and providing oversight of programs. The focus of most Boards has been WIA, but all Boards are seeking a broader role. Boards often lack recognition among the wider community which limits their effectiveness as brokers of system services.

State and local workforce organizations have collegial relationships, and willingly work on joint projects. Most are familiar with services of sister organizations and have long standing collaborative relationships. Although there are a number of interagency efforts, planning for primary programs tends to be isolated within organizations. Efforts at the state and local level on broad workforce development issues and plans could be strengthened to improve system performance.

Most agencies collect and consider outputs on a program-by-program basis; no systemwide measures exist. There is some exchange of administrative data, but it is limited. The State Board of Education adopted academic standards for students in K-12 to ensure that students are prepared for further education and work. Similar standards do not exist in the higher education system. These have been addressed in the Academy process.

Agencies have significant information and ties to individual consumers who meet eligibility or “enrollment” criteria. More limited information is available for the system’s business customers. The lack of business intelligence and participation is regarded as a key challenge in implementing a business driven system. Systemwide structures are lacking for assessing and addressing business needs. Supply-demand information for use in driving institutional and individual decision-making is limited and an area of focus.

Individuals and business express frustration with system access, particularly access to the education system. Concern has also been expressed about the lack of awareness of system offerings. For their part, workforce development agencies have continued to be thwarted in their ability to determine specifically what the business customers need and want. State and local agencies have initiated many processes to engage business with education and workforce and to market their services to the business community, with modest success. Several new projects have been initiated under the auspices of the Academy to increase access and awareness.

The scarcity of workers, particularly in science, engineering and health care, has prompted industry concerns about a lack of skilled workers. Business has identified the need to increase the number of students with high level math and science skills and to develop entrepreneurial training in secondary and postsecondary education. Budget constraints have often limited capacity of the education system to respond to demands. Because funds will continue to be limited, efficiencies must be pursued among institutions, and alternatives to traditional delivery methods must be embraced.

Goals:

In a series of meetings, the members of the Academy Team adopted a vision and goals to guide the effort. These changed over time as the Academy Team availed themselves of the expertise of Academy staff, expert faculty and participating state teams. While the vision remained constant, the goals and strategies were refined for precision and to reflect Idaho's broader view of a workforce system that comprises education, economic development and employment. This final set of goals was adopted at the last meeting of the Academy Team. The goals continue a focus on employer engagement, system responsiveness, a continuum of learning from K-12 through higher education and development of an entrepreneurial workforce.

The 21st Century Workforce Policy Academy

Vision

The 21st Century will be a century of opportunity for individual growth and achievement for those who are prepared. Idaho will have a highly skilled and entrepreneurial workforce that retains and attracts globally competitive businesses. The 21st Century workforce system will be demand driven with access to information, training and education services to ensure that all Idahoans have an opportunity for success.

Goal #1

Idaho will have an adaptive workforce development system that responds to the needs of workers and business

1. Improve labor market supply-demand information through partnerships with state and education agencies and worker and business intermediaries
 - a. Combine data from multiple agencies to create an integrated supply demand information system
 - b. Develop an outreach system allowing data analysis and input from business boards, associations and other business interests to improve data quality
 - c. Convert data to useful information for curriculum development and strategic planning for government and business
2. Increase responsiveness of the postsecondary system
 - a. Create an integrated system of professional-technical and community colleges to respond to regional demands
 - b. Ensure seamless transition among all levels of education for transferability of credits
 - c. Create performance reports that measure responsiveness to workforce needs

3. Develop a process to identify and deliver education and workforce services to targeted industries
 - a. Define a set of career clusters and supporting tools useful for career exploration, workforce development, education, and economic development in Idaho
 - b. Develop business-education partnerships to expand the quality and capacity for worker preparation and continuing education
 - c. Develop and pilot innovations in the health care and science and technology sectors
4. Ensure access for business and workers to the full array of workforce and education services and supports
 - a. Enhance the One Stop Career system
 - b. Promote collaborative efforts to expand access to the full array of services
5. Ensure lifelong learning opportunities and create strategies that retain productive mature workers and expand technology skills of Idaho's aging workforce

Goal #2

Idaho's workforce development, education, and economic development systems will be connected

1. Create a policy framework that aligns services across multiple agencies and programs
 - a. Define the workforce development system
 - b. Inventory current workforce development programs
 - c. Identify and fill the gaps in services
 - d. Develop measures to test system effectiveness and responsiveness to the business community
2. Develop innovative approaches to creating awareness of Idaho's investments in workforce development
 - a. Market the workforce development system
 - b. Workforce Investment Boards and Chambers of Commerce to promote the workforce system to the business community
 - c. Engage Workforce Investment Boards to connect business and education
 - d. Expand the awareness and use of the Career Information System (CIS)

Goal #3

Idaho will support an entrepreneurial workforce

1. Provide programs informing primary and secondary students about entrepreneurial careers
2. Extend programs to students in higher education

Strategies, Actions and Outcomes:

Six teams were formed to address key goals. A seventh team was added to address the final strategy area. Action plans were developed by each team that include a statement of goals, strategies and intended outcomes. The plan for implementation included development of pilot programs in the health care and science and technology sectors to test new approaches and establish models for expansion to other sectors. Key outcomes planned during the life of the Academy included:

1. Improved supply-demand data for the health care and science and technology sectors with models for expansion to other sectors
2. A plan for development of a community college in the Treasure Valley with plans for expansion to other regions lacking a community college
3. Policies that facilitate transfer of credits from K-12 to postsecondary institutions and among postsecondary institutions
4. Development of systemwide accountability measures and establishment of policies for measuring accountability in the postsecondary system
5. Identification of models to improve relationships between the business community and the workforce development and education sectors, including development of career clusters
6. An assessment of workforce development services and development of a structure and strategies for improved coordination of those services
7. Expanded awareness and use of system services
8. Development of models to support entrepreneurial activities and job retention

Progress:

The Academy Team has spent considerable energy on narrowing goals and strategies into manageable activities. This has been a useful exercise in helping to focus plans and identify high impact activities for the team. While this has been ongoing throughout the process, significant progress was made in several areas:

1. The Information Team identified new data sources and started work with industry and licensing associations to improve supply-demand information in the health care industry. The work is still underway on this project. Funding was obtained for a new Nursing Workforce Center. The new center will collaborate with existing partners to develop supply-demand information in nursing and to assist in curriculum development. Using funds awarded by the State Workforce Development Council, a local area also piloted a survey that greatly improved data on hiring and skill needs of employers. This pilot is being expanded statewide to make data available to all regions of the state.
2. The Community College Team has identified an implementation strategy that relies on development of a community college in the Treasure Valley as an initial step. The team has been expanded to include leadership of Boise State University, community leaders and business leaders in the Treasure Valley. The

President of BSU has taken the lead in introducing the vision. His approach focuses on customer need, the opportunity presented by the Boise State West Campus, and collaboration with business and universities statewide. To date, the concept is receiving wide support. The presentation was made to the Workforce Development Council in March 2003; in September 2004, the Council will consider a recommendation to endorse this proposal.

3. The State Board of Education adopted policies in August of 2003, greatly expanding options for credit transfer to ease transition among institutions. Significant progress has been made in allowing dual-credit between K-12 and postsecondary. Credit transfer among post-secondary institutions is now mandated for academic programs of study. Less success has been found in transferring credits between academic and professional-technical education.
4. Progress has been made on mapping the resources of the workforce system which will provide a foundation for focusing and streamlining the policy and organizational framework. The draft report was delivered in March and outlines workforce services and resource availability. The survey also provides background information on planning cycles, performance management and recommendations for improvement of the current system. The survey is currently being prepared for publication and will be available to the Workforce Development Council for use in its strategic planning session scheduled for January of 2005.
5. Marketing efforts are underway to increase awareness of the system offerings. Major events were held for Labor Day 2003 and Labor Day 2004, which featured the Governor, State Superintendent of Public Instruction and local elected officials throughout the state. New logos have been devised for the *IdahoWorks* brand, tying it more closely to the image developed for the State of Idaho. The Workforce Development Council invited local *IdahoWorks* Board chairs to a panel discussion in February 2004 to identify ways to increase recognition and utilization of local Workforce Boards as brokers of system services. Idaho Commerce and Labor is in the production phase of a Business Retention and Expansion campaign that will market workforce services and business incentives to Idaho Businesses. The initiative will roll out over the winter months as new automated support systems and websites come on line. A new business website (www.business.idaho.gov) that includes all state-supported business services was released September 2, 2004 with a marketing effort announcing the merger of the Commerce and Labor Departments.
6. The Governor's Workforce Development Council assumed the lead in an effort to develop system measures and the State Board of Education is studying an information system that will allow for implementation of an accountability system in higher education. Standards for high school graduation to ensure student preparedness for work and higher education have been implemented with assessments adopted in the summer of 2003 by the State Board of Education.

The State Board of Education and the State Legislature adopted a test which students must pass in order to graduate. This test standard will first be applied to the class of 2005. The Albertson Foundation offered a significant investment by supporting development of a student information system that will track yearly progress of all students in the state. The Legislature adopted this approach during its last session and the first round of implementation is expected this fall.

Key state and local staff and the Workforce Development Council were privileged to learn state of the art practices from Chris King who is staff to the academy. This laid the foundation for adoption of system measures for the workforce system. The Council asked staff to develop recommendations for their consideration. The measures are to be few in number, use existing data and reflect the performance of the system as a whole. At this stage, staff have recommended a tiered approach and recommended use of proposed cross program measures for the second tier of measurement (individual program management systems already in place comprise the first tier). Staff have recommended that system measure development be deferred until the Council completes its strategic planning process in 2005 so that measures reflect key goals for the Council.

7. A key feature of the Academy was to improve relationships among the business, education and the workforce system to ensure responsiveness to business. This has proven to be one of our most exciting areas.
 - a. In November of 2003, the Labor Department Director was appointed as the acting director for the Department of Commerce while retaining his current position. A number of joint leadership activities were held including a major summit bringing together the leaders in workforce, education and economic development from across the state. In 2004, the legislature passed and Governor Kempthorne signed legislation creating a combined agency, the new Department of Commerce and Labor. The legislature also approved Governor Kempthorne's initiative to create the Office of Science and Technology within the new Department. At the same time, Governor Kempthorne introduced and the legislature passed a number of tax incentives to help Idaho create high skill, high wage jobs and the communication infrastructure to support them.
 - b. The Workforce Development Council invested in business pilot programs in each of six workforce areas during the last program year. The pilot programs yielded a model for engaging business at the local level through development of a health care consortium. This project assessed training needs of entry level workers in the health care industry in the Treasure Valley. A second business industry consortium has been formed in the construction industry employing the initial approach and extending it statewide. New models were also developed for distance learning in the training of nurses and other health care workers, a training library was established and the WorkKeys employee skills assessments and automated curriculum were offered. A new business hiring and skill assessment survey was conducted and is being extended statewide this

year. The Workforce Development Council will be releasing funds in September to continue the pilot approach, this time for specific industry-workforce-education projects for training in high growth industries.

- c. Exciting progress has also been made in marketing services to Idaho's targeted health care industries. The Idaho Hospital Association has joined with the State to provide an integrated recruitment tool for its member organizations. Plans are to expand this to other health care organizations before moving to science and technology within the next year.
- d. The Science and Technology Council has been revitalized to pursue goals stemming from that effort and this Academy process.
- e. Staff has been hired by the Division of Professional-Technical Education to begin the work on the Career Clusters strategy. After review and comment by the Workforce Development Council at its September meeting, an interagency team of state and local staff will work together to identify clusters and engage business in the effort.
- f. Recommendations have been made to enhance the state's capacity to support entrepreneurial activities.

While not all goals were accomplished during the life of the Academy, the Policy Academy process allowed us to develop a framework for action; the work will continue under the direction of the Workforce Development Council and the teams that have been assigned responsibility for implementation.

Policy Questions:

- **What is your state doing to create connections between state, regional, and local workforce development, education and economic development policies?**

The state is taking a number of steps to better align policies. First, the state assigned the Workforce Development Council and local *IdahoWorks* Boards the responsibility to coordinate the functions. The state conducted a survey of all workforce programs and identified governance and planning processes as part of the survey. The One Stop Policy Team will develop recommendations for improvement of strategic planning processes during the coming year. Effective July 1, 2004, Governor Kempthorne merged the Departments of Commerce and Labor. This has provided an opportunity for better alignment of policy planning between economic development and workforce development. A summit held in December, 2003, engaged key workforce, education and economic development stakeholders in a dialogue to identify needed services and improve communication. The State will be holding a joint meeting of economic development and workforce development leaders in January as an outgrowth of the merger and to refine goals for better integration of economic and workforce development services.

Idaho benefits from its relatively small population. Key leaders across the system are generally aware of others' programs and services and have established

relationships among state and local partners. While this informal system works relatively well, time has often precluded real breakthrough improvements. A more formalized policy structure needs to be implemented to ensure continued coordination as leadership changes.

- **What is the state doing to build a stronger education pipeline?**

The state's education reform initiatives precede the Academy project but have been expanded as a result. Early childhood education programs were part of the Governor's first term Generation of the Child initiative. These resulted in reading and math programs designed to help children achieve grade level proficiency by the third grade. The State adopted proficiency standards for all grades and adopted a graduation test that will first be required for 2005 high school seniors. A student information system for student progress will be rolled out this year that allows tracking of students across the state.

The Academy addressed the goal for a stronger education pipeline through its strategy for increasing the responsiveness of the postsecondary system. A key step is the development of a community college in the state's most populous area as the first step in the process. The Boise State University President has assumed the lead for this effort. The State is also exploring accountability systems to ensure that the postsecondary system is meeting performance expectations.

The Idaho Science, Math, and Technology Coalition was formed to encourage greater participation in these fields and to ensure that students were prepared for the demanding jobs in the new economy. The ISMTC is comprised of educators, business and government representatives who are interested in expanding the number of students involved and ensuring high quality, relevant instruction in the subject areas.

At the Academy meeting in Ohio, the Team adopted a strategy to develop a system of career clusters to improve professional-technical education at the secondary and postsecondary levels. The organizations will work together to use the career cluster concept in economic development, workforce, labor market and career information to foster better communication and implementation. The Team has committed to work together to identify the appropriate career clusters and to engage business in identifying skills needed in the workplace. Through these contacts, we also plan to make business aware of the broader system to better connect business as an ongoing partner in education and workforce development.

- **What is the state doing to create a "seamless" lifelong learning system that is universally accessible and valued by job seekers, workers, and employers?**

The state has a relatively well-coordinated system with extensive organizational relationships. Although primarily Commerce and Labor-funded programs

populate the One Stop Centers, the larger system represents a broad array of services and programs. Considerable effort and resources have been spent to develop the infrastructure to support the One Stop system.

The basic model for One Stop services is services customized to the particular needs and preferences of the individual or business seeking services. This model is supported by a variety of personalized and automated support systems, including *IdahoWorks*, a highly developed web-based automated system designed to reach the largest possible audience and to support trained staff in delivery of a wide array of services. *IdahoWorks* currently supports self-service systems for labor exchange and unemployment insurance for individual and business customers, information and support for all other Labor programs and a wide range of information on programs and supports available throughout the state. All One Stop Center and Labor staff in affiliate locations are trained and certified as Career Development Facilitators, which ensures a wide range of skills used in providing career guidance and information. Extensive training is also provided in specific subject matter training. All One Stop Centers and many affiliates provide orientation to the full range of services and referral to programs within the community. With the merger of Commerce and Labor in July of 2004, the One Stop and former Job Service offices added the full spectrum of economic development, community development and related services to the menu of services in the new Commerce and Labor service centers.

The state has a Workforce Training Network representing the Division of Professional-Technical Education, all of the technical colleges in the state and the Department of Commerce and Labor. This network can coordinate the delivery of targeted workforce training throughout the state.

An excellent Career Information System (CIS) is available in all One Stop Centers, workforce development agency locations, and postsecondary institutions and in most secondary schools throughout the state. A new career portfolio was developed that allows an individual access to their own personalized “CIS Folder” that can be accessed on the website and “carried” to any partner program.

Activities are currently focused on building relationships with the business community to ensure improved access and responsiveness to their needs. The Science and Technology Council has been revitalized and has as a key goal creation and retention of a highly skilled technical workforce. They have promoted greater participation in math and science courses at the secondary and postsecondary level and have established a Business Plan Competition at Boise State University to foster excellence in entrepreneurial skills. A partnership has been formed with a number of organizations serving health care to develop and host their recruitment web page on a dedicated *IdahoWorks* portal. This partnership is intended to serve as the model for additional business-government partnerships. During 2003, pilot programs were operated by each of the six local Boards to identify different models that improve services to business, and

planning is under way to create new business-education-workforce partnerships for the current year. A wide range of activities is taking place that can be shared among local workforce areas.

Work has begun on an employer file that can be used to record service contacts and requests. The file will be part of the *IdahoWorks* automated system and will support economic development and workforce development activities. It is a key component in the business retention and expansion effort designed to expand business awareness of the system.

Access to the education system has been studied by a number of groups within the state. Most recently, the Governor's 2020 Blue Ribbon Task Force made recommendations to improve the quality, efficiency and availability of the education system. Creation of a community college system was one of many recommendations emerging from this study. The Policy Academy assigned a team to study the issue. The team recommended an approach that relies on incremental development with initial plans focused on creation of a community college in the Treasure Valley, a major population center located in the Southwest region of the State. A separate, community based team has been formed to oversee the initiative; the effort is enjoying considerable success. The State Board of Education has also developed recommendations for transfer of credits among institutions.

More work needs to be done to systematize the effort and many opportunities remain for creating efficiencies among agencies. Agencies have agreed upon a number of improvement activities, but constraints on staff time and funding have limited progress.

- **What is the state doing to adopt performance measures and accountability mechanisms?**

Under the direction of the Workforce Development Council, the state will develop a system accountability structure for all identified workforce development programs. The Council discussed options and invited Academy staff to assist in formulation of these system measures. With the advent of common measures at the national level, an opportunity exists to develop and report a common set of measures across programs. Staff have recommended the use of these measures as the second-tier measures in a three-tiered system. The staff have also recommended that the state build upon specific program and common measures with higher level measures reflecting the Council's strategic goals, including a systemwide return on investment measure.

Additionally, the State Board of Education is examining information systems that will allow them to capture data that can be used in assessing the performance of higher education.

- **What is the state doing to develop better, up-to-date labor market information (LMI)?**

This is an area of significant investment for the state. Under the umbrella of the Academy, a team of data experts in economic development, labor, education and health and human services was formed to identify existing data sources and processes to improve the quality of that data. Of particular concern has been the development of improved supply-demand data. The team began its improvement work by identifying data for health care and is working with the health care industry and licensing associations to improve the quality of the data. The effort will test the value of working with industry and worker groups to improve data quality and to better meet customer needs. Since the project began, the university system also received a grant to form a nursing workforce center to improve data supply-demand and skills forecasting. The two groups will work together to improve data quality.

The state is participating in a national consortium and data program committees are developing new Labor Market Information (LMI) products and improving the quality of current data. The state was fortunate to be selected to participate in the Local Employment Dynamics (LED) project. This was of particular interest to our State Workforce Development Council. The project was recently expanded to develop mapping capability.

The state is also engaged in continual development of our self-service tool, iLMI (Idaho Commerce and Labor LMI internet website), which allows the user to access a variety of databases to obtain customized data. Training has been delivered statewide to all front-line One Stop Center and affiliate staff and scheduled for planning and program development staff at the state and workforce investment board levels.

- **What new approaches is your state developing for engaging private sector and community representatives serving on state and local workforce boards to focus on the economic and workforce needs in the state?**

The local Workforce Boards are being tapped to provide outreach to the broader business community through outreach to chambers, business associations and other organizations to create stronger ties to the education and workforce systems. In February, the local Board chairs participated in a dialogue with the State Workforce Development Council to discuss the opportunities and challenges present in moving towards a broader role. Local Board chairs will continue to be invited to attend State Workforce Development Council meetings to share local issues and plans and to identify areas where partnerships can be formed. The local Boards were invited to the Economic Development Summit in December to participate in outlining economic development strategies for the state. The results of these efforts will be a more structured approach to planning workforce programs locally to align with economic development efforts. The consolidation

of the leadership of the Departments of Commerce and Labor will contribute towards a more integrated approach.

The business pilot programs funded by the Workforce Development Council helped local boards pilot models that could better coordinate workforce and economic development efforts. Two initiatives that will be implemented after the conclusion of the Academy are also intended to align the work of local boards to economic development needs. The first is the Career Cluster initiative in which the education, workforce and business communities will work collaboratively to create common career clusters. The second is a proposal to have local boards develop high growth business pilot programs funded by WIA 15% funds that are designed to identify high growth industries, establish partnerships among education, business, and workforce providers, and establish training programs leading to employment in these industries.

Benefits from the Academy:

The Academy staff and additional experts have provided considerable insight into state of the art thinking in workforce development. Their presentations, one-on-one assistance and general guidance have been invaluable in assisting the state. We have also learned from the successes and challenges of our sister states in the Academy. This sharing is always valuable. As a result of the Academy, we followed the pattern of Missouri's State of the Workforce Report, to analyze our current structure. We are also rethinking the approach to the One Stop system in the state to determine the value of a "compliance" approach rather than a self-determined approach. While we are still in process, we appreciate the considerable assistance from the Academy in establishing system measures.

It has been most helpful to have dedicated time with expert staff to consider issues facing the state and to arrive at possible solutions. While we have learned from our partner states in the Academy, we may have been able to gain this information in other formats, reserving more time for teams to work with the expert advisors.

Overall, the experience has been exceptionally positive. The intensive, focused retreat format works very well to encourage dialogue. We would definitely recommend continuation of the Academy effort. Because of our own difficulties in scheduling, we would recommend setting up specific dates for meetings at the outset. This would maximize opportunities for member participation.

21st Century Workforce Development Policy Information Team Action Plan

Goal #1: Idaho will have an adaptive workforce development system that responds to the needs of workers and business

Strategy: Improve labor market supply-demand information through partnerships with state and education agencies and worker and business intermediaries

- a. Combine data from multiple agencies to create an integrated supply-demand information system
- b. Develop an outreach system allowing data analysis and input from business boards, associations and other business interests to improve data quality
- c. Convert data to useful information for curriculum development and strategic planning for government and business

Lead Responsible: Janell Hyer - Idaho Commerce and Labor

Team Members:

- Chuck Mollerup – SOICC
- Nancy Szofran – State Board of Education
- Dan Peterson – Professional-Technical Education
- Laura Rowen – Health & Welfare
- Bob Uhlenkott – Idaho Commerce and Labor

Potential Stakeholders: Education, Economic Development, Employers, Job Seekers

Current Status: Extensive data exists but has not been compiled into a single database that lends itself to analysis. Customers want more specific data for projecting education, hiring and economic development needs.

Recommended Targets/Outcomes:

Develop supply – demand data for the health care and science/technology industries for the present, short-term, and long-term.

Incremental expansion to other sectors

Actions:

Investigate the current data pool that is available from a variety of sources. Determine if there are any data gaps. The team decided that they will focus on three time periods – current needs, projected short-term needs (3 years out), and long-term needs (10 years out). It was also decided that the team would tackle the health care occupations first because they were the easiest to establish. Professional-Technical Education is going to provide the health care cluster occupations that are used by PTE as well as the SIPP/SOC crosswalk. Each team member will then identify the data they have available for that cluster. The data will include the number in the system, the number of completers, the number working and projected employment. The Department of Commerce and Labor is involved in a new cooperative program with the US Bureau of Census. Idaho Commerce and Labor is planning to share data gleaned from the new program – accessions, new hires, and separations by age, gender, region etc. The Local Employment Dynamics program will also provide data on earnings – current earnings, earnings for accessions, new hires, and separations also by age and gender. Once the data has been combined, the team will look at the data gaps and develop a plan to fill them. Some education based supply information from grade 9 through postsecondary is available now. Data on the demand side includes short-term and long-term industry and occupation projections.

Timelines: First Draft pending

**21st Century Workforce Policy Academy
Community and Professional-Technical College System
Action Plan**

Goal #1: Idaho will have an adaptive workforce development system that responds to the needs of workers and business

Strategy 2: Increase responsiveness of the postsecondary system
a. Create an integrated system of professional-technical and community colleges to respond to regional demands
i. Establish a plan for development of a community college in the Treasure Valley

Lead Responsible: Mike Rush, Professional-Technical Education

Team Members: David Lehman, Office of the Governor
Randy Thompson, Office of the State Board
Ann Stephens, PTE
Mike Falconer, PTE
Burton Waite, PTE
Dick Winn, PTE
Larry Barnhardt, BSU
Jay Engstrom, Idaho Commerce and Labor
Cheryl Brush, Idaho Commerce and Labor
Leandra Burns, Idaho Commerce and Labor
Robert Vande Merwe, Idaho Hospital Association
Shirl Boyce, Boise Chamber
Dawn Justice, IACI
Karen McGee, State Board of Education
Gary Stivers, Office of the State Board

Current Status: Idaho lacks a statewide community college system. In Idaho, there are two community colleges, one professional-technical school, and three colleges and universities which have a technical college function. Because of their broader tax base, the two community colleges are able to offer similar courses at much lower costs than the college and university system. Access is limited in the universities because funding shortfalls have capped enrollment, leaving educationally challenged individuals unable to compete for entrance. Students who are enrolled often find they are unable to attend needed classes because courses needed to meet basic requirements or high demand occupations fill before needs can be met.

There have been a number of other studies that analyzed the issue and offered recommendations. The Idaho Association of Commerce and Industry (IACI) prepared a

study and offered recommendations. A Community College Task force established by the legislature in cooperation with the State Board of Education's 70% committee also offered recommendations. While individual institutions implemented some of the recommendations, additional action is necessary to coordinate programs among institutions, and create additional opportunities in areas of the state that have limited options. Additional partnerships with business and industry also need to be created.

The Professional-Technical system has a well established coordination mechanism through a unified budget, the Division of Professional-Technical Education, and the Workforce Training Network (WTN) but no similar mechanism exists for academic programs. An additional review is warranted.

Expected Outcomes:

1. An improved system of community and technical colleges
2. Plans for development of a community college in the Treasure Valley
3. Extension of the community college system plan incrementally throughout the state

Actions:

1. Review existing infrastructure (completed)
 - a. Review main funding sources; types of institutions; community college missions established by the Board; Professional-Technical Education
2. Review prior efforts and progress to date (completed)
 - a. IACI study and recommendations
 - b. Recent legislative/70% committee task force
3. Review and approve characteristics paper (completed)
 - a. Committee agreed with paper developed by the last community college task force with the following addition:
 - b. Program coordination among institutions is necessary, particularly for facilitating industry interaction for common programs.
4. Identify what we have now and how it works
 - a. Technical Colleges
 - i. WTN
 - ii. Collaboration with workforce development
 - b. Community Colleges
 - c. Institutions with community college missions
5. Create incremental steps to create a community college in the Treasure Valley
 - a. Expand the community college subcommittee to include a coalition of key individuals in the Treasure Valley representing business, the community, economic development, education and government
 - b. Assess the postsecondary education and training needs of the residents of Southwest Idaho and identify the features and benefits that a community college could provide in meeting those needs
 - c. Conduct a thorough review of all Idaho statutes and State Board of Education policies relating to the creation, funding and operation of a community college system

- d. Document historic milestones in the evolution of Boise State University from its beginnings as a two year college to today's role and mission as a Master's Research University and the implications of these milestones on expanding its community college function
 - e. Review and analyze the past recommendations and outcomes of Idaho's statewide community college initiatives
 - f. Review guidelines established by the Northwest Association of Colleges and Schools to determine the impact these changes would have on the institutions accreditation status
 - g. Identify possible scenarios in which BSU can transition its current community college programs and services into a comprehensive community college function without unduly impacting on the financial obligations of its Metropolitan Research University function
 - h. Explore possible organizational structures for implementing a Comprehensive Community College function
6. Address community college issues in other parts of the state in subsequent incremental steps as necessary
 7. Support and improve system we have
 8. Solicit recommendations for specific strategies to use to implement goal

21st Century Workforce Policy Academy Education Transition and Accountability Team Action Plan

Goal #1: Idaho will have an adaptive workforce development system that responds to the needs of workers and business

Strategy #2: Increase responsiveness of the postsecondary system

- b. Ensure seamless transition among all levels of education for transferability of credits**
- c. Create performance reports that measure responsiveness to workforce needs**

Lead responsible: Gary Stivers, State Board of Education

Team members: Nancy Szofran, State Board of Education
Randy Thompson, State Board of education
Provosts from the institutions of Higher Education (Council on Academic Affairs and Programs)
Allison McClintick, State Board of Education

Current status: There is presently policy in place to facilitate the transfer of students from Boise State University, Idaho State University, Lewis-Clark State College, the University of Idaho, the College of Southern Idaho, North Idaho College, BYU Idaho and Treasure Valley College in Ontario, OR.

The Idaho State Board of Education has made a commitment to improve the educational opportunities to Idaho citizens and is working to create a seamless system. There is policy instructing the postsecondary institutions to provide programs and training in their respective regions and to support and enhance regional and statewide economic development. Included is policy for accelerated learning programs for secondary students.

All institutions presently do follow-up surveys with employers. Action is needed to make the information more available to businesses.

The Idaho State Board of Education (SBOE) is aware of the immediacy to build a postsecondary system that allows our public institutions of higher education to not only recognize but to respond to the rapidly changing education and workforce needs in their area. As the “satellite centers” continue to develop throughout the state the Board realizes the need for a systematic and coordinated approach to the development of programs by the various institutions. It is important to create a system of higher learning

that has the readiness and capability to deliver programs where and when they are needed but minimizes the duplication to avoid wasteful inefficiencies.

Recommended Targets/Outcomes:

1. Create a seamless postsecondary system for the institutions throughout the state
2. Ability to provide information that means something regarding:
 - the quality
 - the relevance
 - the access and
 - the efficiency of postsecondary education in Idaho
3. Have state level data with common core institutional indicators
4. Improve data collection systems and capabilities
5. Increase awareness of data resources and data tools
6. Increase our understanding and use of education statistics
7. Build a cooperative network of professionals working together in order to improve the process and results of data collections

Actions:

The SBOE has established as a priority the examination of current systems used to deliver postsecondary education within the state. The growth of academic programs occurring in the current environment of loosely knit missions and regional competition makes this a critical initiative.

The SBOE asked its staff to create a proposal with scope and focus for the initiative. Chief Academic Officer Randy Thompson presented an initial draft to the Council of Academic Affairs and Programs (CAAP), which is comprised of the academic officers of all public postsecondary institutions. CAAP members agreed on the need to clarify the development of programs at off-campus sites and on the importance of collaboration while maintaining the strengths of each individual institution.

Final reading of the new policy was at the Board's August 2003 meeting.

The office of the State Board of Education is presently working to enhance Idaho's capability to collect/analyze/disseminate information about education. Strategies for accomplishing this are being evaluated including Ohio's State Board of Regents "Higher Education Information System", using the ISIMS infrastructure, and looking at existing institutional capabilities. This will facilitate and enhance Idaho's capability to collect/analyze/disseminate information about education. This will address numbers 2 through 7 of our goals.

21st Century Workforce Policy Workforce System Action Plan

Goal #1: Idaho will have an adaptive workforce development system that responds to the needs of workers and business

Strategy#4: Ensure access for business and workers to the full array of workforce and education services and supports

- a. Enhance the One Stop system**
- b. Promote collaborative efforts to expand access to the full array of services**

Goal #2: Idaho's workforce development, education, and economic development systems will be connected

Strategy#1: Create a governance and policy framework that aligns services across multiple agencies and programs

- a. Define the workforce development system**
- b. Inventory current workforce development programs**
- c. Identify and fill the gaps in services**
- d. Develop measures to test system effectiveness and responsiveness to the business community**

Lead Responsible: David Lehman, Office of the Governor

Team Members: Allison McClintick, State Board of Education
Lindy High, Dept. of Education
Shirley Spencer, ABE, Dept. of Education
Ann Stephens, Professional-Technical Education
Mike Falconer, Professional-Technical Education
Sue Payne, Vocational Rehabilitation
Mike Blackaller, ICBVI
Melinda Adams, Idaho Commission on Aging
Judy Welker, Idaho Commerce and Labor
Cheryl Brush, Idaho Commerce and Labor
Maggie Manzo, Dept. of Health and Welfare
Laura Rowen, Dept. of Health and Welfare
Doug Gray, Dept. of Corrections
Chuck Mollerup, CIS

Sharon Harrigfeld, Juvenile Justice
Jud Roth, Industrial Commission

Potential Stakeholders: Business
Workers
Job Seekers
Students
Higher Education Institutions
Employment Training Organizations
Economic Development Organizations
K-12
State and Local Government
Workforce Development Council
Local Workforce Boards

Current Status: State and local workforce organizations have collegial relationships. At the service delivery level, management and staff are generally aware of the services of others and make referrals to partner programs. There is limited co-location with Labor programs in One Stop Centers with most organizations preferring on-call or scheduled rotations. In most regions there are “One Stop collaborative teams” or other provider networks that provide ongoing opportunities for communication. Partner organizations are represented on local Workforce Investment Boards and serve together on advisory committees to support partner efforts. Local Workforce Investment Boards are charged with coordinating education, workforce investment and economic development, developing a strategic workforce investment plan and providing oversight of programs. The focus of most Boards has been WIA, but all Boards are moving towards a broader vision. Each is currently operating at least one pilot designed to improve relationships between the system and the business community.

There are a number of state agencies with workforce development as a primary or secondary function. By executive order, the Workforce Development Council is assigned responsibility for developing a strategic workforce development plan and providing oversight of all workforce development programs. The WDC is advisory to the Governor and the State Board of Education. Under the direction of the Governor’s office, workforce development staff provide support to the WDC, serve on interagency workgroups and task forces, and willingly participate in special projects and initiatives spearheaded by one or more agencies. Efforts on broad workforce development issues and plans could be strengthened to improve system performance. Most agencies collect and consider outputs on a program by program basis; no system measures exist. There is some exchange of administrative data, but it is limited.

Agencies have significant information and ties to individual consumers who meet eligibility or “enrollment” criteria. More limited information is available for the system’s business customers. Both individuals and business express frustration with system access, particularly, access to the education system. Concern has also been expressed about the lack of awareness of system offerings. For their part, workforce development

agencies have continued to be thwarted in their ability to determine specifically what the business customers need and want. State and local agencies have initiated many processes to engage business with education and workforce and to market their services to the business community. The six workforce areas piloted projects to improve services to business. These range from development of better information on business needs to curriculum development, skills testing and development using WorkKeys, and marketing. New implementation pilot projects are being established.

Recommended Targets/Outcomes:

1. The system regularly assesses the needs of business and determines satisfaction with the services/products
2. The system develops services in response to business needs
3. The system will meet the education, employment and training needs of business
4. The system provides opportunities for all workers to gain information and skills to manage their careers and earn a living wage
5. Workers possess the skills and workplace competencies required by business
6. A skilled workforce will become a key economic development strategy
7. The system operates efficiently and prioritizes resources to meet customer demand

Actions:

1. Define a comprehensive, proactive and effective workforce system (completed)
2. Identify the components of the current workforce system – survey all workforce agencies (completed, awaiting publication in fall, 2004)
3. Identify the gaps in the system (January-February 2005)
4. Develop new strategies to meet those gaps (February-March, 2005)
5. Using health care and science and technology as pilot programs, expand the use of *IdahoWorks* for matching workers to employer openings (Health care established)
6. Provide improved labor market and career information to students, workers and businesses to aid in making more informed labor market and education decisions
7. Develop new systems for routinely assessing the needs of the labor market
8. Improve processes for connecting business to education and workforce services (review results of local pilot programs)
9. Develop criteria to test effectiveness of the system

Resources:

- **Available**
WIA will fund survey of Idaho workforce services
- **Needed** – dependent upon plans – most can be developed through interagency efforts without additional cost other than staff time.

**21st Century Workforce Policy Academy
Awareness Creation Team
Action Plan**

Goal #2: Idaho's workforce development, education, and economic development systems will be connected

Strategy #2 Develop innovative approaches to creating awareness of Idaho's investments in workforce development

- a. Market the workforce development system**
- b. Engage local Workforce Investment Boards and Chambers of Commerce in attracting the business community**
- c. Engage Workforce Investment Boards to connect business/education**
- d. Expand the awareness and use of CIS**

Lead Responsible: Dwight Johnson, Department of Labor

Team Members: Lindy High, State Superintendent
Allison McClintick, Board of Education
Ross Mason, Health and Welfare
Georgia Smith, Department of Commerce and Labor
Kay Vaughan, Department of Commerce and Labor
Chuck Mollerup, CIS
Cheryl Brush, Department of Commerce and Labor
WDC and WIB staff – consulting

Potential Stakeholders: Business
Job Seekers
Students and educators
State and Local Agencies
Workforce Development Council members
Workforce Investment Board members
Career Information System members
Business groups
Industry groups
Labor organizations

Current Status: Significant resources and effort have been expended to make the public aware of services available through the workforce development system. Agencies have a number of independent strategies to inform the public about their services but

intensive systemwide marketing has not been routine or sustained. As a result, potential customers continue to be unaware of services available.

Business, in particular, expresses concerns about the lack of access to the education system and their inability to communicate their needs. The workforce system expresses a desire to become more engaged with business to ensure that the goals of business are met.

Recommended Targets/Outcomes:

1. Customers are aware of services of the workforce development and education system
2. Customers are aware of and utilize career and labor market information and services that meet their needs
3. Workforce Investment Boards and Chambers of Commerce are routinely engaged with K-12 institutions to provide career awareness to educators and students
4. The Career Information System is widely available to consumers and used by educators and workforce development providers as part of an education and career decision-making process

Actions:

Market Idaho's Workforce Development System

Strategies:

Continue to promote use of the *IdahoWorks* logo as the brand name for Idaho workforce development system among system partners

Continue to enhance and promote *IdahoWorks* electronic services available on the Internet

Develop "earned media" opportunities to communicate new services and products of the *IdahoWorks* system through media with events, news conferences, and news releases

Develop a paid advertising campaign for TV, radio, print, and targeted direct mail

Continue training *IdahoWorks* staff on communications and outreach techniques to effectively promote the system

Continue to develop and use professional *IdahoWorks* marketing materials

Actions:

Brand name development

Develop a new *IdahoWorks* logo during 2004 that will incorporate the officially established statewide marketing logo

Use the new logo development process as a tool to gain greater buy-in and use of the logo from system partners on partner marketing materials

Internet

Develop a joint idahoworks.org website during 2004 to combine the Department of Commerce's hosted idahoworks.com website and the Department of Labor's hosted idahoworks.org website.

Build targeted job bank websites for specific industries. The first prototype will be the idahohealthcarejob.gov website that will be initially developed between the Department of Labor, Idaho Hospital Association, and the Department of H&W rural health office. This new website is scheduled to be launched in January 2004. All health care organizations will be invited to participate by listing their job openings on this single site and by promoting this single website through their organizations membership.

Earned media

Celebrate Labor Day 2003 as *IdahoWorks Day* with Governor and local Mayor proclamations (accomplished). Celebrate the merger of the Departments of Commerce and Labor on Labor Day 2004. Promote this as an annual event to gain media attention of the workforce system.

Organize news releases and/or news conferences at least quarterly to communicate through the media when new services become available.

Develop periodic "Update Reports" from Governor of "Success Stories" to local media and local policy makers.

Encourage local Economic Development efforts and summits where *IdahoWorks* information can be shared.

Paid media

Develop a targeted direct mail outreach effort to Idaho businesses based on the successful *2002-2003 National Business Engagement Consortium* model.

Develop additional paid media campaign for TV, radio and print advertising. Possible advertising theme could center around the new national USDOL theme: "The Power of E³" (Economic development, Employment, Education).

Marketing Materials

Develop next generation of brochures, flyers, and give-away items that promote the new *IdahoWorks* logo, with the new idahoworks.gov website address and possibly the Power of E³ theme.

Training

Continue IDOL "Career Development Facilitator" staff training with Effective Communications Module.

Engage local Workforce Investment Boards (WIB) and Chambers of Commerce in attracting the business community

Strategies:

Plan and implement speaking engagement schedule for state and local workforce partners to promote *IdahoWorks* system services to chamber and service club groups.

Participate and promote system services at business conferences and workshops across the state.

Invite WIB participation and buy-in with *IdahoWorks* logo redesign.

Actions:

- Identify speaking opportunities, conferences and willing system spokespersons during 2003.
- Plan and coordinate speaking and participation schedule during 2004 calendar year.
- Attend WIB meetings and engage members to get feedback on new *IdahoWorks* logo and business direct mail advertising campaign.

Use Workforce Boards to connect business/education to expand career awareness

Strategies:

- Identify existing business/education partnerships in K-12
- Identify information and support needs required by boards/staff
- Collaborate with WIB staff and local education agencies to establish process

Actions:

- To be determined

Expand the awareness and use of the Career Information System (CIS)

Strategies:

- Continue training counselors, teachers and career development specialists on the use and applications of CIS information, assessments and portfolios
- Market CIS to individual and group stakeholders
- Make parents aware of CIS and how to access career information

Actions:

- Conduct regional career development workshops
- Conduct on-site trainings for school, education agency and workforce staff
- Include CIS materials in:
 - *Idaho Works* marketing efforts
- State Board of Education information about Idaho colleges and universities
- Division of Professional-Technical Education's Summer Conference
- Conduct targeted direct mail campaign (Attorney General's letter to counselors and parents)
- Exhibit CIS at statewide conferences and selected career fairs

21st Century Workforce Policy Academy Business-Education Partnerships Action Plan

Goal #1 Idaho will have an adaptive workforce development system that responds to the needs of workers and business

Strategy #3: Develop a process to identify and deliver education and workforce services to targeted industry

b) Develop business-education partnerships to expand the quality and capacity for worker preparation and continuing education

Goal #3: Idaho will support an entrepreneurial workforce

Strategies:

- 1. Provide programs informing primary and secondary students about entrepreneurial careers**
- 2. Extend programs to students in higher education**

Lead Responsible: Jay Engstrom, Department of Commerce and Labor

Team Members:

- Science and Technology Representation
- David Lehman, Office of the Governor
- Representative(s) from State Board of Education
- Lindy High, State Department of Education
- Dr. Mike Rush and/or Dick Winn, Professional-Technical Education
- Dean Larry Barnhart – Seland College
- Leandra Burns/John McAllister, Commerce and Labor
- Lyman Frost from INEEL/BBWI
- Karen Vauk, Micron
- Laura Rowen, Health and Welfare
- Chuck Mollerup, CIS
- Jim Hogge, Small Business Development Center

Potential Stakeholders:

Idaho Businesses (science/technology and health)
Education at all levels
Departments of Commerce, Labor and Health and Welfare

Recommended Targets/Outcomes:

1. Increase the number of students in Idaho's nursing and science and technology programs.
2. Improve workforce training and educational opportunities in Idaho in nursing and science and technology.
3. Introduce nursing and science and technology programs in Idaho's K-12 institutions.
4. Establish public-private partnerships to strengthen Idaho's workforce.

Current Status: Multiple studies have identified the need to produce a larger number of workers to meet the needs of the health care and science and technology sectors. The shortage of health care workers is particularly acute in the rural areas. Schools lack the capacity to meet the needs of industry. The Science and Technology Advisory Committee identified the need for skilled workers as their highest priority goal. They cited a lack of training in science, math and entrepreneurial education in K-12 and a shortage of graduates with these skills from our institutions of higher education. The industries are also failing to retain workers in both sectors. The Idaho Science, Math and Technology Consortium was created to broaden interest and expand instruction in these areas. The ISMTC held a symposium in the spring to introduce the broader community to the initiative. ISMTC is comprised of business, educators at the secondary and postsecondary level and government representatives.

A potentially important workforce for Idaho relates to the personnel associated with entrepreneurial activity. Several published academic studies have shown a high degree of correlation between increases in entrepreneurial activity and economic growth. Research by the Kauffman Foundation has shown that people pursue entrepreneurial activity because they believe it improves their opportunities not because of lack of other job possibilities. Surveys of new entrepreneurs indicate that 80% believe that they will be employing other personnel within five years.

Education has an influence on entrepreneurial activity but a college degree is not necessarily a requirement. Over 80% of the new companies are started by people with at least a high school diploma and over 70% have some college training. About 40% of the new companies are started by personnel with a college degree or higher. Entrepreneurial activity is relatively evenly distributed across all levels of income. There is a definite relationship with age of an individual. The age bracket 25-34 shows the highest amount of entrepreneurial activity and the pre-retirement bracket of 55-64 shows the lowest activity. It has also been shown that a person is more likely to form a new company if they know someone who has recently formed a new venture.

Understanding some of the above tendencies can provide insight into what Idaho can do to encourage the formation of new companies from the aspect of workforce development. Successful entrepreneurs require the conditions shown below.

Proper Context:

1. Social: Society approves and supports the entrepreneurial effort
2. Cultural: People know of entrepreneurs and they are positively viewed
3. Political: Government structures a positive environment for entrepreneurs

Entrepreneurial Framework in Place:

1. Financial: Sources of funds are available
2. Government policies: assistance is available
3. Government programs: programs support the entrepreneur
4. Education: training in necessary skills is available
5. Research transfer: transfer mechanisms from universities and other technology resources
6. Physical infrastructure: bandwidth, roads, buildings, airports, etc
7. Support: legal, accounting, etc

Personal Capability:

1. Opportunity recognition: individual recognizes the opportunity
2. Skill: individual has the skill to exploit the opportunity
3. Motivation: the individual is motivated to pursue the opportunity

Idaho has already put some of this support structure into place. The degree of support depends on the section of the state that is being considered. The urban areas have higher degrees of support than the rural areas due to the increased amount of resources available to these locales. Most of the state now has some support through the Idaho Rural Partnership, the Small Business Development Centers, the Idaho Economic Development Association, and local economic development groups (e.g. Southern Idaho Economic Development Organization in the Twin Falls region). The Tech Connect offices that have been opened in eastern Idaho, the Boise area, and northern Idaho are also aimed at providing support to entrepreneurial activity. The combination of the Idaho Department of Labor and the Idaho Department of Commerce ties these activities together.

Additional work is still required. Training of the economic development personnel around the state has been pushed through efforts such as the Entrepreneurial Effect program headed by Boise State University. All of the Idaho universities have now instituted entrepreneurial programs. Most of the entrepreneurial elements mentioned above are addressed to some extent but additional effort is required if Idaho is to take full advantage of its potential.

Actions:

1. Emphasize the virtual high school to provide classes in areas where there are high demands for employment (using nursing and science and technology as pilot programs). Rural areas would also benefit from a greater variety of classes, including Advanced Placement and college preparatory classes.

2. Establish an internship consortium partnering business and education.
3. Enhance education efforts in grades K-12, placing emphasis on math and sciences.
4. Increase the number of nursing and engineering students at Idaho's universities and colleges. This may be accomplished through reverse scholarships and/or offering incentives to stay in the disciplines. Information also needs to be provided about engineering and nursing related occupations along with information on engineering and nursing programs in Idaho and the nation.
5. Use taskforce/business and industry to identify and promote educational opportunities in emerging growth industries.
6. Increase marketing efforts of Idaho's Workforce Development Training Fund (WDTF) and utilize the Workforce Training Network (WTN).
7. Develop and implement units of instruction on nursing and science and technology (as pilot projects) for Idaho K-12 schools meeting curriculum standards and make it available to all districts. The State Department of Education and/or Professional-Technical Education would lead efforts in these areas. Both academic and professional-technical curricula need to be addressed.
8. There is a need for greater partnerships between the educational institutions and the business community.
 - a. Invite business professionals into classrooms to speak with student.
 - b. Help students explore occupations that correspond to their skills, abilities, interests, and values.
 - c. Provide information to students that links educational programs to occupations found in Idaho.
9. To support an entrepreneurial workforce, the following recommendations are made.
 - a. Installing programs for encouraging entrepreneurs at the pre-college level.
 - b. Creating a support structure within existing state departments that fulfill the purposes outlined above.
 - c. Passage of legislation that encourages and supports entrepreneurial activity.
 - d. Continuing efforts to expand entrepreneurial activity in rural Idaho.
 - e. Establishing a continuing educational effort in the area of entrepreneurship.
 - f. Encouraging and increasing the funding for training at the universities in entrepreneurship.

21st Century Workforce Policy Academy

Career Clusters

Action Plan

Goal #1: Idaho will have an adaptive workforce development system that responds to the needs of workers and business

Strategy #3: Develop a process to identify and deliver education and workforce services to targeted industry

a. Define a set of career clusters and supporting tools useful for career exploration, workforce development, education, and economic development in Idaho

Lead Responsible: Mike Rush, Administrator, Professional-Technical Education

Team Members: Sallie Harris, PTE
Ann Stephens, PTE
State and Local Staff to be identified

Current Status: Staff has been hired to lead the effort which is expected to take place over the course of the next 12 months.

Expected Outcomes:

1. A set of career clusters used across systems
2. Improved business participation and outcomes

Action Steps:

1. Identify government, business and education entities to involve in the design of a delivery system
2. Define a set of career clusters and supporting tools useful for career exploration, workforce development, education, and economic development in Idaho
3. Identify knowledge and skills required to be successful in the various clusters
4. Create pathways in the various clusters that reflect business/industry organization, and shared skill sets
5. Identify services, programs, and classes already being offered in the public and private sector
6. Implement sequences of classes and other identified training components to prepare people for the workplace
7. Develop business-education partnerships to expand the quality and capacity for worker preparation and continuing education