Workforce Innovation and Opportunity Act (WIOA)

Idaho Combined State Plan

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Idaho Commission on Aging

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Section I - State Plan Type

Select whether the State is submitting a Unified or Combined State Plan. At minimum, a State must submit a Unified State Plan that covers the six core programs.

Under the Workforce Innovation and Opportunity Act (WIOA) of 2014, States are required to submit either a Unified State Plan or a Combined State Plan. A Unified State Plan includes only those programs authorized under WIOA. A Combined State Plan includes the core programs authorized by WIOA, as well as additional optional partners specified in statute and regulation.

The State of Idaho will submit a Combined State Plan covering the following programs:

- Core Programs Authorized by WIOA
    - Title IB – Adult, Dislocated, and Youth programs
    - Title II – Adult Education and Family Literacy programs
    - Title III – Wagner-Peyser Employment Services programs
    - Title IV – Vocational Rehabilitation programs
- Optional Partner Programs
    - Jobs for Veterans State Grants Program, authorized under 38, U.S.C 4100 et seq
    - Senior Community Service Employment Program, authorized under title V of the Older Americans Act (OAA) of 1965
    - Trade Adjustment Assistance for Workers Programs, authorized under chapter 2 of title II of the Trade Act of 1974

Section II - Strategic Elements

The Unified or Combined State Plan must include a Strategic Planning Elements section that analyzes the State's current economic environment and identifies the State's overall vision for its workforce development system. The required elements in this section allow the State to develop data-driven goals for preparing an educated and skilled workforce and to identify successful strategies for aligning workforce development programs to support economic growth. Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs.

(a) Economic, Workforce, and Workforce Development Activities Analysis

The Unified or Combined State Plan must include an analysis of the economic conditions, economic development strategies, and labor market in which the State's workforce system and programs will operate.

(1) Economic and Workforce Analysis

This section of the State Plan provides an analysis of Idaho's industries, occupations, employment rates, workforce, and education levels. The economic analysis in Part (A) includes an overview of Idaho's high-demand industries, including a discussion of our state's Target Sector strategy. It also covers Idaho's high-demand occupations, including an analysis of Idaho's Hot Job list. This is followed by a discussion of Idaho's emerging (high growth) industries and occupations, and ends with an analysis of the skills and competencies needed for jobs in Idaho's Target Sector Industries.

The Workforce Analysis in Part (B) covers trends in employment and unemployment, trends in the labor market (including a specific analysis of Idaho's disabled population), an analysis of Idaho's educational attainment. Part (B) ends with a discussion of the skill gaps identified in this analysis.

(A) Economic Analysis

The Unified or Combined State Plan must include an analysis of the economic conditions and trends in the State, including sub-state regions and any specific economic areas identified by the State. This must include:

i. *Existing Demand Industry Sectors and Occupations*
ii. *Emerging Demand Industry Sectors and Occupations*
iii. *Employer's Employment Needs*

(i) Existing Demand Industry Sectors and Occupations

Provide an analysis of the industries and occupations for which there is existing demand.

This section analyzes Idaho's high-demand industries and provides an overview of Idaho's Target Sectors. It also covers Idaho's high-demand occupations, including an analysis of Idaho's "Hot Jobs" list.

High-Demand Industries

The Idaho Department of Labor reports that in 2014, Idaho had 655,900 non-farm payroll jobs. As per Table 2.a on the following page (and *Data Appendix Table 1 – Nonfarm Jobs* in the appendix), the five highest-demand industries accounted for 54% of nonfarm jobs in Idaho in 2014. These top five industries are health care, retail trade, local government, manufacturing, and accommodation/food service.

Table 2.a: Top 5 Major Industrial Sectors in Idaho, 2010-2014.
Ranked by Total Jobs in 2014
Compared to US Total Nonfarm Payroll Jobs and Idaho Total Nonfarm Payroll Jobs

Major Industrial Sectors	2010	2011	2012	2013	2014
Health Care And Social Services Sector	74,600	76,500	77,800	80,800	83,600
Retail Trade	74,800	75,200	77,100	78,700	80,300
Local Government	76,400	75,900	75,900	76,100	77,400
Manufacturing	53,200	54,800	57,000	59,600	60,000
Accommodation And Food Services	49,500	50,800	52,100	54,200	56,500
US Total Nonfarm Payroll Jobs (in thousands)	131,556	133,625	135,938	138,327	141,484
ID Total Nonfarm Payroll Jobs	603,600	610,800	622,300	637,900	655,100

In 2014, Health Care and Social Services overtook Retail Trade and Local Government as the state's largest industrial sector with 12.8% of all jobs. Health care represents 77,634 jobs, or about 93% of this sector, with Social Services representing the rest. Health care is now one of the fastest growing industries in Idaho. The aging population and technological advances ensure that this sector of Idaho's economy will remain robust.

Retail trade is the state's second largest industrial sector. For every four jobs in the trade industry, three are in retail, which is growing with Idaho's expanding population. National big box stores and other chains have found their way to the state. Wal-Mart is the second largest private employer in the state.

Local government is the third largest industrial sector. Government jobs, including local, state, and federal, account for nearly one in five Idaho jobs. Employment in local government increased the most between 2010 and 2014, with 1,000 new jobs. State government increased by 500 jobs over the same period, while Federal Government decreased by 1,400. Within State and Local government, the public education system accounts for just over 50% of jobs, and employed 55,000 workers in 2014. Although education employment dropped in 2010, the number of jobs in 2014 has exceeded prerecession levels. Local education jobs experienced the largest increase, 700, in 2014.

Manufacturing represents the fourth largest industrial sector, with 60,000 workers in 2014. Manufacturing jobs have been dominated by computer and electronic equipment makers and food processors for the past 10 years. However, the number of computer-related manufacturing jobs has declined. In 2002, this industry had 28% of the employees in manufacturing. By 2014 employment had dropped to 14% as a result of major layoffs at the state's largest manufacturer, Micron Technology Inc. The number of jobs in food manufacturing increased by nearly 1,000 since 2007. The declines in other manufacturing subsectors were greater so that food processing's share of manufacturing jobs jumped from 25% in 2002 to 29% in 2010 but has experienced a slight drop to 27% the last three years. Dairy processing in south central Idaho has had a positive impact on employment levels.

Accommodation and food service represents the fifth largest sector, with over 56,000 workers in 2014, or nearly 9% of all Idaho jobs. According to the Idaho Department of Labor's full analysis of nonfarm jobs, Idaho's workforce is overwhelmingly engaged in various service industries, which account for 85% of all nonfarm jobs (including government). If government is removed and only private industries are included, service-sector employment drops to 81%.

Idaho also has a large percentage of workers in professional and business services. The nuclear energy research facility provides thousands of jobs in eastern Idaho. Call centers have also gravitated to the state because workers generally lack an accent and the heavy concentration of members of the Church of Jesus Christ of Latter-day Saints provides a pool of people fluent in other languages.

Idaho Target Sectors

In 2010 Idaho Department of Labor staff began discussing potential target industries for the state. The group analyzed the number of current jobs by industry, employment projections, wages paid and the multiplier impact of industries on Idaho's economy. Staffing patterns of the potential industries were analyzed by high demand, growth and wages. Based on the analysis, five sectors were identified: advanced manufacturing, aerospace, high-tech, health care and power/energy.

The Research and Analysis Bureau presents economic findings on a quarterly basis regarding Idaho's target industry clusters to the Workforce Development Council. These findings and data are discussed at the Council level in order to monitor the continued relevance of these clusters in real time and measure their impact on Idaho's economy and workforce.

Since 2010, the research staff has produced business scans for each of these sectors. These sectors continue to provide a large number of jobs, are projected to grow in the next 10 years, and pay the highest wages. The only change to the target sectors in the current plan is to group aerospace with advanced manufacturing. Within advanced manufacturing, the state will focus on two specific industries – aerospace and food production.

In total, these target sectors provide 30% of Idaho jobs. The largest is heath care at 11.9% and the smallest is aerospace at 0.1%. Nearly every sector has added jobs since 2010. The largest numeric growth was health care with over 8,600 new jobs and the smallest was aerospace with 391 jobs. However, aerospace had the largest relative increase at 83% and high-tech the smallest with just under 2%. The high tech sector experienced job losses in 2013 but is rebounding slightly with the addition of just over 800 jobs in the last five years. Power and energy was the only target sector which experienced a loss of jobs, just over 150 or a 1.4% decline. The number of jobs has not reached pre-recession levels. As the economy has improved, it appears that the demand for research and development into energy conservation has declined.

A target sector may include multiple industries. In some cases, it is possible for target sectors to overlap. For example, industries in the advanced manufacturing sector may also be included in energy, high technology or aerospace sectors. The list below provides examples of the types of industries included in each sector. Although aerospace and food manufacturing are included in the advanced manufacturing sector, they are discussed separately below:

- **Advanced Manufacturing** includes all of manufacturing since most industries have incorporated high-tech processes in their production. In 2014, 9% of nonfarm jobs were in manufacturing. (*Data Appendix Table 5 – Advance Manufacturing Industries and Occupations)*
- **Aerospace** comprises 13 industries – four in the manufacturing sector, eight in transportation, and one in education. In 2014 0.1% of nonfarm jobs were in aerospace, which is a major focus for Northern Idaho. (*Data Appendix Table 6 – Aerospace Industries and Occupations)*
- **Food Manufacturing** comprises nine industries, all in manufacturing. The largest sectors are fruit and vegetable preserving and specialty food (44%) and dairy production (21%). These are followed by sugar and confectionery production and animal slaughtering and processing, with over 1,500 workers. In 2014, 2.5% of nonfarm jobs were in food processing. (*Data Appendix Table 7 –Food Manufacturing Industries and Occupations)*
- **High-Tech** comprises 11 industries including: manufacturing; information; and professional, scientific and technical services. The Idaho Department of Labor was the lead agency in a national endeavor to update the high-tech industry taxonomy based on the concentration of STEM (Science, Technology, Engineering and Math) occupations by industry. High-tech is defined as design, development and introduction of new products or innovative manufacturing processes through the systematic application of scientific and technical knowledge. But establishments are not limited to the manufacturing sector. An establishment is considered high-tech if employment in technology-oriented occupations accounts for a proportion of that industry's total employment that was at least five times

the average concentration in STEM occupations. In 2014 over 4.5%of all nonfarm jobs could be considered high-tech. **(***Data Appendix Table 8 – High Tech Industries and Occupations)*

- **Health Care** comprises medical care, nursing, and residential care. The services provided by establishments in this sector are delivered by trained professionals. All establishments have labor inputs of health practitioners or social workers with the requisite expertise. This is a major industrial sector in Idaho with 11.9%of all workers in either public or private health care activities. (*Data Appendix Table 9 – Health Care Industries and Occupations)*
- **Power & Energy** is made up of 41 industries in mining, utilities, construction, manufacturing and professional, scientific and technical services. It involves fossil or renewable energy. Approximately 2% of the nonfarm jobs were in energy in 2014. (*Data Appendix Table 10 – Power and Energy Industries and Occupations)*

These targeted sectors may also cross occupations. A listing of Hot Jobs within the target sector industries can be found in *Data Appendix Table 11 – Hot Jobs for Target Industries.* This table sorts the Hot Jobs by annual openings, both new and replacement, through 2020. Each occupation is followed by the target sector(s) that includes it. Additional information about Idaho's Hot Jobs follows the discussion of Idaho's high-demand occupations below.

High-Demand Occupations

Occupations generally cross industries. Some will be more prominent in specific industries but can be found to a lesser degree in others. In other words, a nurse may be needed in a manufacturing plant just as a food service worker could be employed in a school lunchroom. Those occupations which are projected to have at least 100 openings annually are considered "high-demand." The following table lists the top ten high-demand occupations, ranked by the number of annual openings. The complete list of high-demand occupations can be found in *Data Appendix Table 2 – High Demand Occupations.*

Table 2.b: Top 10 High-Demand Occupations
Ranked by Annual Openings

Occupational Title	2012 Total Jobs	2022 Projected Total Jobs	Annual Openings*	Median Hourly Wage
Retail Salespersons	21,293	25,582	1,157	$10.10
Cashiers	14,775	17,068	868	$9.02
Customer Service Representatives	15,616	19,010	764	$12.21
Combined Food Preparation and Serving Workers, Including Fast Food	9,862	13,077	699	$8.62
Waiters and Waitresses	9,999	12,163	697	$8.57
Registered Nurses	12,276	15,511	562	$28.36
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	10,113	11,586	454	$9.19
Office Clerks, General	14,268	15,706	444	$12.84
General and Operations Managers	10,968	12,999	408	$33.41
Laborers and Freight, Stock, and Material Movers, Hand	8,567	9,953	404	$11.69

* Annual Openings include openings due to growth and replacement needs

The occupations listed above generally align with the high-demand industries listed previously, most especially retail/trade, and food service. With the exception of Registered Nurses and General and Operations Managers, the average wage for the top ten high-demand occupations is generally between $8.50 and $13 per hour. This

means that 8 out of 10 of Idaho's highest-demand jobs (by projected annual openings) pay under $13 per hour. This highlights the fact that high-demand jobs do not always pay high wages. The low wages in these occupations, especially in food service and retail, correlate with the relatively low requirements for education and experience. These occupations are high-demand jobs primarily because of frequent turnover, low wages and low training requirements.

The Idaho Department of Labor's Research Division has defined as "critical" those occupations that have a high number of annual openings, pay higher wages, and are projected to grow. The top 50 jobs meeting these three criteria are called *Idaho Hot Jobs* and are discussed in depth below.

Idaho's Hot Jobs

Idaho's Hot Jobs are determined by the Idaho Department of Labor. These are the jobs that generally require more training, pay a better wage and are predicted to have a high demand. Specifically, the criteria used to determine which jobs are included on the "Hot Jobs" list include (1) the number of annual openings, (2) median wage, and (3) projected growth. Some Hot Jobs will have fewer than 50 openings a year, but make the list due to their high wages and projected growth. For example, the occupation of "physician assistant" has only 34 annual openings, but the median wage and growth are very high. The top 20 Hot Jobs are listed below. A complete list of all 50 of Idaho's Hot Jobs is included in *Data Appendix 4 – Idaho Hot Jobs*.

Table 2.c: Top 20 "Hot Jobs" by Hot Job Ranking
Source: Idaho Department of Labor Occupation Employment Statistics Program

Hot Job Ranking	Occupational Title	2022 Projected Jobs	Percent Change	Annual Openings*	Median Wage	Education Level**
1	Pharmacists	1763	32.4%	75	$53.82	DPD
2	Registered Nurses	15511	26.4%	562	$28.36	AD
3	Physical Therapists	1502	31.5%	64	$37.43	DPD
4	Software Developers, Applications	2117	22.2%	60	$33.62	BD
5	Physician Assistants	899	33.0%	34	$42.38	MD
6	Industrial Machinery Mechanics	2336	30.6%	107	$22.39	HSDE
7	Electricians	3746	29.1%	139	$21.21	HSDE
8	Dental Hygienists	1357	21.6%	53	$35.02	AD
9	Market Research Analysts and Marketing Specialists	1959	31.9%	67	$24.31	BD
10	Nurse Practitioners	723	30.0%	28	$42.71	MD
11	Computer Systems Analysts	1263	21.8%	39	$34.71	BD
11	Electrical Power-Line Installers and Repairers	1002	21.2%	47	$38.11	HSDE
13	Cost Estimators	1241	35.6%	62	$23.32	BD
14	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	7223	18.0%	229	$22.56	HSDE
15	Physicians and Surgeons, All Other	841	19.8%	32	NA	DPD
16	Electrical Engineers	1451	15.8%	47	$43.41	BD

Hot Job Ranking	Occupational Title	2022 Projected Jobs	Percent Change	Annual Openings*	Median Wage	Education Level**
17	Diagnostic Medical Sonographers	632	50.8%	27	$29.85	AD
18	Plumbers, Pipefitters, and Steamfitters	2005	31.7%	67	$20.08	HSDE
19	Health Specialties Teachers, Post-secondary	680	36.8%	26	$61,940[1]	DPD
20	Carpenters	7011	28.6%	223	$16.48	HSDE

*Annual Openings include openings due to growth and replacement needs
** Education Levels: AD – Associate Degree, BD – Bachelor's Degree, DPD – Doctoral or professional degree, HSDE – High school diploma/equivalent, MD – Master's Degree,

The entire Hot Jobs list, comprising 50 different occupations, can be grouped into major occupational categories. The number of occupations, projected annual openings, and education necessary for each category are summarized below:

- **Architecture and Engineering** - Three occupations, 140 openings with all requiring a bachelor's degree
- **Business and Finance** – Eight occupations, 507 openings with seven requiring a bachelor's degree
- **Community and Social Service** - Two occupations, 73 openings with one requiring a master's degree and the other a high school diploma or equivalent with moderate on-the-job training
- **Computer and Mathematical** – Three occupations, 117 openings with all requiring a bachelor's degree
- **Construction and Extractions** – Eight occupations, 971 openings with five requiring a high school diploma or equivalent or less and three requiring less than high school
- **Education, Training and Library** - Two occupations, 259 openings with one requiring a doctoral or professional degree and the other a bachelor's degree
- **Healthcare Practitioners and Technical** – 14 occupations, 11,534 openings requiring from a doctoral or a professional degree to a post-secondary non-degree award
- **Health Care Support** – One occupation, 22 openings requiring an associate degree
- **Installation, Maintenance and Repair** – Four occupations, 327 openings with one requiring a post-secondary non-degree award and three requiring a high school diploma or equivalent
- **Office and Administrative Support** – One occupation with 264 openings requiring a high school diploma or equivalent
- **Production** – One occupation, 54 openings requiring a high school diploma or equivalent
- **Sales and Related** – Three occupations, 665 openings requiring a high school diploma or bachelor's degree

Of the 50 Hot Jobs, 35 require some type of training beyond high school, and only six of the top 20 do not. Projected growth in these occupations, coupled with education data and direct input from industry lend strong support to the state's goals to increase educational attainment beyond high-school. It is vital that Idaho's labor force seek educational opportunities to qualify for the Hot Jobs that will be available over the next 10 years.

(ii) Emerging Demand Industry Sectors and Occupations

Provide an analysis of the industries and occupations for which demand is emerging.

This section analyzes emerging demand industry sectors and occupations by way of examining high growth industries and occupations. In several cases, industries and occupations that have previously been discussed as high demand are also high growth. For example: health care and social services, manufacturing, and retail trade are all high growth industries as well as industries with a current high demand.

However, there are some industries and occupations that are not high demand, but are growing—such as pharmacists and market research analysts. Additionally, subsectors within a high-demand industry may be emerging. For example, ample evidence collected recently through community forums, business conferences and other discussions indicate Idaho's small manufacturers are experiencing growth and have the ability to grow even more. Additionally, over one-third of growth in the health care field is projected to occur in ambulatory health care services, which include doctor's offices, outpatient care centers, home health care and laboratories. These and other trends are discussed in greater depth under "Growth Industries" and "Growth Occupations" below.

Growth Industries

This section examines Idaho's industries both in terms of net growth (number) and relative growth (percentage). An industry with large relative growth may not necessarily add a large number of jobs. However, both measures are indicators of the projected growth in Idaho's economy over the next eight years.

The industrial sectors which are projected to have the largest net growth between 2012 and 2022 are:

- Heath Care and Social Assistance – 21,803
- Retail Trade – 16,783
- Accommodation and Food Services – 12,076
- Construction – 11,602
- Administrative and Support Services – 7,047
- Manufacturing – 6,015
- Educational Services 5,672

The industrial sectors that are projected to have the highest relative growth are:

- Construction – 39.3%
- Arts, Entertainment & Recreation – 29.3%
- Real Estate and Rental Leasing – 28.7%
- Health Care and Social Assistance – 26.5%
- Accommodation and Food Services – 23.3%
- Retail Trade – 21.9%

The graphs in Figures 2.a and 2.b on the following page present data on both the net growth and relative growth of the industries listed above, as well as several other industries. Specific information for these, and other high-growth industries, is provided after the graphs below.

Figure 2.a: Idaho's Industries by Net Growth, 2012-2022

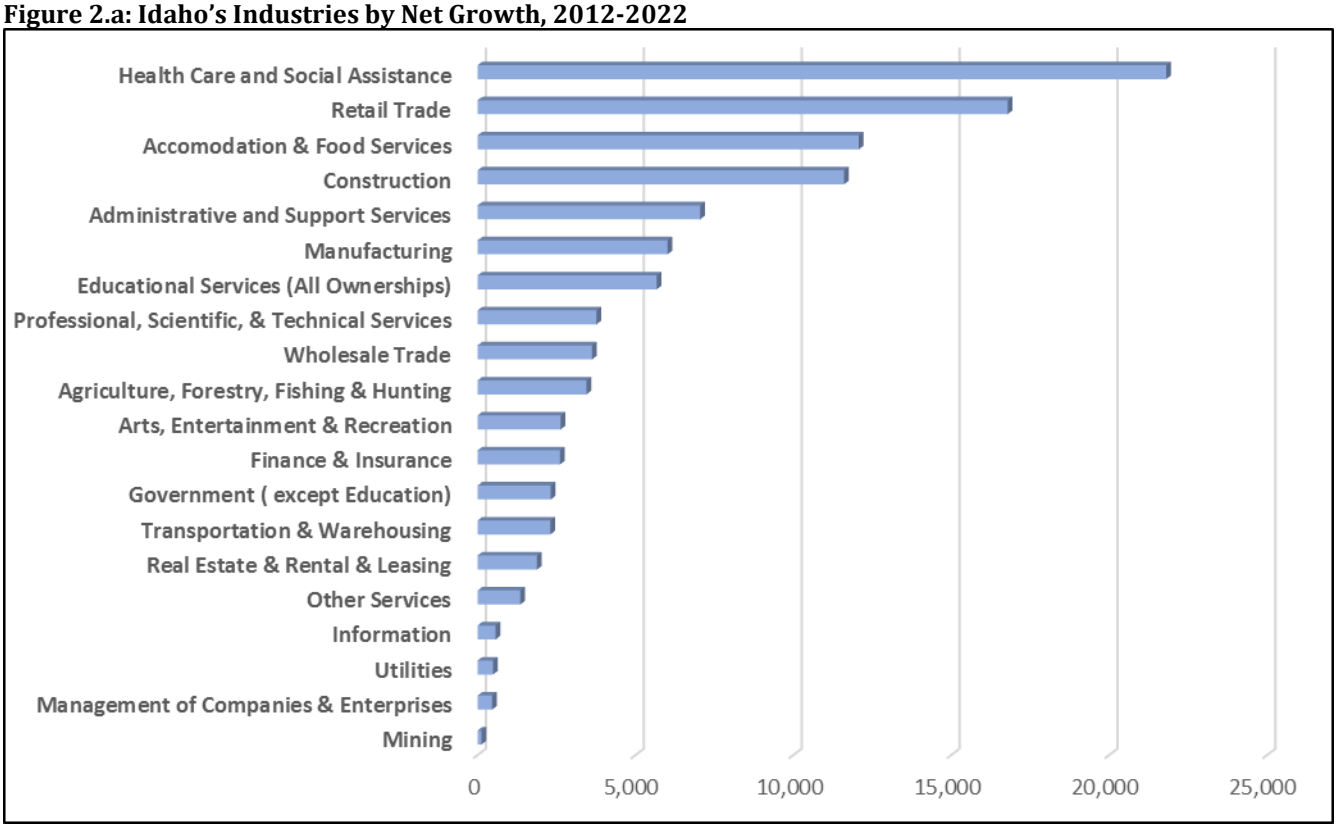

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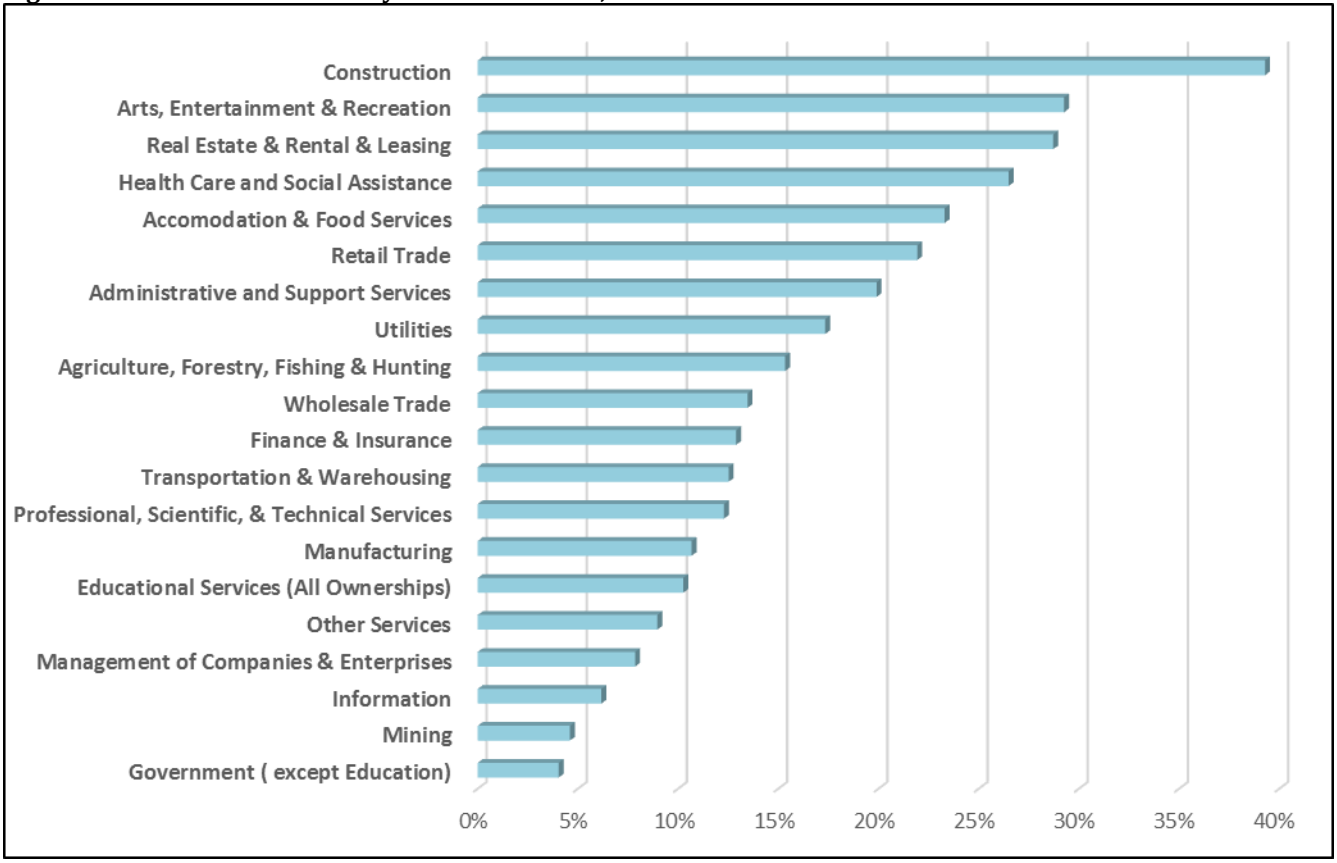
Figure 2.b: Idaho's Industries by Relative Growth, 2012-2022



Health Care: Over the long-term, the health care and social assistance sector is projected to add the most new jobs at 21,800. However, it ranks 4th in percentage growth at 26.5%. The aging workforce and in-migration of retirees will continue to drive significant growth in this sector. Over one-third of the growth is projected to occur in ambulatory health care services, which include doctor's offices, outpatient care centers, home health care and laboratories. Hospitals will add nearly 7,500 jobs in the next eight years. Nursing homes and residential care facilities will add nearly 2,800 jobs by 2022.

Social Assistance: Ongoing economic conditions are having a greater impact on social assistance, where over 3,600 new jobs are projected. As more individuals and families are seeking counseling and help with retraining, food, shelter and day care services, the number of establishments and employees grows. This sector has been one of the fastest growing in the state, and that trend will continue in spite of rising health costs, as the population expands and ages. Additional training capacity is being developed at several post-secondary schools. Idaho's health care is growing at the same rate as the nation's at 26%. As a result, there are still shortages in most health care occupations.

Retail Trade: Jobs in trade and retail will expand as the population grows and the overall economy continues to improve. Trade employment ranked second in both fastest growth and net job growth. It is projected that the number of new jobs by 2022 will be 20,400, a 35% growth rate. More than 60% of the new jobs will be in four sectors: general merchandise stores, food and beverage stores, motor vehicle and parts dealers and building material and garden equipment stores. These industries are dominated by retail salespeople and clerks, the top two high-demand occupations. Other high-demand occupations include first-line supervisors and managers of retail sales workers; bookkeepers, accounting and auditing clerks, stock clerks and order filers. Many of these jobs will require little education beyond high school.

Accommodation and Food Services: The Accommodation and Food Services industry is part of the Leisure and Hospitality sector. The estimated 12,000 job openings in this industry will include waiters and waitresses, food

preparation and serving workers, counter attendants, dishwashers and cooks. Only restaurant cooks require more than short-term training. However, most of these jobs require interaction with the public so good people skills are required. Population growth will contribute to the increase in this industry.

Construction: Construction employment is projected by 2022 to have the largest percentage growth at 39% resulting in the addition of 11,600 new jobs. Nearly three-fourths of the new jobs will be in specialty trades. Heavy construction and civil engineering will have the smallest uptick at 350 jobs. With the available stock of homes diminishing and the financial climate improving, jobs in building construction are predicted to increase by over 3,000. Average employment in 2022 is projected to be 41,100, but remains below the 2007 high of 52,000 jobs.

Administrative and Support Services: Administrative support is a major component of the Professional and Business Services sector. It is projected to add over 7,000 jobs. This industry includes call centers, employment agencies, janitorial services, lawn maintenance and a myriad other business support services. More broadly, the professional and business services sector is forecast to add nearly 12,000 jobs over the next eight years. This growth includes an estimated demand for 3,800 workers in the professional and technical services industry. Within this industry, fastest growing occupations are computer-related, including software engineers and network analysts. Accountants and other types of financial workers will be in demand. Demand for workers in scientific research should continue to grow.

Manufacturing: In spite of the overall decrease in manufacturing jobs, the projections indicate the future of manufacturing does have some bright spots. Transportation equipment, semiconductor, machinery, fabricated metal, wood, food and chemical production are projected to add a combined total of more than 5,500 jobs by 2022. All manufacturing will have replacement needs, but the small manufacturers are the source of real growth. Ample evidence collected recently through community forums, business conferences and other discussions indicate Idaho's small manufacturers are experiencing growth and have the ability to grow even more. But most are concerned about access to an adequate pool of skilled workers.

Education Services: Education services are forecast to add nearly 5,700 jobs by 2022, in both public and private schools from kindergarten through post-secondary. Student populations and the demand for education services—which account for nearly half the jobs in local government—will continue to increase. Kindergarten, elementary, secondary and post-secondary institutions account for 44% of state government employment. Although Idaho's economy is growing, schools continue to experience budget constraints. Some school districts have passed bond and levy elections to help ease the local budgets and upgrade facilities and equipment, however, local school districts in many rural areas of Idaho continue to struggle with their budgets. Inadequate public school facilities and overcrowding is expensive to address and can become a barrier to attracting new residents to an area. The current budget pressures on public education will have a direct effect on the structure of Idaho's economy.

Agriculture: Agriculture is forecast to add nearly 3,500 jobs during the decade. The growth will be in animal production, primarily dairy cows. Crop production, forestry, logging and support activities are forecast to lose jobs. This may not be a fast growing industry, but it is vital to the rural economy. Every job added in animal production generates another job elsewhere in the economy, and the earnings multiplier is even greater at 2.22. Agriculture employment, covered by the state's unemployment insurance law and non-covered seasonal jobs, grew from 35,300 in 2002 to 50,400 in 2014

Growth Occupations

Occupations generally cross industries. Some will be more prominent in specific industries but can be found to a lesser degree in others. For example, a nurse may be needed in a manufacturing plant just as a food preparation worker could be employed in a school lunchroom. This section analyses those occupations which are projected to have the highest level of growth. In some cases, these may overlap with occupations identified as currently in demand.

The following data was taken from *Data Appendix Table 2 - High Demand Occupations*, and sorted in order of projected growth. The table below provides a snapshot of the top ten high-demand occupations by projected growth.

Table 2.d: Idaho Demand Occupations by Projected Relative Growth, 2012-2022
Source: Idaho Department of Labor, 2012-2022 Occupation Projections

Occupational Title	2012 Total Jobs	2022 Projected Total Jobs	Percent Change	Annual Openings*	Education Level**
Home Health Aides	2,328	3,296	41.58%	141	LHS
Personal Care Aides	8,197	11,296	37.81%	369	LHS
Combined Food Preparation and Serving Workers, Including Fast Food	9,862	13,077	32.60%	699	LHS
Cooks, Restaurant	5,510	7,282	32.16%	286	LHS
Industrial Machinery Mechanics	1,788	2,336	30.65%	107	HSDE
Construction Laborers	5,606	7,250	29.33%	284	LHS
Electricians	2,902	3,746	29.08%	139	HSDE
Bartenders	2,649	3,416	28.95%	175	LHS
Carpenters	5,453	7,011	28.57%	223	HSDE
First-Line Supervisors of Food Preparation and Serving Workers	3,694	4,741	28.34%	209	HSDE

*Annual openings include both growth and replacement needs. High-demand = at least 100 annual openings.
**Education Levels: LHS – Less than high school, HSDE – high school diploma/equivalent

Only one of the occupations in the table above—Food Preparation and Serving Workers—also ranks in the top ten high-demand occupations when sorted by number of annual openings. Generally speaking, the high-demand occupations projected to have the highest relative growth are not necessarily those with the largest number of annual openings (though all high-demand occupations have at least 100 annual openings).

Most of the occupations listed above are related to three industries: health care, food service, and construction. All of the specific occupations listed require a high school diploma/equivalent or less. Although electricians and industrial machinery mechanics both make average wages above $20, the median wage for all ten occupations listed is $9.69.

High-demand occupations are not the only occupations projected to experience high growth. A total of 57 occupations are projected to experience very high relative growth between 2012 and 2022, defined as an increase of 30% or more in total number of jobs. However, the majority of these high-growth occupations have less than 100 annual openings, with the median number of annual openings at only 15. Of the 57 fastest growing occupations, only five have at least 100 annual openings (they are included in the table above).

While the total number of annual openings for many high-growth occupations is small, many pay much higher median wages. Of the 57 high-growth occupations identified, 48 pay at least $13 per hour, and 23 pay at least $20 per hour. Several of these occupations are also included on Idaho's "Hot Jobs" list discussed in Section (II)(a)(1)(i) Additional information on Fastest Growing Occupations can be found in *Data Appendix Table 3: Fastest Growing Occupations in Idaho*. The table below shows the top ten high-growth occupations when sorted by median hourly wages.

Table 2.e: Top 10 "Hot Jobs" According to Median Hourly Wage

Occupational Title	2012 Employment	2022 Projected Employment	Percent Change	Annual Openings*	Median Hourly Wage	Education Level**
Pharmacists	1332	1763	32.36%	75	$53.82	DPD
Nurse Practitioners	556	723	30.04%	28	$42.71	MD
Physician Assistants	676	899	32.99%	34	$42.38	MD
Physical Therapists	1142	1502	31.52%	64	$37.43	DPD
Medical and Clinical Laboratory Technicians	478	631	32.01%	27	$35.02	AD
Information Security Analysts	198	267	34.85%	10	$34.92	BD
Orthotists and Prosthetists	40	59	47.50%	2	$31.60	MD
Audiologists	23	31	34.78%	1	$30.23	DPD
Diagnostic Medical Sonographers	419	632	50.84%	27	$29.85	AD
Health Specialties Teachers, Post-secondary	497	680	36.82%	26	$29.78	DPD

The occupations listed in the table above illustrate the importance of post-secondary education for Idaho's workforce. Of the ten highest-paying occupations projected to grow by more than 30%, four require a doctoral or professional degree, three require a master's degree, one requires a bachelor's degree, and two require an associate degree.

(iii) Employers' Employment Needs

With regard to the industry sectors and occupations identified in (A)(i) and (ii), provide an assessment of the employment needs of employers, including a description of the knowledge, skills and abilities required, including credentials and licenses.

Sections (II)(a)(1)(A)(i) and (ii) of this report examined high-demand industries/occupations and high-growth industries/occupations. In summary:

- **High Demand**: The highest demand industries and occupations are clustered around health care, retail/trade, food service, and construction. Many of these occupations are considered high-demand because high employee turnover causes them to have more than 100 openings per year. However, many of these highest-demand occupations are also the lowest-paying and require the least skill and education.
- **High Growth**: Many of the occupations projected to experience the most growth also have relatively high wages and require more education and training. However, for many of these occupations, the number of annual openings is projected to remain below 100, even after accounting for future growth.

Idaho's workforce development system will prioritize its efforts around those industries and occupations that balance both good wages and existing or projected demand for workers. Such industries and occupations have been identified in Idaho's Target Sectors and Hot Jobs (respectively). However, given the prevalence of and ongoing demand for food service, retail, and other low-skilled jobs, the workforce development system will also need to focus on preparing workers with general employability skills so that employers can fill these positions.

This section will examine some of the fundamental skills and competencies all workers will need regardless of their occupation or industry. It will also examine the skills and competencies that employees will need if they are to gain employment in one of Idaho's Target Sectors.

General Skills and Competencies

With in-demand occupations ranging from pharmacists, general managers, teachers and accountants to personal and home aides, truck drivers, and food-service workers, the education and training requirements for Idaho's workforce are quite varied – ranging from doctoral or professional degrees to less than a high school education. Common skills do cross these occupations however, including basic educational, interpersonal and customer service skills such as:

- Active learning
- Active listening
- Critical thinking
- Learning strategies
- Fundamental mathematics
- Reading comprehension
- Writing

Other skills that are necessary for many of the projected jobs in Idaho include:

- Complex problem solving
- Instructing or explaining concepts to others
- Judgment and decision making
- Time management
- Customer service

Beyond the foundational skills listed above, Idaho's work force will need knowledge in specific areas to be prepared for jobs of the future. Technical skills are rapidly becoming more important among jobs where they were traditionally unnecessary such as for material movers and manufacturers where technical skills are now

needed for equipment operation, measuring, recording data and communicating information. Occupation-specific skills for these jobs can often be acquired on the job, but the best-paying jobs require training beyond high school.

Many of these jobs, whether in a major industry or not, will require advanced education and training, demanding a solid kindergarten through high school foundation and availability of quality post-secondary education and training. 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 continue to be made to train workers in these fields. The state is keenly aware that higher skills are necessary, particularly in science and mathematics and is striving to foster growth in science, technology and health-related fields through its sector strategy. In these high-demand jobs, wages will have to be competitive with surrounding states to attract and retain workers, particularly in more rural areas.

Target Sector Skills and Competencies

In addition to general employability skills, jobs within Idaho's Target Sector industries will also require additional skill and competencies. Below are the relevant competency models for each of the Target Industries published by the U.S. DOL Employment & Training Administration and developed in collaboration with leading industry organizations. These models are specific to the state's target sectors with the exception of the high technology sector for which a model has not yet been developed. These models reflect the knowledge and skills necessary for these targeted industries in Idaho.

Advanced Manufacturing: The model contains information on sustainable and green manufacturing.

- Tier 1 – Personal Effectiveness Competencies: Interpersonal Skills, Integrity, Professionalism, Initiative, Dependability and Reliability, Lifelong Learning
- Tier 2 – Academic Competencies: Science, Basic Computer Skills, Mathematics, Reading, Writing, Communication – Listening and Speaking, Critical and Analytic Thinking, Information Literacy
- Tier 3 – Workplace Competencies: Business Fundamentals, Teamwork, Adaptability/Flexibility, Marketing and Customer Focus, Planning and Organizing, Problem Solving and Decision Making, Working with Tools and Technology, Checking, Examining and Recording, Sustainable Practices
- Tier 4 – Industry-wide Technical Competencies: Manufacturing Process Design and Development, Production, Maintenance, Installation and Repair, Supply Chain Logistics, Quality Assurance/Continuous Improvement, Sustainable and Green Manufacturing, Health, Safety, Security and Environment
- Tier 5 – Industry Sector Technical Competencies
- Tier 6 – Management Competencies and Occupation-Specific Requirements

Aerospace: This model is designed to evolve along with changing skill requirements.

- Tier 1 – Personal Effectiveness Competencies: Interpersonal Skills, Integrity, Professionalism, Initiative, Dependability and Reliability, Lifelong Learning
- Tier 2 – Academic Competencies: Reading, Writing, Mathematics, Science, Engineering and Technology, Communication – Listening and Speaking, Critical and Analytic Thinking, Basic Computer Skills
- Tier 3 – Workplace Competencies: Teamwork, Planning and Organizing, Innovation and Invention, Problem Solving and Decision Making, Working with Tools and Technology, Checking, Examining and Recording, Business Fundamentals
- Tier 4 – Industry-wide Technical Competencies: Aerospace Fundamentals, Design and Development, Product and Parts Manufacturing, Project Management and Quality Assurance, Aviation Maintenance, Environmental, Safety and Health
- Tier 5 – Industry Sector Technical Competencies
- Tier 6 – Management Competencies and Occupation-Specific Requirements

Power & Energy: This updated model contains new information on the need for science and information technology skills and the importance of ethics, employability and entrepreneurship skills as well as updated key behaviors in several areas.

- Tier 1 – Personal Effectiveness Competencies: Interpersonal Skills, Integrity, Professionalism, Reputation, Dependability and Reliability, Self-Development, Flexibility, Adaptability, Ability to Learn
- Tier 2 – Academic Competencies: Mathematics, Locating, Reading and Using Information, Writing, Listening, Speaking, Engineering and Technology, Critical and Analytic Thinking, Science, Information Technology
- Tier 3 – Workplace Competencies: Business Fundamentals, Teamwork, Following Directions, Planning, Organizing and Scheduling, Problem Solving and Decision Making, Checking, Examining and Recording, Ethics, Employability and Entrepreneurship Skills, Working with Basic Hand and Power Tools and Technology
- Tier 4 – Industrywide Technical Competencies: Safety Awareness, Industry Principles and Concepts, Environmental Laws and Regulations, Quality Control and Continuous Improvement, Troubleshooting,
- Tier 5 – Industry Sector Technical Competencies: Non-Nuclear Generation (Coal, Natural Gas, Oil, Hydro, Solar, Wind, Biofuel and Geothermal), Nuclear Generation, Electric Transmission and Distribution, Gas Transmission and Distribution
- Tier 6 – Management Competencies and Occupation-Specific Requirements

Health—Allied Health Competency Model: It is not intended that all health care workers possess all competencies listed, rather this is a compilation of competencies that can be included as a basis for preparation in health occupations.

- Tier 1 – Personal Effectiveness Competencies: Interpersonal Skills, Integrity, Professionalism, Initiative, Dependability and Reliability, Lifelong Learning
- Tier 2 – Academic Competencies: Reading, Writing, Mathematics, Science and Technology, Communication – Listening and Speaking, Critical and Analytic Thinking, Basic Computer Skills, Information Literacy
- Tier 3 – Workplace Competencies: Teamwork, Customer Focus, Planning and Organizing, Problem Solving and Decision Making, Working with Tools and Technology, Scheduling and Coordinating, Checking, Examining and Recording, Workplace Fundamentals
- Tier 4 – Industry-wide Technical Competencies: Health Industry Fundamentals, Health Care Delivery, Health Information, Health Industry Ethics, Laws and Regulations, Safety Systems
- Trier 5 – Industry Sector Technical Competencies: Patient Interaction, Health and Disease, Infection Control, Medication, Documentation, Diagnostic Procedures, Rehabilitation Therapy
- Tier 6 – Management Competencies and Occupation-Specific Requirements

(B) Workforce Analysis

The Unified or Combined State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA. This population must include individuals with disabilities among other groups in the State and across regions identified by the State. This includes:

i. Employment and Unemployment Trends
ii. Labor Market Trends
iii. Education and Skill Levels of the Workforce
iv. Skill Gaps

(i) Employment and Unemployment Trends

Provide an analysis of current employment and unemployment data and trends in the State.

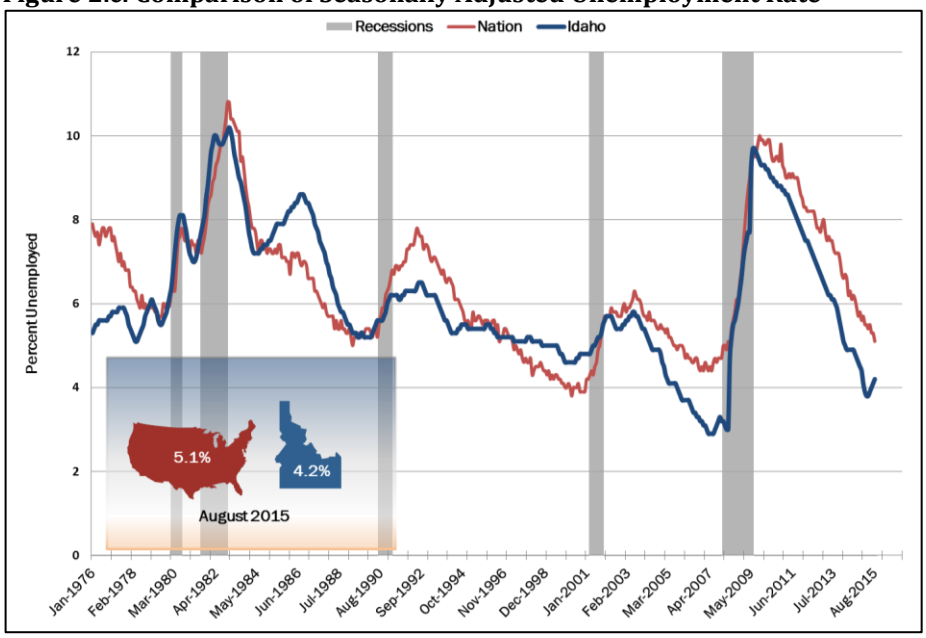
This part of Section(II)(a)(1)(B) examines employment and unemployment trends in general for the state, followed by a discussion of employment trends for specific subpopulations, as well as a more in-depth analysis

of employment for Idahoans with disabilities.

General Employment Trends

In Idaho, jobs grew at a healthy pace from 2002 through 2006. By early 2007, the growth began to slow and ended in June when the number of people employed began to decline, and continued to decline through 2009. The seasonally adjusted unemployment rate increased from a record low of 2.7% in early 2007 to 9.7% in mid-2009. At this point, the unemployment rate reached its highest level and remained at this level for the longest amount of time since the recession in 1983, as evidenced in the graph below.

Figure 2.c: Comparison of Seasonally Adjusted Unemployment Rate



In a sign that Idaho's economy is improving, the year-over-year number of employed workers has increased and the year-over-year number of unemployed workers has decreased each month since May of 2010—a trend that has continued for 64 straight months. Labor turnover peaked in 2005 and 2006 at 11.1%. Second quarter 2014 data indicate the rate has declined to 9.28%, another sign of increasing job market stability.

Unemployment characteristics were easily obtained for two target sectors – advanced manufacturing and health care. Unemployment declined in both between 2010 and 2014. Manufacturing reported 9,060 unemployed workers down from 15,095 in 2010. Many of the manufacturing occupations are in actual production, which reported 8,898 unemployed workers in 2014 compared to 11,375 in 2010.

Health care, the only sector posting steady growth through the recession, accounted for 5,115 unemployed in 2014 compared to 7,258 in 2010. Health care practice, technology and support occupations had 2,931 unemployed in 2014 compared to 2,365 in 2010.

Employment Trends by Population

The table below provides employment information for Idaho's labor force by age, race, and gender, taken from the American Community Survey (ACS) five-year data 2009-2013. The data below are for those Idaho individuals who are in the workforce employed or looking for work. This information provides additional insight into whether specific groups may face barriers to employment. Specific trends are discussed below the table. The 2014 data regarding Idahoans in the unemployment insurance program reflects the beginning of a long, slow recovery in Idaho. *Data Appendix Table 12 – UI Claimant Characteristics* provides additional information on the characteristics of the unemployed.

The American Community Survey (ACS) five-year data are the only source for detailed information on race and

ethnicity. Currently the five-year ACS data include calendar year 2009, which represents the tail end of the official recession. As a result, the ACS five-year data included below may skew the unemployment rates upward. When the 5-year estimates for 2010-2014 are released in December 2015, the rates may differ but the trends discussed below will likely remain the same.

Table 2.f: Idaho Labor Force by Age, Race and Gender (ACS 5-year, 2009-2013)
Source: American Community Survey 5-year estimates for 2009-2013

Population Subgroups	Total Population	Civilian Labor Force	Employed	Unemployed	Unemployment Rate
Total Population aged 16 Years and Older	1,201,999	763,379	696,190	67,189	8.80%
Population aged 16 to 19 years	90,791	39,562	29,264	10,298	26.03%
20 to 24 years	110,262	82,587	71,267	11,320	13.71%
25 to 44 years	403,713	324,455	300,539	23,916	7.37%
45 to 54 years	205,534	166,839	155,311	11,528	6.91%
55 to 64 years	187,165	119,082	111,057	8,025	6.74%
65 to 74 years	117,207	26,060	24,217	1,843	7.07%
75 years and over	87,327	4,794	4,535	259	5.40%
Population: White Alone	1,115,161	707,810	647,693	60,117	8.49%
Black Alone	6,203	4,074	3,278	796	19.54%
American Indian & Alaska Native Alone	14,868	8,069	6,593	1,476	18.29%
Asian Alone	16,024	10,114	9,281	833	8.24%
Native Hawaiian & Other Pacific Islander Alone	1,621	1,110	988	122	10.99%
Some Other Race Alone	25,369	18,421	16,623	1,798	9.76%
Two or More Races	22,753	13,781	11,734	2,047	14.85%
Hispanic or Latino Origin (across all races)	*114,416*	*79,846*	*70,523*	*9,323*	*11.68%*
Male	597,963	397,986	361,945	36,041	9.06%
Female	604,036	332,588	306,848	25,740	7.74%

As the above table shows, the largest group of workers by age is between 25-44 years. However, the age group with the highest unemployment rate is those aged 16 to 24, while the group with the lowest unemployment rate is those aged 75 years and over. It is important to note that the youth listed in this table are those who are part of the workforce and actively looking for work. The state is implementing several strategies designed to increase employment, education and skill attainment opportunities needed by this struggling youth demographic.

Nearly 93% of Idaho's labor force is white alone, and this group has an unemployment rate of 8.49%—the second lowest among racial and ethnic groups. The lowest unemployment rate was among Asian alone at 8.24%. The highest unemployment rate was among blacks at 19.54%, which represent only 0.5% of Idaho's population. In a close second, American Indians and Alaska Natives were unemployed at a rate of 18.29%. Men in the workforce were unemployed at a rate of 9.06% compared to 7.74% for women. People of Hispanic or Latino origin—a designation which crosses multiple racial groups— represent 10% of Idaho's workforce and had an unemployment rate of 11.68%.

Veterans, another important demographic group in Idaho, totaled 122,955 according to the ACS 5-year data for 2009-2013. They are predominately white and males. Just under half are 35 to 64 years old. They are an educated group with 40% having some college or an associate degree and 25% with a bachelor's degree or higher. The unemployment rate for this segment of the population was 9%, just above the state's average rate. Additional information is found in *Data Appendix Table 14 – Idaho's Veterans*.

Additionally, Idaho is home to five Indian reservations – the Coeur d'Alene and the Kootenai (both in northern Idaho), the Nez Perce (north-central Idaho), the Shoshone-Paiute (Duck Valley on the Idaho-Nevada border) and the Shoshone-Bannock (Fort Hall in southeastern Idaho). Total statewide reservation population is 33,326 and includes a variety of races outside of Native American. The largest race is white at 23,143, or 69% of the total reservation population. The American Indian and Alaska Native population is second with 8,471, one-third the number of whites. Most of the workers are in management, business, science and arts occupations. Education services, health care, and social assistance provide the largest number of jobs with over 2,900. Two other major industry groups – "agriculture, forestry, fishing, hunting and mining" and "the arts, entertainment and recreation and accommodation and food service" – employ over 1,400 people. More than one half of the population has a high school diploma or equivalency or more. *Data Appendix Table 13 – Idaho Indian Reservations* detail further information specific to reservations.

Idahoans with Disabilities

The Workforce Innovation and Opportunity Act calls for enhanced services and opportunities for individuals with disabilities in the workforce system. As a result, this population has been analyzed in greater detail in Idaho's Combined State Plan. The information below provides a deeper look at Idaho's population of people with disabilities and the employment trends therein. Data is sourced from the American Community Survey (ACS) unless otherwise noted.

The number of people with disabilities in Idaho is growing. The ACS one-year estimates of individuals with disabilities in Idaho increased from 182,264 in 2009 to 204,780 in 2014, representing an increase of 12.4% over five years (ACS Sex by Age by Disability Status, 1-Year Estimates).

According to data from the American Community Survey, published in the Compendium of Disability Statistics, 13.1% of Idaho civilians living in the community report having a disability, including 11.2% of residents of working age (18-64). The prevalence of disability in Idaho roughly corresponds to that of the United States, with estimates all within one-percentage point each of the past five-years. These estimates are also in line with bordering states with the exception of Utah's rate of 9.5% (the lowest disability percentage in the United States). Rates of reported disability range from the low in Utah of 9.5% to a high of 20.2% in West Virginia.

Table 2.g: Civilians Living in the Community by Age and Disability Status
Source: 2013 American Community Survey 1-Year Estimates, Geographic Area: Idaho (B18101); U.S. Census Bureau, Annual Estimates, Geographic Area: United States (NST-EST2012-01)

Population Group	Total	Disability (#)	Disability (%)	No Disability (#)	No Disability (%)
U.S total Civilian Population.	314,746,745	39,892,960	12.7	274,853,785	87.3
Idaho Civilian population	1,592,172	208,830	13.1	1,383,342	86.9
Idahoans Under 5	111,239	504	0.5	110,735	99.5
Idahoans aged 5-17	314,709	16,619	5.3	298,090	94.7
Idahoans aged 18-64	946,943	105,862	11.2	841,081	88.8
Idahoans aged 65 and Older	219,281	85,845	39.1	133,436	60.9

The table above demonstrates that the percentage of Idahoans who experience disability varies significantly by age. While this variance can be attributed to a number of factors, in general this rate increases over time with substantial increases both early in life as congenital disabilities are initially identified, and later in life as disabilities are acquired through events or emerge due to the natural aging process. This trend is illustrated in Table 2.h below, with only 5.3% of individuals aged 5-17 experiencing disability compared to 11.2% for those aged 18-64, and 33.9% of those ages 65 or more. Because the 18-64 age group is quite large, the variance within that group is large as well: only 13.9% of individuals age 18-44 experienced a disability compared to 26.9% of 45-64 year olds.

When conducting its research, the American Community Survey (ACS) includes questions related to six disability categories. Residents are asked if they have difficulty in any of the following areas (U.S. Census Bureau, 2015):

- Hearing: deaf or having serious difficulty hearing.
- Vision: blind or having serious difficulty seeing, even when wearing glasses.
- Cognitive: difficulty remembering, concentrating, or making decisions due to physical, mental, or emotional problem.
- Ambulatory: serious difficulty walking or climbing stairs.
- Self-care: difficulty bathing or dressing.
- Independent living: difficulty doing errands alone such as visiting a doctor's office or shopping due to physical, mental, or emotional problem.

The table below provides information about the prevalence of these various disability types in Idaho. Self-report of disability category can include responses in multiple categories and therefore exceed 100% total. The presence of co-occurring disabilities has a negative relationship with competitive, integrated employment.

Table 2.h: Civilians Aged 18 to 64 Living in the Community by Disability Type
Source: 2013 American Community Survey 1-Year Estimates, Geographic Area: Idaho (B18120)

Disability Category	Number of Idahoans Reporting a Disability*	Percent of Idaho's Total Population	Percent of Individuals Reporting a Disability
Hearing	25,419	2.7%	24%
Vision	21,288	2.2%	20.1%
Cognitive	47,910	5.1%	45.3%
Ambulatory	47,987	5.1%	45.3%
Self-Care	18,192	1.9%	17.2%
Independent Living	34,880	3.7%	32.9%

*Many disabilities can be co-occurring. Therefore, the sum of "Number of Idahoans Reporting a Disability" is a duplicated sum. The unduplicated total of Idahoans reporting disabilities is 105,862.

Table 2.i below shows the employment status of Idahoans by self-reported disability type.

Table 2.i: Employment Status by Disability Status and Type, ages 18-64
Source: ACS 3-year Estimates, 2011-2013

Disability Type	Total	Number Employed	Number Unemployed	Unemployment Rate for those in Labor Force	Number Not in Labor Force	Percent Not in Labor Force
Cognitive	46,069	12,238	4,449	27%	29,382	64%
Hearing	25,513	13,930	1,652	11%	9,931	39%
Self-care	17,781	2,494	550	18%	14,737	83%
Vision	18,158	7,333	1,258	15%	9,567	53%

Disability Type	Total	Number Employed	Number Unemployed	Unemployment Rate for those in Labor Force	Number Not in Labor Force	Percent Not in Labor Force
Ambulatory	47,041	12,098	2,155	15%	32,788	70%
Independent living	34,318	5,925	1,732	23%	26,661	78%
All Disabilities	188,880	54,018	11,796	18%	123,066	65%
No disability	839,231	624,040	50,159	7%	165,032	20%
Grand Total	1,028,111	678,058	61,955	8%	288,098	28%

Variation in employment between disability categories is substantial. For example, those individuals with hearing impairments participate in the labor force at a rate of 61%, and of those only 11% are unemployed. Whereas those with a cognitive disability participate in the labor force at a rate of 36%, and of those, 27% are unemployed. When taken as a group, Idahoans with disabilities participated in the labor force at an average rate of 35%, compared to 80% for people without disabilities, and the unemployment rate for Idahoans with disabilities was 18% on average compared to 7% for those without disabilities.

The employment gap between people with and without disabilities remains extensive. Data from the table above indicate that adults aged 18-64 in Idaho without disabilities are employed at an overall rate of 74%. This is more than double that for adults with disabilities (29%), just over 45 percentage points. Idaho's disability employment gap of 45 percentage points exceeds the 40 point gap average in the United States. The employment gap nationally ranges from a low of 27.4 percentage points in Alaska to a high of 47.6 percentage points in Maine.

Disability is also negatively correlated with full-time, year-round employment. The ACS 2013 one-year data estimate that only 20% of all Idaho adults with disabilities hold full-time year-round employment, compared to 49% of Idaho adults without a disability. Those with disabilities also make substantially less than their counterparts without a disability, earnings of $18,259 compared to $25,762. This represents an earnings gap of $7,503 in 2013 inflation-adjusted dollars. Disability is also strongly associated with poverty. Of adults with disabilities in Idaho, 29.9% fall below the poverty threshold, compared to 13.9% of adults without a disability. This represents a 16 point poverty rate gap in Idaho. This gap is increasing, up from a 2012 poverty rate gap of 12.8 points.

(ii) Labor Market Trends

Provide an analysis of key labor market trends, including across existing industries and occupations.

This part of Section (II)(a)(1)(B) discusses general trends regarding Idaho's population and workforce, a discussion of in-migration to our state, as well as trends and changes in Idaho's population demographics. It also examines wage and income information, and finally, trends relating to Idaho's job market.

General Population Trends

Idaho's economy and workforce have historically been, and will continue to be, impacted by the state's geography and population distribution. Idaho is a large, sparsely populated state with a 2014 population of 1.634 million spread across more than 82,000 square miles. The majority of Idahoans, 64%, live in six urban counties—Ada, Bannock, Bonneville, Canyon, Kootenai and Twin Falls—with the balance spread throughout 38 rural counties. Idaho's capitol city Boise, which is located in Southwest Idaho, is the only city with a population over 200,000 at 216,282. It is 2.5 times larger than the next most populous city, Nampa, at 88,211. Boise added nearly 10,000 people between 2010 and 2014, accounting for 15% of the state's growth so far in this decade.

Idaho's average population density is 20 persons per square mile, though the population tends to cluster within the six urban counties mentioned above. The density in these counties is over 135 persons per square mile while density in the rest of the state is only 8 people per square mile. The rural areas, often separated by large distances, mountain ranges and rivers from their regional urban hubs, pose a challenge for service access and require special consideration in creating any statewide system.

In general, Idaho's population and economy are expected to see continued growth. The forces that drove Idaho's expansion prior to the recession still exist as they did in the 1990s. Population has grown primarily through in-migration of people attracted by Idaho's quality of life—despite wage and income levels that rank near the bottom of the states. Many of those coming to Idaho are retirees over the age of 65. Increasing population—and an aging population—create more demand for goods and services, which has led to the predominance of the service sector. Our aging population has also increased demand for occupations in the health care industry.

Idaho's population grew at 21% during the first decade of the 21st Century. That was about seven percentage points below the state's growth in the 1990s but more than three times the growth rate in the last recession decade of the 1980s. Idaho ranks 39th among states in overall population, unchanged from 2013. However, Idaho's population growth rate from 2013 to 2014 ranked 9th among states at 1.34%, which was also the state's largest rate of growth since 2008. Idaho's population increased 21,621 in 2014 to 1,634,464.

Despite the projected population growth, the Idaho Department of Labor projects a significant labor shortage due primarily to Idaho's aging population. According to the Department's 2012-2022 projections, the number of jobs is projected to grow by 109,000, while the workforce aged 15-64 years is expected to grow by only 13,770. This leaves a workforce gap of 95,230 potential jobs needing to be filled. Meanwhile, Idaho's population of 65 years and older is expected to grow by 91,609.

In-Migration

In-migration grew significantly in 2013 and 2014. Following a rapid net decline in in-migration between June 2009 and June 2010, growth picked up again in 2011 and continued to climb slowly through 2014. However, net in-migration has not returned to the pre-recession levels of 2008. Within the state, it is common for rural communities to experience out-migration to other areas of the state, as well as out of the state altogether. Many graduates of Idaho colleges and universities are forced to look for jobs outside the state. This effect creates a long-term "brain drain," especially in our rural communities.

In-migration will speed up once people are convinced the housing market has stabilized and improved. As the economy continues its recovery and the state starts to attract new businesses, local companies will begin to think about expanding. Once additional jobs are created, the local job seeker will stay in Idaho, reducing out-migration. At this point, there will be an influx of workers into the state.

The table below shows trends in in-migration between 2000 and 2014. The 2009 in-migration decline correlates with the recession. In the next few years, Idaho should experience a larger influx of population. Please note: the table does contain an anomaly for the period of April 2010 to June 2010, as it reflects data only from the time of the 2010 census to June 30, 2010, which is significantly shorter than the other periods reported. However, it does show a low domestic migration followed by a very small increase from July 2010 through June 2011.

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Table 2.j: Migration In and Out of Idaho, April 2000 through June 2014
Source: Annual Population Estimates, Estimated Components of Resident Change, U S Census Bureau, Population Division

Time Period	Net Migration	Domestic	International
April 1 2000 to June 30 2000	2,781	2,062	719
July 1 2000 to June 30 2001	10,356	7,437	2,919
July 1 2001 to June 30 2002	9,411	6,863	2,548
July 1 2002 to June 30 2003	10,824	9,030	1,794
July 1 2003 to June 30 2004	15,711	13,113	2,598
July 1 2004 to June 30 2005	22,551	20,163	2,388
July 1 2005 to June 30 2006	25,549	22,971	2,578
July 1 2006 to June 30 2007	20,317	18,126	2,191
July 1 2007 to June 30 2008	13,228	11,021	2,207
July 1 2008 to June 30 2009	3,734	1,555	2,179
April 1 2010 to June 30 2010	(65)	(427)	362
July 1 2010 to June 30 2011	1,503	92	1,411
July 1 2011 to June 30 2012	1,349	-260	1,609
July 1 2012 to June 30 2013	6,480	4,791	1,689
July 1 2013 to June 30 2014	9,389	7,694	1,695

In the early 2000s people moved to Idaho for jobs, the cheaper cost of living and the state's natural beauty. As the economy began to recover in states at a faster pace than Idaho, domestic in-migration slowed. However, Idaho continues to have a significant number of international migrants. The majority of Idaho's immigrants come from Mexico as seasonal workers, but Idaho also has a very high per-capita resettlement rate for refugees, with two major refugee centers in Southern Idaho (Boise and Twin Falls). Additionally, Idaho is becoming more cosmopolitan with residents from countries around the globe, bringing diversity to the population and workforce. As Idaho's economy improves the number of domestic in-migration has increased significantly, over 7,600 from the level in 2010-2011. While the state has not reached the peak levels of the mid-2000s, in-migration should continue to grow over the next five years.

International migration could be the reason that 11% of the population over the age of 25 speaks a language other than English - the predominant language being Spanish. Of those who speak a language other than English, nearly 50% were foreign-born, 18% were below the poverty level and 37% have less than a high school education.

Demographics Trends

Idaho's population is expected to grow by 5.7% from 2014 to 2024, per Table2.k below. At the same time, Hispanics, the state's largest minority, will grow much faster at 14.9%. Over the next decade however, the major demographic impact in Idaho will come from the aging workforce. Although Idaho has a higher percentage of workers aged 24 and younger than the nation as a whole, the state will not be immune from an aging labor force as workers age 55 and older leave the workplace. This will encourage employers to provide a

work environment that entices experienced and highly skilled workers to remain on the job and in the state.

The overall composition of the population is also changing. As shown below, projections indicate that Idahoans aged 5-14 years will decrease by 3%. Over time, this may mean fewer workers aging into the labor force to replace those aging out. While this trend was somewhat evident between 2000 and 2010, it will become more so as the baby boomer generation passes the threshold of 65 in the coming decade. The question then becomes: "Where will the workers for the jobs in Idaho come from?"

Table 2.k: Projected Population by Age, Race/Ethnicity for Idaho, 2014-2024
Source: Economic Modeling Specialist, INC.

Population Subgroup	2014	2024	Change
Total Population	1,634,348	1,726,868	5.7%
Population Aged Under 5 years	117,255	126,635	8.0%
5 to 9 years	123,279	127,456	3.4%
10 to 14 years	123,788	120,052	-3.0%
15 to 24 years	227,094	241,061	6.2%
25 to 54 years	611,694	603,674	-1.3%
55 to 64 years	201,360	189,131	-6.1%
65 to 84 years	202,836	287,699	41.8%
85 years and over	27,040	31,160	15.2%
Population: White, Non-Hispanic	1,353,112	1,404,115	3.8%
Black, Non-Hispanic	10,529	12,243	16.3%
American Indian or Alaskan Native, Non-Hispanic	18,311	19,090	4.3%
Asian, Non-Hispanic	21,813	25,412	16.5%
Two or More Races, Non-Hispanic	30,466	36,164	18.7%
American Indian or Alaskan Native, Hispanic	9,691	11,975	23.6%
Hispanic (All Races)	197,631	226,998	14.9%

Even with an expanding cadre of older workers, Idaho has a relatively large number of young people entering or soon to enter the labor force compared to other states. Our state will need to generate jobs that will keep these young people living and working in our state.

Wages, Income and GDP

Another major economic factor in Idaho is wages and income. Although Idaho has a fairly low unemployment rate, our state also tends to have lower average wages compared to the rest of the nation. Low wages may be attractive from the perspective of operating a business, but they also make it difficult to attract highly-skilled workers to our state. Idaho's low average wages can be attributed in large part to the relatively high share of jobs in the food service and retail sectors, where pay is typically low.

Personal income and gross product are indicators for measuring the business activity in a state and a broad measure of the state's economic wealth. As indicated in the table and chart below, personal income and gross state product rebounded in 2010 with yearly increases following a significant drop in 2009.

The gross state product has grown steadily since 2009 with the largest increase coming in 2013 when a 4.7% increase occurred. Personal income also began to increase following a 2.2% drop in 2009. A slight increase occurred in 2010 with the percent increase between 2010 and 2011 more than doubled. The yearly increase has remained at more than 5% with a small dip in 2013. The data indicates that the economy is growing.

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Figure 2.d: Idaho Real GDP versus Idaho Total GDP, 1997-2014

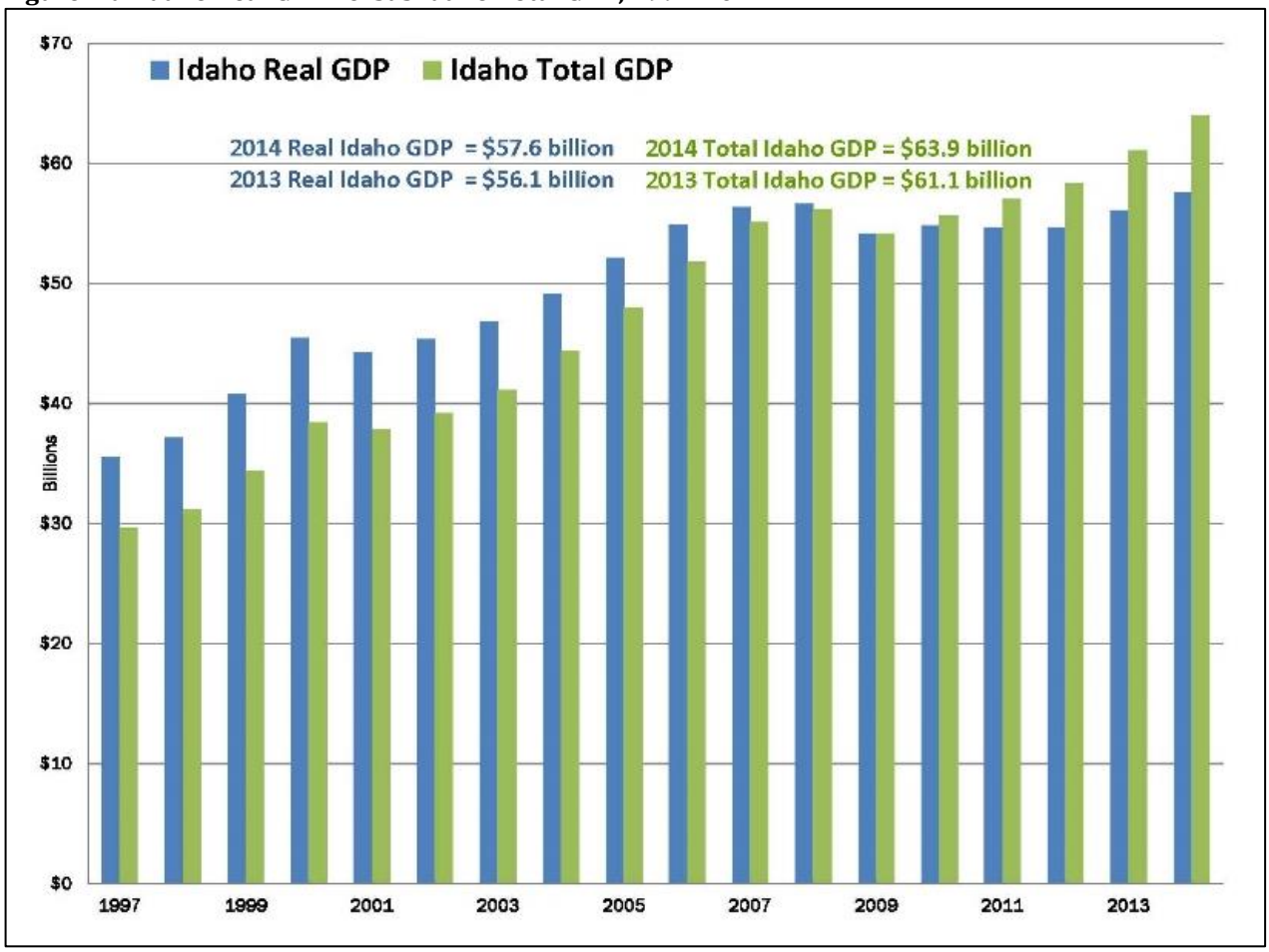

Table 2.l: Idaho Gross Product and Personal Income by Year 2008-2014, in thousands

Year	Gross Product	Percent Change from Previous Year	Total Personal Income	Percent Change from Previous Year
2008	$56,220	NA	$50,355	NA
2009	$54,199	-3.6%	$49,257	-2.2%
2010	$55,658	2.7%	$50,420	2.4%
2011	$57,050	2.5%	$53,342	5.8%
2012	$58,353	2.3%	$56,072	5.1%
2013	$61,117	4.7%	$58,272	3.9%
2014	$63,952	4.6%	$61,347	5.3%

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Job Market Trends

For 21 consecutive years, the Idaho economy added jobs, even during the 1990 and 2001 recessions. That changed in 2008 when Idaho's economy shed 6,100 jobs followed by another 38,900 in 2009. In total, over 51,000 jobs were lost between 2007 and 2010 – a 7.8% decline. The state saw improvement beginning in 2011 when nearly 7,200 jobs were added. Another 44,300 were added through 2014, for a total of 51,500 jobs added since 2010.

Idaho's job outlook continues to improve. The year-to-year growth jumped from 7,200 in 2011 to 17,200 in 2014, a 139% increase. Overall, Idaho nonfarm jobs increased from 603,600 in 2010 to 655,100 in 2014. Many industries have experience significant growth between 2010 and 2014. The industrial sectors that have recorded job growth in excess of 5,000 are heath care and social assistance – 9,000, accommodation and food services – 7,000, manufacturing – 6,800, and retail trade – 5,500.

Although the economy has recovered in terms of job numbers, the industrial make-up has shifted since the recession. The jobs which were lost were primarily in the construction and manufacturing industries, while the jobs which were gained were primarily in the food services and retail industries. As a result, the industry make-up of Idaho shifted from natural resource-based to service-based.

Nearly two-thirds of the jobs lost between 2007 and 2010 were in goods production. Construction shed 20,800 jobs while manufacturing lost 13,100. Several industries–information, management of companies and enterprises, and federal government—are still struggling. Federal government has experienced a job loss every year since 2010 resulting in 1,400 fewer jobs.

Manufacturing jobs have been dominated by computer and electronic equipment makers and food processors for the past 10 years. But the number of computer related manufacturing jobs has declined. In 2002, this industry had 28% of the employees in manufacturing. By 2014 employment had dropped to 14% as a result of major layoffs at the state's largest manufacturer, Micron Technology Inc. The declines in other manufacturing subsectors were greater so that food processing's share of manufacturing jobs jumped from 25% in 2002 to 29% in 2010 but has experienced a slight drop to 27% in the last three years. Dairy processing in south central Idaho has had a positive impact on employment levels.

Construction, which accounted for almost 9% of the jobs in 2006, dropped to 5% of the jobs in 2010, but has increased to 6% in 2014. The recession had a devastating effect on this sector which has not fully recovered. Employment in the natural resource and manufacturing sectors will continued to adjust to structural changes in these industries. There is evidence that manufacturing industries will become more diverse and grow, while the number of large plants will diminish. At the same time, dislocation in the traditional natural resource-based industries and the volatile electronics industries are likely to occur.

(iii) Education and Skill Levels of the Workforce

Provide an analysis of the educational and skill levels of the workforce.

This part of Section (II)(a)(1)(B) outlines trends in Educational Attainment for Idaho's general population, as well as for specific populations with barriers, where data is available. All data is obtained from the American Community Survey (ACS) 5-year data spanning January 2009 to December 2013 unless otherwise noted.

Educational Attainment – General Population

In Idaho, a significant portion of the population participates in, and graduates from high school. For the population age 16-19 years old, about 82% are currently enrolled in school and 12% have a high school diploma or equivalency. (*ACS 5yr – 2013, Sex by School Enrollment by Educational Attainment by Employment for the Population 16-19 Years: Idaho*) For those age 18-24 years, 85% have at least a high school credential, and for those age 25 and older, 88% have at least a high school credential. (*ACS 5yr – 2013, Sex by age by Educational Attainment for the Population 18 years and older: Idaho*) However, as discussed further in the

following sections, the trend towards high school graduation does not necessarily apply to specific populations with barriers to employment.

While high school participation is generally high in Idaho, participation drops off at the post-secondary level. Of Idahoans aged 18-24, 40% have some college, 5% have an associate degree, and 7% have a bachelor's or higher. For those age 25 and over, 27% have some college but no degree, 9% have an associate degree, and 25% have a Bachelors or higher. In other words, the majority of Idaho's youth graduate from high school, while just under half (45%) of young adults age 18-24 participated in post-secondary education. And only one third (34%) of Idaho's adults have an associate degree or higher.

Educational Attainment - By Race

The population of the State of Idaho is predominately white, as demonstrated in the table below. American Community Survey Data provides educational attainment by race for the groups listed. However, educational attainment data for Hispanic/Latino individuals as a group was not available. Please refer to the section *Educational Attainment -English Language Learners* for a more in-depth look at the educational attainment of those who speak primarily Spanish in the home.

While races other than white, in combination, make up only 8% of the state's population, these groups do have significant variances in Educational Attainment that are worth noting. For example, within the group of American Indian and Alaskan Natives, only 9% have a Bachelor's degree, compared to 26% of White individuals. Among those who identified as "Some other race" only half have at least a high school diploma (however, this data point may be an outlier). Educational attainment data from the ACS was available for racial groups, but did not provide data regarding ethnic groups, specifically Hispanic vs non-Hispanic.

Table 2.m: Educational Attainment by Race

Source for Racial Numbers and Percents: Race – Total Population, Idaho. ACS 5-year estimates 2009-2013
Source for Educational Attainment Levels: Sex by Educational Attainment for the Population 25 years and Over, compiled by racial subgroup (ACS 3-year estimates, 2011-2013)

Racial Group	Number in Group	% of State Population	% of Group with Less than High School Diploma	% of Group with High School Diploma	% of Group with Some college or associates	% of Group with Bachelor's or higher
White alone	1,455,692	92%	10%	28%	36%	26%
Black or African American alone	8,957	1%	17%	27%	33%	24%
American Indian and Alaska Native alone	19,984	1%	22%	33%	36%	9%
Asian alone	20,141	1%	16%	18%	24%	42%
Native Hawaiian and Other Pacific Islander alone	2,216	<1%	16%	27%	45%	12%
Some other race alone	36,915	2%	50%	22%	20%	8%
Two or more races:	39,459	2%	16%	27%	38%	19%
Totals State Population	1,583,364	NA	11%	28%	36%	25%

*Sum of percents may not equal 100% due to rounding

Educational Attainment - Individuals Over the Age of 55

According to data from the ACS Table *Sex by Age by Employment Status for the Population 16 Years and Over* for Idaho, individuals aged 55-64 participate in Idaho's workforce at a rate of 64%, and this age group makes up nearly 16% of Idaho's total workforce. Individuals aged 65 and older participate in the workforce at a much lower rate of 15%, but they make up 4% of the overall labor force in the state. When combined, these two groups make up nearly 20% of Idaho's total workforce.

While older individuals participate in the workforce at a lower rate than their younger counterparts, they have a relatively comparable mix of educational attainment. The education levels of older individuals in Idaho are generally comparable with those of other age groups. The primary area of difference is that individuals over the age of 65 are less likely to have an associate degree (5% as compared to 10% for those age 45-64 and 9% for those age 18-44).

Table 2.n: Educational Attainment by Age Group

Source: Sex by Age by Educational Attainment for the Population 18 and Over (Idaho – ACS 5yr 2013)

Age Group	Less than 9th Grade	9th-12th Grade, No diploma	High School Graduate	Some College, No Degree	Associate Degree	Bachelor's Degree	Graduate Degree	Total
Number 18 to 44 years	18,203	45,840	157,271	174,889	47,890	86,701	28,319	559,113
45 to 64 years	15809	2,320	106,909	107,235	37,319	68,217	34,190	392,699
65 years and Older	12190	19,745	66,237	52,390	10,168	27,056	16,658	204,534
Percent 18 to 44 years	3%	8%	28%	31%	9%	16%	5%	100%
45 to 64 years	4%	6%	27%	27%	10%	17%	9%	100%
65 years and Older	6%	10%	32%	26%	5%	13%	8%	100%

Educational Attainment - Low-Income Individuals

Of individuals age 25 and older in Idaho for whom poverty status could be determined, approximately 13% have income levels below poverty. As might be expected, educational attainment is skewed lower for those below poverty and higher for those above poverty. Individuals with less than a high school diploma represent 23% of those below poverty and only 9% of those at or above poverty. While individuals with Bachelor's degrees or higher represent only 12% of those below poverty and 27% of those at or above poverty. This data, available in Table 2.o on the following page, reinforces the assumption that obtaining a high school credential is an important first step towards escaping poverty, while continuing on to post-secondary education provides important additional opportunities.

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Table 2.o: Educational Attainment by Poverty Status
Source: Poverty Status in the Past 12 months of individuals by sex by educational attainment, Population 25 years and over for whom poverty status is determined (Idaho – ACS 5yr 2013)

Income Level	Less than High School	High School Graduate	Some College or Associate	Bachelor's or Higher	Total
Number Below Poverty	26,696	35,893	38,304	14,076	114,969
Number At or Above Poverty	82,205	23,6936	316,920	235,957	872,018
Percent Below Poverty	23%	31%	33%	12%	100%
Percent At or Above Poverty	9%	27%	36%	27%	100%

*Sum of percents may not equal 100% due to rounding.

Educational Attainment - English Language Learners

Of those in Idaho's workforce, approximately 89% speak only English, while 11% speak some other language in the home. Additionally, those who speak a language other than English participate in the workforce at a rate of approximately 72%, compared to 64% for English-only speakers.

The most significant difference between these two populations, in terms of Educational Attainment, is with regard to high school graduation. For those in the workforce who speak only English in the home, just 5% have less than a high school diploma. For those in the workforce who speak another language at home, 36% have less than a high school diploma.

When the data is broken down further by specific languages (including Asian/Pacific Island, Indo-European, Spanish, and Other), an even greater discrepancy emerges. Specifically, for those in the workforce who speak Spanish in the home, 45% have less than a high school diploma. This is especially significant in that Spanish speakers represent a large majority (74%) of Idaho's non-English workforce population.

When taken in combination, this data would indicate a significant skills gap for non-English speakers in Idaho's workforce, especially for those who speak Spanish in the home.

Table 2.p: Educational Attainment by Language Spoken at Home for those in the Workforce
Source: Educational Attainment and Employment Status by Language Spoken at Home for the population 25 and over, in the labor force (Idaho – ACS 5yr 2013)

Language Spoken	Less than High School	High School Graduate	Some College or Associate	Bachelor's or Higher	Total
Speaks Only English (Number)	30274	151127	225040	168348	574789
Speaks Other Language (Number)	25165	15006	15266	13183	68620
Speaks Only English (Percent of Total)	5%	26%	39%	29%	100%
Speaks Other Language (Percent of Total)	37%	22%	22%	19%	100%

*Includes native English speakers who also speak another language at home, and other bi-lingual speakers
**Sum of percents may not equal 100% due to rounding

Educational Attainment - Individuals with Low Literacy

Literacy Level is differentiated from Educational Attainment in that Literacy Level describes a person's demonstrated competency, while Educational Attainment describes the highest level of education that an individual has completed. For example, a student may have graduated from High School, but only demonstrate a literacy level equivalent to the 7th grade.

The American Community Survey does not break data down by literacy levels. In order to understand the Education and Employment trends of individuals with low levels of literacy, we have examined data provided by Idaho's Adult Education and Literacy Program (funded under Title II of WIOA, known as AEFLA). All students enrolled in the program have demonstrated literacy levels below the secondary (12th grade) level. The highest grade completed for Idaho's Adult Education population is only available for Fiscal Years 12-13 and 13-14 at this time. These figures include Adult Education students as well as English Language Learners. For these two years, the program averaged 5,300 reportable participants annually.

On average for the two-year period where data is available, about 22% of Title II participants had less than a 9th grade education upon enrollment in the program, 47% had a 9-12th grade education with no diploma, 12% had a high school credential or equivalent, 11% had some college or a post-secondary degree, and 9% did not report a highest level of education at intake.

The data suggests that the largest group of Adult Education students have completed some high school but not graduated. While the second largest group (a combined 23%) have either a high-school credential or some post-secondary education. In a very close third, at 22%, is the group of students whose highest level of formal education is 9th grade or below. This data shows that nearly a quarter of Adult Ed students have at least a high school credential, or even post-secondary education, but do not have sufficient skills to be job ready or college ready.

(iv) Skills Gaps

Describe apparent "skill gaps."

Idaho's workforce development system seeks to prioritize its efforts around those industries and occupations that balance good wages with existing or projected demand for workers, as well as those industries which can have a larger overall effect on Idaho's economy. Such industries and occupations have been identified in Idaho's Target Sectors and Hot Jobs List.

However, as described in Section (II)(a)(1)(A) of this plan, a combined 20% of Idaho's jobs in 2014 were in the industries of food service and retail. Many of these jobs pay relatively low wages, require relatively little training or education, and lack a significant multiplier effect on Idaho's economy. As a result, many of Idaho's workers are in jobs which may not sufficiently prepare them to move into the types of careers that require additional skills and pay better wages. As such, these workers will need to access training and education outside of their current workplace if they want to advance their skills or careers.

The analysis in Section (II)(a)(1)(A), coupled with education data and direct input from industry lend strong support to the state's goals to increase educational attainment beyond high school. It is vital that Idaho's labor force seek educational opportunities to qualify for the Hot Jobs that will be available over the next 10 years. Of the 50 Hot Jobs, 35 require some type of training beyond high school. Within the top 10 Hot Jobs, eight require some form of post-secondary education or training:

- Pharmacists - Doctoral or Professional Degree
- Registered Nurses - Associate Degree
- Physical Therapists – Doctoral or Professional Degree
- Software Developers, Applications – Bachelor's Degree
- Physician Assistants – Master's Degree
- Dental Hygienists – Associate Degree

- Market Research Analysts and Marketing Specialists – Bachelor's Degree
- Nurse Practitioners – Master's Degree

Each of these occupations will be in demand – some before enough workers can be adequately trained. For example, as the health care sector continues to expand, Idaho's colleges and universities are experiencing near record enrollments. Already some programs in nursing and medical technical jobs cannot expand to meet the demand due to lack of available instructors.

In addition to adequate availability of such programs, cost is one of the biggest challenges for Idaho workers in obtaining the training and education they need to meet the skill demands of the evolving job market. Wages in Idaho rank low in the country. In 2010, the latest data available, Idaho's average wage was 76% of the national average and ranked 48th among the states. Per capita personal income in 2010 was $31,897, 80% of the national level, ranking Idaho 50th in the country just above Mississippi. According to the Idaho Department of Labor's annual survey of occupational employment and wages, the average hourly wage for all occupations was $18.52 an hour compared to a national average of $21.74. When compared to bordering states, only Montana had a lower average at $17.74 (*Data Appendix Table 15 – Wage & Income Data*).

Idaho workers need to have at least some college in order to make the average wage of $18.52 per hour. Idaho workers' educational credentials will need to increase in order to obtain higher-paying jobs. And yet, pervasive low wages can make it difficult for Idaho workers to access the training and education needed to upgrade their skills. Addressing the affordability of college education, expanding the "learn while you earn," model, and expanding registered apprenticeships may help address this opportunity gap, especially for populations with significant barriers to employment and education.

An enhanced focus on career pathways and stackable credentials may also help address this gap. Many jobs on the Hot Jobs list can be part of a career ladder and lend themselves to stackable credentials in education. A nurse could start as a certified nursing assistant or licensed practical nurse. A pharmacist technician could work while going to school to be a pharmacist and have inside knowledge of the job. Idaho's work on Career Ladders and Stackable Credentials is addressed in Section (II)(c)(1).

Finally, the analysis in Section (II)(B)(i) shows that youth ages 16-24 have a much higher unemployment rate than other age groups. As teens and young adults are finding it harder to get jobs in the current labor market, fewer are learning the basics of how to hold on to a job or getting the opportunity to learn about various occupations and industries by working or interning in them. The strategies identified above may also be appropriate to address this cohort of workers.

(2) Workforce Development Education and Training Activities Analysis

The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in (a)(1)(B)(iii) above, and the employment needs of employers, as identified in (a)(1)(A)(iii) above. This must include an analysis of:

(A) The State's Workforce Development Activities
(B) The Strengths and Weaknesses of Workforce Development Activities
(C) State Workforce Development Capacity

(A) The State's Workforce Development Activities

Provide an analysis of the State's workforce development activities, including education and training activities of the core programs, Combined partner programs, and required and optional one-stop delivery partners.

To provide a thorough overview of the current workforce development activities and delivery models taking place in Idaho, we have provided a program-by-program summary of core WIOA programs as well as for those programs who will be submitting as part of the Combined State Plan. Where possible, we have also solicited information from our One-Stop partners who are not submitting as part of the Combined State Plan and have

included this information as well. A comprehensive discussion of strengths, weaknesses, and capacity will be covered in the subsequent sections (B) and (C).

Title I – Adult, Dislocated, and Youth Programs

All Title I-B programs in Idaho are administered by the Idaho Department of Labor. These programs provide an array of career services, access to high quality training, and supportive services that Idaho workers need to get good jobs and stay employed. These programs also help connect employers with skilled workers.

Idaho's Youth program provides a variety of services either directly to participants or by facilitating connections between participants and other providers. Facilitation may include direct referrals or procuring services where referrals are not available. Some of the services provided through the Youth program include: summer employment opportunities, paid and unpaid work experience such as job shadowing and internships, occupational skills training such as vocational classes or on-the-job training, leadership development opportunities, adult mentoring, and follow-up services for those who have completed the program.

Idaho's Workforce Development Council convenes a workgroup to define Idaho's strategic vision for services to youth. Representatives from applicable regional and local agencies are also invited to participate. Individual participant data is provided to this group to determine the focus of the groups efforts in identifying and serving those youth most in need. The Council has recommended that 100% of Youth funds under WIOA be used to support out-of-school youth.

Currently Youth services are delivered through the One-Stop system via local American Job Center offices. The AJCs also provide information and referral to all elements of the Youth program to meet the needs of the individual. General information and orientation is available online and through walk-in. Individual assessment and ongoing services are delivered on a one-on-one basis with an assigned case manager.

The Adult and Dislocated Worker programs provide a variety of services. However, they focus around three core areas: career services, training services, and supportive services.

- Career Services – Includes eligibility and application assistance, assessment, development of individual employment plans, counseling and career planning, job search and placement assistance, and labor market information. This also includes ongoing case management from participant assessment, development of an individual training plan, and follow-up after exit.
- Training Services – Includes work-based or classroom training opportunities to attain skills necessary for self-sustaining employment in high-demand occupations. Participants use an individual training account to select an appropriate training program from a qualified training provider list. WIOA resources may support the costs of occupational classroom training or work-based learning such as internships and apprenticeships.
- Supportive Services – Include support such as transportation, childcare, dependent care, etc. and may be provided under certain circumstances to allow an individual to participate in the program.

Currently the Adult and Dislocated Worker programs are accessible through the One-Stop system, the North Idaho College in Coeur d'Alene in Northern Idaho, and the Magic Valley Youth and Adult Services program in Southern Idaho. General information and orientation is available online or through walk-in. Individual assessment and ongoing services are delivered on a one-on-one basis with an assigned case manager.

Title II – Adult Education and Family Literacy Programs

The Adult Education program in Idaho is administered by the Division of Professional-Technical Education (which also administers Carl D. Perkins programs). The program assists adults over the age of 16 with the literacy, math, and English language skills necessary to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency.

Services include literacy instruction to adults in the subjects of reading, writing, and math. Instruction is also provided to those who are English Language Learners in the subjects of listening to, speaking, and writing in the English Language. Under WIA, the focus of Title II programs in Idaho had been primarily around academic literacy and English Language instruction. However, in many cases, local providers have already begun offering contextualized literacy instruction that includes employability, problem solving, and digital literacy skills. Under WIOA, these activities will be incorporated more formally into statewide program offerings. Adult Education also offers, and will continue to offer, instruction that help students complete the GED and transition more seamlessly into post-secondary education.

Currently, the program is carried out locally on a regional basis via the state's technical and community colleges, universities, as well as the State Department of Correction. Each local provider has responsibility for offering Adult Education services on a regional level, either through direct instruction or distance learning models. Local programs conduct intake and assessment, assure appropriate class placement, provide goal-setting and education planning guidance, and will often follow up with students outside the classroom to ensure attendance and to guide progress through the program.

Title III – Wagner-Peyser/Employment Services

The Wagner-Peyser program is administered by the Idaho Department of Labor. This program provides the state with a labor exchange system, known as "IdahoWorks," which has the capacity to assist job seekers in finding employment, help employers fill jobs and facilitate the match between jobseekers and employers. A more in-depth array of labor exchange services for job seekers and employers is available electronically and through staff at various American Job Centers.

The Wagner-Peyser program provides services for both job seekers and employers. Services for job seekers include but are not limited to: an extensive online job bank to research job openings; referrals to job openings, training or other employment services; job search consulting and workshops; aptitude, interest and proficiency tests; career guidance; area business job fairs; special services to veterans, migrant seasonal farm workers and individuals with disabilities; and re-employment services to claimants identified through the state's Unemployment Insurance system as high-risk for exhausting benefits prior to re-employment.

Employers are also valued customers of the Wagner-Peyser program. Program funds are leveraged to expand employer participation in the statewide workforce development system. Some examples include: implementation of a formalized One-Stop staff structure specifically dedicated to business services; extensive staff training for business consulting techniques and connecting employers to system resources; development of competency models to guide workforce, economic, and education development; One-Stop facilities to provide a professional atmosphere for employers to conduct customized recruitment and hiring events; traditional processing of job orders, recruit/match applications from local, state, and national labor pools.

Business Solution specialists throughout the state are assigned to work with and understand the skill needs of employers so staff can make quality referrals of job seekers who meet those needs. To assist with this referral process, Idaho's job seekers and employers are matched by an online automated system called "IdahoWorks." This system matches skills, experience requirements, salary preferences and geographic specifications. To increase efficiency through technology, agency computers use email and Rich Site Summary (RSS) feeds to contact applicants after office hours with information about job openings. The federal Wagner-Peyser Act provides base funding for most labor exchange or employment service functions, and the Department is committed to continuously enhancing its products and services for job seekers and employers. Oversight is provided by the Idaho Workforce Development Council

Title IV – Vocational Rehabilitation

Vocational Rehabilitation services in Idaho are provided through two agencies: the Idaho Division of Vocational Rehabilitation (IDVR), and the Idaho Commission for the Blind and Visually Impaired (the Commission). Both agencies serve individuals with disabilities that constitute or result in substantial barriers to employment. For

the IDVR, these include, but are not limited to alcohol dependency, mental health disorders, learning disabilities, diabetes, deafness, amputation, and traumatic brain injury. The Commission specifically serves individuals whose primary disability is blindness or visual impairments, including those who may experience co-occurring disabilities.

The IDVR and the Commission provide services such as counseling and guidance, assessment, vocational training, post-secondary education, transportation, personal assistance services, and job placement. Through customer informed choice and in partnership with their VR counselor, individuals with disabilities are able to create an individualized plan for employment, maximize their potential, and reach the goal of competitive integrated employment. Service identification is determined through a comprehensive assessment of the individual needs and interests based upon vocational goal selection. Comparable benefits are sought prior to the expenditure of program funds for nonexempt services.

Each of the agencies also provides more specialized services targeted to their specific populations. For example, the Commission provides a myriad of educational and training programs such as the Blindness Skills Training, Summer Work Experience, College Days, Assistive Technology Training, and Low Vision Clinic Services. More information on the specific programs and services available through each agency can be found in Section (VI) of this plan.

While the services provided by these two agencies to their specific client-base are similar, the delivery systems differ slightly. The IDVR provides services through eight regional offices and a series of sub-offices. Through cooperative agreements, IDVR has numerous staff collocated in several state program offices, such as the Idaho Division of Behavioral Health and the Idaho Department of Correction. Additionally, numerous counselors are collocated in school districts to provide direct services to students with disabilities. The Commission provides services through a central office in Boise, ID and five regional offices.

Combined Plan Partner – Jobs for Veterans State Grant Program

The Veterans' Outreach program is administered by the Idaho Department of Labor. Veterans' Outreach provides veterans a full range of employment and training assistance through the Disabled Veterans' Outreach Program (DVOP) and the Local Veterans' Employment Representative (LVER) program.

Both the DVOP and LVER program staff provide services to eligible veterans under Title 38, but their efforts are concentrated, according to their respective roles and responsibilities, on (1) outreach to and on behalf of veterans and (2) providing direct client services to those who have been identified as most in need of intensive employment and training assistance. Program staff, through outreach with employers, develop increased hiring opportunities within the local workforce by making employers aware of the availability and the benefit of hiring veterans.

The DVOP staff provide a wide range of workforce services to veterans and other eligible persons with their primary focus on identifying veterans who require or would benefit from individualized career services. Staff also coordinate services through the case management approach, focusing especially on veterans with barriers to employment and with special workforce needs.

Through the LVER program, the Idaho Department of Labor strategically places staff throughout the state to serve as regional representatives, whose primary job is to conduct outreach on behalf of veteran customers, promote job developments with employers and market the Department's services to employers. These staff are also responsible for ensuring veterans are provided the full range of workforce services in the American Job Centers, facilitating and coordinating services and strategies targeting veterans and leveraging resources of other veteran service and community-based organizations.

Program services are accessible by phone or on a walk-in basis through DVOP and LVER staff working at the American Job Centers in the One-Stop system across the state. Staff are cross-trained in each of the state's

One-Stop workforce programs and services. The state also requires veteran program staff to provide veterans' program training to all One-Stop staff including priority of service to veterans and covered persons.

Combined Plan Partner – OAA Title V - Senior Community Service Employment Program

The Senior Community Service Employment Program (SCSEP) is administered by the Idaho Commission on Aging (ICOA). The program serves seniors over the age of 55 who earn less than 125% of Federal Poverty Level. Services include paid employment training at community service assignments, employment training counselors to provide job skill training, computer skills training, paid supportive services to help overcome barriers to employment, development of an individual employment plan, and financial assistance with annual physical exams.

Employment Training Counselors (ETC's) assist seniors to develop Individual Employment Plans and teach job seeking skills such as; interviewing, job searches, setting goals and resume building. The counselors utilize a variety of training resources, which include Job Clubs, Universities, Job Ready Software, and local libraries. Currently, the emphasis is to provide technology training that will assist seniors to build marketable skills that are essential to the present workforce. A participant can be in the program 48 months, however, 12-month extension waivers are allowed to specific groups.

The ICOA provides compliance, monitoring, statewide goal-setting, federal reporting, and program reimbursement. Seniors are placed at host agencies to obtain job training and acquire marketable work skills. Host agencies include non-profit 501(c)3 organizations, such as, government agencies, senior centers, community action centers and health clinics.

Combined Plan Partner – Trade Adjustment Program

The Trade Adjustment Assistance (TAA) Program is administered by the Idaho Department of Labor. The program is designed to assist U.S. workers who have lost or may lose their jobs as a result of foreign trade. This program seeks to provide adversely affected workers with opportunities to obtain skills, credentials, resources, and support necessary to become re-employed.

Services of the Trade Program include: employment and case management services; skills assessments; individual employment plans; classroom training, on-the-job training, and apprenticeships; income support; job search cost allowance; relocation allowance; and wage subsidy for qualifying participants.

The Trade Adjustment Assistance Program is carried out through a Rapid Response delivery system and integrated with the Idaho Department of Labor's other programs, which allows for easy co-enrollment in other WIOA programs administered by the Department. The Rapid Response system provides the impacted worker with coordinated application and enrollment for WIOA, Trade Adjustment Assistance (TAA), and Wagner-Peyser services. Forms used for WIOA career assessment and retraining plans are accepted for the TAA program, eliminating client redundancies.

Eligible workers are identified when a petition is filed with the US Department of Labor, who then initiates an investigation to determine whether the circumstances of the layoff meet program eligibility criteria. The petition identifies a worker group at a specific firm or subdivision that covers all individuals in that group. If the group is determined to meet the eligibility requirements, members of that group may access the Trade Adjustment Program via the Rapid Response delivery system as described previously.

One-Stop Partner – Unemployment Insurance

The Unemployment Insurance (UI) program in Idaho is administered by the Idaho Department of Labor. The UI program is a joint state-federal effort that provides cash benefits to alleviate hardship when an individual suffers loss of income through involuntary unemployment. The program also has the secondary purpose of allowing unemployed individuals to maintain purchasing power in the economy.

Idaho's Unemployment Insurance Program provides financial benefits, a weekly benefit amount which varies, up to a maximum of 60% of the state's average wage. A claimant's highest quarterly earnings in the "base period" (a 12-month period) are divided by 26 to determine the amount. The current maximum weekly benefit amount in Idaho is $398. The maximum duration is 26 weeks.

To qualify for unemployment benefits, an unemployed worker must:

- Have worked for an employer covered by the Employment Security Act. Independent contractors or self-employed workers are not covered.
- Be able, available and actively seeking fulltime work; willing to work customary hours at customary wages and be mentally and physically able to work.
- Have total wages of at least 1.25 times the highest quarterly wages, receiving at least $1872 in covered wages in one calendar quarter.

UI program services are accessible online through the Claimant Portal, where claimants can file and check on the status of their claims. UI program staff, the majority of whom are located at the central Department of Labor office, can provide immediate customer service through "click to chat" from the Department's main website or by phone.

One-Stop Partner – Carl D. Perkins and Professional-Technical Education

The Carl D. Perkins grant for the state of Idaho is administered by the Division of Professional-Technical Education (PTE). The Perkins grant comprises both secondary and post-secondary technical education programs. The Division of PTE also administers short-term workforce training programs offered through Idaho's college system, as well as the Centers for New Direction program. The Division also has responsibility for administering Adult Education under Title II of WIOA, but these services are discussed separately as a core program.

Professional-technical education programs funded by Carl D. Perkins are integrated into a larger educational structure through public school districts, colleges, and universities. The programs prepare students for life-long learning, from high school to technical college and beyond. Adult and short-term workforce training programs provide opportunities to retrain workers who have lost their jobs, customize training for business and industry, upgraded training, related instruction for apprenticeships, and fire services training for first responders.

Most Idaho students enroll in at least one professional-technical course during their high school career. In Idaho, 669 secondary professional-technical programs are offered across 113 school districts. In addition to programs offered throughout Idaho's high schools, the state also operates 14 professional-technical high schools.

Currently, post-secondary Professional-Technical programs are delivered through Idaho's six technical colleges. These colleges offer occupational programs on a full or part-time basis (certificate up through an Associate of Applied Science (AAS) degree). The technical colleges also deliver workforce training programs, which are non-credit bearing and do not use Carl D. Perkins grant funds.

Additionally, the Division administers the Center for New Directions program. Through this program single parent and displaced homemakers receive services to help them move from dependence to independence. Services include personal, career, and education counseling, assessment and testing, and preparation for employment and training. The program also promotes gender equity in the Divisions programs by supporting nontraditional career fields through grants, scholarships, and other methods. The Center for New Directions is located on campuses of the Idaho Technical College System.

One-Stop Partner – Community Development Block Grant

The Community Development Block Grant (CDBG) program is funded by the US Department of Housing and Urban Development (HUD) and administered by the Idaho Department of Commerce. The CDGB funds

administered by the State are primarily used to fund bricks-and-mortar projects and are used to assist cities and counties with the development and construction of public infrastructure and facilities projects. Funds are awarded to projects based on several factors including percentage of local match, need, impact, and readiness to proceed. Most importantly, a project must demonstrate that it will benefit low-to-moderate income individuals. In the implementation of the CDBG funds there are two workforce development components that can occur: funding *Job Creation* projects and the implementation of HUD's *Section 3* program.

Job creation projects entail the use of CDBG to build or expand public infrastructure that allows for a private business to expand or locate. Subsequently the expansion leads to job creation. At least 51% of the jobs created must go to individuals with low to moderate income. In order to achieve this ratio, businesses are encouraged to have formal training programs in place to ensure that individuals can develop the skills to make them employable.

The Section 3 program is an effort to assist low-to-moderate income individuals and businesses in securing design and construction opportunities on construction projects funded with CDBG. The program requires grantees make a good faith effort to award contracts to Section 3 businesses and hire Section 3 area residents as employees. The Section 3 program requires that individuals and business self-certify and no formal or independent process currently exists to determine or ensure that a business meets the Section 3 criteria.

One-Stop Partner – TANF & SNAP

Both the Supplemental Nutrition Assistance Program (SNAP) and the Temporary Assistance for Needy Families (TANF) Programs are administered by the Idaho Department of Health and Welfare. Each program is discussed separately below.

Supplemental Nutrition Assistance Program

The Supplemental Nutrition Assistance Program (SNAP), also known as the Food Stamp Program, helps low-income families maintain good health and nutrition. SNAP benefits are federally funded, but the state shares the cost of administering the program with the federal government. Benefits are provided through an Electronic Benefits Transfer (EBT) card, which works like a debit card.

In order to receive SNAP benefits, Idahoans must meet the following eligibility requirements:

- Be an Idaho resident who is either a U.S. citizen or meets specific lawful residency criteria;
- Provide proof of identity;
- Meet income eligibility limits of 130% of poverty or less for family size;
- Possess assets of less than $5,000;
- Meet stricter eligibility requirements if applicant is a student, legal immigrant or convicted felon; and
- Participate in a work search program, unless exempt.

All eligibility requirements are verified through electronic interfaces or documentation provided by the family. Once approved for SNAP benefits, a family must participate in a semi-annual or annual reevaluation of their household circumstances. In the re-evaluation process, all elements of eligibility are re-verified using these same methods.

SNAP recipients, unless exempt, must either be employed 30 hours per week or participate in job search activities that will help them find or improve employment opportunities to continue receiving benefits. The primary focus of the work program is to help SNAP recipients get a job, keep a job, or find a better job. Failure to participate in this program results in the individual losing his or her SNAP benefits.

The amount a participant receives depends on a variety of circumstances, such as the number of people in the household, income, and other factors. Generally, larger household sizes or lower incomes result in higher benefit amounts. In June 2014, the average SNAP allotment per person in Idaho was $127, or approximately $1.40 per meal.

SNAP enrollment is responsive to economic conditions, expanding during recessions and contracting during improved economic times. Idaho experienced SNAP expansion, realizing unprecedented participation growth beginning in 2007 and continuing through 2011. During State Fiscal Year 2014, Idaho's SNAP caseload showed a reduction in the number of individuals receiving SNAP benefits, from 227,000 in June 2013 to 209,000 in June 2014. One of the goals of the Self Reliance program is to help families receive services as quickly as possible. In 2014, nearly three out of four families eligible for food stamps received benefits the same day they applied. On average, eligible Idaho families receive benefits within two days of submitting an application.

Temporary Assistance for Needy Families

The Temporary Assistance for Needy Families (TANF) Program provides temporary cash assistance and work preparation services for families with minor children. The program serves an average of almost 1,900 households and 2,800 individuals. In Idaho, the TANF cash assistance program is known as Temporary Assistance for Families in Idaho (TAFI).

TAFI beneficiaries receive a maximum of $309 per month, regardless of family size. These funds help pay for food, shelter, clothing and other essentials. Idaho has a lifetime limit of 24 months of TAFI cash assistance for adults.

Approximately 90% of households are child-only cases, with the remaining 10% single- or two-parent households. Child-only cases are usually relatives caring for a child whose parents cannot care for them.

In order to receive TAFI benefits, Idahoans must meet the following eligibility requirements:

- Be an Idaho resident who is either a U.S. citizen or meets specific lawful residency criteria;
- Provide proof of identity;
- Meets income eligibility limits for family size;
- Meets personal asset limits;
- Cooperates with Child Support enforcement;
- Participates in a drug and alcohol abuse screening and, if determined to be in need of treatment, must comply with a treatment plan; and
- Participate in the Enhanced Work Services program and meet strict participation requirements.

All eligibility requirements are verified through electronic interfaces or through documentation provided by the family.

Ongoing, intense job coaching and case management ensures that the state always has the most up-to-date status on the family to determine ongoing eligibility. Idaho's TAFI cash assistance program requires participation in work preparation activities that build or enhance the skills needed to increase their income and become self-sufficient. Participants in this program are required to participate from 20 – 40 hours per week (depending on family composition) in approved activities including, but not limited to, job search, education directly related to employment, work experience opportunities and substance abuse treatment. Failure to meet these required activities results in cessation of the TAFI assistance, with an additional penalty period during which the family is ineligible to receive TAFI cash.

(B) The Strengths and Weaknesses of Workforce Development Activities

Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A).

As part of the State Planning process, participating core and partner programs were asked to identify strengths and weaknesses of their programs, as well as for the workforce development system as a whole. Several themes emerged from that discussion. These themes, which are common across all (or most) programs, are discussed below. The specific strengths and weaknesses of individual programs are discussed in more detail in subsequent sections of this plan.

Strengths

The primary strengths identified in our activities analysis were program administration, alignment, and partnership. Currently, all the WIOA Title I-B programs, as well as the UI, Trade Adjustment, and Veterans' Outreach programs are administered by the Idaho Department of Labor. The Carl D. Perkins, Post-secondary workforce training, and WIOA Title II (Adult Education) programs are administered by the Idaho Division of Professional-Technical Education (PTE). Both PTE and the Idaho Division of Vocational Rehabilitation, which oversees Title IV programs, are under the administrative umbrella of the State Board of Education.

Having the core WIOA programs—as well as several of the optional partners—clustered within a few agencies makes it easier to streamline planning and policy alignment and promote robust referral processes at the State level. Additionally, the Idaho Department of Labor, the Division of Professional-Technical Education, and the Division of Vocational Rehabilitation enjoy strong, positive, and constructive working relationships, which have contributed and will continue to contribute to the State Planning process.

Additionally, being a rural state, Idaho's state agencies tend to cooperate effectively across agency lines. As a result, the agencies which house the majority of WIOA core and partner programs have good working relationships with other departments that house combined plan partners or One-Stop partners. Many of these agencies are active in staffing and/or attending the quarterly Workforce Development Council meetings. These include the Department of Health and Welfare, the Department of Commerce, and the Commission on Aging.

Weaknesses/Challenges

We have identified three major weaknesses/challenges for Idaho's Workforce Development System. The first is in regard to staffing, the second is in regard to serving rural communities, and the third is in regard to connecting programs with employers and industries.

Several of our core and partner programs identified staff turnover, staff training, and staff retention as issues—especially those programs which provide direct services like education and counseling. Attracting, training, and retaining high quality, qualified staff can be difficult in a stagnant funding environment, as well as in a state like Idaho where wages are lower on average. For example, Vocational Rehabilitation Counselors are required to have Masters degrees, but the pay is not always commensurate with the education and training requirements. The State's professional-technical programs have experienced difficulty filling vacancies for teachers, as they are required to have both pedagogical and technical expertise and may have to take a pay-cut when moving from a career in industry to a career in teaching.

Attracting and retaining quality staff can be especially difficult in rural communities. The pool of local applicants is limited, with many qualified candidates seeking employment elsewhere. The pay is often low, and insufficient to bring in qualified labor from outside the community.

In fact, rural communities present a number of challenges for our workforce programs. A great deal of research links rural communities with higher instances of poverty and unemployment, lower education levels, and a generally higher need for services. In Idaho, these communities face the additional challenge of isolation, and are often separated by geographical barriers such as mountain ranges or large distances with few transportation options. As a result, bringing services to these communities can cost more, while at the same time serving fewer people. The majority of programs cited rural services as a major challenge.

Finally, several programs, other than those administered by the Department of Labor, noted that they have a difficult time connecting in a meaningful way to employers at both the state and local level. With an increased focus on employer engagement, employer satisfaction, and employment outcomes for participants, it is vital that all the WIOA core programs, as well as partner programs, have the opportunity to develop meaningful relationships with employers.

(C) State Workforce Development Capacity

Provide an analysis of the capacity of State entities to provide the workforce development activities identified in (A).

The following table provides a summary of the funding and service levels of the programs previously described in Part (A) (where available). The service levels in Table 2.q reflect the number of individuals served by each program. It is likely that many Idahoans participate in multiple workforce programs at any one time. However, Idaho is currently unable to produce an unduplicated count of the total unique individuals served across programs in the workforce development system. The figures below provide a sense of the service levels and capacity of individual programs as they exist today.

Funding amounts included in the table are as reported by each program and include both administrative costs and program costs. Federal Funding includes, but is not limited to WIOA authorized funds. The table does not include local funding, employer contributions, user fees, or entitlement payments such as Social Security reimbursements.

Table 2.q: Workforce Program Capacity – Funding Levels and Participants Served by Program
Numbers are based on most recent annual-reporting data available for each program as of November 2015

Program	Federal Funding	State Funding	Number Served
Title I – Youth	$3,414,748	$0	920
Title I – Adult	$3,171,735	$0	825
Title I – Dislocated Worker	$3,461,421	$0	891
Title II – Adult Education	$2,236,049	$972,200	5,086
Title III – Wagner-Peyser	$6,015,543	$0	200,771 (job-seekers) 7,025 (employers)
Title IV – Vocational Rehabilitation (IDVR)	$14,495,938	$3,398,1000	11,704
Title IV – Idaho Commission for Blind and Visually Impaired	$2,457,775	$665,192	1,359
OAA Title V - Senior Community Service Employment Program	$459,622	$0	77
Trade Adjustment	$1,638,270	$0	617
Veterans Outreach and Employment	$993,000	$0	14,982
Community Development Block Grant	Not Applicable	Not Applicable	Not Applicable
Carl D. Perkins	$5,999,521 (includes both Secondary and Post-Secondary programs)	Not Available	7,066 (Post-secondary programs only)
Short-term Workforce Training (through the public college system)	Not Applicable	Not Applicable	39,011
TANF/SNAP	Not Available	Not Available	SNAP – 209,000 individuals TANF – 1,900 households 2,800 individuals
Unemployment Insurance	$15,596,837	$0	43,251

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(b) State Strategic Vision and Goals

The Unified or Combined State Plan must include the State's strategic vision and goals for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency. This must include -

(1) Vision

Describe the State's strategic vision for its workforce development system

Idaho's Workforce Development System will: improve access to education, economic opportunity, and employment for all of Idaho's job seekers—especially those with significant barriers to employment; develop a skilled and competitive workforce that meets the needs of Idaho's employers; stimulate the vitality of our local communities; and promote a state economy that is competitive in the global economy.

(2) Goals

Describe the goals for achieving this vision based on the analysis in section (a) of the State's economic conditions, workforce, and workforce development activities. This must include :

(A) Goals for the Workforce
(B) Goals for Employers

(A) Goals for the Workforce

This must include goals for preparing an educated and skill workforce, including preparing youth and individuals with barriers to employment and other populations.

In the spring of 2015, the Idaho Workforce Development Council, the entity that serves as Idaho's State Board for the purpose of WIOA compliance, engaged in a strategic planning session, in which it reviewed its goals, strategies, and priorities for Idaho's workforce development system. The Council revised its strategic plan to align with current priorities, needs, and economic conditions (*Appendix – Workforce Development Council Documents*). The Council arrived at three broad goals for the State's workforce system:

1. Promote policies that align workforce, education, economic development, and entrepreneurship to meet industry and employer's workforce needs.
2. Facilitate development of an Idaho workforce that is highly skilled and committed to continuous learning.
3. Support a comprehensive education and workforce delivery system.

While the goals of the Council provide a broad vision for the state, the economic and activities analysis conducted in Section (II) of this plan identified four specific areas that are of special concern for the purposes of improving Idaho's workforce system under WIOA. These four areas, listed below, will inform the strategies used to carry out the goals listed above and focus the State's priorities.

- **Serving Rural Communities** – In our activities analysis, nearly every core and partner program identified service to rural areas as a significant challenge. Idaho is a largely rural state, so this is a significant challenge for our workforce system.
- **Attracting, Training, and Retaining Quality Staff** – In our activities analysis, many programs identified staffing issues as a barrier. This was primarily true for those programs which provide direct services such as counseling and instruction.
- **Career Pathways** – Our economic analysis revealed that many of Idaho's in-demand and high-growth occupations are in industries such as government, retail, construction, and health care. However, these industries do not necessarily align with the Target Sector industries identified by our state, which include advanced manufacturing, technology, energy, and health care. This suggests a need for clear pathways that help move people from current in-demand occupations to occupations within the Target Sectors.

- **Connecting Youth** – Our workforce analysis revealed that youth ages 16-24 who are in the workforce have a significantly higher chance of being unemployed than other age groups. Idaho must develop strategies to address the unique training and education needs of youth.

Specific strategies for addressing each of these four areas are discussed in Section (II)(c) – State Strategy.

(B) Goals for Employers

This must include goals for meeting the skilled workforce needs of employers.

The goals identified in Section (A) support both the workforce and employers by promoting programs that provide relevant, high quality services to participants, and result in a workforce whose skills are aligned to meet the needs of employers and industry. These goals also acknowledge the need for alignment among Idaho's workforce and education systems to promote a seamless system that is accessible and promotes a "no wrong door" approach.

(3) Performance Goals

Using the table provided in Appendix 1 [of Guidance], include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in Section 116(b)(2)(A) of WIOA. (Only applies to core programs.

Idaho's statewide performance goals and program-specific performance goals are currently "to be determined" pending final data-collection guidance from the Federal Departments.

(4) Assessment

Describe how the State will assess the overall effectiveness of the workforce investment system in the State in relation to the strategic vision and goals stated above in sections (b)(1), (2), and (3) and how it will use the results of this assessment and other feedback to make continuous or quality improvements.

The State will use the indicators of performance outlined in Section 116 of WIOA to measure and evaluate program effectiveness. These indicators are well aligned with the goals indicated above, and will allow our programs to measure how well they are serving participants in both the short and long term.

Such indicators will be used to measure how well participants are progressing while enrolled in an individual program, as well as their likelihood of success after exit. Specifically, indicators regarding measurable skill gain can be used to measure participant learning and progress while enrolled in applicable core programs such as Adult Education and training. These indicators would be used to measure literacy skills improvement as well as technical and workplace skills development. Where applicable, these measures can help programs make real-time adjustments to ensure specific participants are making progress. They can also be used to guide program improvement efforts by providing more general information about how participants progress overall while enrolled in a program.

Indicators regarding employment after exit, enrollment in training or post-secondary programs, and credential obtainment will help our programs determine whether they have adequately prepared participants for the demands of the workplace and/or continued education. These indicators will help programs measure the relevance and quality of their services in the context of the larger workforce system. Finally, indicators regarding employer satisfaction will help the State measure the relevance and usefulness of our programs to employers and industries.

These indicators can be used to measure and evaluate the effectiveness of individual programs, as well as for the workforce development system as a whole. By comparing performance between core programs, we can identify ongoing gaps in service, as well as opportunities. For example, if one program has consistently high outcomes in a certain area, while other programs struggle, this will help the State identify areas for improvement while also helping to identify promising practices and strategies from those programs that are performing well.

The Statewide Annual Report submitted in conjunction with all core programs may also prove a valuable tool to frame such discussions with the Workforce Development Council and solicit their guidance on specific issues that affect the workforce system as a whole.

(c) State Strategy

The Unified or combined state plan must include the State's strategies to achieve its strategic vision and goals. These strategies must take into account the State's economic, workforce, and workforce development, education, and training activities and analysis provided in Section (a). Include discussion of specific strategies to address the needs of populations provide Section (a).

In Section (II)(b)(2) we reiterated the current strategic goals of Idaho's Workforce Development Council. In revisiting and updating these strategic goals, the Council also set forth priorities and strategies for implementation. The Council identified the following as its three top priorities for supporting its goals in Fiscal Year 2015-16:

- Target key industries using a sector strategy
- Enhance opportunities for lifelong learning by expanding delivery options
- Support a comprehensive education system for all students K-16+ that includes rigorous school-based learning and relevant work-based learning.

Additionally, the Economic and Activities analyses conducted in Section (II)(a)(1) of this plan also identified four areas of focus that are priorities for the WIOA Combined State Plan:

- Serving rural communities
- Attracting, retaining, and training qualified program staff
- Aligning career pathways with target sectors
- Connecting with youth in the workforce

With these priorities in mind, Idaho has identified a variety of strategies, which are outlined in the following sections as per the State Plan Information Collection Request.

(1) Sector Strategies and Career Pathways

Describe the strategies the State will implement, including industry or sector partnerships related to in-demand industry sectors and occupations and career pathways as required by WIOA section 101(d)(3(B),(D). "Career Pathway" is defined in WIOA section 3(7). "In-demand industry sector or occupation" is defined at WIOA section 3(23)]

Idaho's sector strategy is well developed, as discussed in the economic analysis and reiterated below, while Idaho's career pathway system is currently under development. Our economic analysis revealed that much of Idaho's current job demand and job growth are in industries such as government, retail, construction, and health care. However, not all of these industries align with the Target Sector industries identified by our state, which include advanced manufacturing, technology, energy, and health care. To increase the economic prosperity of Idaho and its citizens, the State must develop clear pathways that help advance workers from jobs in low-wage industries to occupations within the Target Sectors. In this regard, both the sector strategy and the career pathway strategies are closely connected.

Sector Strategies

The Idaho Department of Labor, in partnership with Idaho Department of Commerce and industry partners, initiated the Sector Strategy approach in 2010 to identify potential target industries for the state. The group analyzed the number of current jobs by industry, employment projections, wages paid and the multiplier impact of industries on Idaho's economy. Staffing patterns of the potential industries were analyzed by high demand, growth and wages. Based on the analysis, five sectors were identified, which were then later grouped into the following four Target Sectors in effect currently:

- Advanced manufacturing - specifically aerospace and food manufacturing
- High-tech
- Health care
- Power and energy

The Target Sectors are used to prioritize and guide the efforts of Idaho's workforce development system and to promote stronger, more relevant connections between industry and the workforce development partners and programs.

The Research and Analysis Bureau presents economic findings on a quarterly basis to the Workforce Development Council regarding Idaho's target industry clusters. These findings and data are discussed at the council level in order to monitor the continued relevance of these clusters in real time, measuring their impact on Idaho's economy and workforce.

Career Pathways

Career Pathways have gained increasing attention in Idaho over the past several years. The Idaho Workforce Development Council has identified Career Pathways as a key strategy for meeting its goal of "developing a workforce that is highly skilled and committed to continuous learning." The Division of Professional-Technical Education (which houses both Adult Education and Carl D. Perkins programs) has taken the lead in researching and developing a set of Career Pathways

The Division oversees approximately 640 secondary career-and-technical education programs in Idaho's high schools, and the technical colleges housed within Idaho's public higher education institutions. Currently, each secondary program maintains an individual articulation agreement with one of Idaho's post-secondary institutions. The Division is spearheading an effort to first align program learning outcomes across postsecondary institutions, and then align the secondary programs to those learning outcomes. Once the process is complete, a statewide articulation will be in place, allowing secondary students to articulate seamlessly into any Idaho institution that offers their program of study.

To support the statewide articulation framework, the Division has developed Idaho SkillStack – a micro certification/badging platform that communicates the competencies/skills that Idaho high school and postsecondary students demonstrate. The micro certifications/badges are stacked towards the award of postsecondary credit (i.e. once a student earns predefined badges, by demonstrating competency, they are eligible to convert the badges to credit), industry certifications and common skills required by Idaho employers for job openings. These badges provide visual progress towards an individual's career goals.

Taking this effort to the next level, the Division has developed career ladders for the most in-demand jobs in Idaho (where secondary and post-secondary career and technical programs are also available). The career ladders begin with core transferrable skills that students are learning through their program. Students then move from the entry level positions up through the career pathway showing what skills need to be added to move to the next level and where an individual can learn those skills. Currently, career ladders are available for the following:

- Skilled and Technical Sciences
    - Advanced Manufacturing
    - Engineering Drafters and Technicians
    - Transportation Equipment Repair
    - Installation, Maintenance and Repair
- Health care
    - Dentistry
    - Therapeutic Services
    - Nursing
    - Pharmacy

    - Health Informatics
- Business and Marketing
    - Administrative Services (showing Finance & Accounting, Human Resources & Administrative Support and Production and Manufacturing)
    - Sales and Marketing (showing Marketing and Advertising, Licensed Sales and Retail/Specialty Sales)
- Information and Technology
    - IT Support and Administration
    - IT Design and Development

These career ladders are being integrated into the SkillStack and Career Information Systems websites to provide an interactive solution for students, parents, teachers, and counselors. The technology platform will allow the State to add additional pathways as they are mapped and to continuously update the data so that the tool stays relevant. An example draft career ladder for Health Care is available in the appendix (*Appendix – Draft Career Ladder*).

As a result of the Division of Professional-Technical Education's efforts, much of the groundwork has been laid for developing additional Career Pathways that further support the State's Sector Strategy approach.

(2) Program Alignment and Addressing Gaps

Describe the strategies the State will use to align the core programs, and combined State Plan partner programs included in this Plan, mandatory and optional one-stop partner programs, and any other resources available to the State to achieve fully integrated customer services consistent with the strategic vision and goals described above. Also describe strategies to strengthen workforce development activities in regard to weaknesses identified in section (II)(a)(2).

As per the State Plan Information Collection Request, this section addresses strategies in place to ensure alignment between core programs, Combined Plan partners, and One-Stop partners to achieve fully integrated customer services consistent with the State Plan vision and goals. It also describes strategies to strengthen the workforce development system in regard to the gaps identified in analysis in Section (II)(a).

Program Alignment

Many aspects of the WIOA core and partner programs in Idaho are already aligned as a result of being clustered within a few State agencies. For example, all of the Title I-B, Trade, Veterans, and Unemployment Insurance programs are housed with the Idaho Department of Labor and thus have a single intake and cross-enrollment process. To ensure ongoing alignment and to guide implementation of the Combined State Plan, the State intends to formalize the working group responsible for drafting the plan. This group will be referred to as the "WIOA Advisory Group" and will consist of:

- 1-2 staff from the Idaho Department of Labor to represent Title I-B and Title III programs, as well as Combined State Plan programs administered by the Department.
- 1 staff from the Idaho Department of Labor to represent the One-Stop Delivery System
- The State Coordinator for Adult Education to represent Title II programs
- 1-2 staff from the Division of Vocational Rehabilitation
- 1-2 staff from the Idaho Commission for the Blind and Visually Impaired
- A representative from the Idaho Commission on Aging
- Program staff from other partner programs as necessary and appropriate

This group will ensure ongoing alignment between programs, will coordinate statewide reporting, and will also serve (as appropriate) on the Data System Alignment working group identified in Section (III)(b)(6).

Idaho does not currently have either a universal intake process or an integrated data system across the different agencies which administer WIOA and workforce programs, and we intend to explore options for both.

In its recent Strategic Plan update, the State Workforce Development Council identified the following strategy to support its goal of a comprehensive education and workforce delivery system:

- Improve the effectiveness of the workforce system through the creation of an accountability system that includes:
    - Implementation of common core measures in K-12 education
    - Implementation of a longitudinal data system that interfaces with the workforce system to track outcomes of Idaho's student achievements and program success.

We have outlined our plan for implementing an integrated data system in Section (III)(b)(6) *Program Data*. The extent to which we are able to implement a universal intake process will depend in large part on the success of our data integration efforts. A universal intake process may be more feasible now that all WIOA core programs report on the same performance measures and must collect the same information.

The Council also identified the following strategies (among others) that support program alignment and the goals of the Idaho's Combined State Plan:

- Provide access to a full range of information and supports to low-skilled and at-risk youth and adults, dislocated workers, and others with barriers to employment, in order to prepare them for work that leads to economic self-sufficiency.
- Increase options to integrate adult basic skills and English language training with occupational/technical training to facilitate entry of students to post-secondary education and technical training programs.
- Maintain a quality One-Stop Career System that connects employers and workers and facilitates access to workforce services, education services, and information.
- Provide access to information, financial aid and other supportive services that allow all workers to obtain education and training leading to employment.
- Coordinate a system of work supports for low-income workers to help them stay employed and move toward economic self-sufficiency (e.g. food stamps, childcare, and housing), and provide safety nets to those who are in transition in the workforce.

The Council's strategic plan includes a number of other strategies to support its goals, which are not specifically related to program alignment. A full list of such strategies can be found in the appendix (*Appendix – Workforce Development Council Documents*).

Addressing Gaps

As stated previously, the analysis conducted in Section (II)(a) revealed four areas of concern for Idaho's workforce development system and the programs which support it. They include:

- Serving Rural Communities
- Attracting, training, and retaining quality staff
- Aligning career pathways with target sectors
- Connecting with Youth in the workforce

We have identified potential strategies for addressing these issues, though other strategies may emerge as we move forward with implementation. Many of the strategies are inter-related. For example, rural areas would also benefit by attracting and retaining more qualified staff in their communities.

Rural Communities

These communities often have the highest need for services, but are the most difficult and expensive to serve. Potential strategies might include expanding high-quality remote/digital delivery models that overcome the barrier of distance. This would require that the state address the related issue of broadband access as well.

Attracting, Training, and Retaining Staff

Another issue that emerged from the activities analysis was the difficulty of attracting, developing, and retaining quality program staff, especially in a limited funding environment and in many of Idaho's rural communities. Strategies to address this issue include coordinated professional development across partner programs, requesting additional state funds from the Idaho legislature to leverage the full match of federal dollars, and improved efficiencies to reduce workloads for staff (such as removing redundant data entry and paperwork).

Career Pathways

This issue is addressed at length in the Section 11.c.1 above.

Connecting with Youth

The Economic and Workforce analyses revealed that youth ages 16-24 in the workforce are more likely to be unemployed than other age groups. Strategies for this group should address their unique education and training needs and expand options for non-traditional education options such as work-based learning, apprenticeships, distance education, compressed scheduling, and other alternative learning modalities. Additionally, the Idaho Department of Labor will be transitioning its Title I Youth programs to spend 100% on out-of-school youth. Finally, it will be important to evaluate and target outreach and recruitment efforts to out-of-school youth so they understand what services are available to them.

Section III - Operational Planning Elements

The Unified or Combined State Plan must include an Operational Planning Elements section the supports the State's strategy and the system-wide vision described in Section II(c) above. Unless otherwise noted, all Operational Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs.

(a) State Strategy Implementation

The Unified or Combined Plan must include:

(1) State Board Functions
(2) Implementation of State Strategy

(1) State Board Function

Describe how the State board will implement its functions under section 101(d) of WIOA (i.e.. provide a description of Board operational structures and decision making processes to ensure such functions are carried out).

In Executive Order No. 2015-02, Governor C.L. "Butch" Otter retained the *Idaho Workforce Development Council* as an alternative entity for the state board for purposes of the Workforce Innovation and Opportunity Act. The Workforce Development Council was established August 8, 1996 by executive order in accordance with Title VII of the Job Training Partnership Act. The council provides leadership for all workforce programs reporting to the governor and the State Board of Education.

As outlined in the executive order, the council is specifically responsible for advising the governor and the State Board of Education on:

a) Development of a statewide strategy for workforce development programs encompassing all workforce programs;
b) Development of the WIOA State plan;
c) Development and continuous improvement of services offered under the statewide workforce investment system;
d) Development of comments at least once annually on the Carl D. Perkins Vocational and Applied Technology Education Act;
e) Development and continuous improvement of comprehensive State performance measures;
f) Preparation of the annual report to the U.S. Secretary of Labor as required under section 136 of the WIA and section 103 of WIOA;
g) Development of a statewide employment statistics program;
h) Development of a plan for comprehensive workforce information; and
i) Development of technological improvements to facilitate access to, and improve the quality of, services and activities provided through the workforce system.

The council is also responsible for:

j) Approval and oversight of the expenditures from the Employment Security Reserve Fund;
k) Development and oversight of procedures, criteria and performance measures for the Workforce Development Training Fund; and
l) Other duties as assigned by the governor.

The council empanels standing and ad hoc subcommittees, appointed by the chair when needed. Subcommittee members may include individuals from the general public who have special knowledge and qualifications to be of assistance to the council. For example the youth subcommittee, formerly the

state Youth Council, is responsible for developing and recommending the WIOA youth service delivery strategy, supporting policies and contract criteria to the Workforce Development Council. In recent years an ad hoc subcommittee provided recommendations on how to increase educational attainment in Idaho.

The council typically performs all work in a meeting of the entire body; however, the council has a standing Executive Committee, which has the authority on behalf of the entire council. The Executive Committee consists only of council members and is responsible for developing the agenda for the whole council meetings. The council schedules quarterly meetings one year in advance, varying on rare occasions. Subcommittees meet as often as needed, based upon projected workload.

The council and its subcommittees are supported by an interagency staff team (*Appendix – Workforce Development Council Documents*) led by Governor Otter's director of communications and senior special assistant for economic development and energy. The staff team comprises management and staff from the core partner programs plus other staff representing programs in workforce development, economic development, career and technical education and others. The team supports the council by bringing forth issues, sharing vital information about policy changes, and making recommendations to the council.

As directed by the governor, the Idaho Department of Labor provides logistical support for the council. All member agencies representing the state's mandatory and optional One-Stop partners provide policy and program advice and direct financial support for the council.

In order to provide wide distribution and input in the development of state policy, plans and strategies, the council provides advance notice of scheduled meetings to ensure sufficient time for interested stakeholders to attend and/or submit comments and concerns. Policy material prepared for the meetings is made available for interested parties. Notice of meetings and all materials are also posted on the state's website.

(2) Implementation of State Strategy

Describe how the lead State agency with responsibility for the administration of each core program or a Combined State Plan partner program included in this plan will implement the State's strategies identified in Section II(c). This must include a description of -

(A) Core Program Activities
(B) Alignment with Activities outside the Plan
(C) Coordination, Alignment and Provision of Services to Individuals
(D) Coordination, Alignment and Provision of Services to Employers
(E) Partner Engagement with Educational Institutions
(F) Leveraging Resources to Increase Educational Access
(G) Improving Access to Post-secondary Credentials
(H) Coordinating with Economic Development Strategies

(A) Core Program Activities

Describe the activities the entities carrying out the respective core programs will fund to implement the State's strategies. Also describe how such activities will be aligned across the core programs and Combined State Plan partner programs included in this plan and among the entities administering the programs, including using co-enrollment and other strategies, as appropriate.

In addition to the specific activities described below, the core and partner programs will also participate on the WIOA Advisory Group, and to the extent appropriate, participate in joint training and planning activities coordinated across programs as outlined in Section (II)(c)(2).

Where appropriate, each core and partner program is addressed specifically below. However, the Idaho Department of Labor is the lead state agency for administering all Title I-B programs, Title III programs, as well as the Combined State Plan partner programs of Trade Adjustment Assistance and Veterans Employment and Training Services. As a result, the activities funded by this agency apply across multiple programs and are addressed concurrently. Therefore this section is organized as follows:

- Idaho Department of Labor Programs – includes WIOA Title I-B and Title III, and Combined Partner programs of Trade Adjustment and Veterans Training & Employment Programs
- Title II – Adult Education
- Title IV - Vocational Rehabilitation Programs
- Combined State Plan Partner - Senior Community Service Employment Programs

Idaho Department of Labor Programs

As stated previously, the Idaho Department of Labor is the lead state agency for administration of four core programs: WIOA youth, adult and dislocated worker programs and the Wagner-Peyser employment service program. The Department of Labor is also the lead agency for the following Combined State Plan partner programs: Trade Adjustment Assistance, Veterans Employment and Training Services and One-Stop partner Unemployment Insurance. The following activities will be funded by the Idaho Department of Labor to implement the State's strategies across its programs. Activities are organized by the appropriate strategy they address.

- **Strategy: Target key industries using a sector approach**

  Over the past six years the Workforce Development Council has advanced strategic redirection by adopting a "Business Solutions Initiative" based on a sector strategy approach. This effort includes training One-Stop management staff and selected workforce consultants to reach out and consult with businesses in targeted industries to better understand their workforce needs and help provide solutions by coordinating education and workforce resources.

  The state has dedicated the Governor's Employment Service 10% Reserve Funds to support the following priorities under the Business Solutions Initiative:

  - Dedicate selected One-Stop staff as regional business solutions specialists;
  - Enhanced business services activities focused on a sector strategy such as outreach, one-on-one meetings with targeted employers to learn their workforce needs, office team discussions and strategy session on how best to respond to identified employer needs and coordinating workforce needs with education, economic development and workforce partners;
  - Staff training for selected One-Stop workforce consultants and managers within the One-Stop Centers on business outreach techniques, promotion of services, and how to effectively work with industry sectors prioritized by the planning process.
  - A Customer Relationship Management system, providing automated business services tracking and information management to all One-Stops to:
    - Streamline service delivery
    - Enhance collaboration throughout the state's One-Stop system
    - Monitor real-time sector activity, trends and needs at the local, regional and statewide level.

  Business solutions specialists serve as a single point of contact for employers, and are also a resource representing all of the Idaho Department of Labor programs available at the American

Job Centers. In addition to the regional business solution specialists, the business solutions outreach team includes a disability employment advocate and veterans' employment outreach representative. Members of the business solutions team may help facilitate on-the-job training activities between WIOA career planners and employers in targeted industry sectors.

Conversations are taking place about the possibility of the business solutions specialists supplementing contacts with employers for Adult Basic Education and Vocational Rehabilitation program offerings. The intent is not to supplant existing relationships these program entities have with employers, but to help expand their breadth.

- **Strategy: Enhance opportunities for lifelong learning by expanding delivery options**

  The Department of Labor is actively working with employers to develop apprenticeships for training WIOA participants, such as dislocated workers.

- **Strategy: Support a comprehensive education system for all students K-16+ that includes rigorous school-based learning and relevant work-based learning.**
  - The Idaho Department of Labor has been working with the Idaho Office of the State Board of Education to ensure that the WIOA Eligible Training Providers offer high quality education experiences. This ensures that WIOA participants receive rigorous and high quality occupational skills training.
  - WIOA career planners are encouraged to prioritize work-based training experiences. The WIOA youth program also requires that at least 20% of youth expenditures be spent on work-based experiences.

- **Strategy: Serving rural communities**

  The Idaho Department of Labor has been directed by the state legislature to maintain a presence in rural communities. This means that One-Stop services will be available across the state to serve job seekers and employers in both urban and rural areas.

- **Strategy: Attracting, training, and retaining quality staff**
  - Department of Labor WIOA career planners, employment services and workforce development staff have the opportunity to become GCDF certified. GCDF or Global Career Development Facilitator is a well-recognized credential for those working in workforce development programs.
  - Using funds from a WIA incentive grant, Launchpad Advisory Services for Workforce Development was contracted to provide training in developing a demand-driven workforce development approach. This virtual training was provided to all Department of Labor WIOA career planners, employment services and workforce development management and staff.

- **Strategy: Develop well-aligned career pathways**
  - Career pathways that align with the targeted industry sectors have been and are in the process of being defined. The Eligible Training Provider policy for WIOA occupational skills training has been vetted by those working on career pathways to ensure training for occupations within the established career pathways is available and prioritized.

- **Strategy: Connecting with Youth**

  The Workforce Development Council set policy that beginning PY2016 only out-of-school youth be served from WIOA youth funds. The program enrollment and participation should reflect the incidence of population in the areas where programs operate, with special emphasis on four priority groups:

- Low-income youth involved with the juvenile justice system;
- Low-income youth exiting foster care;
- Low-income youth that are pregnant and/or parenting; and
- Low-income youth with disabilities.

It should be noted that the establishment of these WIOA youth program service priorities does not mean that the program will exclusively serve these population groups. Rather, it will be a concentrated focus of the Idaho youth program to target these four demographic groups to meet a need based on the data reviewed.

Title II Programs – Adult Education

The agency responsible for administering Title II programs is the Division of Professional-Technical Education. The Division, as well as local Adult Education programs will invest in the following activities to implement the applicable State strategies:

- **Strategy: Recruiting, Training, and Retaining Quality Program Staff**
  - Invest in statewide training initiatives as required or authorized under Section 223 of WIOA and, to the extent appropriate, open such training initiatives to partner programs.
  - Provide, in coordination with core and partner programs covered by this plan, cross training on workforce development partner activities and programs.
  - Update policies and funding structures to allow for adequate instructor prep time
  - Improve efficiencies in, and training about, non-instructional and compliance-related activities (such as data entry and reporting) to reduce the burden of such activities on instructional staff.
- **Strategy: Improving Services to Rural Communities**
  - The Division will fund, in accordance with Section 223 of WIOA, research, training and implementation of effective distance learning models for adult students. This may include collaboration with Combined State Plan partner programs to identify promising models or utilize existing resources.
  - The Division will encourage local providers to strengthen partnerships and supports in rural areas and will fund (as authorized under Section 223) coordination efforts as appropriate.
- **Strategy: Develop Career Pathways aligned with Target Sectors**
  - The Division will fund—as authorized under Section 223—research, training and implementation of contextualized instruction. Such activities would incorporate (as appropriate) workplace preparation and occupational skills into literacy, math and English language instruction, and would be aligned with the Career Pathways being developed by the state.
- **Strategy: Increase options to integrate adult basic skills and English language training with occupational/training to facilitate entry of students to post-secondary education and technical training programs**
  - The Division will fund—as authorized under Section 223—research, training and implementation of college transition programs. Such programs focus on the skills and abilities higher-level Adult Education students need to master in order to enroll in college or training without remediation.

Title IV Programs – Vocational Rehabilitation

Title IV Programs in Idaho are carried out by two agencies: The Idaho Division of Vocational Rehabilitation (referred to below as "The Division") and the Idaho Commission for the Blind and Visually Impaired (referred to below as "The Commission."). This section addresses each agency separately.

The Idaho Division of Vocational Rehabilitation

The following activities are funded by the Idaho Division of Vocational Rehabilitation to implement the state strategies and support people with disabilities.

- **Strategy: Target Sectors/Career Pathways**
  - The Division will implement a sector strategy and a career pathways model. The career pathways model is currently in development by the Division of Professional-Technical Education and will be implemented upon completion. The Idaho Department of Labor has already established a sector strategy model. The Division will utilize this model to help ensure that counselors are well informed of labor market trends and regional job predictions in order to better match qualified people with disabilities to high quality competitive integrated employment.
- **Strategy: Attracting, Training, and Retaining Quality Personnel**
  - The Division is committed to hiring highly qualified rehabilitation counselors and personnel. In addition to retaining the Comprehensive System of Personnel Development (CSPD) standard, the Division will continue to support training initiatives for all staff in order to maintain skills and promote continuous improvement within the agency despite the removal of dedicated training funds toward this purpose. The Division will offer paid internships in order to attract high quality talent to the state.
  - In order to address retention issues, the Division will evaluate and provide training in areas such as resilience, burnout, and core counselor competencies to ensure counselors have the skills required to deliver quality services and mitigate the common factors leading to burnout and subsequent turnover.
- **Strategy: Coordinated Training across Workforce Program Partners**
  - In addition to internal training, IDVR will develop training in concert with workforce partners to cross-educate program staff on the benefits and services provided by all partners. The Division will coordinate disability specific training initiatives for non-Title IV programs with the Commission.
  - The Division will continue its collaboration with the Commission in serving individuals with multiple disabilities when applicable.
- **Strategy: Connecting with Youth and Students**
  - Under WIOA, the Division has a heightened emphasis on the provision of services to students and youth with disabilities. To meet these new requirements and implement the combined plan strategy, the Division will fund the following required activities:
    1. Job exploration counseling with students.
    2. Work-based learning experiences in school or after school opportunities or experience outside the traditional school setting (including internships) that is provided in an integrated environment to the maximum extent possible.
    3. Counseling on opportunities for enrollment in comprehensive transition or post-secondary training.

4. Workplace readiness training to develop social and independent living skills.
5. Instruction in self-advocacy which may include peer mentoring.

- **Strategy: Rural Populations**
  - The Division will continue to support vendors who offer service provision in smaller communities in order to offset the impact of long distances on consumers of services.
  - The Division's rural outreach efforts will extend to all school districts in the state. The Division has supported the hiring of a transition coordinator and will continue to develop innovative transition services tailored to the needs of local areas and communities. As a division of the State Board of Education, IDVR will utilize these internal connections to ensure interventions are non-duplicative, and to promote educational initiatives aligned with the combined state strategy and activities of workforce partners.

Idaho Commission for the Blind and Visually Impaired

The Commission will generally coordinate with the Division of Vocational Rehabilitation in regards to the activities listed above, as appropriate. In addition, the Commission will:

- Increase public and client awareness of the mission, purpose, goals, function and services of the Commission.
- Continue to increase Independence and Employment Outcomes through quality rehabilitation services.
- Continue collaboration with the Division of Vocational Rehabilitation on dual cases for clients.
- Provide ongoing staff training to ensure qualified professional staff are knowledgeable in blindness, visual impairments, as well as secondary disabilities, counseling techniques, vocational rehabilitation, and community and secondary transition.
- Continue to coordinate with Health and Welfare and the Division's Extended Employment Services program to provide long-term support for clients with the most significant disabilities who require supported employment and extended services.

Combined Partner Program – OAA Title V - Senior Community Service Employment Program

The following activities are funded by the Idaho SCSEP to implement the state strategies and support unemployed individuals 55+.

- Provide paid employment training at community service assignments.
- Employment Training Counselors will provide job skills training.
- Computer skills training offered at main offices.
- Paid supportive services offered to overcome barriers to unemployment.
- Priority of service offered to Veterans.
- Assistance in the development of Individual Employment Plans.
- Pay for annual physical exams.
- Engage employers to hire individuals 55+.
- Access to "Job Ready" for online training and certification

These activities will be aligned with core programs through information sharing, cross trainings and co-location of SCSEP participants at local job service offices.

(B) Alignment with Activities Outside the Plan

Describe how the activities identified in (A) will be aligned with programs and activities provided by required one-stop partners and other optional one-stop partners and activities provided under employment, training (including Registered Apprenticeships), education (including career and technical education), human services and other programs not covered by the plan, as appropriate, assuring coordination of, and avoiding duplication among these activities.

The information in this section is organized parallel to Part (A) above:

- Idaho Department of Labor Programs – includes WIOA Title I-B and Title III, and Combined Partner programs of Trade Adjustment and Veterans Training & Employment Programs
- Title II – Adult Education
- Title IV - Vocational Rehabilitation Programs
- Combined State Plan Partner – OAA Title V - Senior Community Service Employment Programs

Idaho Department of Labor Programs

As stated previously, the Idaho Department of Labor is the lead state agency for administration of four core programs: WIOA youth, adult and dislocated worker programs and the Wagner-Peyser employment service program. The Department of Labor is also the lead agency for the following Combined State Plan and One-Stop partner programs: Trade Adjustment Assistance (TAA), Veterans Employment and Training Services (VETS), and Unemployment Insurance (UI). As a result, the activities funded by this agency apply across multiple programs and are addressed concurrently.

- **Strategy: Target key industries using a sector strategy**

  The sector strategy initiative is supported by the Idaho Department of Labor's Research and Analysis Bureau. This bureau is responsible for developing and publishing data for Bureau of Labor Statistics programs and other labor market information. Industry scans for the targeted sectors are published periodically to update policymakers, industry leaders, and those working in economic and workforce development. The business solutions specialists provide anecdotal information and confirmation on the published statistics. These industry scans are important for informing and training all workforce partners about the targeted industries and the high-demand occupations within them.

  As mentioned previously, the Department of Labor's business solutions specialists serve as a single point of contact for employers as a resource representing the One-Stop programs. The business solutions specialists already work closely with the Department of Commerce business attraction specialists and with the Division of Professional-Technical Education's Director of Business Outreach. Efforts have been explored to share a common Customer Relationship Management system so that employer contacts are shared and not duplicated across the agencies.

- **Strategy: Enhance opportunities for lifelong learning by expanding delivery options**

  Apprenticeships - The Department of Labor is actively working with employers to develop apprenticeships for training dislocated workers. However the apprenticeship development effort includes many partners besides the Department of Labor programs. The Office of Registered Apprenticeship is a major partner in this effort. Another major contributor is the Division of Professional-Technical Education which administers the Carl D. Perkins programs. Representatives from the Idaho Department of Health and Welfare representing Temporary Assistance to Needy Families and Supplemental Nutrition Assistance Program are also engaged in this effort to develop apprenticeships and create opportunities for their program participants.

The Center for Refugees has actively participated in the effort to help New Americans use their existing skills to re-enter the workforce through apprenticeships.

- **Strategy: Support a comprehensive education system for all students K-16+ that includes rigorous school-based learning and relevant work-based learning.**

  The Idaho Department of Labor has been working with the Idaho Office of the State Board of Education and the Division of Professional-Technical Education to ensure that the workforce training programs offered by the community colleges comply with the WIOA Eligible Training Provider performance reporting requirements. The data collection effort is jointly administered by the Office of the State Board of Education and the Idaho Department of Labor.

- **Strategy: Serving rural communities**

  Idaho has a very small population distributed across a large geographic area. It is difficult to fund and provide services to rural areas that desperately need them. In order to provide One-Stop services across the state, it will be imperative that the One-Stop partners share resources, including co-location. It is rare that partners duplicate each other's work. The communities are so small that each partner is intimately aware of what the other is doing and they most often collaborate.

  In fact, the collaboration is so close that there is an opposite problem to duplication. Sometimes slight differences in program eligibility or rules can cause confusion for career planners and program participants. For example, family size for WIOA participants is counted differently than for SNAP or TANF. When a program participant is seeking a seamless experience in the One-Stop, this is a bureaucratic hurdle that defies reasonable explanation to the participant.

- **Strategy: Attracting, training, and retaining quality staff**

  Wagner-Peyser and WIOA career planners already have joint training sessions to foster the demand-driven approach to delivering workforce services. This effort will be expanded to include other One-Stop partners.

- **Strategy: Develop well-aligned career pathways**

  The career pathways initiative is led by the Division of Professional-Technical Education, the administrator of the Carl D. Perkins programs. The initiative is well informed by many of the partners – Adult Basic Education, WIOA Title I-B programs, Employment Services staff, particularly the Business Solutions Specialist staff. The effort is overseen by the Workforce Development Council with input from industry leaders and all levels of educators.

  The Career Information System (CIS) offers career information about occupations in general, but also those along career pathways. Although students can begin using CIS in their schools, it is a widely available resource with a multitude of functions to assist job seekers at every level. Additionally, the CIS is utilized by a number of partner programs, such as the Division for Vocational Rehabilitation and Department of Corrections.

- **Strategy: Connecting with Youth**

  One of the factors the Youth subcommittee considered when determining to serve exclusively out-of-school youth is the 15% requirement for Title IV programs to serve in-school youth. Another determining factor was a history of strong relationships with the secondary and post-secondary schools. This history allows One-Stop staff to use an already robust referral system to provide career services for any in-school job seeker. Therefore the WIOA youth program can be

used to target disconnected youth and engage them in either education or training and/or assist their entry into the workforce.

The Youth subcommittee is also the advisory body for the Career Information System. The Idaho Department of Labor maintains strong connections with secondary schools through its Career Information System. Most students in Idaho schools are able to create an account to learn about career information and conduct interest assessments. The Career Information System has modules targeting youth at various stages such as middle school and high school.

Title II Programs – Adult Education

Title II programs are administered by the Division of Professional-Technical Education, which also administers the Carl D. Perkins program for the State. Career pathways, contextualized literacy instruction, and college transition programs for Adult Education will be developed in coordination with the Division and the State Board of Education, as well as local colleges. This will help ensure alignment with technical programs funded by Carl D. Perkins at both the secondary and post-secondary levels, and reduce duplication and redundancies in remedial education programs.

The Division also administers the GED program for the State and will ensure that the policies and processes guiding GED testing in Idaho align with the Combined State Plan strategies. For example, the Division has implemented new polices for opening GED testing centers in underserved and rural communities. The Division also coordinated training around the GED for local Adult Education providers.

Training initiatives for local program staff around workforce development, One-Stops, and program partnerships will be coordinated through the WIOA Advisory Group and Workforce Development Council to maximize cross training opportunities and reduce duplicated efforts.

Title IV Programs – Vocational Rehabilitation

Title IV Programs in Idaho are carried out by two agencies: The Idaho Division of Vocational Rehabilitation (referred to below as “The Division”) and the Idaho Commission for the Blind and Visually Impaired (referred to below as “The Commission.”). This section addresses each agency separately.

Idaho Division of Vocational Rehabilitation

The Division will coordinate activities with mandatory One-Stop partners by sharing program contact information, eligibility criteria, and training on program services and mission. The Division will maximize services to individuals with disabilities through increased collaboration and integrated service delivery with various partners in One-Stop centers. Comprehensive information and training will be provided to outside organizations such as, the Department of Mental Health and Welfare’s Division of Behavioral Health, School to Work Transition, American Indian Vocational Rehabilitation Services, Centers for Independent Living, and the Idaho Department of Correction. Participants will be encouraged to co-enroll in applicable services at the local One-Stop to ensure participants can benefit from the full range of services available to them.

Idaho Commission for the Blind and Visually Impaired

The Commission will continue its cooperative agreement with Idaho Educational Services for the Deaf and Blind (IESDB). This agreement outlines how the two agencies will coordinate referrals, services and communication to benefit the transition of students with blindness and visual impairments throughout the State.

The Commission will revise and update its cooperative agreement with the State Department of Education and the Idaho Division of Vocational Rehabilitation that outlines the coordination between

the two VR agencies and the school system to provide transition services from school to work or higher education.

Combined Plan Partner Program – OAA Title V Senior Community Service Employment Program

The senior employment program is administered by the Commission on Aging. The Commission will coordinate activities with mandatory One-Stop partners by sharing program contact information and eligibility criteria. Furthermore, referral information will be provided to outside organizations that provide information and assistance, such as, Centers for Independent Living and the Area Agencies on Aging. Individuals 55+ and unemployed will be referred to contact the local SCSEP offices located in Coeur D'Alene, Boise and Twin Falls. Participants will be instructed to register at the local Job Service to ensure participants have access to comprehensive job listings and access to job search trainings.

(C) Coordination, Alignment and Provision of Services to Individuals

Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services to individuals including those populations identified in section II(a)(1)(B). These activities described shall conform to the statutory requirements of each program.

The information in this section is organized parallel to Part (A) and (B) above:

- Idaho Department of Labor Programs – includes WIOA Title IB and Title III, and Combined Partner programs of Trade Adjustment and Veterans Training & Employment Programs
- Title II – Adult Education
- Title IV - Vocational Rehabilitation Programs
- Combined State Plan Partner – OAA Title V Senior Community Service Employment Programs

Idaho Department of Labor Programs

As stated previously, the Idaho Department of Labor is the lead state agency for administration of four of the core programs: WIOA youth, adult and dislocated worker programs and the Wagner-Peyser employment service program. The Department of Labor is also the lead agency for the following Combined State Plan and One-Stop partner programs: Trade Adjustment Assistance (TAA), Veterans Employment and Training Services (VETS), and Unemployment Insurance (UI). The department's primary delivery model for these services is via the One-Stop system in American Job Centers.

The One-Stop system is the ideal way to provide customer-centered services to a wide variety of individuals. A robust system of referrals and cross-training will provide a seamless experience for customers. Each American Job Center has a resource list of community supportive services as well as personal connections with suppliers of supportive services in their area.

The Idaho Department of Labor used funds from a WIA incentive grant to contract with a consultant to help apply design and innovation thinking to the service delivery in the American Job Centers. The One-Stop staff formed teams to focus on specific segments of customers. Along with implementing a Lean methodology, an ongoing design and innovation thinking project has been instituted to ensure that resources dedicated to customer services are optimized.

The WIOA career planners specifically work with a variety of special populations such as displaced homemakers, low-income individuals and ex-offenders. WIOA career planners prioritize serving youth with disabilities or those who have aged out of foster care. These customers are served not only by WIOA career planners, but are often co-enrolled in appropriate programs for which they are eligible

such as Trade Adjustment Assistance. They are also referred or provided education, workforce development or supportive services as needed.

The long-term unemployed have been an area of special focus at the American Job Centers. The Wagner-Peyser employment service workforce consultants have had great success in engaging those participating in the Reemployment Assistance Services. Those that need special assistance with skills upgrading are referred to a WIOA career planner. Those with substantial cultural barriers, such as refugees resettled in Idaho, are often One-Stop center customers. The One-Stop centers in Boise and Twin Falls have strong relationships with the Center for Refugees and provide targeted services to those populations.

The Department of Labor is currently a recipient of a Disability Employment Initiative grant. This grant has facilitated in-depth training to staff on how to provide employment services to individuals with disabilities. All American Job Centers are Americans with Disabilities Act compliant.

Title II Programs – Adult Education

Services to individuals under Title II are carried out locally by eligible providers. The lead agency administering Title II programs (the Division of Professional-Technical Education) will ensure policy alignment with other partner programs at the state level through participation on the WIOA Advisory Group. The Division will require that local providers coordinate services at the local level and will provide guidance and technical assistance to support such efforts. Local providers will be required to demonstrate capacity for and history of (1) local coordination and (2) provision of quality services to individuals, as part of the competitive application process. Local providers will be expected to demonstrate ongoing coordination and service through annual extension applications thereafter.

Title IV Programs – Vocational Rehabilitation

Title IV Programs in Idaho are carried out by two agencies: The Idaho Division of Vocational Rehabilitation (referred to below as “The Division”) and the Idaho Commission for the Blind and Visually Impaired (referred to below as “The Commission.”). This section addresses each agency separately.

Idaho Division of Vocational Rehabilitation

Coordination of service provision will take place at the local area level. Local agreements will be established among One-Stop partners that promote communication and include arrangements for cost sharing to enable the full utilization of external funding sources. The Division will support informational training on programs. The Division will continue to support coordination and co-location with external plan agencies such as the Division of Behavioral Health, the Idaho Department of Correction and our school to work transition partners.

Idaho Commission for the Blind and Visually Impaired

The coordination efforts of the Commission will generally reflect those described above for the Division. In addition, the Commission will:

- Begin to work with youth at the start of high school to foster the development of ongoing transition planning and services specifically connecting School Districts throughout the State.
- Conduct Assistive Technology Assessments with clients.
- Increase training availability, effectiveness and access for clients, including minority, and the underserved in rural communities.

Combined State Plan Partner Program – OAA Title V - Senior Community Service Employment Programs

The Idaho Commission on Aging will coordinate activities with one stop partners by utilizing local Employment Training Coordinators to connect participants to local one stop programs. The Commission's SCSEP Program Manager will provide One-Stop partner information to the SCSEP local regional offices to ensure participation at the local level. Participation with the One-Stop programs will be reviewed through annual monitoring reviews. The Employment Training Coordinators will assess participants and utilize program and community resources to meet identified supportive service needs.

Service delivery quality will be measured by participant annual surveys. Annual survey results will be assessed and shared with the local SCSEP offices. Strategies will be developed and implemented to address survey concerns.

(D) Coordination, Alignment and Provision of Services to Employers

Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs, and to achieve the goals of industry or sector partners in the state. The activities described shall conform to the statutory requirements for each program.

In addition to the agency-specific activities outlined later in this section, the Combined State Plan programs, via the WIOA Advisory Group, will research and test options to implement a "single point of contact" model for coordination between programs and employers at the local and regional level (to the extent that such a model would not replace or disrupt existing relationships).

Such a model will ensure more coordinated, less disruptive or duplicated outreach to employers. It would also build on existing relationships, such as the "Team Idaho" approach which currently exists among the Idaho Department of Labor, Department of Commerce, Division of Professional-Technical Education, and the college's Workforce Training Centers. This approach provides business assistance that streamlines communication and leverages resources to assist with workforce development.

The information below describes how individual programs and/or agencies will coordinate services to employers. This section is organized parallel to Part (A), (B), and (C) above:

- Idaho Department of Labor Programs – includes WIOA Title I-B and Title III, and Combined Partner programs of Trade Adjustment Assistance and Veterans Training & Employment Programs
- Title II – Adult Education
- Title IV - Vocational Rehabilitation Programs
- Combined State Plan Partner - Senior Community Service Employment Programs

Idaho Department of Labor Programs

As stated previously, the Idaho Department of Labor is the lead state agency for administration of four of the core programs: WIOA youth, adult and dislocated worker programs and the Wagner-Peyser employment service program. The Department of Labor is also the lead agency for the following Combined State Plan and One-Stop partner programs: Trade Adjustment Assistance, Veterans Employment and Training Services and Unemployment Insurance. The Department's primary method for coordinating with employers is via the One-Stop system.

Employers are valued and important customers of the One-Stop system. The Workforce Development Council's goals and strategies include a detailed description of the sector strategy approach offered

through the American Job Centers as the state's overarching guidance for One-Stop services to businesses.

One-Stop centers are well-poised to serve the business community and are routinely engaged in a variety of local activities to serve the state's business customers. Staff are driven by the philosophy that quality business services ultimately facilitate connection to employment opportunities for job seekers and enhance economic growth. Such services include recruitment and labor exchange support, coordination of customized hiring events, business-related workshops, and providing connectivity to workforce training resources, tax credits, and other business resources available through the organizations such as the Idaho Department of Commerce and small business development centers

The Department of Labor leverages WIOA Title I-B and Wagner-Peyser Employment Services program funds with other federal program funds, discretionary grants, National Dislocated Worker Grants, and state funds from the Workforce Development Training Fund to expand and enhance employer participation in the statewide workforce investment system in a variety of ways:

- The Governor's Employment Service 10 Percent Reserve Funds dedicated to support both the Business Solutions Initiative and the sector strategy approach in the American Job Centers.
- The implementation of a formalized One-Stop staff structure specifically dedicated to business services.
- Extensive staff training for business consulting techniques and connecting employers to system resources, particularly WIOA On-the-Job Training, Internships, Work Experiences, and Apprenticeships.
- Development of career pathways as described in Section (II)(c) to guide workforce, economic and education development professionals to meet the needs of employers.
- The use of the state's Workforce Development Training Fund to build the skills of workers in new and expanding industries.
- Joint partnerships with industry and education for workforce development events such as the annual Hard Hats, Hammers & Hot Dogs event in north Idaho or the Youth Career Fair in southeast Idaho.
- Extensive enhancements to and use of technology including social media and virtual job fairs to connect employers and job seekers.
- Special surveys have been conducted to identify needs and impressions of employers and inform the department of successful initiatives or areas of needed improvement.
- Develop industry-driven microsites for increasing employment opportunities and workforce development within the sector strategy approach.
- Customized recruitment for employers with high-skill and high-demand occupations
- Specialized workforce studies to identify skills gaps and partnerships.
- Extensive building and remodeling of One-Stop facilities to provide a professional atmosphere for employers to conduct customized recruitment and hiring events, for job seekers to have access to technology and facilities that better support their efforts and to ensure facilities and technology support the variety of collaborative efforts and events conducted with workforce, economic, and community partners.

Title II Programs – Adult Education

Title II programs are administered by the Division of Professional-Technical Education, which employs both a Communications Manager and a Director of Business Outreach. These positions coordinate major

initiatives with the public and with Idaho employers on behalf of the Division. The Division administrator also sits on the Workforce Development Council, which facilitates major statewide employer outreach initiatives. Local Title II programs will be encouraged to establish relationships with Regional Business Services specialists employed by the Department of Labor.

Title IV Programs – Vocational Rehabilitation

Title IV Programs in Idaho are carried out by two agencies: The Idaho Division of Vocational Rehabilitation (referred to below as "The Division") and the Idaho Commission for the Blind and Visually Impaired (referred to below as "The Commission."). This section addresses each agency separately.

Idaho Division of Vocational Rehabilitation

The Division is planning to hire a full time business relations liaison with the sole commitment to engage businesses in the hiring of people with disabilities. This position will be required to coordinate with other workforce business specialists to ensure maximization of effort and single point of contact to both meet the needs of Idaho's businesses and reduce the burden on employers. Additionally, the Division will take advantage of the Job-Driven Vocational Rehabilitation Technical Assistance Center (JDVRTAC) to inform competencies for the business liaison position as well as implement established practices in business relations. The Division will develop an assessment, in concert with workforce partners, to evaluate the needs of Idaho businesses. The Division will explore the potential development of tailored training programs to help bridge the gap between employer needs and qualified talent.

Idaho Commission for the Blind and Visually Impaired

The Commission will partner with the Division of Vocational Rehabilitation on activities described above as appropriate and necessary. In addition, if an employer requests an Assistive Technology Assessments in order to hire a person with a visual impairment, ICBVI will work with the employer on that accommodation. This assessment may include website and network software accessibility as well as job site accommodations.

Combined State Plan Partner Program – OAA Title V - Senior Community Service Employment Program

Local SCSEP offices will provide employers with subsidized staff to work at their agency while they receive training. The host agency will work with the individual and evaluate if the person can transition to a paid employment position. Employers will have access to Employment Training Counselors to develop and implement employment training plans and communicate potential supportive service needs. At the beginning of the program year, ICOA will consider submitting a special request to US Department of Labor (USDOL) and submit a policy allowing for-profit organizations to participate in the program at a maximum of 12 weeks.

Service delivery quality will be measured by employer annual surveys. Annual survey results will be assessed by ICOA program staff and shared with the local SCSEP offices. Strategies will be developed and implemented to address survey concerns.

(E) Partner Engagement with Educational Institutions

Describe how the State's Strategies will engage the State's community colleges and area career and technical education schools, as partners in the workforce development system to create a job-driven education and training system.

Several of Idaho's workforce development strategies are focused on education and training:

- Enhance opportunities for lifelong learning by expanding delivery options

- Support a comprehensive education system for all students K-16 that includes rigorous school-based learning and relevant work-based learning
- Develop and Align Career Pathways with Target Sectors

The Division of Professional-Technical Education, which administers both the WIOA Title II and Carl D. Perkins programs, will be essential in connecting workforce programs with career and technical education, engaging the State's post-secondary institutions, and guiding the development of meaningful career pathways. The Division coordinates the state Workforce Training Network, which comprises the directors of the Workforce Training Centers to leverage best practices and develop statewide solutions to meet the talent needs of Idaho's businesses.

Idaho's Workforce Development Council has significant representation from the education sector, including college deans, the Executive Director of the State Board of Education, and the administrator for the Division of Professional-Technical Education. These Council members provide an important voice for and connection to job-driven education.

Finally, many of the workforce development programs take place at, or are provided by Idaho's post-secondary institutions and technical colleges. Under WIA, Title II programs were provided in each of the state's six service regions by a public college or university. The state's colleges were also on the list of Eligible Training Providers for Title I-B programs. These institutions have expressed interest in continuing their participation in these programs under WIOA and are likely to apply for both Title II funds and status as WIOA Eligible Training Providers. The Idaho Senior Community Service Employment Program also uses colleges to provide trainings to the unemployed aged 55+.

(F) Partner Engagement with Other Educational and Training Providers

[Updated Federal Guidance: Describe how the State's strategies will engage the State's other educational and training providers, including providers on the state's eligible training provider list, as partners in the workforce development system.]

Almost 90% of the state's WIOA eligible training provider programs are from Idaho's community colleges and technical education schools. As mentioned above, these programs are well integrated into the workforce development system.

The Idaho Department of Labor and the Office of the State Board of Education have begun working with other providers, such as proprietary schools and non-public training programs, to provide technical assistance as part of implementing the new WIOA reporting requirements for eligible training providers. These schools have agreed to provide participant and program information for their programs in a manner that is consistent with the public institutions. The result will be a comprehensive, comparable list of program outcomes across all programs in the workforce development system.

(G) Leveraging Resources to Increase Educational Access

Describe how the State's strategies will enable the State to leverage other Federal, State, and local investments that have enhanced access to workforce development programs at the above institutions, described in (E).

Idaho's State Plan strategies are well positioned to leverage the state's Workforce Development Training Fund. This fund is supported from 3% of the unemployment insurance taxes collected in Idaho. From this fund, the Workforce Development Council approved sector partnership grants to increase the pipeline for a variety of in-demand occupations. Many of the funds have directly fortified the post-secondary education opportunities in the state. Some examples include, doubling the capacity of the computer science program at Boise State University, providing state of the art medical equipment to

Idaho State University, and training incumbent workers with more technical skills to receive a license in log scaling.

Additionally, the state's strategy to develop and align career pathways with our target sectors may encourage additional support from employers and the private sector in the form of investments in Idaho's post-secondary institutions and technical schools. Additionally, our strategy to improve rural service delivery may help leverage existing resources and innovations in the private sector—especially regarding remote delivery—which our post-secondary institutions can adapt for educational purposes.

Research and implementation of promising delivery models for distance education and remote service delivery will be shared among workforce development partner programs to improve knowledge of, and access to, alternative learning modalities. For example, the Division of Professional-Technical Education (PTE) is investing in a new model called "PTE Digital." This model comprises online career-and-technical education courses to serve rural students who don't have access to live PTE programs.

Through a partnership with the Idaho Digital Learning Academy (the state-funded online school), existing courses are being updated and new courses developed to meet PTE standards. Both online and hybrid models are under development – for example, students interested in health care can now access Fundamentals of Health Care and Medical Terminology online. Concurrently, students can work with a professional-technical school to facilitate clinicals and work experience in the student's local community. PTE Digital will also have fully online programs of study in Information Technology, Business Administration and other appropriate areas.

(H) Improving Access to Post-secondary Credentials

Describe how the State's strategies will improve access to activities leading to recognized post-secondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry-recognized certificates, licenses or certifications, and that are portable and stackable.

Three of the strategies described in Section (II)(c)(1) and (II)(c)(2) of this plan will directly enhance access to post-secondary education and credentials: (1) develop career pathways aligned with target sector industries, (2) integrate adult basic skills and English language instruction with occupational/technical training to facilitate entry of students to post-secondary education and training programs, and (3) expand options for service delivery in rural areas.

Items one and two in the above paragraph are closely related, in that a complete and effective career pathway will include multiple entry-points for students of all skill levels, and promote a "no wrong door" approach to education and training. Item three above will help post-secondary institutions improve access to their programs and classes for historically underserved populations in rural communities by promoting models such as the "PTE Digital" model mentioned in Part (F) above.

As outlined in Section (II)(c)(1), the State's strategy for implementing well-aligned career pathways will rely heavily on efforts already underway at the Division of Professional-Technical Education. These efforts include alignment of articulation between secondary and post-secondary technical programs across the state, as well as the development of SkillStack, the Division's micro-certification platform. Information about these projects is reiterated below, for ease of reference:

> The Division oversees approximately 640 secondary career-and-technical education programs in Idaho's high schools, and the technical colleges housed within Idaho's public higher education institutions. Currently, each secondary program maintains an individual articulation agreement with one of Idaho's post-secondary institutions. The Division is spearheading an effort to first align program learning outcomes across postsecondary institutions, and then align the secondary programs to those learning outcomes. Once the process is complete, a statewide

articulation will be in place, allowing secondary students to articulate seamlessly into any Idaho institution that offers their program of study.

To support the statewide articulation framework, the Division has developed Idaho SkillStack – a micro certification/badging platform that communicates the competencies/skills that Idaho high school and postsecondary students demonstrate. The micro certifications/badges are stacked towards the award of postsecondary credit (i.e. once a student earns predefined badges, by demonstrating competency, they are eligible to convert the badges to credit), industry certifications and common skills required by Idaho employers for job openings. These badges provide visual progress towards an individual's career goals.

(I) Coordinating with Economic Development Strategies

Describe how the activities identified in (A) will be coordinated with economic development entities, strategies, and activities in the State.

The Idaho Workforce Development Council includes the Director of the Department of Commerce and many council members serve on regional economic development boards. In particular, the economic development agency East-Central Idaho Planning and Development Association, also known as The Development Company, is an integral partner with the Workforce Development Council as it officially represents the eastern Idaho local area.

- **Strategy: Target key industries using a sector strategy**

  When the sector strategies initiative was launched, economic development staff from the Department of Commerce joined with Department of Labor staff to jointly identify the target sectors in the state. The Department of Commerce focuses on the exact same sectors as the Department of Labor, with the addition of the Tourism industry.

  Idaho Department of Labor Business Solutions Specialists work hand-in-hand with Department of Commerce Business Attraction Specialists in identifying resources for promoting the targeted industry sectors in Idaho.

  The aforementioned Workforce Development Training Fund is jointly supervised by the Directors of the Department of Labor and the Department of Commerce with the Workforce Development Council providing oversight. The fund has primarily been used as an economic development incentive tool in the past. However, the Workforce Development Council has seen fit to shift its focus to enhancing workforce development.

  The Workforce Development Training Fund has been revamped to connect employers, education, and economic development. Grants have been offered to sector-partnerships to increase the talent pipeline for in-demand occupations. Sector partnerships with a minimum of three employers and an educational or training entity apply for grant funds for specific occupational training. The employers must contribute a minimum match component for a percentage of the grant funds.

- **Strategy: Support a comprehensive education system for all students K-16+ that includes rigorous school-based learning and relevant work-based learning.**

  The Workforce Development Training Fund sector partnership grants have been used to increase the qualified labor force for a variety of occupations in targeted industry sectors. Many of the funds have directly fortified the post-secondary education opportunities in the state. Some examples include: doubling the capacity of the computer science program at Boise State University, providing state of the art medical equipment to Idaho State University, and training incumbent workers with more technical skills to receive a license in log scaling.

- **Strategy: Serving rural communities**

  Again the Workforce Development Training Fund has been used to distribute "microgrants" to local areas in need of workforce development assistance. The grants were created with rural communities in mind. The purpose of the grants is to help ease the workforce shortages in rural areas.

- **Strategy: Connecting with youth**

  The Workforce Development Training Fund also facilitated the "Choose Idaho" initiative. This idea was launched to encourage young people to return to Idaho. Many youth are educated outside the state of Idaho and do not readily return. The "Choose Idaho" solicited out-of-state job seekers, particularly former residents, to look for work in the Gem State. Employment services staff—who were specially trained in recruiting—worked to link these job seekers to employers with occupations in targeted industry sectors.

(b) State Operating Systems and Policies

The unified or Combine State Plan must include a description of the State Operating systems and policies that will support the implementation of the State strategy described in section II Strategic Elements. This includes:

(1) State Operating Systems and Data Collection
(2) State Policies that Support Implementation
(3) State Program and State Board Overview
(4) Assessment of Programs and One-Stop Program Partners
(5) Distribution of Funds for Core Programs
(6) Program Data
(7) Priority of Service for Veterans
(8) Addressing the Accessibility of the One-Stop Delivery System

(1) State Operating Systems and Data Collection

This must include a description of

(A) State Operating Systems that support coordinated implementation of State strategies (e.g., labor market information systems, data systems, communication systems, case-management systems, job banks, etc)
(B) Data collection and reporting processes used for all programs and activities, including those present in the One-Stops

(A) State Operating Systems to Support Coordinated Implementation of State Strategies

(A) State Operating Systems that support coordinated implementation of State strategies (e.g. labor market information systems, data systems, communication systems, case management systems, job banks, etc)

Currently our core programs under WIOA use four different Management Information Systems (MISs) to collect and report data for program management, case management, and federal reporting purposes. These systems, and the applicable agencies and programs that use them, are:

- **Aware** (Title IV)– This MIS is administered by Alliance Enterprise Incorporated. It is used by the Idaho Division of Vocational Rehabilitation as their primary case and information management system for Title IV programs administered by that agency.
- **IRIS (Idaho Records Information System)** (Title IV)– This MIS was created by and is administered by the Idaho Commission for the Blind and Visually Impaired. The ICBVI uses IRIS as the primary

case and information management system for the Title IV programs they administer.

- **IMAS (Idaho Management and Accountability System)** (Title II) – This MIS is administered by Benchmark Integrated Technology Services (as their Advansys product). The Adult Basic Education program, via the Division of Professional-Technical Education, uses IMAS as the information management system for all Title II programs.
- **IdahoWorks** (Titles I-B, III) – This MIS is administered by America's Job Link Alliance. It is used by the Idaho Department of Labor (IDOL) as the primary MIS for Title I-B and Title III WIOA programs. It also serves as the MIS for Jobs for Veterans and Trade Adjustment Assistance, which are administered by Idaho's Department of Labor.

In addition to serving as the MIS for WIOA programs administered by the Idaho Department of Labor, the IdahoWorks system also serves as a repository of job listings through which job seekers can search for employment and file Unemployment claims. IdahoWorks interfaces with Idaho's Unemployment Insurance database, which was designed in-house and is administered by IDOL. Additionally, employers can use IdahoWorks to search resumes for suitable employees.

As specified in Section (II)(b)(6) of this State Combined Plan, Idaho will continue to use these existing systems as the core infrastructure for our data collection and reporting processes under WIOA. Please refer to that section for more information regarding our plans for linking and integrating these systems.

(B) Data Collection and Reporting Processes

(B) Data Collection and reporting processes used for all programs and activities including those present in one-stop centers

This portion of the State Combined Plan primarily addresses the data collection and reporting processes for core WIOA programs as well as the optional programs currently administered by the Idaho Department of Labor (Jobs for Veterans, Trade Adjustment Assistance, and UI). These constitute the core framework for Idaho's current workforce development system and American Job Centers.

As we continue to develop our comprehensive One-Stop system under WIOA, we will have a better understanding of how other partners can most effectively intersect with the One-Stop system. Part of updating our One-Stop system will involve targeted research of other partner programs to better understand their data collection processes and needs as they relate to our One-Stop system and the Workforce Development System. This will allow us to identify common data elements, duplicated intake processes, and opportunities for streamlining.

The data collection and reporting processes for the core WIOA programs are addressed across four main topics as listed below:

- The physical process of collecting information from participants
- An overview of the information being collected
- An overview of who uses the system and for what purposes
- Reporting Processes

Each topic comprises applicable overviews of each of the core programs.

Physical Data Collection Processes

Below is a brief overview for each program describing the physical process of collecting information from participants and entering it into each data system. The specific data systems used for each program are discussed in previously in Section(III)(b)(1)(A).

- **Programs Administered by Idaho Department of Labor**: These programs use IdahoWorks as the

initial portal through which participants register for and enroll in programs and services. In most cases, information is populated into the system by participants who fill out an online application. However, department staff also have the option to manually input data into the system.

  - **Title I-B Programs (Adult, Youth, Dislocated Worker)** – Job seekers initially enter their information into the IdahoWorks system by completing a web-based registration. For enrollment into a WIOA programs, a career planner will locate the existing registration, verify the information, and collect any additional required documentation as needed.
  - **Title III (Wagner-Peyser)** – Job seekers initially enter their information into the IdahoWorks system by completing a web-based registration. After they have created an account, users have access to job listings and job search functions within IdahoWorks.
  - **Jobs for Veterans, Trade Adjustment Assistance–** (One-Stop Partners) – Participants in these programs also use the IdahoWorks system as their portal for online registration and enrollment.
  - **Unemployment Insurance –** (One-Stop Partner) – UI claimants file claims using an online portal where they provide information to determine their eligibility. Assistance is also available over the telephone to collect information from those unable to use the online portal.

- **Adult Education:** Students initially attend a general orientation session (either in person or online). They then take an assessment which measures their Educational Functioning Level. Once the student has completed the assessment, a staff person or teacher will conduct an in-person intake interview. This information is then manually entered into the statewide Adult Education MIS (IMAS)
- **Vocational Rehabilitation Programs –** Programs under Title IV of WIOA are administered by both the Idaho Division of Vocational Rehabilitation (IDVR), as well as the Idaho Commission for the Blind and Visually Impaired (ICBVI). The intake process for both agencies is similar. The intake process typically begins with a referral, in which the applicant may be asked to fill out an application form. The applicant then meets for a face-to-face interview with a counselor. The individual may also need to complete additional assessments to determine eligibility (such as medical evaluations). Data collected during the application process is entered into each agency's respective MIS (Aware for IDVR and IRIS for ICBVI). Supporting documentation is also collected during this time and may be scanned into the system or filed as appropriate.

Information Collected

The information collected by the core WIOA programs during intake has many common elements, as well as elements which are unique to each program. Common elements include demographics (race, age), identifying information (name, date of birth, SSN), employment status, educational attainment, disability status (self-reported and/or verified), and referral information. Unique elements are generally used to determine eligibility for each program and to guide participant placement. These include:

- **Title I-B, III, and other IDOL Administered programs** – Eligibility to work, desired occupation, migrant seasonal farmworker information, veteran's information
- **Adult Education (Title II)**– Educational Functioning Level, detailed educational background, educational goals
- **Vocational Rehabilitation (Title IV)** – Disability type and medical background/records (where applicable)

Uses and Users of Data Management Systems

The data systems used by Idaho's core WIOA programs are generally used by staff across all levels of each program from field staff, to local program managers, to state administrators. Additionally, the IdahoWorks system used by the Idaho Department of Labor can also be accessed by job seekers and employers.

The information collected by the various programs is used for a number of purposes such as determining eligibility, program placement, measuring participant progress, evaluating program effectiveness, case management, aiding in program planning, and federal reporting.

Reporting Processes

Reporting Processes for core WIOA programs are dictated by Section 116, as well as individual titles and federal guidance. Please refer to Section (III)(b)(6)(A)(ii) of this Combined State Plan for further information regarding Idaho's process for collecting and submitted reports.

(2) State Policies that Support Implementation

Describe the State Policies that will support the implementation of the State's strategies (e.g. co-enrollment policies and universal intake processes). In addition, describe the State's process for developing guidelines for State-administered one-stop partner programs' contributions to a one-stop delivery system, including benchmarks, and its guidance to assist local boards, chief elected officials, and local one-stop partners in determining equitable and stable methods of funding infrastructure in accordance with sec. 121(h)(1)(B). Beginning with the state plan modifications in 2018 and for subsequent state plans and state plan modifications, the State must also include such guidelines.]

This section addresses our general process for developing policies as well as the specific process for policies regarding one-stop implementation.

General Policy Process

Policies that support the implementation of the State's strategies in the Combined State Plan are currently determined at the agency or provider level based on the statutory requirements for each Title (for example, program intake and assessment policies). Because the statute has changed, many of these policies will need to be reviewed and updated. The state agencies responsible for the various programs will be expected to review their existing policies to ensure compliance with WIOA, ensure alignment with the strategies identified in this Combined Plan, and identify potential logistical complications across programs. Additionally, One-Stop provider agreements and local Memorandums of Understanding will be reviewed by all core partners to ensure alignment with State and Local plans.

State agencies will also be expected to communicate these policies to local programs, provide applicable training so that programs have a full understanding of the most current policies, and establish methods to monitor local compliance. It is important that any such policies should be developed with full input from local providers, as applicable, to ensure that policies are reasonable, necessary, and provide adequate flexibility for local and regional implementation.

Idaho does not currently have a universal intake process. Such a process would need to be developed concurrently with the policies that support it. As part of this development, applicable programs will provide input that helps set the expectations for such a system. For example, programs will need to review their policies regarding assessment, documentation, privacy, and data usage.

Our state does have some co-enrollment policies in place, primarily for programs housed with the Idaho Department of Labor (Title I-B, Title III, TAA, VETS). For example, the Department requires co-enrollment of Trade Adjustment Assistance recipients whenever they receive assistance or services from WIOA

staff. The Department utilizes a single management information system (MIS) for both fiscal and case management for WIOA Title I-B and III programs, as well as Trade and VETS programs.

One-Stop Policy Process

Guidelines for the one-stop system in Idaho are developed by a workgroup comprising decision-makers for the state administrative entities for the core partners and one-stop partners. This workgroup's deliverables include: 1) Developing state one-stop infrastructure funding mechanism for Governor; 2) Developing guidance for MOUs; 3) Recommending criteria for one-stop certification; 4) Recommending criteria for one-stop assessments; 5) Defining the role for the one-stop operator; and 6) Recommending criteria for one-stop operator procurement.

This workgroup is informed from a variety of data sources such as labor market information, workforce information, and resource asset maps provided from the workforce development and one-stop programs. The resource asset map identifies available funding and other resources available to contribute to the one-stop delivery system. The recommendations from this workgroup will be provided to the Workforce Development Council and will be presented in public meetings along with one-stop service delivery design plans.

(3) State Program and State Board Overview

Part (3) of Section (II)(b). includes information about the structure and organization of agencies administering programs included in this Combined State Plan. It also includes information about State Board Membership and Activities.

(A) State Agency Organization

Describe the organization and delivery system at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.

In Idaho, many of the WIOA core and Combined Plan programs are consolidated into a few core agencies. Below is a list of the agencies and the applicable programs which they oversee:

- Idaho Department of Labor
  - WIOA Title I-B – Youth, Adult, Dislocated Workers
  - WIOA Title III – Wagner-Peyser Employment Services
  - Combined Partner – Trade Adjustment
  - Combined Partner – Veterans Outreach and Employment
  - One-Stop Partner – Unemployment Insurance
- Idaho Division of Professional-Technical Education
  - WIOA Title II – Adult Education
  - One-Stop Partner – Carl D. Perkins
  - Other – Workforce Training programs
- Idaho Division of Vocational Rehabilitation
  - WIOA Title IV – Vocational Rehabilitation (except for the blind)
- Idaho Commission for the Blind and Visually Impaired
  - WIOA Title IV – Vocational Rehabilitation for the Blind and Visually Impaired
- Idaho Commission on Aging
  - Combined Partner – OAA Title V - Senior Community Service Employment Program

The agencies listed above report to a number of entities, including their appropriate federal agencies, the governor, and commissions or boards as appropriate. The agencies also staff the Idaho Workforce Development Council, which provides guidance and direction for Idaho's workforce development system and One-Stop system.

Program services for the WIOA Core and Combined partner programs are provided locally through a variety of delivery systems. These systems are described in detail for each program under Section (II)(a)(2) *Activities Analysis*. A high-level summary of these delivery systems is included below:

- **Title I-B, III, Trade, Veterans, and UI**: The majority of Idaho Department of Labor's services are provided through the American Job Centers. However Unemployment Insurance is centralized at the State office via an online application system. The Department of Labor also uses the IdahoWorks system to provide online services such as job-search and streamlined applications.
- **Title II – Adult Education**: Title II programs are carried out locally through Idaho's Technical College system. Colleges provide classes and other instructional services on their main campuses as well as more than 40 outreach sites throughout the state.
- **Title IV - Vocational Rehabilitation**: Counseling services and programs are carried out locally by the Idaho Division of Vocational Rehabilitation (IDVR) and the Idaho Commission for the Blind and Visually Impaired (ICBVI). The IDVR provides services through eight regional offices and a series of sub-offices. Through cooperative agreements, IDVR has numerous staff collocated in several state program offices including the Idaho Division of Behavioral Health and the Idaho Department of Correction. Additionally, numerous counselors are collocated in school districts to provide direct services to students with disabilities. The Commission provides services through a central office in Boise, ID and five regional offices.
- **OAA Title V - Senior Community Service Employment Program:** Counselors are available via the Commission on Aging's local offices. Seniors are also placed at non-profit host agencies throughout the state to obtain job training.

The following pages include organizational charts which show the hierarchy of Idaho's Workforce Development System as a whole, as well as for each of the WIOA Core and Combined Plan partners. Agency-specific org charts with internal hierarchies are included in the appendix (*Appendix – Agency-Level Organization Charts*).

Figure 3.a: Org Chart for Idaho Workforce Development System - All programs

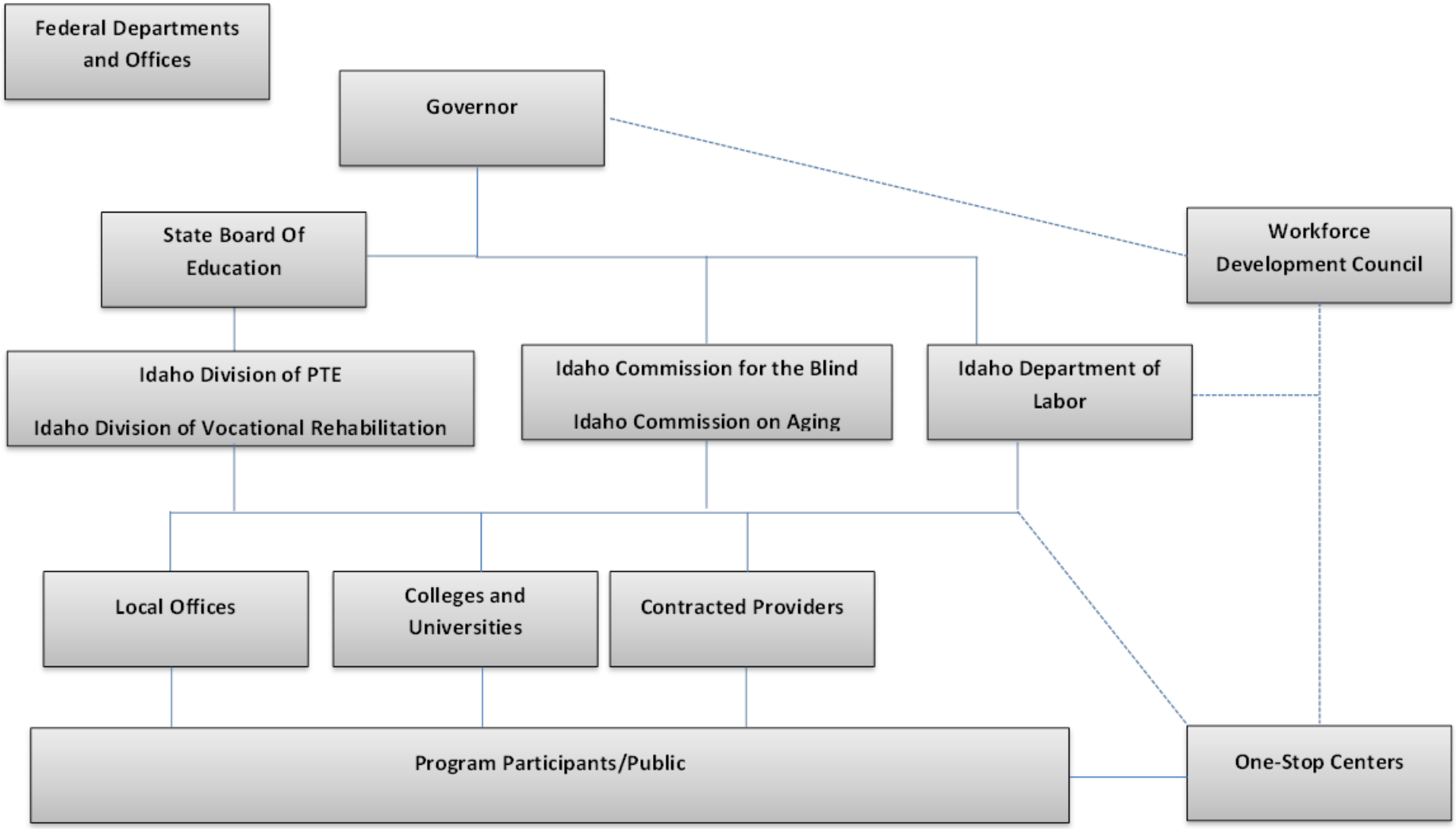


Figure 3.b: Org Chart: Idaho Department of Labor, WIOA Title IB, Title III; Trade Adjustment; Veterans; and Unemployment Insurance

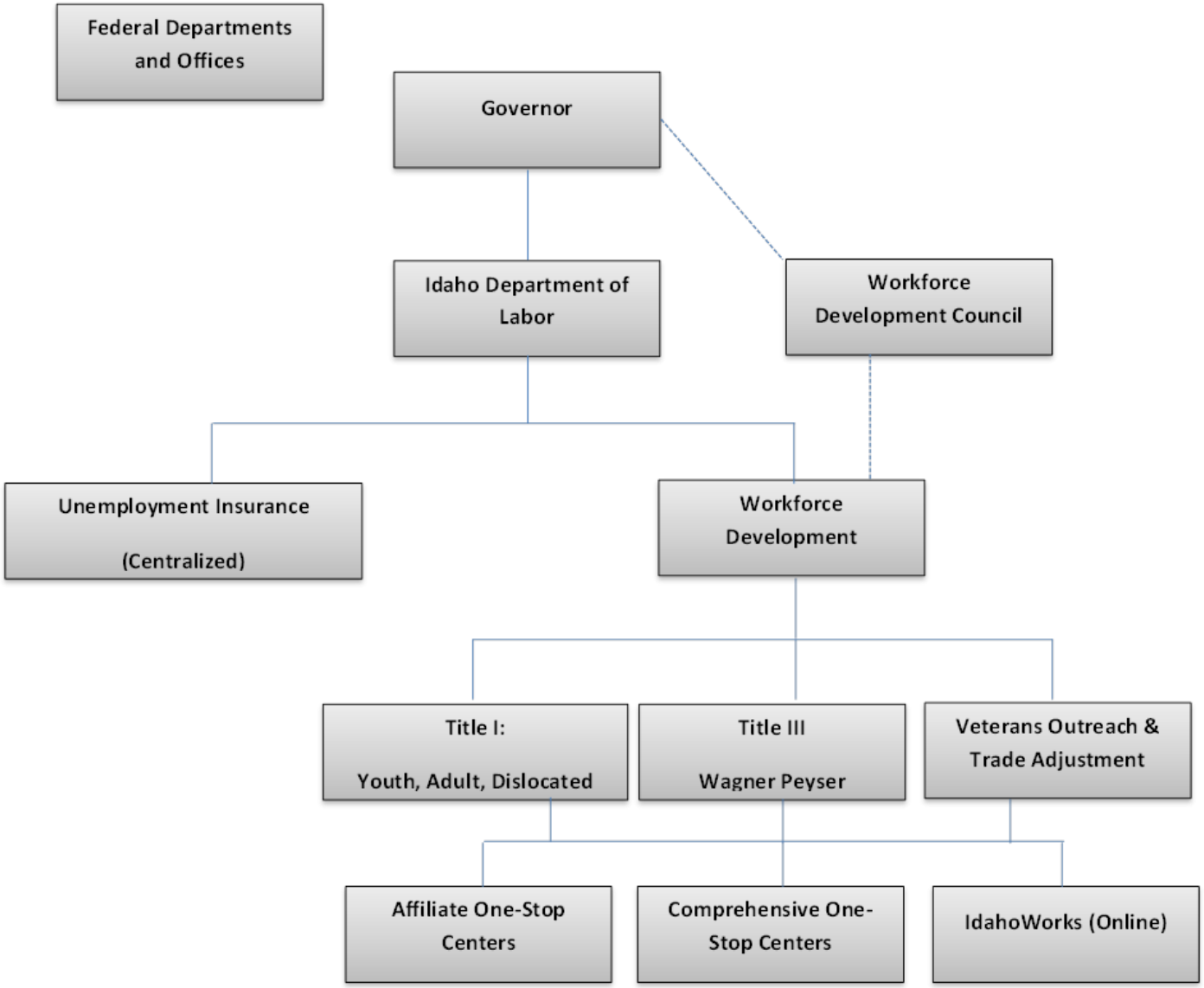


Figure 3.c: Org Chart: Division of PTE, WIOA Title II, Carl D. Perkins, Workforce Training

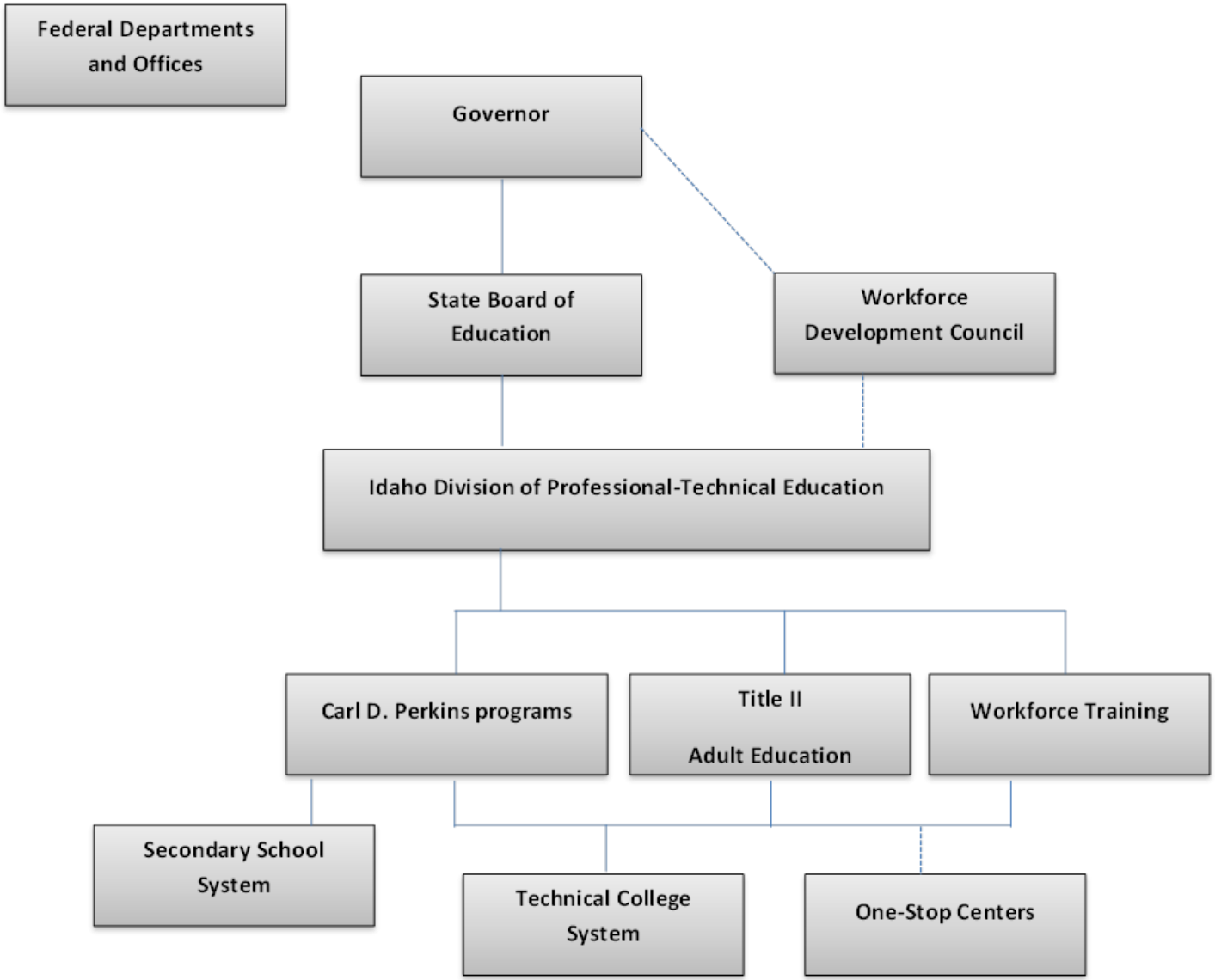


Figure 3.d: Org Chart for Vocational Rehabilitation, Including IDVR and ICBVI, WIOA Title IV Programs

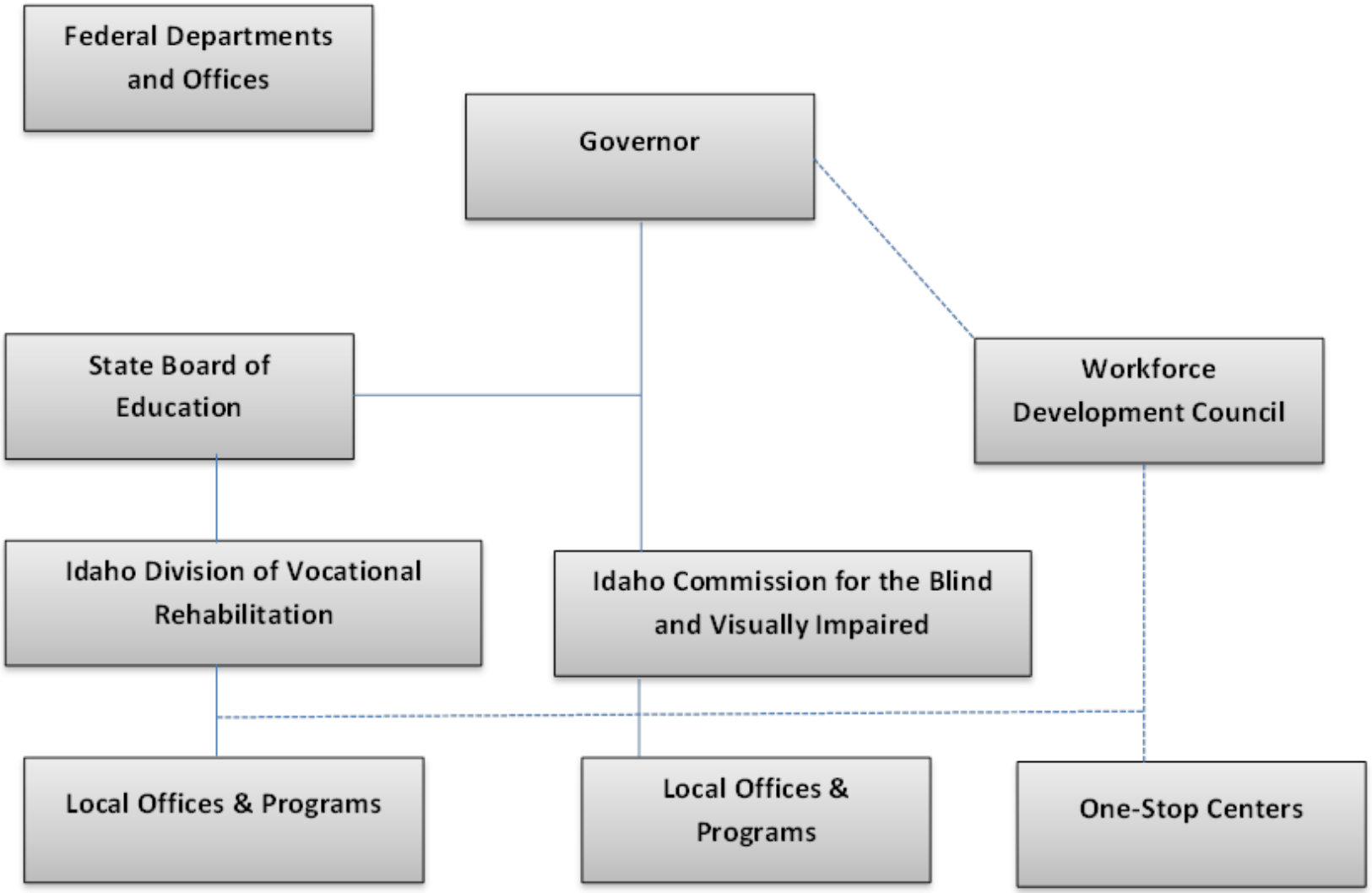
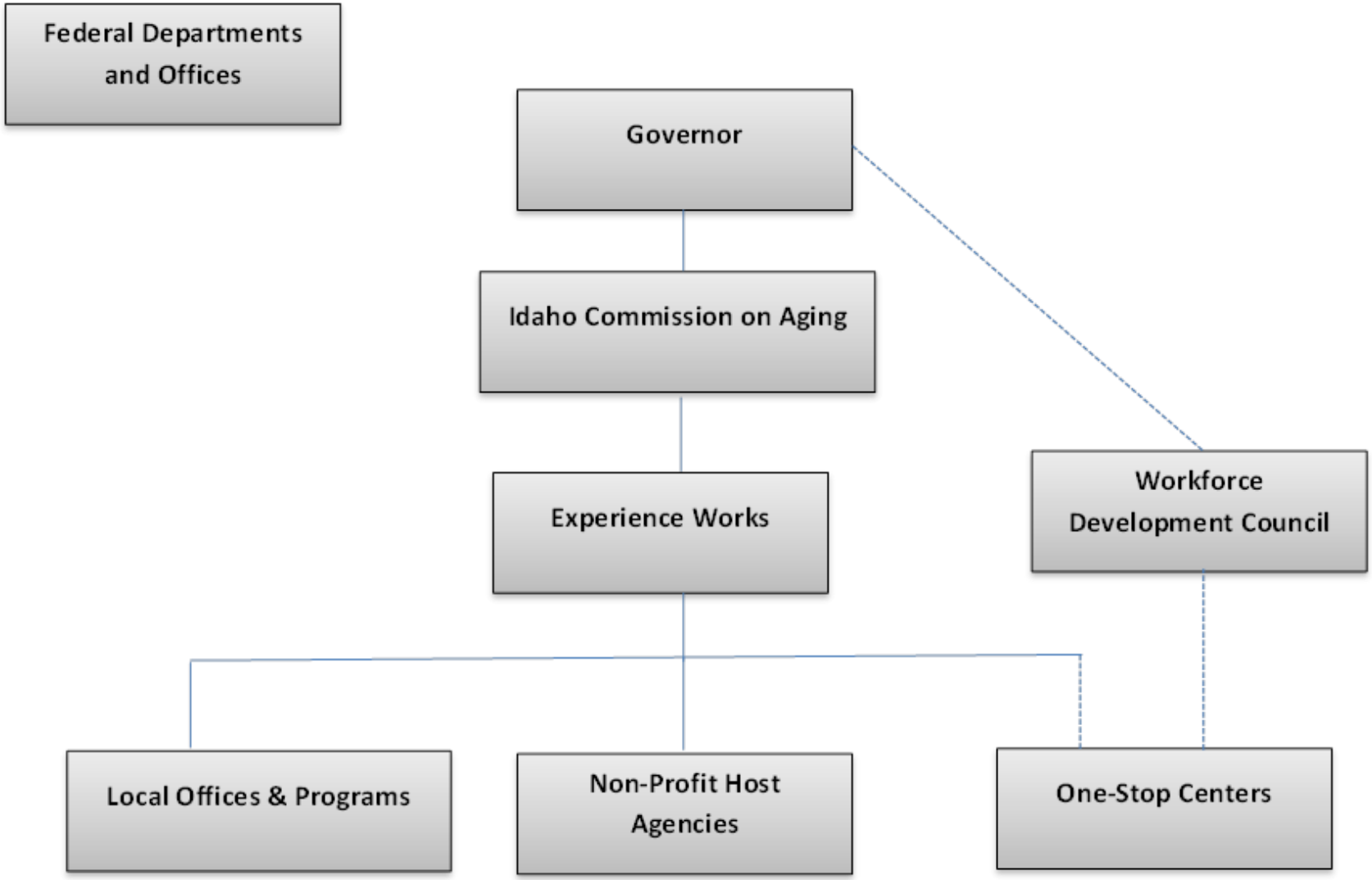


Figure 3.e: Org Chart for the Idaho Commission on Aging, Senior Community Service Employment Program



(B) State Board

Provide a description of the State Board Including:

(i) Membership Roster

(ii) Board Activities

(i) State Board Membership Roster

Provide a membership roster for the State Board, including members' organizational affiliations.

The Workforce Development Council membership brings together a well-integrated mix of business and industry, education, labor, community and government representatives to establish the vision and plan for Idaho's workforce development system. The Workforce Development Council has maintained fidelity to its membership structure originating from the Job Training Partnership Act.

Executive Order No 2015-04 requires council membership as follows:

- Representatives of business and industry shall comprise at least 40% of the members;
- At least 15% of the members shall be representatives of local public education, post-secondary institutions, and secondary or post-secondary vocational educational institutions;
- At least 15% of the members shall be representatives of organized labor based on nominations from state labor federations;
- Representatives for the Idaho Department of Commerce, the Idaho Department of Labor, the State Board of Education, and the Superintendent of Public Instruction; and a
- A representative of a community-based organization.

Further, the order requires that the chair and vice chair be from the private sector. A roster of current members and their organizational affiliation are in the appendix (*Appendix – Workforce Development Council Documents*).

(ii) State Board Activities

Provide a description of the activities that will assist State Board members and staff in carrying out State Board functions effectively.

The interagency staff team referenced in Section (III)(a)(1) supports the Workforce Development Council by bringing forth issues, sharing vital information about policy changes and making recommendations to the council.

To support the development of the state plan, the Workforce Development Council held a facilitated session in which it developed strategic priorities for the coming year. Benchmarks for previous council goals have been updated regularly and the state staff are working on developing appropriate benchmarks to track progress on the new strategies.

The council receives, via quarterly meetings, regular updates about the activities taking place in the workforce development system around the state. When setting the agenda for Council meetings, the staff team makes a concerted effort to include all workforce development activities, including those not funded under WIOA. This ensures that efforts with the state's limited resources are not duplicated and work in tandem to further the state's goals.

Subcommittees, such as the former Youth Council, work to ensure that all of the board's functions are met. The subcommittee members attend to functional details, provide recommendations, and ensure action taken by the full council is well informed.

(4) Assessment and Evaluation of Programs and One-Stop Program Partners

This part of Section(III)(b) describes how core WIOA programs will be assessed each year based on requirements in Section 116 of WIOA, how other One-Stop delivery and partner programs will be assessed, and concludes with an analysis of core and partner program performance data from the past two full program years.

(A) Assessment of Core Programs

Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. This State assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider. Such state assessments should take into account local and regional planning goals.

The State will use the indicators of performance outlined in Section 116 of WIOA to measure and evaluate program effectiveness at both the local and state level. Please refer to Section (II)(b)(4) of this plan (*Assessment)*, for an overview of how WIOA Section 116 performance data will generally be used to evaluate program and system effectiveness. This section deals more specifically with how programs will be assessed based on performance targets and projected levels of performance submitted with this plan.

Establishing Performance Levels

The agency administering each core program will be expected to negotiate performance targets with its federal office per applicable guidelines for each core program. The WIOA Advisory Group identified in Section (II)(c) will establish a process to review proposed performance levels for each core program and establish statewide annual performance levels. The WIOA Advisory Group will also be responsible for coordinating with the appropriate federal office to negotiate and report statewide performance levels as required by WIOA and applicable regulations.

Local Provider Assessment

Each agency administering a core program will be responsible for establishing a system for collecting, reviewing, and evaluating performance from local providers' data pursuant to the applicable WIOA Title and Regulations, and in alignment with the strategies and processes outlined in this Combined State Plan—including data alignment strategies outlined in Section (III)(b)(6). Each agency will also be responsible for: establishing or negotiating local performance levels or targets as appropriate; ensuring local compliance; and guiding local improvement efforts related to the evaluation of local data.

Core Program Assessment

Each agency administering a core program will be responsible for compiling statewide performance data for that program according to applicable WIOA Title and Regulations and will be responsible for submitting applicable program reports to the appropriate federal office. Each agency will also be expected to establish and implement statewide improvement plans for its applicable programs based on the evaluation of performance data.

Statewide Workforce Development Assessment

Until such time as the state has an integrated data system for its core WIOA programs, the WIOA Advisory Group will collect the Section 116 performance data from each agency and will compile that data into a single Statewide Annual Report to be submitted to the appropriate Federal office, pursuant to regulation, as well as to Idaho's Workforce Development Council. The Statewide Annual Report will be used by core programs and the Workforce Development Council to evaluate the workforce system as a whole.

(B) Assessment of One-Stop Partner Programs

Described how other one-stop delivery system partner program services and Combined State Plan partner programs included in the plan will be assessed each year. Such state assessments should take into account local and regional planning goals.

One-Stop Partners and other Combined Plan partners that are not authorized under WIOA will be assessed against their statutory performance and reporting requirements through the process established by the appropriate federal office. Idaho's workforce system will request that such reports and assessments be made available to other One-Stop partners, the Workforce Development Council, the WIOA Advisory Group, and other stakeholders as appropriate. As such reports are a matter of public record, this should not be an issue.

Partner programs will also be assessed against their agreed-upon One-Stop contributions as outlined in their Memorandums of Understanding (MOUs). For example, is the partner program providing the services they agreed to provide at the locations and levels they agreed to provide them? The extent to which such assessments are carried out and by whom, and with what consequences will be outlined in the One-Stop MOUs.

(C) Previous Assessment Results

Beginning with the state plan modification in 2018, and for subsequent state plans and state plan modifications, provide the results of an assessment of the effectiveness of the core programs and other one-stop partner programs and Combined State Plan partner programs included in the plan during the preceding 2-year period. Described how the State is adapting its strategies based on these assessments.

NOTE: The original draft guidance released in August, 2015 requested assessment results from "the preceding 2-year period," which Idaho's working group interpreted as the two year's preceding the implementation of the Combined State Plan. This guidance was later updated to clarify which reporting period was being referenced (see above). Idaho's workforce partners chose to keep the original content that had already been developed, as it provides a historical context for program performance under prior legislation and may be helpful for future reference. This section will be updated appropriate for the two-year modification.

The following assessment results reflect the actual performance of Idaho's workforce programs at the program level. The performance of each program is directly affected by, and thus reflects, the opportunities, barriers, strengths, and weaknesses identified in the analysis in Section (II) of this plan. As a result, these strategies are based on the factors that currently affect program performance. Therefore, implementing the strategies identified in Section (II) should inherently lead to improved performance outcomes.

For example, attracting and retaining qualified program staff should lead to higher levels of participation, retention, and outcomes for participants. Expanding services to rural communities may initially decrease certain aspects of program performance, as individuals in these communities have a higher likelihood of facing multiple barriers to employment and education. However, over the long-term, this strategy should improve outcomes as these communities build the capacity to support their residents through continued economic growth.

Title I-B – Youth, Adult, Dislocated Worker

The performance reports for the previous two program years for each of the youth, adult and dislocated worker programs are included below. Under the Workforce Investment Act, states were considered to have met the performance goals for Title IB if the actual results are within 80% of the negotiated goal.

Idaho's performance results across Title IB programs indicate very high quality programs. For state ranking data available for Program year 2013, Idaho ranks among the best performing states in the nation for many measures. The PY 2013 national ranking is listed along with the description for each of the performance measures.

Youth Program

The primary performance measures for youth are:

1. Placement in Employment or Education of those who are not in post-secondary education or employment (including the military) at the date of participation. (2nd in the nation)
2. Attainment of Degree or Certificate of those enrolled in education at date of participation or any point during the program. (15th in the nation)
3. Literacy and Numeracy Gains of those out-of-school youth who are basic skills deficient. (44th in the nation)

For PY 2013, the Youth goals were achieved with the exception of the Literacy and Numeracy Gains for out-of-school youth. After a concerted effort to encourage greater participation among out-of-school youth, this measurement increased significantly to exceed the negotiated performance goal for 2014

Table 3.a: Previous Assessment Results for Title IB Youth Programs

Indicator/Measure	PY 2013 Negotiated	P 2013 Actual	PY 2014 Negotiated	PY2014 Actual
Placement in Employment or Education	82%	82.96%	86%	83.5%
Attainment of Degree or Certificate	82%	73.51%	82%	85.3%
Literacy and Numeracy Gains	45%	35%	43%	43.2%

Adult Worker Program

The primary performance measures for adults are:

1. Entered Employment Rate for those who are not employed at the date of participation. (2nd)
2. Employment Retention Rate for those who are employed in the first quarter of the exit quarter. (14th)
3. Average Earnings for those adult participants who are employed in the first, second, and third quarter after the exit quarter. (20th)

Idaho achieved or exceeded the performance goals for its adult program for both PY 2013 and PY 2014.

Table 3.b: Previous Assessment Results for Title IB Adult Programs

Indicator/Measure	PY 2013 Negotiated	P 2013 Actual	PY 2014 Negotiated	PY2014 Actual
Entered Employment Rate	85%	86.81%	88%	91.6%
Employment Retention Rate	90%	87.87%	87.5%	87.3%
Average Earnings	$13,700	$13,857	$14,500	$16,674

Dislocated Worker Program

The primary performance measures for dislocated workers are the same as for adults.

1. Entered Employment Rate for those who are not employed at the date of participation. (9th)
2. Employment Retention Rate for those who are employed in the first quarter of the exit quarter. (22nd)
3. Average Earnings for those adult participants who are employed in the first, second, and third quarter after the exit quarter. (15th)

Idaho achieved or exceeded the performance goals for its dislocated worker program for both PY 2013 and PY 2014.

Table 3.c: Previous Assessment Results for Title IB Dislocated Worker Programs

Indicator/Measure	PY 2013 Negotiated	P 2013 Actual	PY 2014 Negotiated	PY2014 Actual
Entered Employment Rate	88%	88.47%	89%	91.4%
Employment Retention Rate	93%	90.44%	91%	92.5%
Average Earnings	$16,000	$17,464	$18,500	$18,887

Title II – Adult Education and Family Literacy

Under WIA, Title II programs were assessed according to five outcomes:

1. **Measurable Skill Gain** (percent of students with 12+ hours of attendance who complete or advance a level while enrolled)
2. **Entered Employment** (percent of unemployed students who become employed one quarter after exit)
3. **Retained Employment** (percent of employed students who are still employed three quarters after exit)
4. **Obtained a GED** (percent of students who complete the GED of those who attempt the GED, up to one year after exit)
5. **Enrolled in Post-secondary** Education (percent of students with diplomas or GED's who enroll in post-secondary programs up to two years after exit)

The Agency administering Title II Program (the Division of Professional-Technical Education) was required to negotiate performance targets with the Office of Career, Technical, and Adult Education at the US Department of Education each year. The table below shows the target and actual performance for Program Year PY12 (July 1, 2012 – June 30, 2013), and PY13 (July 2013 – June 2014). Final figures for PY14 are submitted to the US Department of Education in December 2015 and not were available for the drafting of this plan.

Table 3.d: Previous Assessment Results for Title II, Adult Education Programs

Indicator/Measure	PY12 Target	PY12 Actual	PY13 Target	PY13 Actual
Ed Gain: ABE-1	52%	52%	41%	48%
Ed Gain: ABE-2	45%	51%	44%	52%
Ed Gain: ABE-3	46%	46%	43%	48%
Ed Gain: ASE Low	36%	43%	33%	37%
Ed Gain: ASE High	30%	38%	31%	42%
Ed Gain: ESL-1	50%	49%	42%	45%
Ed Gain: ESL-2	54%	54%	44%	56%
Ed Gain: ESL-3	49%	54%	46%	51%
Ed Gain: ESL-4	45%	43%	42%	45%
Ed Gain: ESL-5	42%	44%	35%	47%
Ed Gain: ESL-6	22%	24%	21%	24%
Overall Ed Gain (All students)**	NA	46%	NA	45%
Obtain Employment	50%	38%	37%	38%
Retain Employment	53%	48%	50%	75%
Obtain GED	75%	87%	82%	82%

Indicator/Measure	PY12 Target	PY12 Actual	PY13 Target	PY13 Actual
Enter Post-secondary	30%	26%	65%***	23%

**Targets for Measurable Skill Gain are set at each Educational Functioning Level, rather than for the total student population.

***The post-secondary target for FY13-14 is based on actual performance from FY11-12. In FY11-12, Title II programs were collecting and reporting this outcome differently, based on student's self-reported goals. In FY12-13 and later, this outcome changed to an automatic cohort system.

Measurable Skill Gain Assessment

Idaho's Title II program met its targets in all of the Adult Basic Education (ABE) levels in both PY12 and PY13. The program met nearly all of its targets in English as a Second Language (ESL) levels in PY12 and did meet all its ESL targets in PY13. The Beginning Literacy level includes students who have very little to no functional literacy skills, and are often our hardest to serve. Improvements in this area mean we are doing better at helping students with the most significant barriers to education and employment. The Intermediate High level represents those students who function just below the Secondary level. Increases in this level mean we are helping more students acquire high-school level skills, which means they will be better prepared to transition into college or employment.

The Adult Education program failed to meet three of our targets in the ESL levels in FY14-15: ESL-1, ESL-2, and ESL 6. The ESL-1 level represents those students with little to no English Language skills, and is often our hardest level to serve. Although we did not meet our target in this level, we did improve our actual performance compared to FY13-14, which means we are doing better at helping students with the most significant barriers to education and employment. The ESL-6 level represents those students who have a much higher grasp of the English Language. These students often leave our program for work or other reasons before we are able to assess them for skill gains. As a result, we often have low outcomes in this level.

Post-Exit Outcomes

Idaho's Title II program made significant improvements in the percent of students who retain employment – i.e. they have a job at enrollment and are still employed three quarters after exit. The significant improvement in this outcome from 48% in FY12-13 to 75% in FY13-14 may be an anomaly, or may be attributable to improved data collection processes. It may also be attributable to general economic improvement as the recession is further behind us. Final numbers reported for FY14-15 will help us determine if this is a sustainable improvement.

Title II students continue to perform well on the GED. In FY12-13, 87% of students who attempted the GED also passed. This high rate can be attributed to a significant outreach effort throughout the state to encourage students to complete the 2002 Series GED prior to the change to the 2014 Series GED in January of 2014. In FY13-14, students continued to perform well, at 82%, which is more in line with our historic performance levels.

The outcome for "Enter Post-secondary" represents the percent of Title II students who enter the program with a high school diploma or GED and go on to enroll in degree-seeking college programs after exiting the program. This figure does not capture students who enroll in other types of post-secondary training such as short-term training, certificate programs, or apprenticeships, as this information has been traditionally difficult to collect.

Title III – Wagner-Peyser

The performance reports for the previous two program years for the Wagner-Peyser program are included below. Under the Workforce Investment Act, Title III programs are considered to have met the performance

goals if the actual results are within 80% of the negotiated goal. Idaho's performance results indicate a very high quality Wagner-Peyser program.

The primary performance measures for the Wagner-Peyser program are:

1. Entered Employment Rate for those who are not employed at the date of participation.
2. Employment Retention Rate for those who are employed in the first quarter after the exit quarter.
3. Average Earnings for those adult participants who are employed in the first, second, and third quarter after the exit quarter.

Idaho achieved or exceeded the negotiated performance goals for its employment services program for both PY 2013 and PY 2014. There is an upward trend for the employment measures, while the six month average earnings actually decreased.

Table 3.e: Previous Assessment Results for WIOA Title III, Wagner Peyser Program

Indicator/Measure	PY13 Negotiated	PY13 Actual	PY14 Negotiated	PY14 Actual
Entered Employment Rate	61%	65%	64%	68%
Employment Retention Rate	83%	82%	83%	86%
Six Month Average Earnings	$13,300	$14,182	$13,300	$13,739

Title IV – Vocational Rehabilitation

Under WIA, Title IV programs were assessed according to seven indicators across two standards:

- Standard 1 – Employment Outcomes
- Standard 2 – Equal Access to Services.

Within each of these standards are a number of performance indicators against which programs are measured. In Idaho, Title IV programs are administered by two agencies: the Idaho Division of Vocational Rehabilitation (IDVR) and the Idaho Commission for the Blind and Visually Impaired (ICBVI). Assessment results for each agency are presented below.

The Rehabilitation Services Administration (RSA) established evaluation standards and performance indicators for the VR programs that include outcome and related measures of program performance. To achieve successful performance on Standard 1, state agencies must meet or exceed four of the six performance indicators in the evaluation standard. Standard 2 consists of only one indicator. The IDVR and ICBVI have met all primary indicator thresholds and four of the six overall indicators as required by RSA for the past two full fiscal years.

The following is a summary of the Standards and Indicators:

Evaluation Standard 1: Employment Outcomes

- **Performance Indicator 1.1 – Change in Employment Outcomes**

  Of the closed cases that received services, the percentage with an employment outcome – rehabilitated
- **Performance indicator- To meet or exceed the previous year's performance.**

  Factor that might affect this performance indicator could include, but are not limited to: State economy, an increase or decrease in the number of applicants, changes in makeup of caseloads and number of counselors.
- **Performance Indicator 1.2 – Percent of Employment Outcomes**

The Percentage of Individuals Receiving Services under an Individualized Plan for Employment Who Achieve Employment Outcomes (Successful closures after plan divided by the total of successful and unsuccessful closures after plan).

- **Performance Indicator 1.3 – Competitive Employment Outcomes-Primary Indicator**

  Competitive Employment Outcomes (have a wage greater than or equal to the minimum wage and in an integrated setting) as a Percentage of all Employment Outcomes.

- **Performance Indicator 1.4 – Significance of Disability – Primary Indicator**

  Competitive Employment Outcomes for Individuals with Significant Disabilities as a Percentage of all Individuals with Competitive Employment Outcomes.

  Significant disability = Individual has a physical or mental impairment; who experiences a severe physical and/or mental impairment that seriously limits two or more functional categories (such as mobility, work skills, self-care, interpersonal skills, communication, self-direction or work tolerance) in terms of an employment outcome; and requires multiple primary Individualized Plan for Employment (IPE) services over an extended period of time (at least 6 months).

- **Performance Indicator 1.5 – Primary Indicator**

  The Ratio of the Average VR Hourly Wage to the Average State Hourly Wage.

  This ratio means that VR customers served, who achieved competitive outcomes are earning, on the average, at least 52 cents (IDVR) or 59 cents (ICBVI) for every dollar earned hourly by all employed individuals in the state. This is an important measure to evaluate the quality of outcomes.

- **Performance Indicator 1.6**

  The Percentage of Individuals Achieving Competitive Employment Outcomes Who Report Their Own Income as the Primary Source of Support at Application Compared to at Closure.

  This measure helps to evaluate how well VR is helping people to become financially independent. It also helps insure that VR serves customers with significant disabilities (SD) and most significant disabilities (MSD)

Evaluation Standard 2: Equal Access to Services

- **Performance Indicator 2.1**

  The measurement of access to services for those identified as minority applicants compared to those identified as a non-minority applicant.

  The minimum standards and actual performance for each agency is outlined in the table below. Following the table, the IDVR has also provided narrative explanation for pertinent information regarding their actual performance.

Table 3.f: Previous Assessment Results for Title IV, Vocational Rehabilitation, IDVR and ICBVI

Indicators	(IDVR) RSA minimum performance level	(IDVR) FY 2014	(IDVR) FY 2015	(ICBVI) RSA minimum performance level	(ICBVI) FY 2014	(ICBVI) FY 2015
S1.1 How many more or fewer individuals achieved employment?	Greater than or equal to prior year	+151 Met	+208 Met	Greater than or equal to prior year	+15 Met	+5 Met
1.2 Of the individuals whose cases were closed after receiving services, what percentage achieved employment?	55.80%	58.23% Met	56.60% Met	68.9%	71.26% Met	74.49% Met

Indicators	(IDVR) RSA minimum performance level	(IDVR) FY 2014	(IDVR) FY 2015	(ICBVI) RSA minimum performance level	(ICBVI) FY 2014	(ICBVI) FY 2015
1.3 (Primary Indicator) Of the individuals who achieved employment, what percentage achieved competitive employment?	72.60%	99.95% Met	99.95% Met	35.4%	97.16% Met	96.69% Met
1.4 (Primary Indicator) Of the individuals who achieved competitive employment, what percentage had a significant disability?	62.40%	97.47% Met	84.26% Met	89.0%	97.66% Met	98.6% Met
1.5 (Primary Indicator) What is the ratio of the average hourly wage of individuals who achieved competitive employment to the average hourly wage of all employed individuals in the state?	0.520	0.63 Met	0.66 Met	0.59	0.73 Met	0.80 Met
1.6 What was the increase or decrease in the percentage of individuals who achieved competitive employment who had their own income as a primary source of support at closure compared to the percentage who had their own income as a primary source of support when they applied for VR services?	53.00	61.861 Met	55.103 Met	30.4	26.32 Unmet	22.86 Unmet
2.1 What was the ratio of the minority population served by the VR program compared to the ratio of the nonminority population served by the VR program?	0.800	0.769 Unmet	0.801 Met	0.800	1.066 Met	1.194 Met

1.1 This target is being replaced by the new section 116 common indicators. IDVR saw an 11% increase last federal fiscal year in successful case closures. While IDVR did meet this standard for the past two fiscal years, the “equal to or greater than” requirement was not sensitive to economic conditions or natural regression which can occur.

1.2 IDVR has met or exceeded this standard for the past two fiscal years. With the fiscal and programmatic changes in WIOA, IDVR anticipates a fundamental shift in the composition of program participants rendering these past numbers insufficient for prediction.

1.3 IDVR has historically met this indictor. With the abolishment of unpaid/family workers as legitimate vocational outcomes and the new “competitive integrated employment” language in WIOA, this indicator is no longer relevant.

1.4 IDVR has historically met standard 1.4 without issue. With the changes in WIOA surrounding financial and new programmatic requirements IDVR anticipates an increase in the ratio of MSD served.

1.5 & 1.6 IDVR has met indicators 1.5 and 1.6 for the past two fiscal years. WIOA emphasizes competitive integrated employment and community partnership. IDVR is committed to working with the combined plan partners to implement sector strategies and career pathways to better connect our participants with quality sustainable jobs with better wages to increase the number of individuals using earned income as a primary source of support.

2.1 The sole indicator that was not met by IDVR in this two-year period was 2.1, the ratio of the minority population served by the VR program compared to the ratio of the nonminority population served by the VR program. Historically, the population of Idaho has been ethnically homogenous in comparison to other states in the region. However, Idaho's recent population growth has seen an accompanying growth in the number and diversity of minority populations residing in the state. While IDVR did meet this indicator two of the past three federal fiscal years, IDVR remains committed to expanding outreach to minority populations.

OAA Title V - Senior Community Service Employment Program

SCSEP is measured by six core performance measures. Core indicators are subject to goal setting and corrective action. Goals are established annually by the Department of Labor. Performance level goals for each core indicator must be agreed upon the Department of Labor and the grantee before the start of each program year (PY). The Department will annually evaluate and make for public review, information on the performance of each grantee.

SCSEP Actual Performance

The SCSEP Six Core performance measures and a description of each are listed below.

- **Community Service:** The total number of hours of community service provided by participants divided by the number of hours of community service funded by the grant.
- **Entered Employment:** The number of participants who are employed divided by the number of participants who exit.
- **Employment Retention:** The number of participants who are employed divided by the number of participants who exit.
- **Average Earnings:** Total earnings in the second and third quarters after exit; divided by the number of employed participants who exited.
- **Service Level:** Total number of participants served divided by a grantee's authorized number of positions.
- **Service Most in Need:** Average number of employment barriers per participant. Barriers include having a severe disability; frail; age 75 or older; meet the eligibility requirements related to age for, but do not receive, benefits under title II of the Social Security Act (42 U.S.C. 401 et seq.); live in an area with persistent unemployment; have limited English proficiency; have low literacy skills; reside in a rural area; veteran; have low employment prospects; have failed to find employment after utilizing services provided under title I of the Workforce Investment Act of 1998 (29 U.S.C. 2801 et seq.); or Are homeless or at risk for homelessness.

Table 3.g: Previous Assessment Results for the SCSEP Program (Senior Employment)

Performance Measure	PY13 Goal	PY13 Performance	PY13 Percent of Goal Met	PY14 Goal	PY14 Performance	PY14 Percent of Goal Met
Community Service	76.0%	70.6%	92%	75.0%	81.7%	109%
Entered Employment	39.2%	48.0%	122%	41.8%	54.5%	130%
Employment Retention	72.3%	60.0%	82.9%	69.7%	85.7%	123%
Average Earnings	$6,928	$7,731	112%	$7,214	$6,597	91%

Performance Measure	PY13 Goal	PY13 Performance	PY13 Percent of Goal Met	PY14 Goal	PY14 Performance	PY14 Percent of Goal Met
Service Level	150.0%	204.3%	136%	155.3%	163.8%	108%
Service Most in Need	2.43	2.58	106%	2.63	2.51	95%

The goals met in PY 14 were Community Service, Entered Employment, Employment Retention and Service Learning. SCSEP Participants provided 36,056 community service hours in PY 13 compared to the 41,811 of hours provided in PY14. Increasing the number of community service hours improved the percentage from 70.6% to 81.7%. The PY 13 and PY 14 Entered Employment goal was met both years and increased from 48% to 54.5%. To meet the Entered Employment goal, Employment Training Counselors focused on preparing participants to transition to paid jobs by setting realistic employment goals and assisted participants in job seeking. The Idaho SCSEP experienced significant improvement in Employment Retention. The Employment Retention performance increased from 60% in PY 13 to 85.7% in PY 14. The SCSEP Employment Training Counselors improved the Employment Retention performance by ensuring participants are transitioned to suitable long term jobs.

SCSEP Strategies to Improve Performance Measures:

Average Earnings performance measure dropped from 112% to 91%. Average second and third quarter salaries in PY 14 were $6,597. The drop in average salaries is affected by the number of hours participants are willing to work after transition. Traditionally, participants are at the retirement age and may not want to work a full time schedule when transitioned to employment. ICOA will improve this performance by targeting jobs that provide a higher hourly wage and provide participants with professional skills trainings to match higher paying job positions.

The “Most In Need” performance measure dropped from 2.58 to 2.51 average employment barriers per participant. ICOA and Experience Works recently implemented a process to prioritize and enroll participants with higher employment barriers. As positions open on the program, the sub grantee will prioritize participants with barriers to employment first. Experience Works will also, ensure priority of service is given to veterans and ensure positions are filled in rural areas where employment opportunities are limited.

Trade Adjustment Assistance

The Trade Adjustment Assistance (TAA) program does not have state negotiated performance measures, but compares its performance measures to the national performance goals.

The Trade Adjustment Assistance program reports two sets of measures. Trade Act Measures are defined by the Trade Adjustment Assistance Act and Common Measures are uniform measures used by multiple federal workforce programs. The difference between the two sets of measures relates to the quarters in which the performance is tracked. Idaho WIOA workforce programs use common measures.

1. Entered Employment Rate for those obtaining employment in the first (Trade Act) or second (Common) quarter after exit.
2. Employment Retention Rate for the next two quarters after exit for the same individuals who obtained employment above.
3. Six-Months Average Earnings for the two quarters reported above.

The performance results for the previous two fiscal years for the Trade Adjustment Assistance program are compared to the national performance goals.

Idaho well exceeded the national goals for fiscal year 2013. In fiscal year 2014, Idaho’s Trade Adjustment Assistance program performance again exceeded the national goal for entered employment. However, it did not meet the national goal for employment retention or for six-month average earnings.

Table 3.h: Previous Assessment Results for Trade Adjustment Program

Indicator/Measure	FY13 National Goals	FY13 Idaho Results Common Measures	FY13 Idaho Results Trade Act Measures	FY14 National Goals	FY14 Idaho Results Common Measures	FY14 Idaho Results Trade Act Measures
Entered Employment Rate	58.9%	84.49%	86.63%	69.9%	80.81%	81.82%
Employment Retention Rate	83.6%	92.83%	92.64%	91.1%	87.63%	87%
Six Month Average Earnings	$13,360	$17,846.79	$17,780.38	$19,436	$18,069	$17,528

The national performance goals increased dramatically from FY2013 to FY 2014. Idaho's performance slightly decreased, but remained in a similar range as the previous year.

At $18,069, Idaho did not meet the PY2014 national goal of $19,436 for six-month average earnings, which was a 45% increase from the PY2013 goal of $13,360. However, it should be noted when comparing Idaho's wages to the nation's there is a significant difference between the wage markets. The annual mean wage is the United States for all occupations is $47,230 while the same wage in Idaho is $39,770. The difference between the national six-month average earnings goal and one-half of the average annual wage is 78%. In Idaho, TAA exiters earn 90% of the average Idaho annual wage. Idaho's wage performance for the TAA program is in proportionally greater than the expected results.

Increasing wages for the Idaho workforce is definitely a priority and directly corresponds to expanding services to rural communities.

Veterans' Employment

USDOL Veterans' Employment and Training Service (VETS) has established thirteen performance measures which focus on the effectiveness of the services delivered to veterans at two different levels of the workforce system: a) via staff funded through the Jobs for Veterans State Grants; and b) the general statewide level of labor exchange service to veterans provided by the One-Stop system.

The performance targets are very similar to those under WIA for Title IB programs (Adult, Dislocated and Youth) and Title III (Wagner-Peyser Employment Services), such as: entered employment, employment retention and average earnings at six months. However the targets are calculated specific to veterans' populations. Unlike the WIA Title IB and Title III performance measures, acceptable Veterans performance measures must match or exceed the negotiated levels of performance.

The VETS program provides two distinct sets of services, which are each measured against specific performance indicators: the Local Veterans Employment Representatives (LVERs) and Disabled Veterans Outreach Program specialists (DVOPs). The LVERs outreach to employers on behalf of veteran jobseekers and ensure that veterans have priority access to all of the services in the One-Stop center. The DVOPs serve only qualified veterans or eligible spouses of qualified veterans who are one or more of the following: disabled veteran, special disabled veteran, homeless, long-term unemployed, a recently released offender, lacking a high school diploma or equivalent, or low-income. The DVOP staff identify and provide primarily intensive case management services directly to those veterans with barriers to employment and special workforce needs.

JVSG Grants-Based Measures (DVOP only)

Because the DVOP staff are responsible for direct intensive services to veterans, the first set of measures reflect the performance of that staff only. These measures are listed below: The first three measures include all veterans and eligible persons served by the DVOPs. Measures five through seven include only the disabled veterans served by DVOPs.

1. DVOP Intensive Services – *the proportion of total individual veterans (participants) served by DVOP*

specialists who received Intensive services

2. Veterans' Entered Employment Rate (VEER) *Weighted – the weighted percentage count of veterans not employed at participation who've entered employment following intensive services*
3. Veterans' Employment Retention Rate (VERR)
4. Veterans' Average Earnings (VAE) (at Six-Months)
5. Disabled Veterans' Entered Employment Rate (DVEER)
6. Disabled Veterans' Employment Retention Rate (DVERR)
7. Disabled Veterans' Average Earnings (DVAE) (at Six Months)

Table 3.i: Previous Assessment Results for the Veteran's Employment Programs, JVSG
JVSG Grants-Based Measures

Indicators/Measures	PY13 Target	PY13 Actual	PY14 Target	PY14 Actual
1. DVOP Intensive Services	72%	60%	75%	77%
2. DVOP VET EER - weighted	59%	65%	64%	70%
3. DVOP VET ERR	77	72	75	83
4. DVOP VET AE	$14,500	$15,367	$15,000	$15,463
5. DVOP Disabled Vet EER	48	58	52	54
6. DVOP Disabled Vet ERR	75	68	73	81
7. DVOP Disabled AE	$14,900	$14,608	$15,000	$15,657

There is a marked improvement across the board from program year 2013 to program year 2014. Several measures were short of the negotiated targets in PY 2013, but all targets were exceeded in PY 2014. Notably, the percent of veterans receiving intensive services by DVOPs increased by 17 percentage points

Labor Exchange Services for Veterans

The second set of performance measures reflect the extent that veterans are served by the state's labor exchange as a whole. These veterans may have been served by LVERs, DVOPs or other One-Stop system staff or they may simply have accessed the labor exchange system on their own. These measures are listed below. Again, the first three measures (8-10) refer to all veterans and eligible persons served and the second three measures (11–13) include only disabled veterans served.

8. Veterans' Entered Employment Rate (VEER)
9. Veterans' Employment Retention Rate (VERR)
10. Veterans' Average Earnings (VAE) (Six-Months)
11. Disabled Veterans' EER (DVEER)
12. Disabled Veterans' ERR (DVERR)
13. Disabled Veterans' AE (DVAE) (Six Months)

Table 3.j: Previous Assessment Results for the Veteran's Employment Program, VETS
VETS Labor Exchange for Veterans

Indicators/Measures	PY13 Target	PY13 Actual	PY14 Target	PY14 Actual
8. One-Stop VET EER	53	61	59	63
9. One-Stop VET ERR	81	79	81	85
10. One-Stop VET AE	$15,300	$16,902	$16,000	$16,446
11. One-Stop Disabled Vet EER	51	56	55	57
12. One-Stop Disabled Vet ERR	80	76	79	84
13. One-Stop Disabled AE	$15,800	$17,797	$16,500	$16,859

As with the DVOP measures, a couple fell short of the PY 2013 targets but all measures in PY 2014 exceeded the negotiated targets.

Unemployment Insurance

The Unemployment Insurance program has approximately 30 reports that reflect various aspects of the program performance. However in the context of the One-Stop service delivery system, the Unemployment Insurance program will be assessed by evaluating its performance in service delivery to claimants. The cores measure for services to claimants in the UI program are: "All First Payments 14/21-day Timeliness" and "Nonmonetary Determinations 21-day Timeliness." These performance measures reveal the timeliness of processing and paying UI claimants' claims.

The standard for first unemployment insurance payments made within 14 days is 87%. Idaho not only exceeds the standard, but ranks among the highest in the nation in its percent.

A second core measure is the timeliness of nonmonetary determinations. A nonmonetary determination is a written notice to the worker and other interested parties which advises of the worker's eligibility with respect to acts or circumstances which are potentially disqualifying. The standard for these decisions to be made is 80% within 21 days. Idaho does not currently meet the standard of 80% with its highest percent coming in fiscal year 2015 at 75.4%. However it is a significant improvement over two previous years which were below 70%.

Table 3.k: Previous Assessment Results for Unemployment Insurance

Indicator/Measure	Standard	FY13 Percent	FY13 Ranking	FY14 Percent	FY14 Ranking	FY15 Percent	FY15 Ranking
First Payments	87%	90.5%	9th	87.2 %	24th	96.5 %	2nd
Nonmonetary Determinations 21-day Timeliness	80%	69.8%	28th	68.5%	35th	75.4%	35th
Facilitation of Reemployment	NA	73.8%	3rd	79.5%	2nd	Not yet available	Not yet available

Although the next measure is not a core measure nor is it directly impacted by the performance of the program, it is a useful statistic for assessing the overall health of the unemployment insurance system. This measure is the "Facilitation of the Reemployment of Unemployment Insurance Claimants," which is the percentage of UI claimants who received a first payment in a calendar quarter who are reemployed in the subsequent quarter. Idaho's most recent rate in fiscal year 2014 was 79.5%. This rate is the second highest in the nation, just below California's rate of 79.8%. The U.S. average for fiscal year 2014 was 66.4%

The state has adapted its unemployment insurance program service delivery strategy in recent years. Beginning with a pilot program in FY 2014, Idaho began to centralize its unemployment insurance processing. The results of the pilot program were significant cost savings and standardization of procedures and policy interpretation. The cost savings have been invested in technology for a new unemployment insurance system.

The centralization strategy is also expected to produce higher quality staff through consistent training and therefore high quality service to claimants throughout the state, including those in rural areas.

(D) Evaluation of Core Programs

[Updated Guidance: Describe how the state will conduct evaluations and research projects on activities under WIOA core programs; how such projects will be coordinated with, and designed in conjunction with, State and local boards and with State agencies responsible for the administration of all respective core programs; and, further, how the projects will be coordinated with the evaluations provided for by the Secretary of Labor and Secretary of Education under WIOA]

Under the direction of Idaho's Workforce Development Council, the WIOA Advisory Group will develop evaluation strategies and processes as required by Section 116(e) of WIOA. These strategies and processes will

establish, implement, and utilize methods for continuously improving core programs in order to achieve high-level performance within, and high-level outcomes from, the workforce development system.

The evaluations will be designed with input from the Workforce Development Council and in conjunction with the state agencies responsible for the administration of the core programs. They may include, for example, an analysis of customer feedback and outcome measures, incorporating data from the performance indicators collected under Section 116 of WIOA. The frequency, scope, and content of such evaluations may be determined by several factors, including but not limited to: performance gaps identified in program assessments, compliance with federal regulations, and the feasibility of such evaluations based on resources and funding.

(5) Distribution of Funds for Core Programs

Describe the methods and factors the State will use in distributing funds under the core programs in accordance with the provisions authorizing such distributions.

(A) Title I

For Title I programs, provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for

i. Youth activities in accordance with WIOA section 128(b)(2) or (b)(3)
ii. Adult and training activities in accordance with WIOA section 133(b)(2) or (b)(3).
iii. Dislocated worker employment and training activities in accordance with WIOA section 133(b)(2) and based on data and weights assigned.

The state will maintain existing policies to allocate formula funding to the substate planning regions or service delivery areas. Upon policy development, this formula was widely reviewed throughout the state with substantial input from local elected officials, organizations, workforce investment boards and the public.

All Youth and Adult Worker program funds will be allocated using the three required factors of areas of substantial unemployment, excess unemployment, and economically disadvantaged individuals.

To ensure that service delivery areas experience no significant shifts, the hold-harmless provisions and stop-gain provisions defined under WIOA are applied to the youth and adult program allocations. Hold-harmless levels are based on 90% of an area's relative share of the previous two years of funding. Stop gain is based on 130% of the area's relative share of funding in the prior year.

(i) Youth Activities

- 1/3 of the funds allocated on the number of unemployed residing in areas of substantial unemployment (6.5% or higher unemployment)
- 1/3 of the funds allocated on excess unemployment (number of unemployed over 4.5%)
- 1/3 of the funds allocated on the number of economically disadvantaged youths

(ii) Adult and Training Activities

- 1/3 of the funds allocated on the number of unemployed residing in areas of substantial unemployment (6.5% or higher)
- 1/3 of the funds allocated on excess unemployment (number of unemployed over 4.5%)
- 1/3 of the funds allocated on the number of economically disadvantaged adults

(iii) Dislocated Worker Employment and Training Activities

As authorized by WIOA, 25% of the state's dislocated worker budget will include a set-aside for "Rapid Response funds." These funds are used to assist local areas with supplemental funds to support services for layoffs that occur throughout the program year.

The state allocates the remaining dislocated worker funding to the service delivery areas based upon information that will include insured unemployment data, unemployment concentrations, plant closing and mass layoff data, declining industries data, farmer/rancher economic hardship data and long-term unemployment data. No other informational factors will be used. The data used and weight factors are:

- 0.320 Average number unemployed
- 0.320 Average number unemployed over the state's rate
- 0.320 Number of Unemployment Insurance (UI) claimants with 15 weeks claimed
- 0.010 Number of workers from plant closures
- 0.010 Number of workers from mass layoffs (50 or more individuals laid off at one time)
- 0.010 Industry employment declines by annual average monthly employment
- 0.010 Number of Federal Housing Administration (FHA) borrowers who are bankrupt or delinquent
- 1.000 Total

(B) Title II

i. Describe how the eligible agency will award multi-year grants or contracts on a competitive basis to eligible providers in the State, including how eligible agencies will establish that eligible providers are organizations of demonstrated effectiveness.

ii. Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds and how the eligible agency will ensure that it is using the same grant or contract announcement and application procedure for all eligible providers.

(i) Awarding Multi-Year Grants

Describe how the eligible agency will award multi-year grants or contracts on a competitive basis to eligible providers in the State, including how eligible agencies will establish that eligible providers are organizations of demonstrated effectiveness.

The Eligible Agency administering Title II programs in Idaho is the Division of Professional-Technical Education. Funds will be awarded as multi-year grants on a competitive basis to eligible providers via regional competitions. These competitions will adhere to the provisions set forth in WIOA Title II, Section 203(5) – *Eligible Providers*, and Section 231 – *Grants and Contract for Eligible Providers*. Applicants may apply as part of a consortium with a single fiscal agent, or as an individual entity. Grantees receiving funds under the initial competition will be required to submit annual extension plans each year until such time as the Eligible Agency deems it necessary to issue a new competition for the state or region.

Because of Idaho's large size, small population, and relatively low funding levels, our State has traditionally provided grants on a regional basis, with one provider per each of the State's six service regions. This reduces administrative overhead and ensures consistency of services throughout each region. Grantees who wish to provide services defined in WIOA *Section 203(2) (Adult Education and Literacy Activities)* and/or *203(6) (English Language Acquisition Program)* must agree to provide such services on a regional basis, and one applicant (entity or consortium) will be funded per region.

Corrections education defined in Section 225 and Integrated English Language and Civics, defined in Section 203(12) and 243 will be awarded separately and may be awarded to multiple providers serving larger or smaller geographical areas than any of the six regions

The competitive application process will require applicants to document their qualifications per each of the 13 considerations set forth in Section 231(e). Applicants will be asked to show *Demonstrated Effectiveness* as follows:

- **Previous WIA Title II Grant Recipients**: Provide annual targets and actual performance from previous

program years.

- **Not previously funded under WIA Title II:** For applicants who have not previously received funding under Title II, the Eligible Agency will define and provide examples of other qualifying data that can be provided to demonstrate the applicant's effectiveness in serving basic-skills deficient individuals, including success in achieving the outcomes required under Section 116 of WIOA. This section of the application will be updated to align with the final rules set forth in 34 CFR 463.24 "How must an eligible provider establish that it has demonstrated effectiveness."

(ii) Ensuring Equitable Access

Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds and how the eligible agency will ensure that it is using the same grant or contract announcement and application procedure for all eligible providers.

The Eligible Agency administering Title II programs in Idaho is the Division of Professional-Technical Education. The Eligible Agency will oversee the entire outreach and notification process to ensure consistency and fairness. The Eligible Agency will issue a Notice of Grant Availability (NGA) in each of the major newspapers serving Idaho. Information about the grant will also be posted on the Eligible Agency's website in a highly visible location and distributed to other core WIOA programs and partners, One-Stop providers, regional planning groups, and other state and local stakeholders. Additionally, current Title II providers operating under continuing grants from WIA will be notified of the NGA. The Eligible Agency may explore additional avenues of outreach including social media.

The Eligible Agency will develop and release a single application form for each of the available grants, and these forms will be made available for review in non-editable PDF format on the Eligible Agency's website. Entities wishing to apply for a grant will be directed to contact the Eligible Agency for a complete grant application packet or packets, including an electronic copy of the application in Word or other format which can be completed by the applicant. Only applications submitted on the form issued by the Eligible Agency and in the format required will be reviewed and considered.

(C) Title IV

In the case of a State that, under section 101(a)(2)(A)(i) of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the Unified or Combined State Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

Activities authorized under Title IV of WIOA are carried out by two agencies in Idaho. The first is the Division of Vocational Rehabilitation (IDVR) and the second is the Idaho Commission for the Blind and Visually Impaired (ICBVI). The Rehabilitation Services Administration (RSA) distributes funds directly to each VR agency in Idaho.

A Memorandum of Agreement (MOA) between the two agencies determines the percentage to be distributed to each agency from RSA, upon which separate awards are made to each agency. The current distribution is as follows:

Table 3.l: Funding Distribution for Idaho Vocational Rehabilitation Agencies

Funds	Portion to IDVR	Portion to ICBVI
General VR Program	86.5%	13.5%
Supported Employment	99%	1%
Independent Living	55%	45%

(6) Program Data

This part of Section (II)(b) describes the State's plans for data alignment and integration, how participants will be assessed for their post-program success, how Unemployment Insurance information will be used, and finally an overview of the privacy safeguards in place to protect participant data.

(A) Data Alignment and Integrations

Describe the plans of the lead State agencies with responsibility for the administration of core programs, along with the State Board, to align and integrate available workforce and education data systems for the core programs, unemployment insurance programs, and education through post-secondary education, and to the extent possible, the Combined State Plan partner programs included in this plan. The description of the State's plan for integrating data systems should include the State's goals for achieving integration and any progress to date.

(i) Describe the State's plans to make the management information systems for the core programs interoperable to maximize the efficient exchange of common data elements to support assessment and evaluation.

(ii) Describe the State's plans to integrate data systems to facilitate streamlined intake and service delivery to track participation across all programs included in the plan.

(iii) Explain how the State board will assist the governor in aligning technology and data systems across mandatory one-stop partner programs (including design and implementation of common intake, data collection, etc) and how such alignment will improve service delivery to individuals, including unemployed individuals.

(iv) Describe the State's plans to develop and produce the reports required under Section 116, performance and accountability system.

(i) Data Integration and Interoperability

In Idaho, the WIOA core programs have set two primary goals for data integration. The first goal is to streamline the intake process for participants across all WIOA programs so that information provided during application for one program can be accessed by all participating programs through a common platform. This would prevent duplication of information collection for clients and programs, saving both time and effort for both programs and clients. The second goal is to integrate the applicable Management Information Systems (MISs) for WIOA programs to share pertinent participant data for reporting and evaluation purposes.

The integration of program MISs for the purpose of reporting and evaluation will have the dual function of supporting a streamlined intake process for WIOA participants. Efforts on behalf of the core and partner programs to implement the first goal will necessarily contribute toward the second. Therefore, the work of achieving both goals can be streamlined into a single process.

The core and partner programs have invested considerable funds, time, training, and other resources into each of their existing program MISs. Given these existing investments, as well as the comparable resources that would be required to create and implement a brand new system-wide MIS, Idaho has decided to pursue an option that would connect existing MISs and allow them to communicate with each other. Until such a solution is implemented, partner programs will continue to participate in ad-hoc data sharing through data sharing agreements.

This plan will allow core programs to update their data collection processes as needed to be WIOA compliant by July 1, 2016. It will also allow programs to begin updating their individual MIS systems as soon as possible, while taking steps toward fuller integration over the long term. Because an integrated system will not be in place on July 1, 2016, each program will be collecting data in different systems and we will use an ad-hoc data sharing process for exporting, sharing, matching, and importing data during the first, and possibly the second year. The core programs currently have data sharing processes and agreements in place under WIA, and these will be updated in Year One to align with WIOA data elements.

During the first year under this Plan we will begin the implementation process for data integration. A rough outline of this process follows:

- Core programs will continue to fine tune their individual data systems to align with WIOA and make sure they are fully operational.
- The core partners, applicable optional partners, and other affected stakeholders will convene a working group for data integration. This group will consist of program staff, IT staff, and vendors for existing systems.
- The working group will conduct an analysis of the existing programs' MISs as well as the data collection and reporting needs of individual programs and the workforce system as a whole.
- WIOA core and partner programs will conduct an analysis of applicable intake processes across the system and identify areas of duplication, or opportunities for integration.
- The working group will create a framework for how the ideal system will connect individual MISs and what that might look like.
- The working group will then write a scope of work which will be used to solicit vendors and research available products.
- The group will review existing products and/or explore options for having a custom product built. This will include collecting bids, reviewing costs, timelines, benefits, and drawbacks for various options. Options will be evaluated against each other as well as the existing ad-hoc system for strengths, weaknesses, and costs.
- Once an appropriate solution is identified, the group will create an implementation plan that may include timelines for beta-testing, roll-out, training, and other necessary activities.

(ii) State Reporting Processes

As per Section 116 of WIOA, as well as applicable federal regulations, the State will be required to submit a single annual report covering all programs, in addition to the reports submitted by individual programs to their respective Departments. We anticipate that the process will involve individual programs sending their performance information to a single entity (likely one of the Agencies overseeing a Core Program) who will compile and submit the State Annual Report to the US Department of Labor. The core partners required to report under Section 116 will issue a Memorandum of Understanding that identifies who this entity will be, the responsibility of that entity for submitting on behalf of the core programs, and the process for submitting program performance data to this entity.

The eligible agencies administering core programs will be responsible for submitting program-specific reports in accordance with applicable Titles under WIOA, federal guidance from their respective Departments, and other statutes to which they are accountable (for example, the Rehabilitation Services Administration and The Rehabilitation Act for Title IV programs).

(iii) State Board and Governor's Role in Assisting with Data Integration

The governor will be invited by the State Workforce Development Council to participate in the process described in Part (i) above. The governor will also have the option of assigning an appropriate representative from his office to serve on the state workgroup.

(B) Assessment of Participants' Post-Program Success

Describe how the lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing post-secondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.

Idaho's workforce system will primarily measure participant progress using the indicators defined in WIOA Section 116 and subsequent guidance. Many of the data elements required to track participant progress in

employment and post-secondary education are already collected in some fashion by at least one of the lead State agencies administering a core program.

For example, The Idaho Department of Labor houses all of the WIOA Title I-B programs, as well as Wagner-Peyser, and the Unemployment Insurance program. As a result, they are able to provide other core partners with training, wage, and employment records. Both Title II (Adult Education) and Title IV (Vocational Rehabilitation - IDVR) programs are housed in separate divisions of the State Board of Education, allowing them easy access to post-secondary enrollment data via the National Student Clearing House, as well as the State's Longitudinal Data System for Education.

As a result, the core programs under WIA have historically used data-sharing agreements to access information about their respective participants. For example, the Adult Basic Education program sent their Employment cohort lists under WIA to the Department of Labor to determine employment status of students after exit. Going forward under WIOA, these data sharing agreements will remain in effect, allowing programs to share and report progress measures for WIOA participants.

(C) Use of Unemployment Insurance (UI) Wage Records

Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with Federal and State law. (This operational planning element applies to core programs).

As mentioned in the previous section (III)(b)(6)(B), *Assessment of Participants' Post-Program Success*, the Idaho Department of Labor currently houses both WIOA Title I-B and Title III programs, as well as the Unemployment Insurance program for Idaho. As a result, wage records from the UI system have been historically accessible via data-sharing agreements to all core partners under WIA and will continue to be accessible under WIOA. These records will be used to determine the employment status of program participants after exit from their respective WIOA programs. The results will be used to guide program improvement and system alignment, as well as for federal reporting purposes under Section 116.

Idaho's UI data was used by the Department of Labor's Communication and Research Division to conduct a labor market information analysis, which supports the findings under Section (II)(a) of this Plan – *Economic, Workforce, and Workforce Development Activities Analysis*.

(D) Privacy Safeguards

Describe the privacy safeguards incorporated in the State's workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 USC 1232g – Family Educational Rights and Privacy Act (FERPA)) and other applicable Federal laws.

Currently, each of the core programs under WIOA maintains its own management information system (MIS), and adheres to the standards and laws which are applicable to the population being served and the data being collected therein. Participants (or their legal guardians where applicable for those under 18 years of age) are asked to sign release of information waivers, as appropriate, and are advised of their right to decline to share their information outside of the program to which they are applying. Provision of information is voluntary except where such information is necessary to determine program eligibility.

Those participants who decline to share their information may be excluded from applicable processes or services, such as common intake and automatic referrals. However, their information may be used by the originating program for the purpose of meaningful service provision and for federal reporting purposes. Participant data is only reported in aggregate except where otherwise required by law or federal guidelines.

Additionally, data-sharing agreements between core and optional partners will provide specific and explicit instructions as to which data can and cannot be shared between programs, and under which circumstances.

(7) Priority of Service for Veterans

Describe how the State will implement and monitor the priority of service provisions for veterans in accordance with the requirements of the Jobs for Veterans Act, codified at section 4215 of 38 USC, which applies to all employment and training programs funded in whole or in part by the Department of Labor. States should also describe the referral process for veterans determined to have a significant barrier to employment to receive services from the Jobs for Veterans State Grants program's Disabled Veteran's Outreach Program specialist.

As outlined in Section (II)(a)(2) *Activities Analysis* the Jobs for Veteran's program is operated by the Idaho Department of Labor, which also administers all Title I-B and Title III programs, as well as Unemployment Insurance and Trade Adjustment Assistance programs. More information about the specific activities and services available through these programs are outlined in the Activities Analysis. Because these programs are administered by the same agency, the Department of Labor has policies in place that ensure consistency in providing appropriate priority of service for veterans across all of these programs. This also ensures effective referrals and co-enrollment where appropriate. A copy of the Department's Priority of Service Policy under WIA can be found in the appendix (*Appendix – Idaho Department of Labor – Priority of Service Policy*).

Wagner-Peyser and Veteran State Plans under WIA both outline veterans priority of service and are also highlighted in the WIA *Eligibility Technical Assistance Guide* (TAG) for WIA case managers throughout the state. Updates to the Wagner-Peyser and Veteran State Plans are included in this Combined State Plan under "Program Specific Requirements." The *Eligibility Technical Assistance Guide* for case managers is under review and will be updated where appropriate to align with Idaho's Combined State Plan under WIOA.

The Department of Labor mandates that all American Job Center managers attend the annual state veterans' training where a significant amount of time is spent discussing priority of service for veterans and eligible spouses. Additionally, in an effort to ensure all program staff understand veterans' priority of service, the state developed an online training module for department staff to participate in. All Idaho American Job Center staff are required to view this training module. This module is now included in the department's New Employee Orientation, to include most administrative staff in addition to American Job Center staff.

In addition to the items listed on the previous page, the state has taken these additional steps to ensure priority of service for veterans:

- Idaho has designated all veteran representatives to provide Priority of Service training in their local American Job Centers as often as needed. Local Veteran Employment Representatives (LVERs) will provide training to smaller offices that do not have a *Jobs for Veterans State Grant (JVSG)*-funded staff member.
- Signage is posted in all American Job Centers asking veterans to identify themselves to *any* local office staff.
- All American Job Center staff are instructed to review customer registrations and if he or she is a qualified veteran or spouse of a veteran, staff must contact the customer to offer and provide services. If the customer is not registered, staff are instructed to provide them "first in line services."
- All American Job Centers have pamphlets outlining the department's promise to veterans, including veteran's Priority of Service, how the state administers veterans preference and other useful information for its veterans.

(8) Addressing the Accessibility of the One-Stop Delivery System for Individuals with Disabilities

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans With Disabilities Act of 1990., with regard to the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. This also must include a

description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State's one-stop center certification policy, particularly the accessibility criteria.

In order to fully address the various components of accessibility, this section is broken into three main topics:

- Internal policies and procedures that ensure compliance, accessibility, and effectiveness
- Training and professional development available to program staff and One-Stop Staff
- Accommodations available to individuals with disabilities to ensure accessibility

Policies and Procedures

The Idaho Department of Labor maintains a *Methods of Administration* that provides a comprehensive set of actions to ensure that the One-Stop system in Idaho addresses the needs of customers with disabilities, to include the full array of available services. All of the state's One-Stop centers comply with ADA Amendments Act (ADAAA) legislation to ensure access for persons with disabilities, providing for the most integrated setting possible. The state's facilities procurement process incorporates ADAAA guidelines to ensure access to new or renovated One-Stop centers and the central office.

The State Workforce Development Council will develop specific criteria for One-Stop Operators and One-Stop centers to align with the State Combined Plan and ensure compliance with WIOA. These criteria include:

- Effectiveness
- Physical and programmatic accessibility
- Continuous improvement of One-Stop centers and the One-Stop delivery system
- Integration of available services

The Idaho Department of Labor's equal opportunity officer acts as the liaison with other units of the department such as the Disability Determinations Service and the Human Rights Commission, as well as external disability support organizations such as the vocational rehabilitation agencies and the Council on Developmental Disabilities, to ensure policies are communicated and to foster these groups as resources for customers with disabilities. Another department unit – Serve Idaho, which is the Governor's Commission on Service and Volunteerism – administers a disability grant for outreach and accommodations involving AmeriCorps programs, including a "Veterans Serving Veterans" initiative focused on returning veterans with disabilities to employment.

Disability Training for Program Staff

A Disability Employment Initiative grant facilitated the development of training to One-Stop staff across the state and laid a foundation of resources for continuous improvement of services to and employment outcomes of individuals with disabilities. Through information and materials gathered from expert local and national sources, the grant efforts are being sustained through publications such as the comprehensive job search handbook, *Willing and Able: A Job Hunting Guide for Idahoans with Disabilities* (http://labor.idaho.gov/publications/Willing_and_Able.pdf), and its subsequent companion handbook, *Willing and Able: A Job Hunting Guide for Idaho Veterans with Disabilities*. Disability etiquette guides, local resource flyers, referral information and other materials disseminated through the Disability Program Navigator initiative remain available on staff SharePoint portals for use by all One-Stop centers.

A statewide training was conducted after the development of training materials to ensure the tools and information created through the grant were sustainable. The knowledge imparted by the Disability Program Navigators and the training and tools developed as a result of the grant continues to be the cornerstone of services to individuals with disabilities throughout the One-Stop system. All of which have resulted in improved coordination with, and referral to partner services and community resources, enhanced understanding of the needs of those with disabilities and improved ability to develop employment opportunities. As prescribed by Wagner-Peyser Section 8(b), each One-Stop center maintains at least one member of staff well equipped to provide the unique level of support needed by individuals with disabilities seeking re-entry into the workforce.

Idaho's Vocational Rehabilitation programs also provide technical assistance where needed, and can provide or connect other core WIOA and partner programs to additional training available through national resources. A brief list of additional resources compiled by the Idaho Division of Vocational Rehabilitation is available in the appendix (*Appendix – Technical Assistance Resources for Accessibility Training*).

Accessibility and Accommodations

All One-Stop centers are equipped with accessible computers specifically designed with ADA equipment and software to accommodate a variety of disabilities. Customers with disabilities can come to the centers during office hours and access center programs and information sources. State policy requires all partner programs that provide services at the One-Stop centers do so in a manner that meets requirements of Section 188 affording programmatic and physical access to services.

Partner-provided services are also accessed to meet specific One-Stop customer needs. Braille, tape or large print of written information are available through the Idaho Commission for the Blind and Visually Impaired or a directory of Sign Language and Oral Interpreters is available through the Council for the Deaf and Hard of Hearing. Other non-required partner services are also common points of One-Stop referral such as those provided by DisAbility Rights Idaho, which operates the Work Incentives Planning and Assistance program in the state and provides counseling to customers on how employment affects Social Security benefits.

The Idaho Department of Labor website and IdahoWorks (the online work registration system) include taglines to ensure clear communications regardless of the process utilized by the customer. The equal opportunity officer coordinates with the Publications Committee of the department to ensure taglines and other appropriate information are included and effective on publications.

Individuals with disabilities are given special consideration for labor exchange services and are treated as a family of one in determining income for WIOA program eligibility, giving them an additional opportunity for participation in intensive and training services. Youth with disabilities are given the highest priority service within Idaho's youth programs. When reviewing income eligibility for youth with disabilities, only the income of the youth applicant is considered. Disability for WIOA eligibility purposes is defined as a verifiable impediment to employment.

(9) Addressing the Accessibility of the One-Stop Delivery System for Individuals with Limited English Proficiency

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of limited English proficient individuals, such as through established procedures, staff training, resources, and other materials.

The state workforce system and its One-Stop centers provide a variety of services to those with limited English proficiency. To accomplish this, the system uses media outreach through public service announcements and sends notices to, and consults with, local community organizations. The Idaho Department of Labor operates an effective employment services outreach program statewide with staff who are bilingual in English and Spanish to inform customers, especially farm workers, of the services available. These outreach activities are coordinated with other public and private community organizations, One-Stop partners and migrant seasonal farm worker service providers to inform as many customers as possible. This information is presented in both English and Spanish, which is the predominant language spoken by Idaho LEP residents. Special presentations are also made to English as a Second Language groups, Hispanic high school students and farm workers to teach participants the basics of personal computing so they can access the IdahoWorks system.

Workforce service providers have two primary means of providing language assistance: oral interpretation, either in person or via a telephone interpretation service such as the Language Line or written translation. One-Stop staff receive training on how to use the Language Line as part of their initial staff training. At a minimum, LEP customers will be offered oral interpretation services to help them access and understand recipient programs. This service ranges from onsite interpreters for critical services provided to a high volume

of LEP customers, to accessing assistance through commercially available telephonic interpretation services. Written translation can range from translation of an entire document to translation of a short description of the document.

Using its Methods of Administration as a foundation, the Idaho Department of Labor established a communication policy to address its responsibility in offering services to limited English proficient individuals by providing meaningful access to department programs and services as required by Executive Order 13166, Title VI of the Civil Rights Act of 1964 and the Workforce Innovation and Opportunity Act of 2014. This policy follows the guidance issued by the U.S. Department of Labor for recipients of federal financial assistance regarding Title VI's prohibition against national origin discrimination. The state emphasizes bilingual skills in its staff recruiting processes, particularly in those areas with high concentrations of minorities, specifically Hispanics who constitute the largest minority population in the state.

Section IV - Coordination with Combined Plan Programs

Describe the methods used for joint planning and coordination among the core programs, and with regard to one-stop partner programs and other programs and activities included in the Unified or Combined State Plan.

In Idaho, the State Planning process was initiated by the Idaho Department of Labor, the Division of Professional-Technical Education, and the Division of Vocational Rehabilitation. This group was expanded to include staff from the Idaho Commission for the Blind and Visually Impaired, which also receives Title IV funds. The group nominated Amelia Valasek, State Coordinator for Adult Education, to lead the project.

On August 17th, Amelia sent out an email to representatives from each of the optional programs eligible to participate in the Combined State Plan. The email provided information about WIOA, the State Planning process, and expectations for programs that participated. The email asked that interested programs "opt in" to the planning process and attend the weekly planning meetings.

Three eligible programs opted to participate in the Combined State Plan: Veterans Employment, Trade Adjustment, and Senior Community Service Employment Program (SCSEP). The Veterans and Trade programs are administered by the Idaho Department of Labor, while the Senior program is administered by the Idaho Commission on Aging.

Once the participating programs were identified, the Combined State Plan was drafted by a working group of core and partner programs. The group consisted of a representative(s) from each agency that administers a core or partner program as follows (in alphabetical order):

- **Idaho Commission on Aging** – Raul Enriquez, Aging and Disability Resource Center (ADRC)/SCSEP Program Specialist. Raul represented the Combined Partner program of Senior Community Service Employment Program.
- **Idaho Commission for the Blind and Visually Impaired** – Rocio Gil, Counselor; Jeff Weeks, Counselor; and Mike Walsh, Rehabilitation Services Chief. Rocio, Jeff and Mike represented Title IV programs administered by the Commission.
- **Idaho Department of Labor** – Cheryl Foster, Senior Planner. Cheryl represented all core and partner programs administered by the Department, including Title I-B, Title III, Veterans Employment, and Trade Adjustment Assistance.
- **Idaho Division of Professional–Technical Education** – Amelia Valasek, State Coordinator for Adult Basic Education and GED Administrator. Amelia represented Title II programs, and also provided a link to Carl D. Perkins programs via the Division (the Perkins program did not participate in the Plan, but is a close partner in the workforce development system).
- **Idaho Division of Vocational Rehabilitation** – Teresa Pitt, Planning and Evaluation Manager; and Matt Markve, Program Evaluation Analyst. Teresa and Matt represented Title IV programs administered by the Division.

This group met weekly beginning in August, 2015. Amelia Valasek led the group in setting timelines and meeting agendas, assigning tasks, combining content from various programs, and managing the online sharing platform. However, the group was primarily collaborative, with each member having equal input into and responsibility for the process, content, and quality of the plan.

Section V - Common Assurances

The State of Idaho, including those programs and agencies cover by this Combined State Plan, makes the following assurances:

1. The State has established a policy identifying circumstances that my present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolved such conflicts.
2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes.
3. The lead State agencies with responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of this Combined State Plan, and approved the elements as serving the needs of the populations served by such programs.
4. (a) The State obtained input into the development of this Combined State Plan and provide an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administering the core programs, required one-stop partners, and other Combined Plan programs, other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that this Combined State Plan is available and accessible to the general public.

   (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency officials for the Unemployment Insurance Agency if such official(s) are members of the State Board.
5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and account for, funds paid to the State through allotments made for the core programs to carry out workforce investment activities.
6. The State has taken appropriate action to secure compliance with uniform administrative requirements of the Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3)
7. The State has taken the appropriate action to be in compliance with WIOA section 188 as applicable
8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program.
9. The State will pay an appropriate share (as defined by the State Board) of the costs of carrying out section 116, from funds made available through each of the core programs.
10. The State has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA)
11. 11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate.
12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor.