TAB	DESCRIPTION	ACTION
1	**LEWIS-CLARK STATE COLLEGE ANNUAL PROGRESS REPORT AND TOUR**	Information Item
2	**IDAHO DIVISION OF VOCATIONAL REHABILITATION ANNUAL PROGRESS REPORT**	Information Item
3	**STEM ACTION CENTER UPDATE**	Information Item
4	**IDAHO DEPARTMENT OF LABOR – WORKFORCE PROJECTIONS REPORT**	Information Item
5	**WORKFORCE DEVELOPMENT COUNCIL – ANNUAL REPORT**	Information Item
6	**BOARD POLICY – I.E., EXECUTIVE OFFICERS – SECOND READING**	Motion to Approve
7	**TEMPORARY RULE – IDAPA 08.02.01 – DATA COLLECTION**	Motion to Approve
8	**QUALITY EDUCATOR PROGRAM INDICATORS**	Information Item

THIS PAGE INTENTIONALLY LEFT BLANK

LEWIS-CLARK STATE COLLEGE

SUBJECT

Lewis-Clark State College Annual Report and Tour

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3 and 4.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for Lewis-Clark State College to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

IMPACT

Lewis-Clark State College's strategic plan drives the College's planning, programming, budgeting, and assessment cycles and is the basis for the institution's annual budget requests and performance measure reports to the State Board of Education, the Division of Financial Management and the Legislative Services Office.

ATTACHMENTS

Attachment 1 – Annual Report Page 3

BOARD ACTION

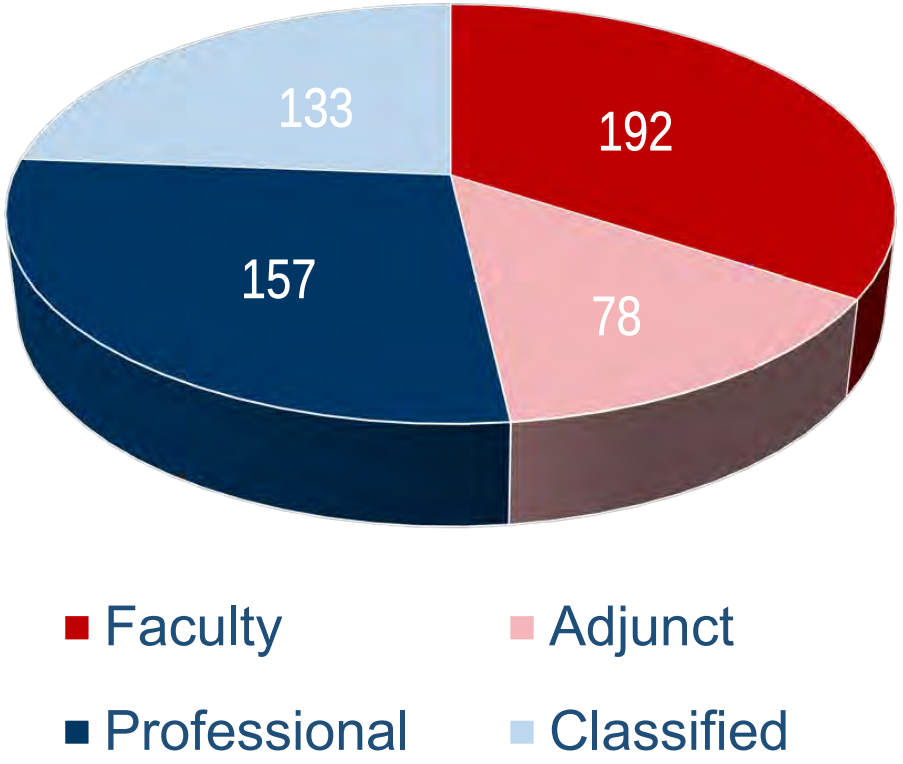
This item is for informational purposes only. Any action will be at the Board's discretion.

THIS PAGE INTENTIONALLY LEFT BLANK

LEWIS-CLARK STATE
COLLEGE

Progress Report to the
Idaho State Board of Education

Faculty and Staff



LEWIS-CLARK STATE COLLEGE

Excellence in Teaching and Learning

- CEC increases a high-priority, basic requirement
- Line item requests for health career education expansion and advising and career readiness
- Enrollment growth strategies
- Private fundraising for scholarships and faculty support
- Prioritization enhancements: new and modernized academic and professional-technical programs
- Student investment through capital projects

LEWIS-CLARK STATE COLLEGE

Optimize Enrollment/Promote Student Success

- Spring 2016: All-time record of 795 Graduates and 914 degrees awarded
- Fall 2016: New ID students entering from high school up 13%
- Focused, customized student engagement from inquiry to career
- Early intervention for at-risk students
- Non-traditional student degree offerings
- Online learning emphasis

Student to Faculty Ratio

LEWIS-CLARK STATE COLLEGE

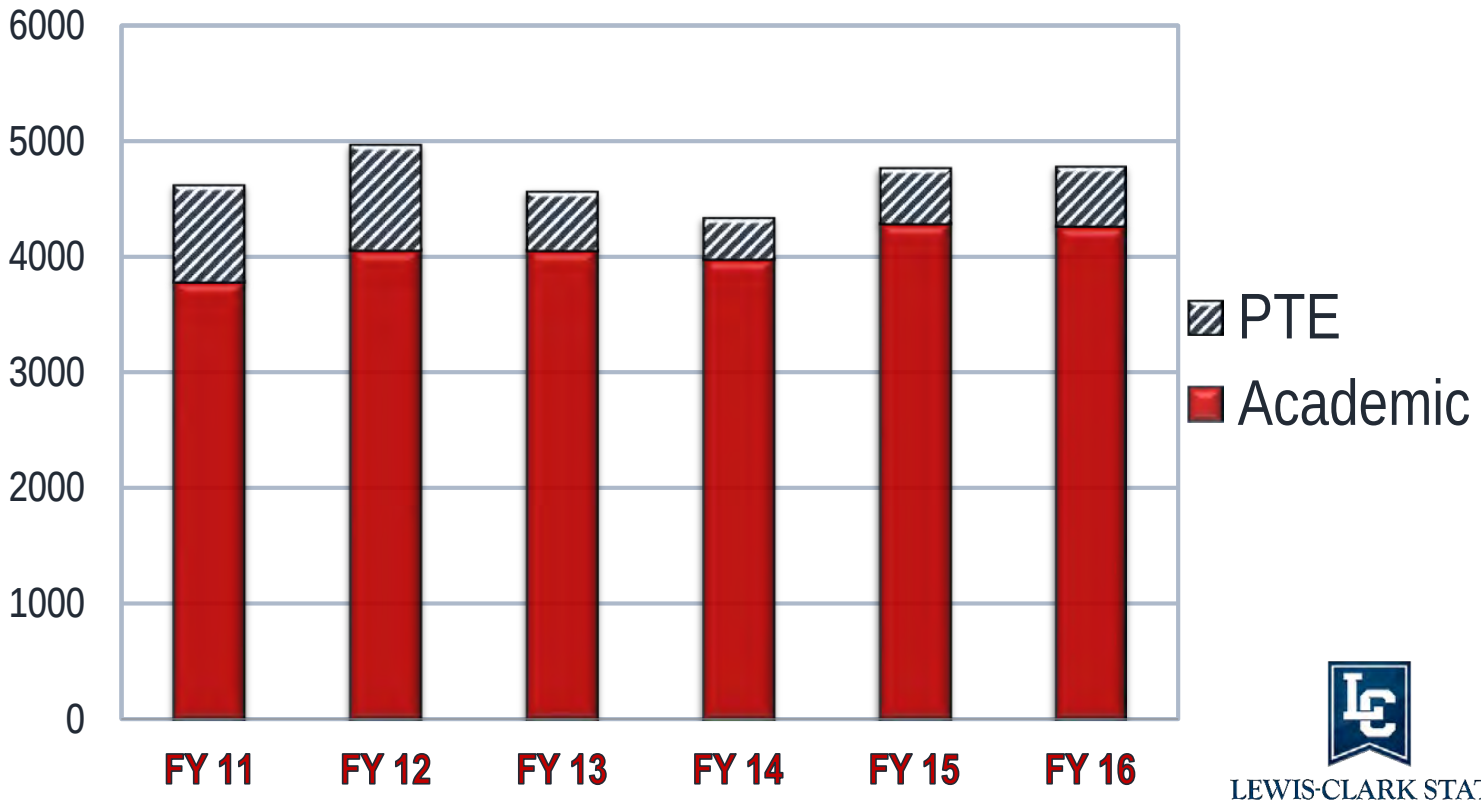
Work Scholar Program

- Committed, academically promising students
- Financial need
- Balance of academic study with work experience and public service
- Reduce student loan debt
- Additional support by mentors, supervisors, co-workers and other students in program
- 22 students
- 15 on campus sites / 4 off campus site

LEWIS-CLARK STATE COLLEGE

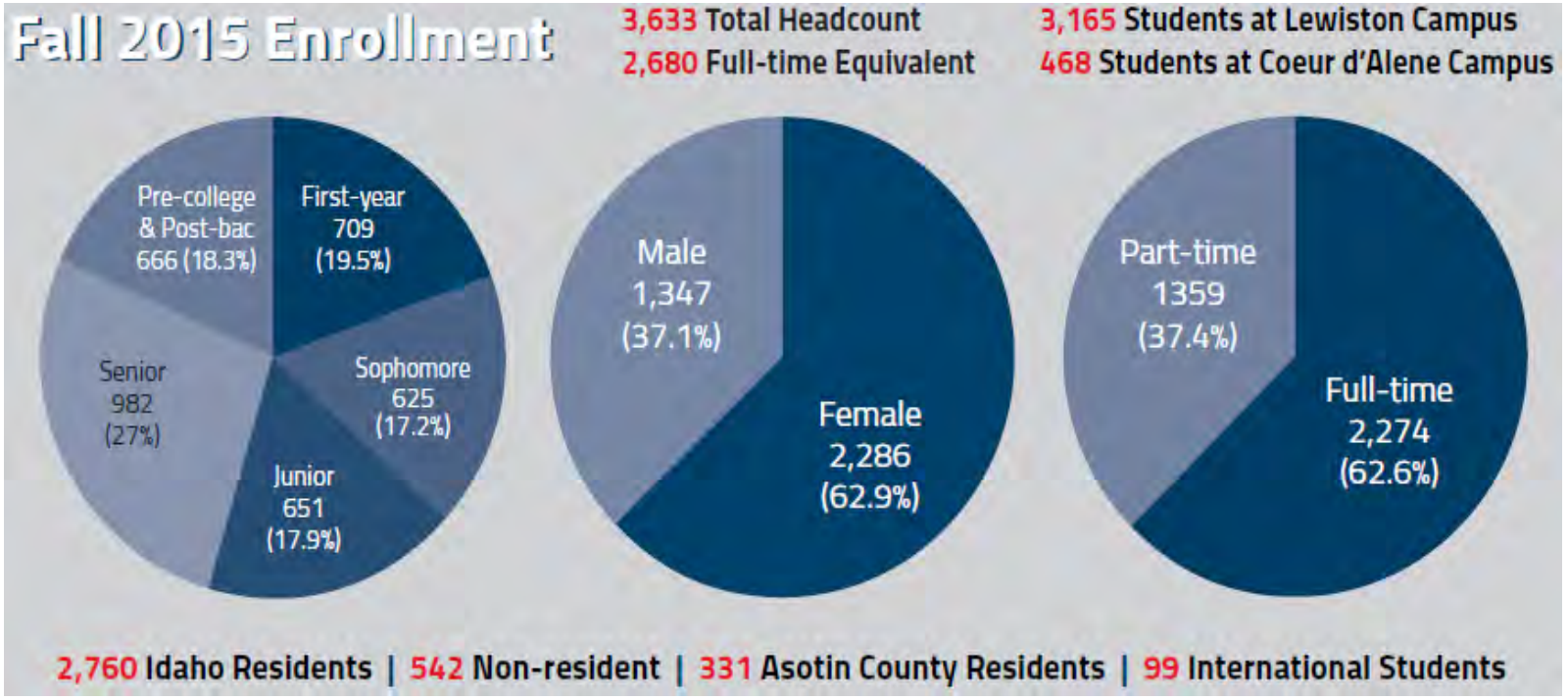
Annual Enrollment

(Unduplicated)



LEWIS-CLARK STATE COLLEGE

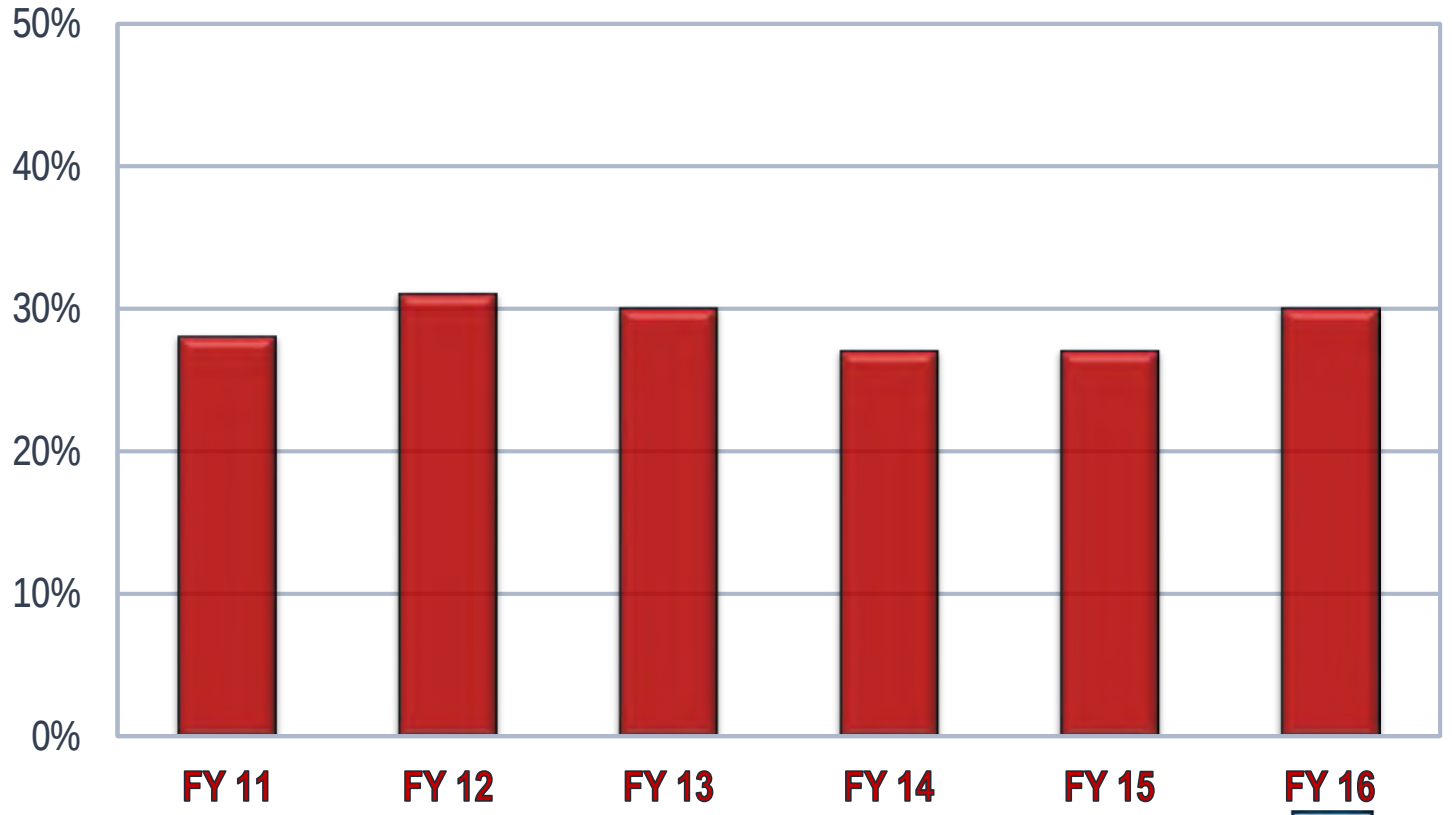
A Closer Look at Annual Enrollment



68.6% of the Student Body are First Generation College Students

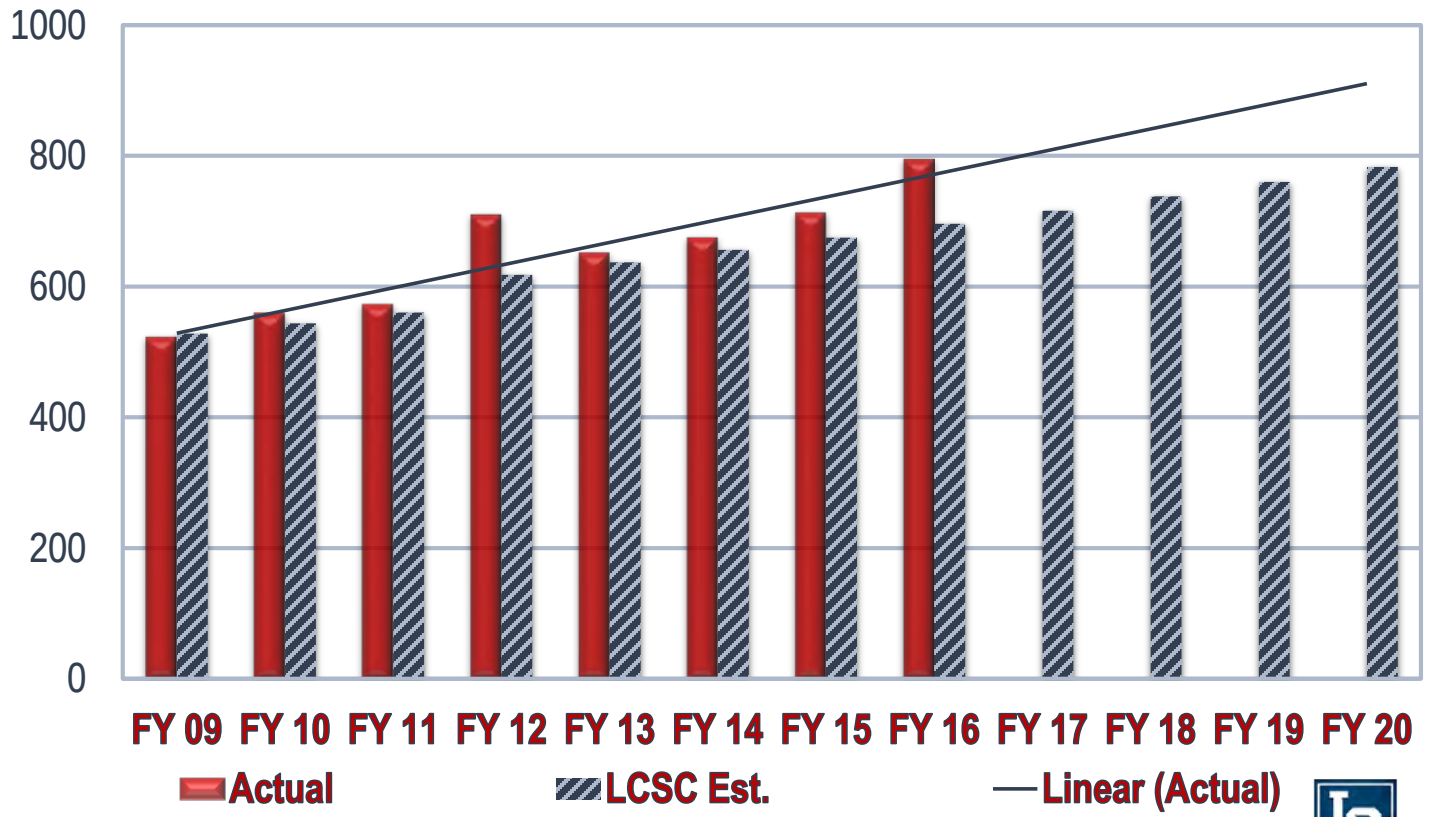
LEWIS-CLARK STATE COLLEGE

Graduation Rate



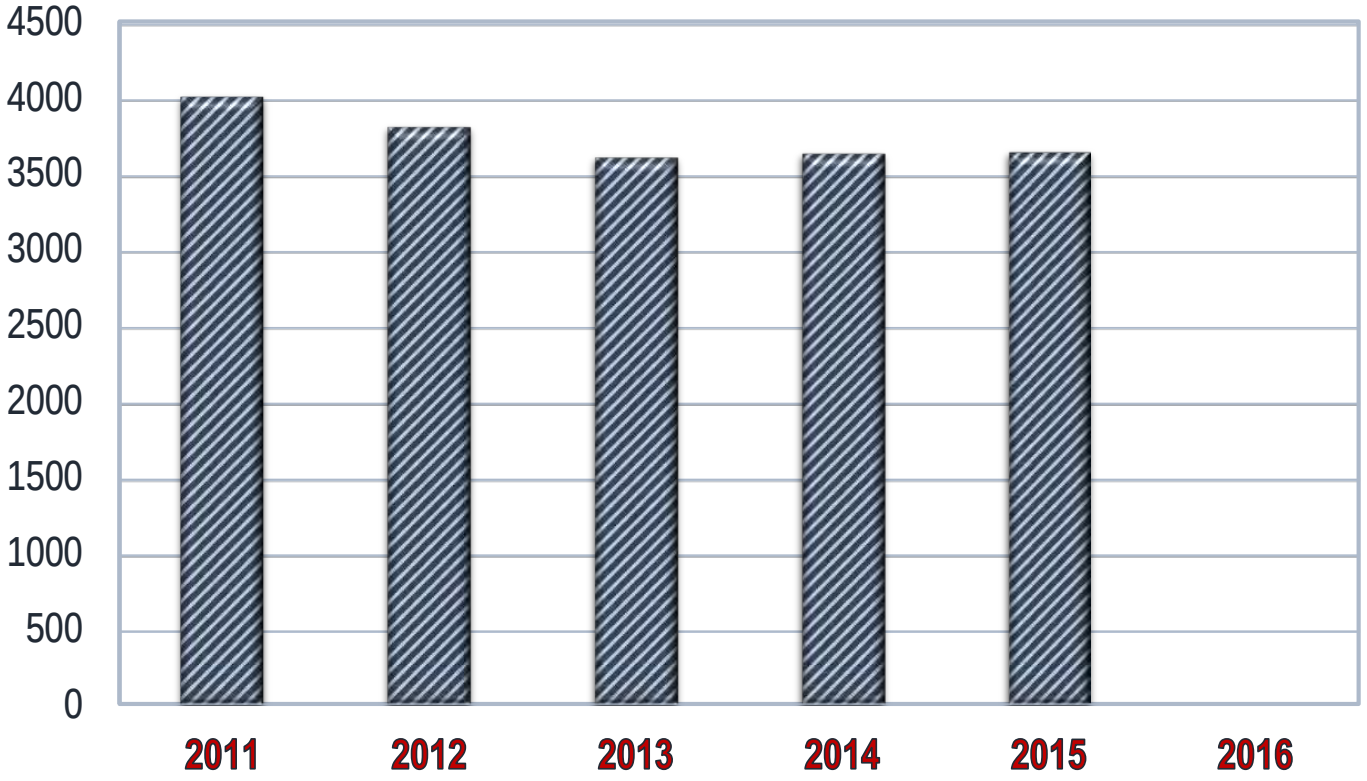
LEWIS-CLARK STATE COLLEGE

Graduates



LEWIS-CLARK STATE COLLEGE

Fall (Census Day) Headcount



LEWIS-CLARK STATE COLLEGE

Collaboration/Economic Development

- CTE and Lewiston School District
- Clearwater Paper
- Energized advisory committees

LEWIS-CLARK STATE COLLEGE

Line Item Requests

Health Professions Education Expansion	$462,800
Advising & Career Readiness	$411,200
New Occupancy Costs – Clearwater Hall	$ 93,700

LEWIS-CLARK STATE COLLEGE

Student Investment Through Campus Facilities

Reserves have been accumulated to:

- Attract new students
- Comply with Title IX
- Address deferred maintenance

LEWIS-CLARK STATE COLLEGE

Capital Projects Overview

2016	Multipurpose playfield
2017	North Idaho Collaborative Building
	Spalding Hall renovation
	Harris Field grandstand replacement
	Women's locker room expansion
	Clark Hall fire suppression system
2019	Living Learning Center
2020	Expansion of CTE facility

LEWIS-CLARK STATE COLLEGE

North Idaho Collaborative Building

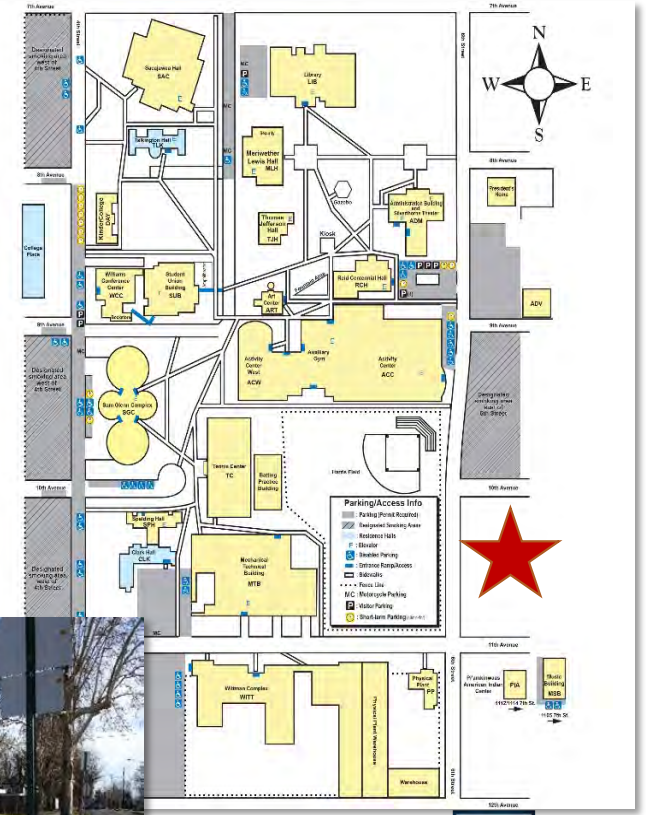
- Funding from LCSC institutional reserves, Idaho Permanent Building Fund (PBF), North Idaho College, and the University of Idaho.
  Total project: $12 Million

- Provides all institutions enhanced student services and additional classrooms

LEWIS-CLARK STATE COLLEGE

Multipurpose Playfield

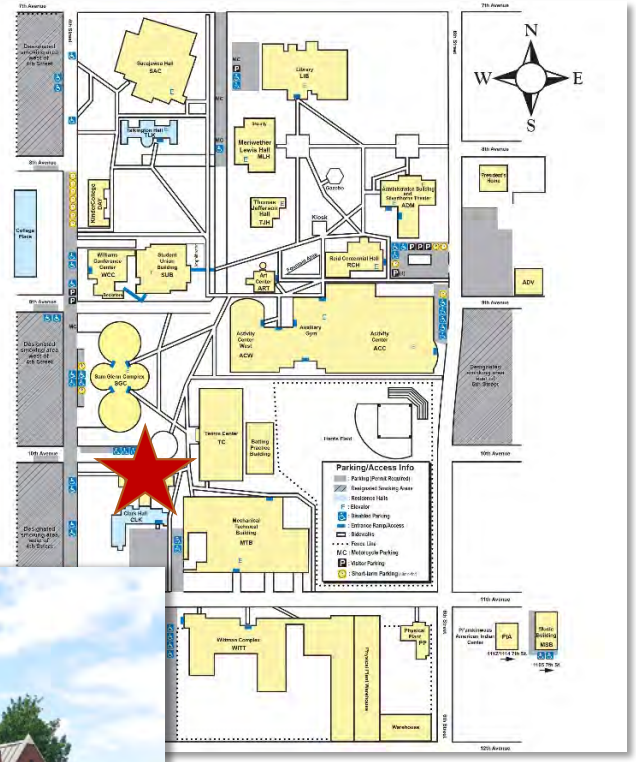
- Funding from institutional reserves and private donations
- Primary use for intramural sports
- Secondary use as practice field for proposed women's soccer program
- Community youth programs



LEWIS-CLARK STATE COLLEGE

Spalding Hall Renovation

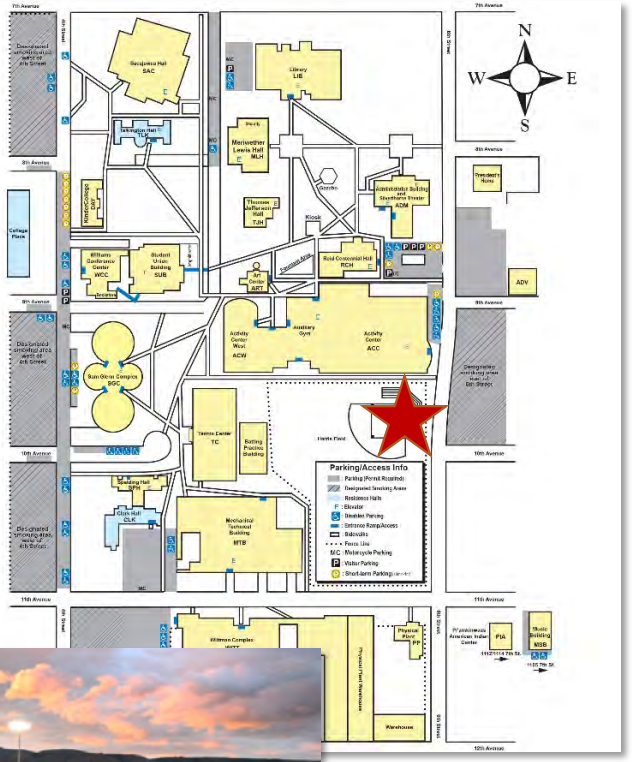
- Funding from institutional reserves and PBF
- Addresses deferred maintenance needs for one of the oldest building on campus; brings the building into compliance with State structural and fire codes

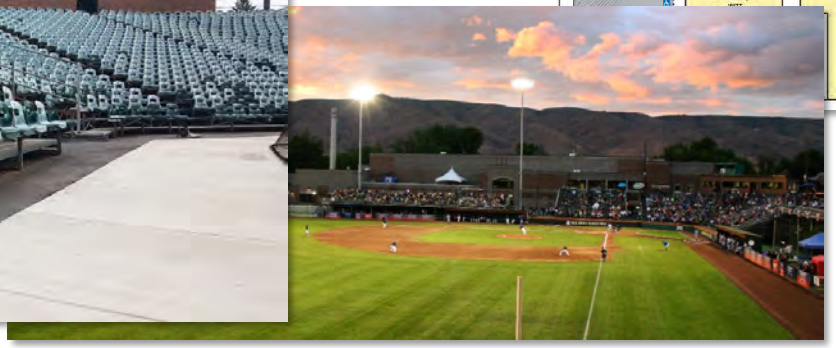


LEWIS-CLARK STATE COLLEGE

Harris Field Grandstand Replacement

- Funding from institutional reserves and donations
- Brings grandstand up to city codes and provides an attractive and safe event environment
- Includes facilities to meet anticipated storage needs

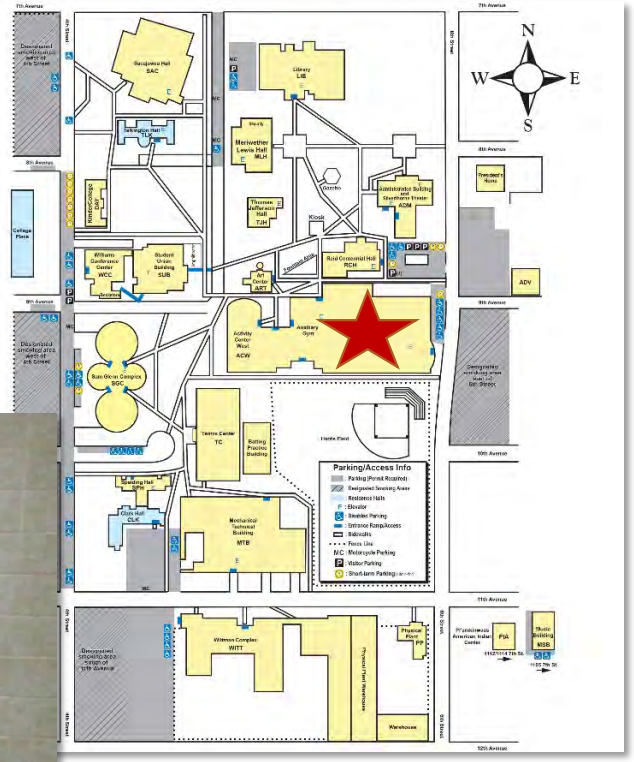




LEWIS-CLARK STATE COLLEGE

Women's Locker Room Expansion

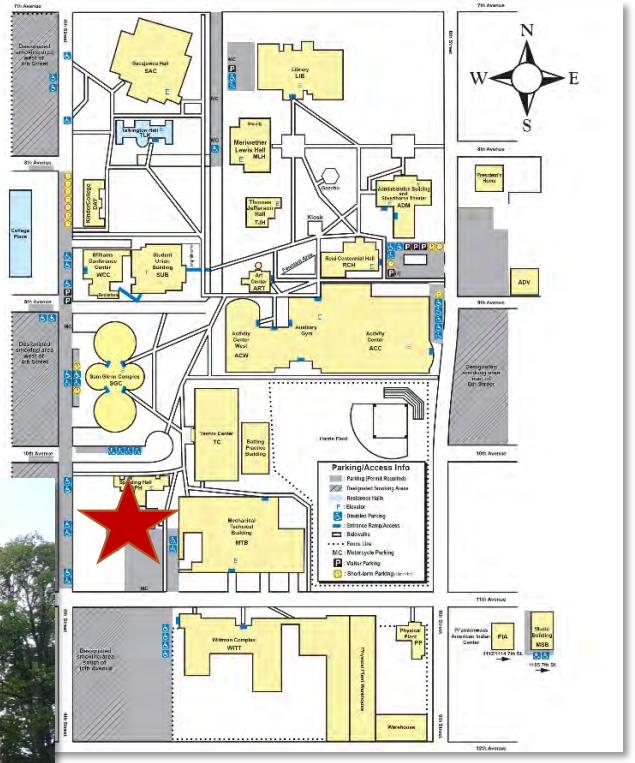
- Funding TBA but will include institutional reserves
- Located inside Activity Center
- Allows for increase in women's sports to address Title IX compliance



LEWIS-CLARK STATE COLLEGE

Clark Hall Fire Suppression System

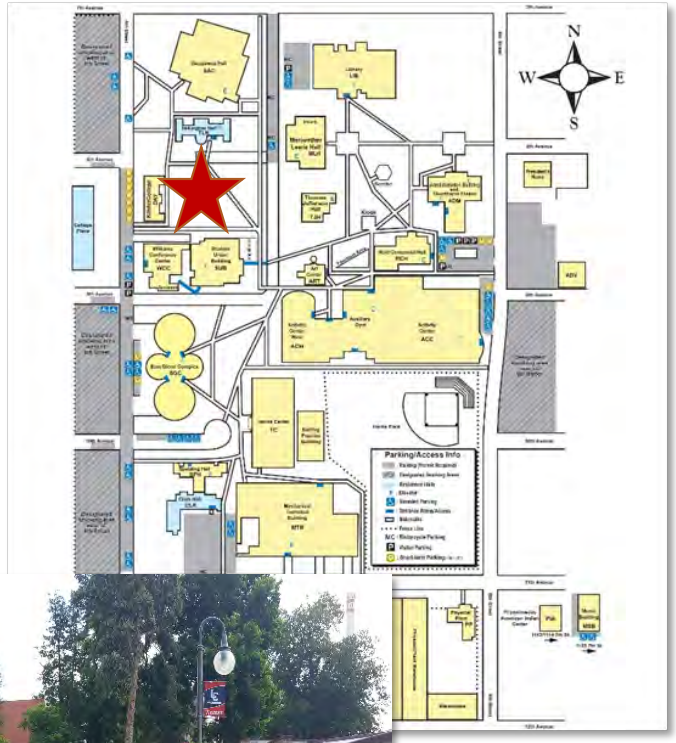
- Funding from institutional reserves
- Needed improved safety measure
- Meets fire code



LEWIS-CLARK STATE COLLEGE

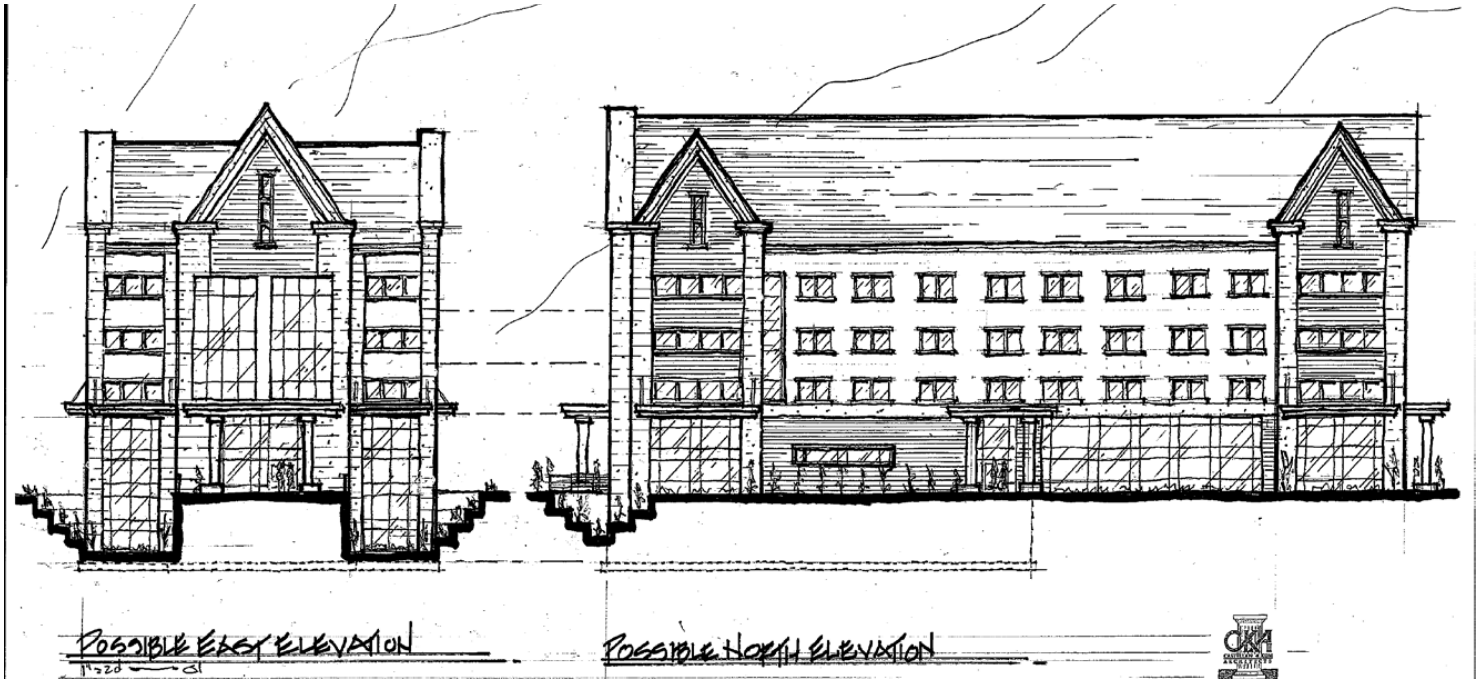
Living and Learning Center

- Funds through bonding and PBF
- New 150 bed residence hall
- First floor will house student advising and student health center
- Two new classrooms
- Additional food and dining options possible



LEWIS-CLARK STATE COLLEGE

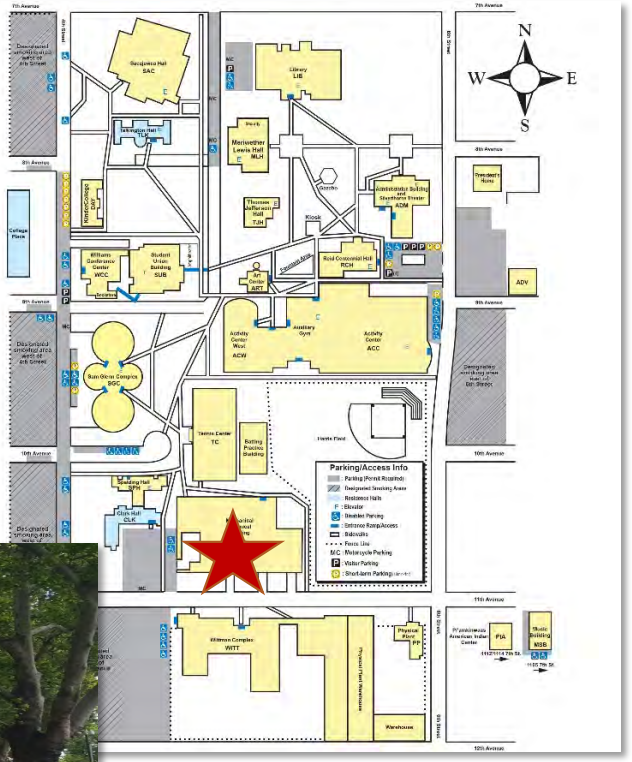
Living and Learning Center



LEWIS-CLARK STATE COLLEGE

Expansion of CTE Facility

- Funded by institutional reserves and PBF/Economic Development Grant
- Expansion to meet the local and regional automotive industry needs



LEWIS-CLARK STATE COLLEGE

Capital Projects Summary

Projects		Est.
2016	Multipurpose playfield	$450K
2017	North Idaho Collaborative Building	$1M
	Spalding Hall renovation	$4M
	Harris Field grandstand replacement	$650K
	Women's locker room expansion	$500K
	Clark Hall fire suppression system	$260K
2019	Living and Learning Center	$17M
2020	Expansion of CTE facility	$4M
		$28M

Financing	
Institutional reserves	$8M
Permanent Building Fund (plus other funds)	$4M
Borrowing (bonding)	$16M

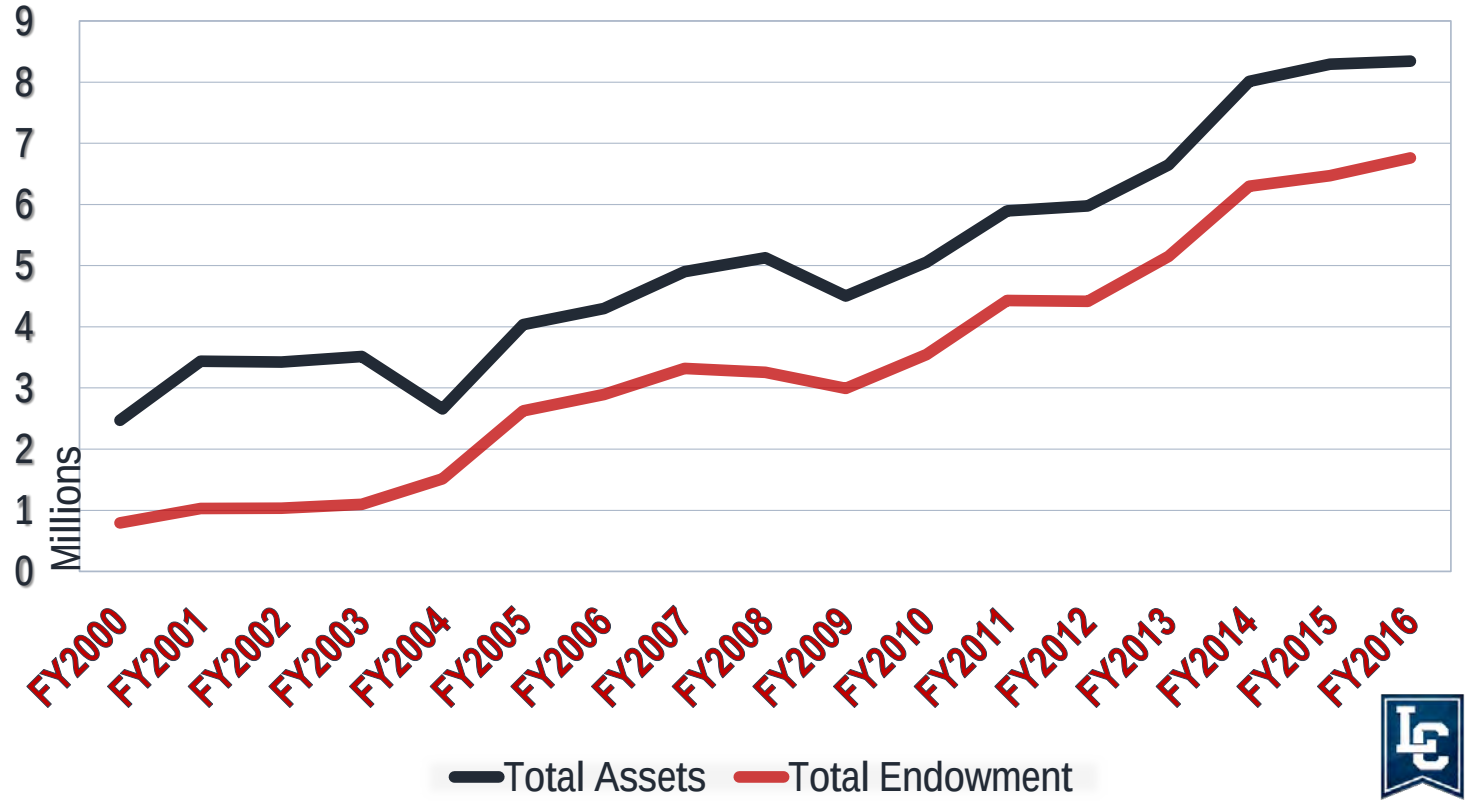
LEWIS-CLARK STATE COLLEGE

College Advancement

- Expansion of scholarships
- Increased endowment opportunities for faculty and staff
- Alumni planned giving campaign
- College completion scholarships

LEWIS-CLARK STATE COLLEGE

College Advancement Success



LEWIS-CLARK STATE COLLEGE

LEWIS-CLARK STATE COLLEGE

Questions?

THIS PAGE INTENTIONALLY LEFT BLANK

Idaho Division of Vocational Rehabilitation

State Board of Education Presentation
October 2016

IDVR PROGRAM STRUCTURE

- Vocational Rehabilitation
- Extended Employment Services
- Council for the Deaf and Hard of Hearing

2

VOCATIONAL REHABILITATION

3

Mission Statement

"Preparing individuals with disabilities for employment and community enrichment."

4

Organizational Structure

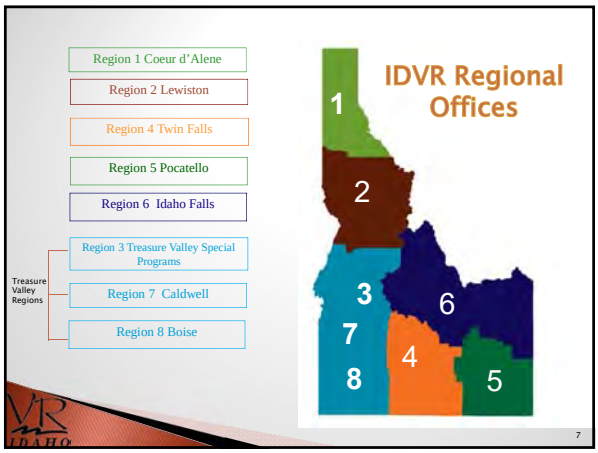
U. S. Department of Education
↓
Office of Special Education and Rehabilitative Services(OSERS)
↓
Rehabilitation Services Administration (RSA)
↓
State Board of Education (SBOE)
↓
Division of Vocational Rehabilitation

5

VR Delivery System

Individualized Service
↓
Employer Resource
↓
Competitive Applicants
↓
Jobs

6

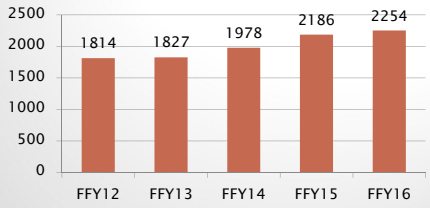


VR ACCOMPLISHMENTS

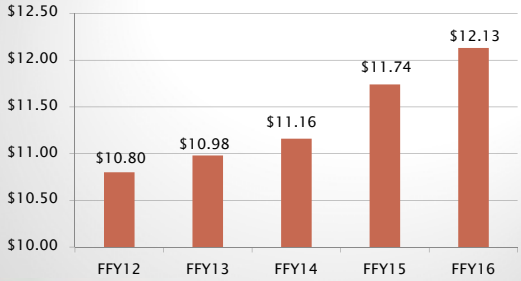
- In 2016 there was a 506% increase in customer wages after receiving IDVR services
- 3% increase in successful employment outcomes
- 84% of VR customers who achieved or maintained employment reported their wages as their primary means of support

Successful Employment Outcomes

Performance Measure: Increase the number of successful rehabilitation in FFY 2016 to exceed FFY 2015 performance.



VR Customer Average Hourly Wage



Range of Customer Wages and Occupations

Range of Wages and Occupations

$7.25/hour – Child Care Workers, Janitors and Food Service, Nursing Aides
$10/hour – Customer Service Representatives, Receptionists/General Office Clerks, Painters
$15/hour – Claims Examiners, Computer Operators, Electricians, Financial Analysts
$18/hour – Police Patrol Officers, Nurse Practitioners, Morticians, Welders
$20/hour – Human Service Workers, Social Workers, Teachers,
$25/hour – Registered Nurses, Carpet Installers, Truck Drivers
$40/hour – Electrical Engineer, Electrical Power-Line Installer
$55/hour – Pharmacists

IDVR SUPPORTS POST SECONDARY TRAINING

Success in training programs = Success in employment

Post secondary funds are the second highest VR expenditures in FFY 2016

Northern Idaho Success Story

Felix Fosselman

North Idaho College

Valley Vista Care

- Associates of Applied Science – Occupational Therapy Assistant Program
- Bachelor of Science –Occupational Therapy
- Full-time employment in the field he was trained
- $22/hour and employer sponsored benefits

VR IDAHO

13

Reauthorization of the VR Program

Workforce Innovations and Opportunities Act (WIOA)

Public Law 113-128

VR IDAHO

14

WIOA

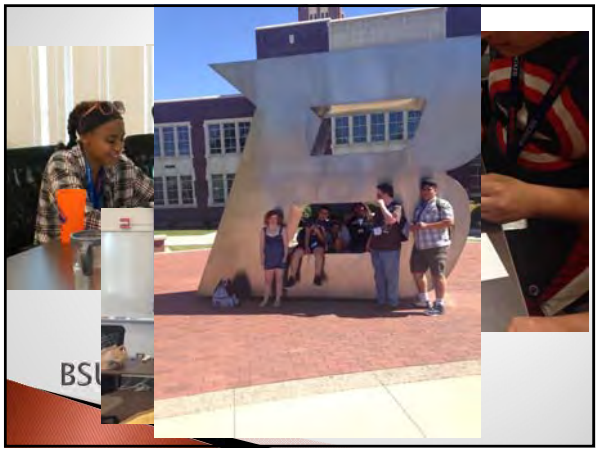
- Aims to increase access to and opportunities for employment, education, training, and support services, particularly for individuals with the greatest barriers to employment.
- Signed in law on July 22, 2014.
- Designed to help job seekers access employment, education, training, and support services to succeed in the labor market.
- First legislative reform to the public workforce system in more that 15 years.
- Final regulations just came out June 30, 2016, so things may change.

WIOA – Key Elements

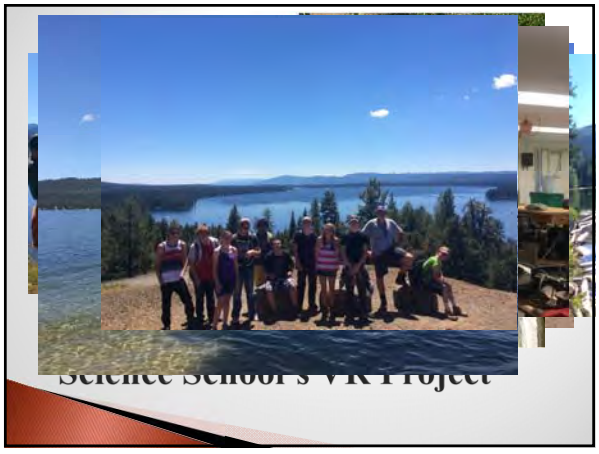
- Pre-Employment Transition Services
- Combined Plan with Core Partners
- Common Performance Measurements with Core Partners
- Enhanced Collaboration with Agency Partners
- Coordination with Education Officials
- Enhanced Collaboration and Coordination with Employers
- Enhanced Emphasis on Competitive Integrated Employment

VR IDAHO

16



LCSC College Readiness Educational Workshop (CREW)



BSU Online Digital Literacy Skills Project

- Modules will be a mix of e-learning and facilitated materials that can be individualized to students needs
- All students with disabilities will have access to the modules
- Pilots of the modules will begin in the Spring 2017

SFY 2018 BUDGET REQUESTS

- $125,000 increase in State General fund appropriations for the purpose of capturing $462,000 Federal dollars
- $214,300 in additional State General Fund appropriations for the Extended Employment Services program
- $111,100 in State General Funds for the purpose of supporting one additional Full-time Employee (FTE) for the council for the Deaf and Hard of Hearing (CDHH)

VR IDAHO 23

PARTNERSHIPS

- Core Program under the Workforce Investment Opportunity Act (WIOA)
- Additional partnerships:
  - School Districts
  - Department of Education
  - Department of Corrections
  - Department of Juvenile Corrections
  - Department of Health and Welfare
  - Variety of other community partners

VR IDAHO 24

Eastern Idaho Success Story
Colin Williams
BENGALS
IDAHO STATE
REYCO
Associates in Welding
Starting wage $15.50
Employer Sponsored Benefits
IDAHO
25

QUESTIONS?
IDAHO
26

THIS PAGE INTENTIONALLY LEFT BLANK

SUBJECT

Idaho Division of Vocational Rehabilitation (IDVR) Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for IDVR to provide an annual progress report on the agency's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

Jane Donnellan, Administrator of the Division of Vocational Rehabilitation, will provide an overview of IDVR's progress in carrying out the agency's strategic plan.

ATTACHMENTS

Attachment 1 – Idaho Division of Vocational Rehabilitation Presentation Page 3

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

THIS PAGE INTENTIONALLY LEFT BLANK

STEM ACTION CENTER

SUBJECT

STEM Action Center Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 67-823, Idaho Code.

BACKGROUND/DISCUSSION

The STEM Action Center (Center) was created in 2015, as an office of the Governor to coordinate and oversee the implementation of STEM programs, promote STEM through best practices in education to ensure the connection with industry and Idaho's long-term economic prosperity, to produce an Idaho STEM-competitive workforce to offer better access to competitive employment opportunities; and to drive student experience, engagement and industry alignment by identifying and implementing public and higher education STEM best practices to transform workforce development. The duties of the STEM Action Center range from the coordination of state STEM related activities, industry needs assessments and gap analysis, to the alignment and coordination of education related STEM activities with industry and education and the identification of STEM education related best practices.

The Center's Board is made up of nine (9) members representing the Department of Commerce, Department of Labor, State Superintendent, State Board of Education and five (5) members representing manufacturing or STEM related industries. Board of Education member Dr. Hill is the State Board of Education's representative on the STEM Action Center Board and the current chair of that Board.

The Center's enabling legislation requires the Center to report on progress to the State Board of Education annually. The Center has been operating for approximately one year and is now starting to see results. The Center has been working to provide STEM resources and STEM professional development to Idaho educators and communities. Grants focused on innovative project-based STEM and community STEM events are being evaluated for outcomes and impact. Professional development opportunities have included:

- FABSlam – a 3D design and fabrication professional development and student competition,
- BotBall robotics professional development and materials, and
- Oracle's Alice 3.1.1 and Java Fundamentals trainings.

Additional professional development opportunities are currently being evaluated and will be deployed in January 2017. Last year the Center interacted with over 1,200 educators impacting over 10,000 students. Additionally, 36 STEM Family events were held throughout the state impacting not only students and educators,

but communities as well. This year the Center is hosting three regional (inaugural) science and engineering fairs. Idaho is now, no longer the only state in the nation without student access to national science and engineering competitions.

Additional projects focus on creating a virtual mentorship platform which will connect educators and industry to support student-led projects such as science and engineering fair projects, FIRST robotics, and other projects related to student competitions.

Computer science has also become a major focus of the Center as it works with postsecondary education and industry to create opportunities to enhance Idaho's workforce including the university co-op program and scholarship expansion for STEM educators and students entering STEM and computer science fields. The Center is partnering with the Discovery Center of Idaho, Camp Invention, STEMbusUSA, the University of Idaho, and Boise State University to support scholarships allowing students from traditionally underrepresented population to attend STEM and computer science camps. The Center is also creating strong partnerships with industry receiving significant monetary and in-kind support totaling nearly $200,000 (so far) in FY17

ATTACHMENTS

Attachment 1 – STEM Action Center Overview Page 3
Attachment 2 – STEM Action Center 2016-2017 Opportunities Page 5
Attachment 3 – STEM Action Center Strategic Plan Page 7
Attachment 4 - STEM Action Center Performance Measure Report Page 17

STAFF COMMENTS AND RECOMMENDATIONS

The Centers duties closely overlap and are in alignment with STEM education goals of the State Board of Educations and the Board's STEM education strategic plan. The Centers staff have developed a good working relation with Board staff allowing for continued collaboration and alignment of the Board's goals as outlined in the Board's STEM education strategic plan (approved October 2014).

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

PROJECTS AND PROGRAMS

PROFESSIONAL DEVELOPMENT

Idaho Math & Science Teachers Conference

FABSlam 3D design and fabrication workshop

Digital Library Access for Higher Education

i-STEM Teacher Institutes

INDEEDS STEM Educator Awards

COMPETITIONS

FIRST Robotics ~ student teams build robots

Khan Academy's LearnStorm ~ hone math skills and practice grit and determination

FABSlam ~ 3D design and fabrication competition

Invent Idaho ~ Premier student invention program

GRANTS AWARDED

$75,000
PK12 STEM & Family STEM Event Grants

$50,000
FabSlam 3D design training

$50,000
FIRST Robotics Regional Competition

$15,000
Student Travel Grants

The STEM Action Center is positioned to connect & collaborate widely to impact STEM in Idaho!

IDAHO STEM ACTION CENTER
304 N. 8th Street, Suite 444
Boise, ID 83702
Phone (208) 332-1725
www.stem.idaho.gov
facebook.com/IdahoSTEMAC

IDAHO STEM ACTION CENTER

Turning Knowledge Into Action

Connecting education and industry to ensure Idaho's long-term economic prosperity

980213 Summit Media & Marketing 2016/01/22 16:07:18 1

IDAHO STEM ACTION CENTER

MISSION:
Connecting STEM education and industry to ensure Idaho's long-term economic prosperity.

VISION:
Produce a STEM competitive workforce by implementing Idaho's Kindergarten through Career STEM education programs aligned with industry needs.

STEM ACTION BOARD

Dr. Dave Hill – Chairman
State Board of Education Member

Dee Mooney – Vice Chair
Executive Director, Micron Foundation

Dr. Todd Allen
Deputy Director, Idaho National Laboratory

Kenneth Edmunds
Director, Idaho Department of Labor

Dr. Lorna Finman
Chief Executive Officer, LCF Enterprises

Dr. Chuck Zimmerly
Community Relations Officer, State Dept. of Education

Megan Ronk
Director, Idaho Department of Commerce

Jeff Williams
CEO (retired), Glanbia Foods

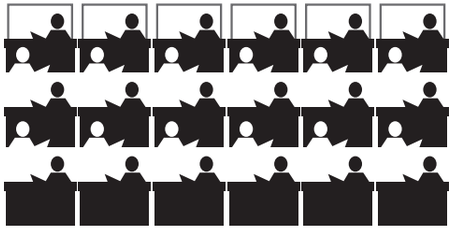
Von Hansen
CEO, AlertSense Inc.

IMPACT IN FIRST SIX MONTHS

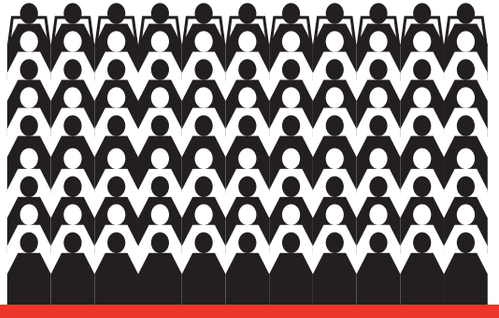
We partner with diverse groups including industry, business, education, libraries, and non-profits to maximize our impact.

OVER 200 BUSINESSES

OVER 1,200 EDUCATORS



OVER 8,000 STUDENTS



COMPUTER SCIENCE INITIATIVE

COMPUTER SCIENCE INITIATIVE WILL:

- Focus on providing employers with qualified and experienced workers in all areas of computer science
- Create strong partnerships for training and professional experience for Idaho's business community, educators and workforce.
- Be funded through a combination of industry support, grants and the STEM Education Fund.
- Create K-12 Computer Science standards through collaboration with the State Board and State Department of Education.

980213 Summit Media & Marketing 2016/01/22 16:07:18 2

IDAHO STEM ACTION CENTER

Idaho STEM Action Center

Created in 2015 and housed in the Office of the Governor, the Center is dedicated to providing a STEM competitive workforce by implementing Idaho's Kindergarten through Career STEM education programs.

Funding Opportunities

Available in 2016-2017

Visit stem.idaho.gov/grants for more information

GRANTS		
PK12 Innovative STEM Projects	Formal & Informal Educators	September 23, 2016
CS Device Grant	Formal & Informal Educators	October 2, 2016
Community Robotics Maker Kits	Public, School, & Academic Libraries	November 2016
Family STEM Awareness Events	Formal & Informal Educators	January 2017
STEM Career Awareness Events	Formal & Informal Educators	January 2017

PROFESSIONAL DEVELOPMENT		
FABSlam 3D Design & Fabrication Workshop	Formal & Informal Educators	January 2017
Other Opportunities currently being vetted	Formal & Informal Educators	January 2017

IDAHO STEM ACTION CENTER
802 West Bannock
Suite 701
Boise, ID 83702
Phone (208) 332-1729
stem.idaho.gov
facebook.com/IdahoSTEMAC

IDAHO STEM ACTION CENTER

COMPUTER SCIENCE

HOW

The Computer Science Initiative would be funded through a combination of industry support, grants and the STEM Education Fund. Up to $2M would be spent to support this initiative. **The STEM Action Center** would actively engage industry to secure matching funds to ensure sustainability.

The STEM Action Center has FUNDING to help educators, students, the community and our workforce through various professional development trainings and incentives, camps, competitions, events and more. Support could include grant distribution, resource development, internship programs and scholarship opportunities.. To see more funding opportunities throughout the year, please visit **www.stem.idaho.gov**

WHY

Computer Science is one of the fast growing fields in the world; Idaho isn't any different. Every year, Idaho has 670 CS job openings going unfilled . Over $44 million of unclaimed labor wages are lost due to those unfilled positions. Governor Otter has proposed a Computer Science Initiative through the **The STEM Action Center** to support the needs of Idaho's employers by providing a pipeline of employees with computer science training, certifications and experiences to help fill that gap.

WHO

The STEM Action Center will collaborate with education and Idaho businesses and industries to create opportunities for educators and the workforce to receive training in areas related to computer science to meet the demands of the industry.

WHAT

- Focus on providing employers with qualified and experienced workers in all areas of computer science
- Create strong partnerships for training and professional experience for Idaho's business community, educators and workforce.
- Be funded through a combination of industry support, grants and the STEM Education Fund.
- Create K-12 Computer Science standard through collaboration with the State Board and State Department of Education for the State of Idaho.

IDAHO SCIENCE & ENGINEERING FAIRS

The STEM Action Center is proud to sponsor regional high school science and engineering fairs for the 2016-2017 school year. Winners of these regional fairs will be eligible to compete in the 2017 Intel International Science and Engineering Fair (Intel ISEF). Intel ISEF is one of the premier national student science and engineering competitions. Idaho students will be able to work with their teacher to purchase materials necessary to participate in the competition. Educators and students will also have access to virtual mentors to support them on their projects. The top student projects at each local fair will have the opportunity to attend the national Intel ISEF in May 2017 and represent Idaho. All expenses for attendance at nationals will be covered by **The Idaho STEM Action Center**.

If you are an educator who will be teaching in a PUBLIC HIGH SCHOOL (grades 9-12) during the 2016-2017 school year then you are eligible to apply!

Deadline to Apply: December 16, 2016

Notification of Acceptance: Rolling Notifications - October 31, November 30, December 31, 2016

Student project work: November 2016 - February 2017

MORE INFORMATION: stem.idaho.gov/isef

FAIR DATES

February 18, 2017
Eastern Idaho Science & Engineering Fair (EISEF)

March 4, 2017
Northern Idaho Science & Engineering Fair (NISEF

March 11, 2017
Western Idaho Science & Engineering Fair (WISEF

IDAHO STEM ACTION CENTER
802 West Bannock
Suite 701
Boise, ID 83702
Phone (208) 332-1729
stem.idaho.gov
facebook.com/IdahoSTEMAC

IDAHO STEM ACTION CENTER

Strategic Plan

Fiscal Years 2017 – 2020

June 2016

Idaho STEM Action Center

2017 – 2020 Strategic Plan

Introduction, History and Future

Idaho is facing a crisis: Idaho citizens are not entering the STEM pipeline at a rate that will meet the current and future workforce needs of Idaho employers and sustain Idaho's economic development and future prosperity. According to a report by the Idaho Department of Labor, by 2025 Idaho will be lacking approximately 63,000 individuals needed to fill projected positions ranging from construction and service jobs to medical and technology positions, many of which involve STEM-related skills and knowledge. Numerous research studies including the Georgetown Center for Education and the Workforce, Idaho Business for Education and Idaho Department of Labor demonstrate that more than 60% of the projected jobs by 2020 will require a college degree or certificate beyond a high school diploma.

During the 2015 Idaho legislative session, a small group of visionary legislators, education leaders and industry stakeholders began a STEM Caucus that led to legislation creating the Idaho STEM Action Center. House Bill 302 became law on July 1, 2015 (Idaho Code §67-823). This new law permits some flexibility in implementation which will allow the Center to develop unique grant, training, professional development and student opportunities aligned to Idaho's workforce needs from kindergarten through career. Decisions related to the STEM Action Center are guided by a nine member Board appointed by the Governor. The Board is a unique blend of educational leaders from the State Board of Education and the State Department and seven Idaho industry leaders including the Idaho Department of Labor, the Idaho Department of Commerce, Idaho National Laboratory (INL) and Micron.

The Idaho STEM Action Center's enabling legislation focuses on five broad areas: a) student learning and achievement (including underrepresented populations); b) student access to STEM including equity issues; c) teacher professional development and opportunities; d) college and career STEM pathways; and e) industry and workforce needs.

During the 2016 legislative session, two pieces of legislation were passed that focused on a statewide computer science initiative. The STEM Education Fund was created through Senate Bill 1279 into which two million dollars was deposited from the state's general fund to support the computer science initiative (House Bill 379). The legislative intent of the computer science initiative is to increase statewide efforts in computer science awareness and access, kindergarten through career. These efforts will continue to be driven by the needs of Idaho's industry and developed in partnership with industry, the state board of education, professional-technical education, the state department of education,

administrators, educators and the community at large. The ultimate goal is to secure industry participation in the funding of the state's computer science education initiatives.

The Idaho STEM Action Center supports the recommendations of the Idaho Task Force for Improving Education and the State Board of Education's STEM Strategic Plan, which support the state's 60% goal and seeks to meet the workforce needs of Idaho business and industry.

As a result of these statewide efforts, Idaho will become a STEM business destination. Idaho will have a citizenry that not only recognizes the importance of STEM, but also possesses the necessary STEM skills for the workforce. A highly skilled STEM workforce will lead to increased investment and business opportunities throughout Idaho. Educators will have the necessary STEM skills to engage students. Students will possess the 21st century skills that employers require: critical thinking, problem-solving, collaboration and innovation. The result of this multi-tiered approach will be an increase in the number of businesses in Idaho and the number of STEM jobs available for Idahoans which will serve to bolster Idaho's economy and lead to long-term economic prosperity for the state and her citizens.

Mission Statement:

Connecting STEM education and industry to ensure Idaho's long-term economic prosperity.

Vision Statement:

Produce a STEM competitive workforce by implementing Idaho's Kindergarten through Career STEM education programs aligned with industry needs.

GOAL #1: Coordinate and facilitate implementation of STEM programs throughout Idaho

Objective 1A: Create/identify and fund STEM opportunities for Idaho students

Performance Measure 1: Number of students receiving services from the STEM Action Center

-*Baseline 1*: During FY16, 10,428 students received services from the STEM Action Center, primarily through grants disseminated to educators and/or adult mentors

-*Benchmark 1:* Increase the number of student served annually until at least 25,000 students are served throughout Idaho each year

How was this benchmark established? 25,000 students represent nearly 10% of the K12 populations which would be served annual by the Center. Given the current number of staff, this is the maximum number that the Center can serve effectively.

Objective 1B: Identify and facilitate delivery of high quality STEM educator professional development

Performance Measure 1: Number of educators receiving high quality STEM professional development

-*Baseline 1*: Four opportunities impacting 1,200 educators were offered in FY16

-*Benchmark 1*: Increase the number of opportunities by at least one each year until 10 opportunities are reached

-*Benchmark 2*: Continue to expand opportunities until at least 5,000 educators are reached annually

How were these benchmark established? Four opportunities were offered by the Center staff in FY16. With the addition of another staff member, contractors and an increased appropriation, ten opportunities (serving 5,000 educators) would be the maximum number to ensure that educators receive the highest quality STEM professional development as directed in Idaho Code §67-823

Objective 1C: Develop new and expand existing STEM Action Center grant programs for educators and the community at large

Performance Measure 1: Total number of grant opportunities offered

-*Baseline 1*: Two grant opportunities for educators and one for students were made available in FY16

-*Benchmark 1*: Increase the existing opportunities to at least five including computer science opportunities for educators and at least two opportunities for students

How was this benchmark established? Given the current level of Center staffing, seven grant opportunities are the maximum number that can be managed annually and effectively.

Performance Measure 2: Percentage of applicants receiving funding

-*Baseline 1*: 22% of educator requests were filled for the PK12 grant in FY 16.

-*Benchmark 1*: Fill at least 30% of the PK12 grant requests by FY20

How was this benchmark established? The number of grant requests will likely continue to increase and the need for additional support will be required to fill the requests. 30% will allow for a competitive process and will ensure that applications are thoughtful and through with measurable outcomes and evident need.

Objective 1D: Support the Idaho State Board of Education STEM Strategic Plan

GOAL #2: Align education and workforce needs throughout Idaho

Objective 2A: Engage industry to support STEM education outcomes

Performance Measure 1: Number and amount of industry contributions and personal donations to Center to promote and enhance opportunities for K-career

Baseline 1: $62,000 in industry contributions and $10,000 in personal donations to the Center in FY16 = $72,000

Benchmark 1: Increase industry contribution each fiscal year until $500,000 is reached annually

Benchmark 2: Hold additional fundraisers to double personal donations by FY20 by advertising the Idaho income tax credit option

How were these benchmark established? If the contributions to the Center double annually, this benchmark can be reached. As the Center becomes more established, industry will become more familiar with Center projects and programs. As a result, partnerships are anticipated to grow and donations will increase.

Objective 2B: Involve industry to collaborate with the STEM Action Center and focus outcomes and goals on workforce needs and opportunities

-Performance Measure 1: Number of opportunities for workforce certifications in high demand fields

Baseline 1: The STEM Action Center currently does not support these types of certifications; a baseline will be established in FY17

Benchmark 1: Benchmark(s) will be set after the FY17 baseline data is collected and analyzed

Performance Measure 2: Number of trainings in STEM and/or computer science and number of computer science and/or STEM endorsement received

-*Baseline 1*: No efforts were deployed in FY16

-*Benchmark 1*: Benchmark(s) will be set after the FY17 baseline data is collected and analyzed

Objective 2C: Create opportunities for schools to partner with local companies to provide for student and teacher mentoring and internships in computer science and/or STEM.

Performance Measure 1: Number of mentors and students involved in the Center's virtual, project-based mentorship platform

-*Baseline 1*: No virtual mentorship project-based platform currently exists. In FY17 an RFP will be released and a vendor will be selected to design a platform

-*Benchmark 2*: Baseline user data will be collected in FY18 and user benchmarks will be established for FY19

Performance Measure 2: Number of industries and students involved in the Computer Science Coop Project

-*Baseline 1*: No Coop program currently exists in Idaho

-*Benchmark 1*: Baseline data will be collected in FY17 with a scaling plan in place for FY18 – FY20

Objective 2D: Support computer science initiatives, programs, events, training and other promotions throughout the state for the benefit of school districts, students, parents and local communities

Performance Measure 1: Number of community events related to computer science

-*Baseline 1*: No support was provided in FY16

-*Benchmark 1*: Benchmarks will be set after FY17 once baseline data is collected and analyzed

Performance Measure 2: Number of educator professional development opportunities in computer science

-*Baseline 1*: In FY16, the Center supported one opportunity involving 44 educators with $8,000 in continuing education credits and training through Code.org

-*Benchmark 1*: By FY20 increase to at least three opportunities and support at least 150 educators

How was this benchmark established? Given the increase in the FY17 appropriation and the addition of staffing to the Center, it will be possible to support at least three opportunities annually and collect effective outcome data.

Performance Measure 3: Number of student competitions in computer science

-*Baseline 1*: Computer science student competitions were not supported by the Center in FY16

-*Benchmark 1*: Support at least two computer science competitions per year by FY20

How was this benchmark established? With the additional Center staffing, computer science competitions can be researched for implementation in Idaho. Currently, computer science competitions are not common and students are not abundant so two competitions would allow student choice while ensuring sufficient numbers of competitors.

GOAL #3: Increase awareness of STEM throughout Idaho

Objective 3A: Collaborate with Idaho's state board of education, division of career-technical education, the state department of education, public higher education institutions and industry to develop a communication plan related to the computer science initiative and STEM

Performance Measure 1: Number of collaboratively created communication resources

-*Baseline 1*: No collaborative communication resources were created in FY16

-*Benchmark 1*: Benchmarks will be established after FY17 baseline data is collected

Objective 3B: Communicate about STEM and computer science initiatives, programs, events, training and other promotions throughout the state for the benefit of school districts, students, parents and local communities

Performance Measure 1: Number of users of the STEM Action Center online portal of resources and best practices

-*Baseline 1*: No online portal currently exists. Portal will be created in FY17 and deployed by FY18

-*Benchmark 1*: Benchmarks will be established after FY18 baseline data is collected

-*Benchmark 2*: Deploy online pilot database during FY18 which annually identifies at least five (5) best practice innovations used in Idaho schools that have resulted in growth in interest and performance in STEM and/or computer science by students and teachers

How was this benchmark established? This benchmark is required by Idaho Code §67-823.

Performance Measure 2: Number of industries involved in the STEM Matters Media Campaign

-*Baseline 1*: No media campaign currently exists

-*Benchmark 1*: Benchmarks will be established after FY17 baseline data is collected

Performance Measure 3: Number of monthly communication efforts using the monthly newsletter, website and social media such as Facebook

-*Baseline 1*: Four newsletters were sent in FY16, reaching 1,500 subscribers

-*Benchmark 1*: Increase the number of newsletter subscribers by at least 10 subscribers per month until 2,000 subscribers are reached

How was this benchmark established? All K12 principals and superintendents were automatically enrolled in the newsletter. Self-subscriptions occur at a slower rate of 10 on average per month.

Objective 3C: Increase access of students, educators and communities that represent traditionally underrepresented populations in STEM and computer science

Performance Measure 1: Number of grants and professional development opportunities which target traditionally underrepresented populations in STEM and/or computer science

-*Baseline 1*: Three grants and one professional development opportunity were provided to support traditionally underrepresented populations in STEM in FY16

-*Benchmark 1*: Support at least three grants and two professional development opportunities in both STEM and computer science by FY20 to support traditionally underrepresented populations including rural, socioeconomic status, race/ethnicity and gender.

How was this benchmark established? As dictated in Idaho Code §67-823, the Center must support grants and professional development for traditionally underrepresented populations. Given the current staffing and funding levels, supporting at least five opportunities would allow high quality customer service and ensure effective outcome measurements.

External Factors Affecting Goals

1) Infrastructure
    a. As a small agency of three full time individuals, infrastructure can significantly influence outcomes. Contractors will be hired to fulfill legislative intent for Center programs and projects which will lead to increase productivity for the Center. Additional staffing would help the Center meet its goals in a more timely fashion.
    b. The Center needs to continue to leverage existing resources to prevent duplication. This will require knowledge of activities occurring outside of the

Center and clear, timely communication between numerous entities which could be challenging.

2) Funding and Economic Conditions
    a. Funding will be needed in an ongoing capacity to fulfill the intent of both the STEM Action Center legislation and the Computer Science Initiative.
    b. Partnering with industry will require industry awareness and confidence in the Center as well as the financial confidence in the economy.
    c. Grant availability will also drive certain aspects of Center activity and may vary annually.

3) Statewide Awareness
    a. In order to ensure statewide equity, it will be critical that the Center raise awareness of the availability of grants, professional development opportunities and scholarships. Increased communication efforts will be necessary to facilitate this awareness.
    b. When soliciting requests for proposals, the Center must assume that it will receive numerous applications that are within the proposed budgets.
    c. Unrecognized demand for STEM Action Center resources could lead to an increased need to reviewers/volunteers to determine recipients of project and program opportunities.
    d. When offering professional development and grant opportunities, messaging to ensure statewide interest and diversity will be paramount to guarantee educators and communities from diverse backgrounds are represented.

Idaho STEM Action Center Performance Measurement Report

Part I – Agency Profile

Agency Overview

During the 2015 Idaho legislative session, a small group of legislators, education leaders and industry stakeholders began a STEM Caucus that led to legislation creating the Idaho STEM Action Center. House Bill 302 became law on July 1, 2015 (Idaho Code §67-823). This new law permits some flexibility in implementation which will allow the Center to develop unique grant, training, professional development and student opportunities aligned to Idaho's workforce needs from kindergarten through career. Decisions related to the STEM Action Center are guided by a nine member Board appointed by the Governor. The Board is a unique blend of educational leaders from the State Board of Education and the State Department and seven Idaho industry leaders including the Idaho Department of Labor, the Idaho Department of Commerce, Idaho National Laboratory (INL) and Micron.

During the 2016 legislative session, two pieces of legislation were passed that focused on a statewide computer science initiative. The STEM Education Fund was created through Senate Bill 1279 into which two million dollars was deposited from the state's general fund to support the computer science initiative (House Bill 379) during FY17.

Core Functions/Idaho Code

The Idaho STEM Action Center's enabling legislation focuses on five broad areas: a) student learning and achievement (including underrepresented populations); b) student access to STEM including equity issues; c) teacher professional development and opportunities; d) college and career STEM pathways; and e) industry and workforce needs.

The legislative intent of the computer science initiative is to increase statewide efforts in computer science awareness and access, kindergarten through career. These efforts will continue to be driven by the needs of Idaho's industry and will be developed in partnership with industry, the State Board of Education, career-technical education, the state department of education, administrators, educators, and the community at large. The ultimate goal is to secure industry participation in the funding of the state's computer science education initiatives.

Revenue and Expenditures

Revenue	FY 2013	FY 2014	FY 2015	FY 2016
General Fund				547,300
Dedicated				100,000
Total	N/A	N/A	N/A	647,300
Expenditure	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Personnel Costs				183,200
Operating Expenditures				312,800
Capital Outlay				62,200
Total	N/A	N/A	N/A	558,200

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2013	FY 2014	FY 2015	FY 2016
Student competitions and classroom grants	N/A	N/A	N/A	10,428 students received services
Educator professional development and grants	N/A	N/A	N/A	1,200 educators received services
Community STEM Events	N/A	N/A	N/A	36 events

				were hosted throughout the state

Part II – Performance Measures

Performance Measure		FY 2013	FY 2014	FY 2015	FY 2016	Current Year
Goal 1: Coordinate and facilitate implementation of STEM programs throughout Idaho						
1. Number of students receiving services from the STEM Action Center	actual	N/A	N/A	N/A	10,428	----------
	benchmark	*N/A*	*N/A*	*N/A*	*N/A*	*25,000*
2. Number of educators receiving high quality STEM professional development	actual	N/A	N/A	N/A	1,200	----------
	benchmark	*N/A*	*N/A*	*N/A*	*N/A*	*5,000*
3. Total number of grants opportunities offered	actual	N/A	N/A	N/A	3	----------
	benchmark	*N/A*	*N/A*	*N/A*	*N/A*	*7*
4. Percentage of applicants receiving funding	actual	N/A	N/A	N/A	22%	----------
	benchmark	*N/A*	*N/A*	*N/A*	*N/A*	*30%*
Goal 2: Align education and workforce needs throughout Idaho						
5. Amount of industry contributions and personal donations to the Center	actual	N/A	N/A	N/A	72,000	----------
	benchmark	*N/A*	*N/A*	*N/A*	*N/A*	*Increase contributions until $500,000 is reach annually by FY20*
6. Number of opportunities for workforce certifications in high demand fields	actual	N/A	N/A	N/A	0	----------
	benchmark	*N/A*	*N/A*	*N/A*	*N/A*	*Benchmark will be set after the FY17 baseline data is collected and analyzed*
7. Number of mentors and students involved in the Center's virtual, project-based mentorship platform	actual	N/A	N/A	N/A	0	----------
	benchmark	*N/A*	*N/A*	*N/A*	*N/A*	*Benchmark will be set after the FY17 baseline data is collected and analyzed*
Goal 3: Increase awareness of STEM throughout Idaho						
8. Number of monthly communication efforts	actual	N/A	N/A	N/A	4 newsletters reached 1,500 subscribers	----------
	benchmark	*N/A*	*N/A*	*N/A*	*N/A*	*10 newsletters reaching 2,000 subscribers*
9. Number of grants and	actual	N/A	N/A	N/A	Three grants and one	----------

professional development opportunities which target traditionally underrepresented populations					professional development opportunity were offered	
	benchmark	*N/A*	*N/A*	*N/A*	*N/A*	*Support at least three grants and two professional development opportunities in both STEM and CS by FY20*

Performance Measure Explanatory

As a new agency, established in FY16, the Center does not have data for a number of its performance measures. Systems will be established in FY17 and baseline data will be collected. Performance measures are predicated on long-term, sustained funding.

For More Information Contact

Contact Name: Angela Hemingway
Title/Position: Executive Director
State Agency: Idaho STEM Action Center
Address: 802 W. Bannock St., Suite 701
Boise, ID 83702
Phone: (208) 332-1726
E-mail: Angela.Hemingway@STEM.idaho.gov

THIS PAGE INTENTIONALLY LEFT BLANK

IDAHO DEPARTMENT OF LABOR

SUBJECT

Workforce Projections Report

REFERENCE

October 15, 2014 — The Idaho Department of Labor provided the Board with Idaho Industry and Occupational Employment Projections for 2012 – 2022.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section VI A.4.

BACKGROUND/DISCUSSION

The Idaho Department of Labor (IDOL) is the primary agency charged with workforce development for the State of Idaho. IDOL operates under the guidance of the Workforce Development Council and views its role as the "connection" among education and industry stakeholders. IDOL also administers the Workforce Development Training Fund.

Under a grant provided through the Idaho State Board of Education, IDOL developed key components of the workforce data portion of the State Longitudinal Data System (SLDS) and is mining the workforce data for information beneficial to development of workforce training programs. In addition, IDOL conducts regular studies of labor market information to assist industry and State government in decision making.

IDOL has actively promoted greater collaboration among industry, government and education, particularly in the areas of career awareness for students and job seekers, technical education training and other areas where IDOL has identified gaps in workforce development training. IDOL will present information in the following areas:

End Points Analysis (SLDS) – The analysis will give an overview of job placement, locations and income levels for Idaho postsecondary graduates.

Postsecondary Graduates In-State Retention Study – This study provides a summary of retention rates by institution for a four-year period.

High School Cohort Study – This study tracks the 2004 high school graduates, where they are and what they are doing.

These analyses and studies are being presented in order to emphasize areas where IDOL will be seeking participation from

education in developing programs and policies to retain and increase Idaho's workforce.

Career Awareness – The plan to improve the Career Information System (CIS) will be presented along with a review of how VISTA and AmeriCorps volunteers are being deployed to support local district efforts in career advising.

IDOL provide a progress report on how the volunteer program is progressing and the need for support from the Board in these efforts.

Work-Based Learning – CTE and IDOL are developing programs to increase work-based learning, particularly apprenticeships. An overview of these efforts, goals and objectives will be presented.

IDOL will be discussing a request for the Board to consider changes to the definition of those recognized as achieving the 60% goal.

10-Year Job Projections – IDOL bi-annual projections of jobs will be presented, including the "hot jobs" list. The presentation will highlight the rapidly changing marketplace and the impact on education.

IDOL will be requesting assistance in determining how our education system is preparing students to fill today's jobs.

Career Skills – Industry expectations for career skills, commonly called soft skills, will be discussed.

IDOL will present business and industry needs in context of our current education model and the need for incorporation of project-based learning, critical thinking and other attributes necessary for student success upon entering the workforce.

Other Workforce Initiatives – IDOL in other areas, including its Hispanic Initiative and Choose Idaho, will be presented.

IDOL will be seeking cooperation and assistance in implementing its initiatives.

Talent Accelerator Initiative – IDOL is evaluating opportunities for increasing workforce development training funds. The Talent Accelerator Initiative and its impact on funding for education will be presented.

IDOL is seeking input on its proposal and the Board's ideas for increased workforce training funding.

ATTACHMENTS

Attachment 1 - Public Postsecondary Graduate Retention Analysis Page 5
Attachment 2 - Labor Market Projections for Idaho – 2014-2024 Page 13
Attachment 3 - Talent Accelerator Initiative Whitepaper Page 19

STAFF COMMENTS AND RECOMMENDATIONS

Staff comments have been broken out based on the area listed above that they pertain to:

Work-Based Learning – The Board's educational attainment/college completion goal (60% Goal) was based on Board discussion and staff work conducted between May and October 2010. In October 2010 the Goal was incorporated into the Board's strategic plan. Any changes to the Board's definition of "certificate" would be accomplished through an amendment to the Board's strategic plan. The current performance measure is "Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study". An academic year runs from the fall to spring semester and is approximately nine (9) months. This goal, including the educational levels included in it, were based on the Georgetown University Center on Education and the Workforce research release in June 2010, showing that by 2018, 61% of the jobs in Idaho would require a postsecondary education.

In 2013, Idaho Business for Education (IBE) conducted a survey of Idaho business and their projected needs. IBE's survey results reaffirmed the Board's current Educational Attainment Goal and was in alignment with the updated Georgetown University Center on Education and the Workforce research showing that by 2020, 67% of the jobs in Idaho would require some form of postsecondary degree or credential. While both the survey and the Georgetown Study showed a need for increased postsecondary attainment at all levels, the survey found the highest percentage of degrees needed was at the baccalaureate level and the updated Georgetown Study identified the highest areas of growth at the baccalaureate or higher levels.

Any discussions regarding the expansion of the definition of certificate should take into consideration the different levels of attainment necessary to meet Idaho's workforce needs, the availability to collect population data on certificates, and the fact that individuals with a certificate of less than one academic year are currently included in the remaining 40% of the population. In addition to the Educational Attainment Goal, the Board has also set out targets for percentages of graduates at each degree level (Goal 1, Objective C) from our public institutions in the Board's strategic plan as well as students participating in internships (Goal 2, Objective A).

Career Skills – The Board currently sets educational expectations at the elementary and secondary levels (K-12 education) through the adoption of standards, these standards consist of subject area "content standards" as well as minimum standards for educator preparation programs, while the specific methods of teaching and curriculum are selected at the local level. At the postsecondary level program expectations are approved by the Board through the approval of each academic or career technical program. Project-based learning has been identified as a best practice, particularly at the K-12 education levels and various professional development has been provided to school districts over the years in this area. One area that has been identified that would help with the adoption of more project based learning at the K-12 level would be more specific language in the standards (requirements) for our educator preparation programs at the teacher as well as administrator levels. The educator preparation standards are incorporated by reference into Administrative Code and would be amended through the rulemaking process. These standards apply to all educator preparation programs in Idaho at both public and private postsecondary institutions. In addition to the process of amending the standards that Board may wish to look at developing a Board policy specific to the educator preparation programs at the public postsecondary institutions.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

Research Report

IDAHO DEPT. OF LABOR

Idaho Public Postsecondary Graduate Retention Analysis

A Statewide Longitudinal Data Systems Collaborative Research Effort

Summer 2016
Idaho Department of Labor
Communications & Research

Idaho Public Postsecondary Graduate Retention Analysis

A Statewide Longitudinal Data Systems (SLDS) Collaborative Research Effort

Report prepared by

Salvador Vazquez, Research Analyst Supervisor; Bob Uhlenkott, Chief Research Officer
Idaho Department of Labor

Andy Mehl, Statewide Longitudinal Data System Program Manager
Idaho State Board of Education

IDAHO labor.idaho.gov

Communications & Research
Georgia Smith, Deputy Director

EASI
Educational Analytics System of Idaho

This document is produced by the Idaho Department of Labor, which is funded at least in part by federal grants from the United States Department of Labor. Costs associated with this specific publication are available by contacting the Idaho Department of Labor.

The Idaho Department of Labor is an equal opportunity employer and service provider. Reasonable accommodations are available upon request. Dial 711 for Idaho Relay Service.

Idaho Public Postsecondary Graduate Retention Analysis

A Statewide Longitudinal Data Systems (SLDS) Collaborative Research Effort

Research goals: Assess employment for all postsecondary graduates from the year 2010 to 2014 by Idaho institution and determine the state's capacity to retain graduates and assess the ratios of inter-state students who found employment in Idaho. Employment for the purposes of this research effort is defined by earnings covered in Idaho's unemployment insurance system.

Key Definitions: For the purposes of this research study, intra-state students are defined as students who entered a postsecondary institution in Idaho as an Idaho resident. Inter-state students are identified as students with non-resident status at the time of entry.

Findings: Tables 1 and 2 estimate Idaho employment retention rates for Idaho public postsecondary institutions. Cohorts from 2010 to 2014 were analyzed by intra- and inter-state student status.

Intra-state student graduates were twice as likely to work in Idaho. In fact, 77 percent of intra-state postsecondary graduates found a job in Idaho one year removed from school and 67 percent were still employed in Idaho four years after graduation. Rates of change throughout the four years removed from school were fairly consistent among all eight institutions. Eastern Idaho Technical College had the highest one-year retention rate of 89 percent for its 2013-2014 graduates. Over the same four-year period, the College of Southern Idaho had the strongest retention rate, only dropping four percentage points from 80 to 76 percent for the 2010-2011 graduating cohort.

As would be expected only 39 percent of inter-state postsecondary graduates were retained and working in Idaho in the first year, one year following graduation, and 28 percent four years after graduation. While North Idaho College had the highest inter-state retention rate of 62 percent, the College of Western Idaho retained a consistent 58 percent of its inter-state students throughout the four years of analysis. However, inter-state students make up a smaller percentage of the overall student body for the smaller two-year institutions. The larger four year colleges and universities typically have larger enrollment numbers of students traveling from farther distances to further their education and many are already in or continue on to graduate school.

According to department analysts, there are myriad factors that may affect retention rates. The most obvious is the intra-state student with family in Idaho and an affinity for remaining in and working in the state. Other factors include types of degrees and programs offered. Some degrees and programs are highly marketable all over the country and the world, making those students more mobile and attractive to employers outside Idaho. Geographic location of the institution is another factor. Some colleges and universities are located in college towns, closer to bordering states where students are more likely to take their degrees to other more economically viable cities outside of the state. And, some postsecondary institutions are already located in thriving and growing economic urban hubs, creating local and immediate job opportunities for graduates eager to enter the workforce.

Other factors may be that workers may be self-employed or simply choose not to participate in the local workforce by choosing to focus on raising their family. The emerging "gig" economy and related industries that have higher concentrations of sub-contractors may also factor in to declining covered employment matches.

Methodology: Using Idaho's State Longitudinal Data System, employment records collected by the Idaho Department of Labor for the 2010 – 2014 graduating cohorts were matched with educational records from Idaho postsecondary institutions and data from Office of the State Board of Education (OSBE). These data sets contained intra- and inter-state identifiers provided by Boise State University, College of Western Idaho, North Idaho College and the University of Idaho, while data from the College of Southern, Eastern Idaho Technical College, Idaho State University, and Lewis-Clark State College were provided by OSBE. Graduates were given one full year following their graduation date before measuring employment status.

Notes: Employment status is defined as a covered worker earning wages. A covered worker is employed by an employer covered under Idaho's unemployment insurance law. Self-employed, federal employees, those serving in the armed forces, foreign aid service (such as Peace Corps), or missions, paid athletes, real estate brokers, some agricultural workers are not captured in this data set. Actual rates of employment will be slightly higher when accounting for the self-employed and graduates working for exempt employers.

These data are calculated on a per individual basis rather than per degree as some students graduate with multiple degrees. Some graduates may show up at multiple institutions. In those cases matches were recorded at both schools.

Grouping rates by time periods following the time the degree was earned should be used with caution. Although the length of time following the degree is the same, these outcomes may have occurred at different dates and positions on the business cycle. For example, gaining employment one year out of school in a boom economy is likely easier than finding a job in a declining economy. That being said Idaho's economy did expand in all the years analyzed from 2010 to 2014. More caution would have needed to be used if the one year analyzed spanned a full business cycle of economic contraction and expansion.

Graduates totals will not match official institutional records as matches were only made when social security numbers were available and provided.

And lastly search parameters were limited to employment status only. Level of earnings, occupation or industry employed in, or even full-time or part-time employment, was not analyzed.

Researchers:

Salvador Vazquez – Idaho Department of Labor

Andy Mehl – Office of the State Board of Education

Bob Uhlenkott – Idaho Department of Labor

Table 1

Idaho Employment Rates for INTRA-State Students

Institution	Academic Year	Grads	Idaho Covered Employment Matches				Rates of Covered Employment			
			First Year	Second Year	Third Year	Fourth Year	First Year	Second Year	Third Year	Fourth Year
BSU	2010-11	2,684	2,158	2,023	1,960	1,864	80%	75%	73%	69%
	2011-12	2,676	2,131	2,025	1,929		80%	76%	72%	
	2012-13	2,664	2,166	1,993			81%	75%		
	2013-14	2,579	2,074				80%			
Total	**All Cohorts**	**10,603**	**8,529**	**6,041**	**3,889**	**1,864**	**80%**	**75%**	**73%**	**69%**
CSI OSBE	2010-11	812	653	634	634	615	80%	78%	78%	76%
	2011-12	937	761	734	736		81%	78%	79%	
	2012-13	997	790	759			79%	76%		
	2013-14	888	708				80%			
Total	**All Cohorts**	**3,634**	**2,912**	**2,127**	**1,370**	**615**	**80%**	**77%**	**78%**	**76%**
CWI	2010-11	459	389	366	360	358	85%	80%	78%	78%
	2011-12	583	461	461	443		79%	79%	76%	
	2012-13	685	554	557			81%	81%		
	2013-14	*NA*	*NA*	*NA*	*NA*	*NA*	*NA*	*NA*	*NA*	*NA*
Total	**All Cohorts**	**1,727**	**1,404**	**1,384**	**803**	**358**	**81%**	**80%**	**77%**	**78%**
EITC OSBE	2010-11	236	196	187	184	176	83%	79%	78%	75%
	2011-12	250	207	210	200		83%	84%	80%	
	2012-13	250	217	202			87%	81%		
	2013-14	244	218				89%			
Total	**All Cohorts**	**980**	**838**	**599**	**384**	**176**	**86%**	**81%**	**79%**	**75%**
ISU OSBE	2010-11	1,631	1,278	1,168	1,105	1,082	78%	72%	68%	66%
	2011-12	1,989	1,549	1,468	1,398		78%	74%	70%	
	2012-13	1,953	1,523	1,429			78%	73%		
	2013-14	1,884	1,465				78%			
Total	**All Cohorts**	**7,457**	**5,815**	**4,065**	**2,503**	**1,082**	**78%**	**73%**	**69%**	**66%**
LCSC OSBE	2010-11	520	379	356	345	335	73%	68%	66%	64%
	2011-12	654	484	450	441		74%	69%	67%	
	2012-13	605	461	420			76%	69%		
	2013-14	562	427				76%			
Total	**All Cohorts**	**2,341**	**1,751**	**1,226**	**786**	**335**	**75%**	**69%**	**67%**	**64%**
NIC	2010-11	547	402	387	374	342	73%	71%	68%	63%
	2011-12	694	504	478	444		73%	69%	64%	
	2012-13	737	546	521			74%	71%		
	2013-14	680	519				76%			
Total	**All Cohorts**	**2,658**	**1,971**	**1,386**	**818**	**342**	**74%**	**70%**	**66%**	**63%**
U of I	2010-11	1,510	1,027	907	862	820	68%	60%	57%	54%
	2011-12	1,517	1,068	977	908		70%	64%	60%	
	2012-13	1,690	1,139	1,007			67%	60%		
	2013-14	1,617	1,095				68%			
Total	**All Cohorts**	**6,334**	**4,329**	**2,891**	**1,770**	**820**	**68%**	**61%**	**58%**	**54%**
Statewide Totals		**35,734**	**27,549**	**19,719**	**12,323**	**5,592**	**77%**	**72%**	**70%**	**67%**

BSU - Boise State University, CSI - College of Southern Idaho, CWI - College of Western Idaho, EITC - Eastern Idaho Technical College, ISU - Idaho State University, LCSC - Lewis-Clark State College, NIC - North Idaho College, UI - University of Idaho, OSBE - Office of the State Board of Education. Covered Employment are those employed under the provisions of Idaho's unemployment insurance program, and do not include federal employees, those serving in the armed forces, foreign aid service (such as Peace Corps), missions work, paid athletes, real estate brokers, some agricultural workers and other self-employed occupations. Intra-state are students with Idaho residency status and inter-state do not have residency status. Graduates totals will not match official institutional records as matches were only made when social security numbers were available. See full research report for details. ***-- Idaho Statewide Longitudinal Data System -- June 2016.***

Table 2

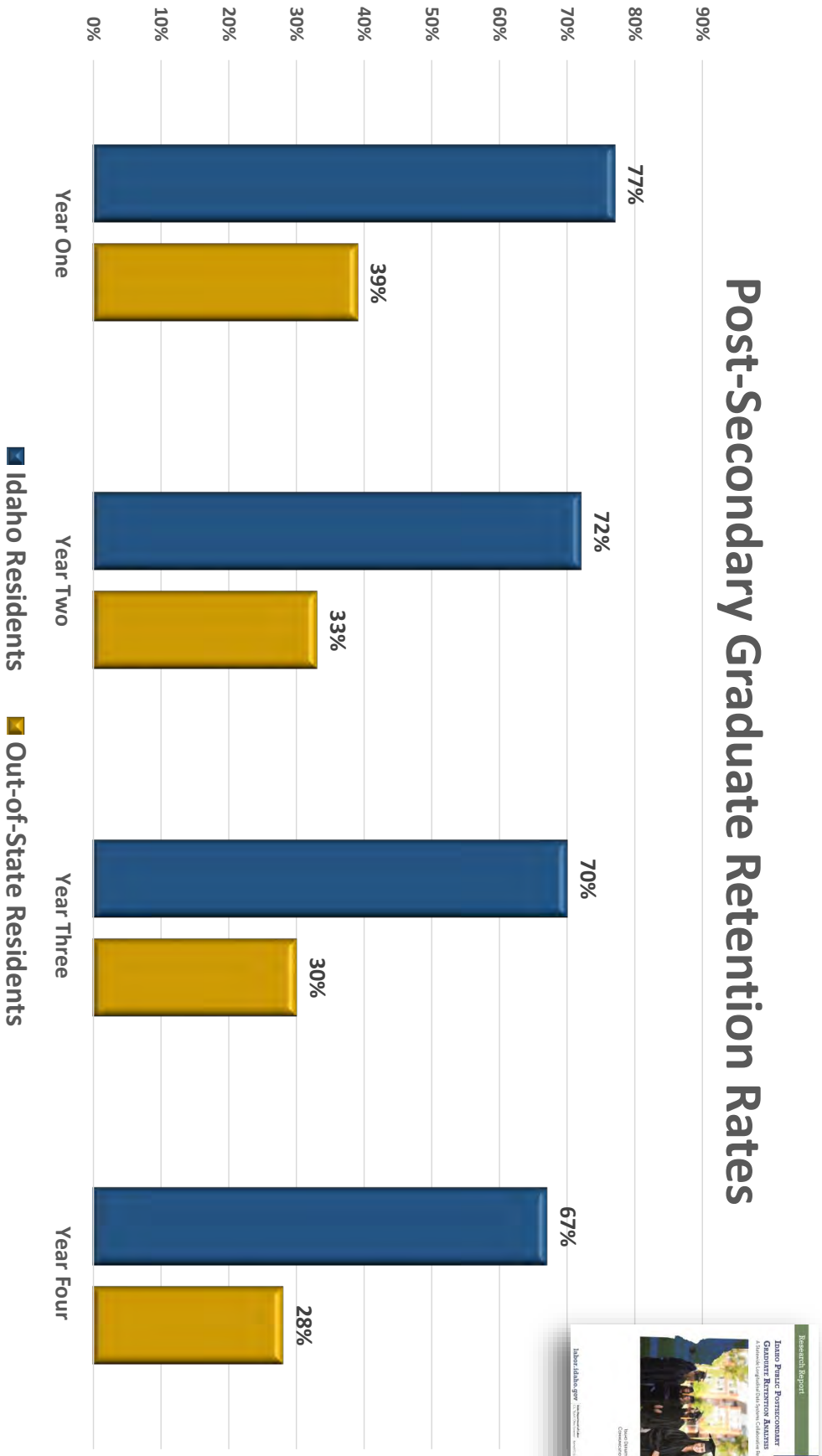
Idaho Employment Rates for INTER-State Students

Institution	Academic Year	Grads	Idaho Covered Employment Matches				Rates of Covered Employment			
			First Year	Second Year	Third Year	Fourth Year	First Year	Second Year	Third Year	Fourth Year
BSU	2010-11	653	301	264	238	217	46%	40%	36%	33%
	2011-12	791	344	296	259		43%	37%	33%	
	2012-13	919	416	331			45%	36%		
	2013-14	1,016	416				41%			
Total	**All Cohorts**	**3,379**	**1,477**	**891**	**497**	**217**	**44%**	**38%**	**34%**	**33%**
CSI OSBE	2010-11	73	32	26	28	27	44%	36%	38%	37%
	2011-12	49	19	21	18		39%	43%	37%	
	2012-13	74	23	21			31%	28%		
	2013-14	66	21				32%			
Total	**All Cohorts**	**262**	**95**	**68**	**46**	**27**	**36%**	**35%**	**38%**	**37%**
CWI	2010-11	43	25	24	25	25	58%	56%	58%	58%
	2011-12	30	19	20	22		63%	67%	73%	
	2012-13	50	33	31			66%	62%		
	2013-14	*NA*	*NA*	*NA*	*NA*	*NA*	*NA*	*NA*	*NA*	*NA*
Total	**All Cohorts**	**123**	**77**	**75**	**47**	**25**	**63%**	**61%**	**64%**	**58%**
EITC OSBE	2010-11									
	2011-12									
	2012-13									
	2013-14									
Total	**All Cohorts**									
ISU OSBE	2010-11	251	109	86	69	61	43%	34%	27%	24%
	2011-12	307	105	85	71		34%	28%	23%	
	2012-13	365	123	109			34%	30%		
	2013-14	368	128				35%			
Total	**All Cohorts**	**1,291**	**465**	**280**	**140**	**61**	**36%**	**30%**	**25%**	**24%**
LCSC OSBE	2010-11	110	41	40	35	30	37%	36%	32%	27%
	2011-12	110	44	38	37		40%	35%	34%	
	2012-13	119	62	54			52%	45%		
	2013-14	134	56				42%			
Total	**All Cohorts**	**473**	**203**	**132**	**72**	**30**	**43%**	**39%**	**33%**	**27%**
NIC	2010-11	217	135	110	102	96	62%	51%	47%	44%
	2011-12	281	161	153	149		57%	54%	53%	
	2012-13	278	167	157			60%	56%		
	2013-14	241	143				59%			
Total	**All Cohorts**	**1,017**	**606**	**420**	**251**	**96**	**60%**	**54%**	**50%**	**44%**
U of I	2010-11	837	261	206	178	158	31%	25%	21%	19%
	2011-12	969	260	211	185		27%	22%	19%	
	2012-13	1,049	322	229			31%	22%		
	2013-14	1,031	332				32%			
Total	**All Cohorts**	**3,886**	**1,175**	**646**	**363**	**158**	**19%**	**23%**	**20%**	**19%**
Statewide Totals		**10,431**	**4,098**	**2,512**	**1,416**	**614**	**39%**	**33%**	**30%**	**28%**

Universe too small for analyses

BSU - Boise State University, CSI - College of Southern Idaho, CWI - College of Western Idaho, EITC - Eastern Idaho Technical College, ISU - Idaho State University, LCSC - Lewis-Clark State College, NIC - North Idaho College, UI - University of Idaho, OSBE - Office of the State Board of Education. Covered Employment are those employed under the provisions of Idaho's unemployment insurance program, and do not include federal employees, those serving in the armed forces, foreign aid service (such as Peace Corps), missions work, paid athletes, real estate brokers, some agricultural workers and other self-employed occupations. Intra-state are students with Idaho residency status and inter-state do not have residency status. Graduates totals will not match official institutional records as matches were only made when social security numbers were available. See full research report for details. ***-- Idaho Statewide Longitudinal Data System -- June 2016.***

Post-Secondary Graduate Retention Rates

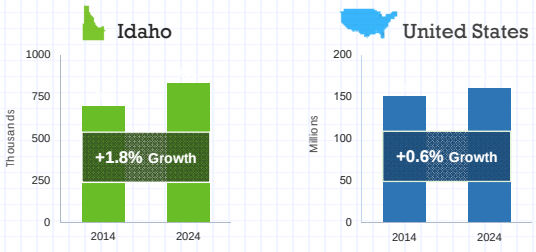


THIS PAGE INTENTIONALLY LEFT BLANK

Background: Our Projections Program

- Biennial Projections – Bureau of Labor Statistics
- Industries and Occupations
- STEM Occupations
- Education Attainment

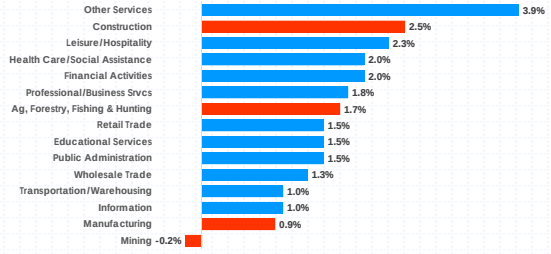
Total Employment
Projected Values



Source: Idaho Department of Labor and the U.S. Bureau of Labor Statistics

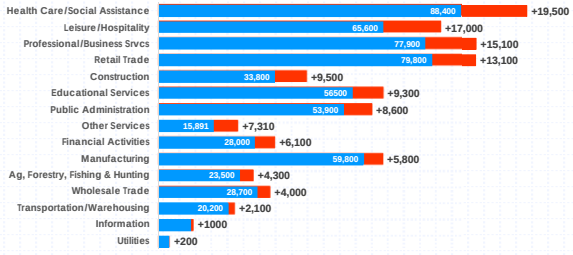
Industry Projections
2014 - 2024

Annual Industry Job Growth: 2014 – 2024
Projected Growth Rates for Service and Goods Producing Sectors

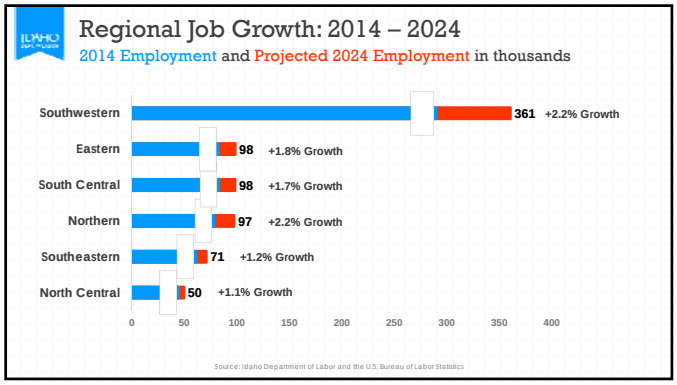


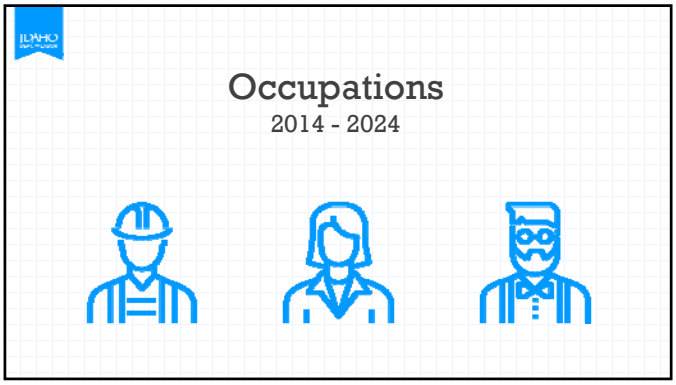
Source: Idaho Department of Labor and the U.S. Bureau of Labor Statistics

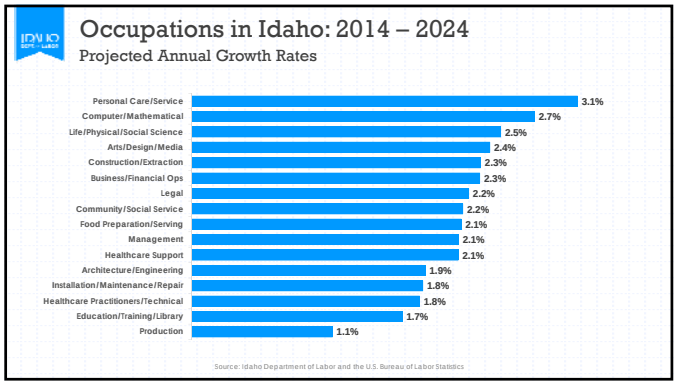
Industry Job Growth: 2014 – 2024
2014 Employment and Projected Growth

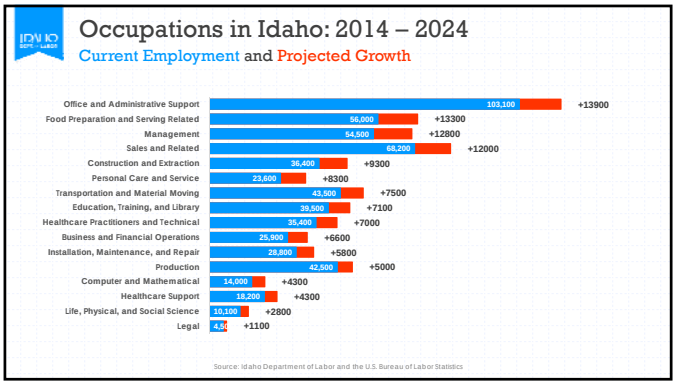


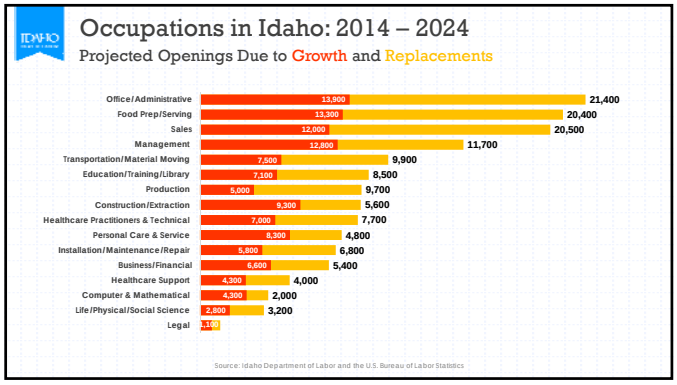
Source: Idaho Department of Labor and the U.S. Bureau of Labor Statistics

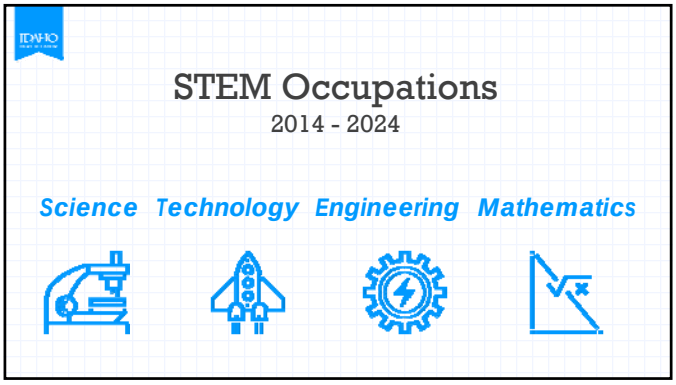

Regional Job Growth: 2014 – 2024
2014 Employment and Projected 2024 Employment in thousands
Southwestern 361 +2.2% Growth
Eastern 98 +1.8% Growth
South Central 98 +1.7% Growth
Northern 97 +2.2% Growth
Southeastern 71 +1.2% Growth
North Central 50 +1.1% Growth
0 50 100 150 200 250 300 350 400
Source: Idaho Department of Labor and the U.S. Bureau of Labor Statistics

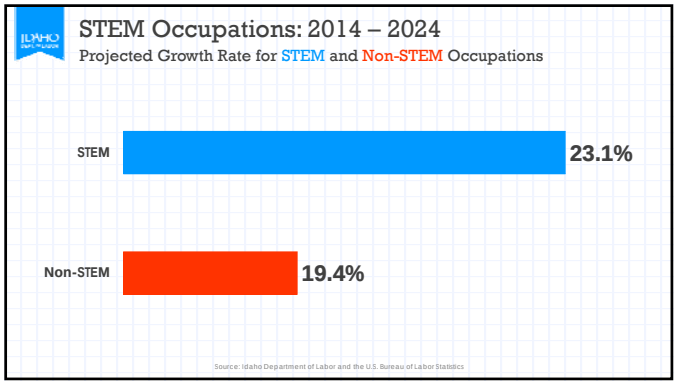

Occupations
2014 - 2024

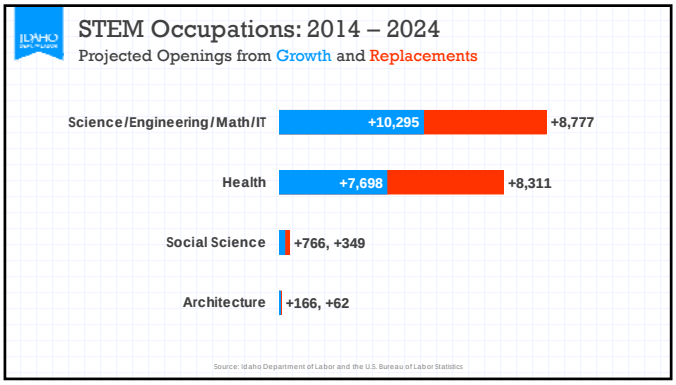

Occupations in Idaho: 2014 – 2024
Projected Annual Growth Rates
Personal Care/Service 3.1%
Computer/Mathematical 2.7%
Life/Physical/Social Science 2.5%
Arts/Design/Media 2.4%
Construction/Extraction 2.3%
Business/Financial Ops 2.3%
Legal 2.2%
Community/Social Service 2.2%
Food Preparation/Serving 2.1%
Management 2.1%
Healthcare Support 2.1%
Architecture/Engineering 1.9%
Installation/Maintenance/Repair 1.8%
Healthcare Practitioners/Technical 1.8%
Education/Training/Library 1.7%
Production 1.1%
Source: Idaho Department of Labor and the U.S. Bureau of Labor Statistics

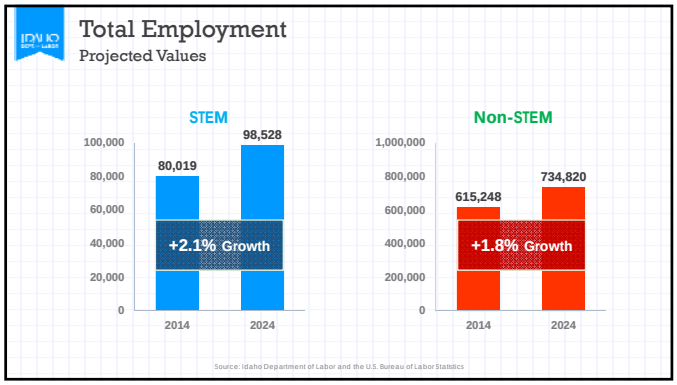

Occupations in Idaho: 2014 – 2024
Current Employment and Projected Growth
Office and Administrative Support 103,100 +13900
Food Preparation and Serving Related 56,000 +13300
Management 54,500 +12800
Sales and Related 68,200 +12000
Construction and Extraction 36,400 +9300
Personal Care and Service 23,600 +8300
Transportation and Material Moving 43,500 +7500
Education, Training, and Library 39,500 +7100
Healthcare Practitioners and Technical 35,400 +7000
Business and Financial Operations 25,900 +6600
Installation, Maintenance, and Repair 28,800 +5800
Production 42,500 +5000
Computer and Mathematical 14,000 +4300
Healthcare Support 18,200 +4300
Life, Physical, and Social Science 10,100 +2800
Legal +1100
Source: Idaho Department of Labor and the U.S. Bureau of Labor Statistics

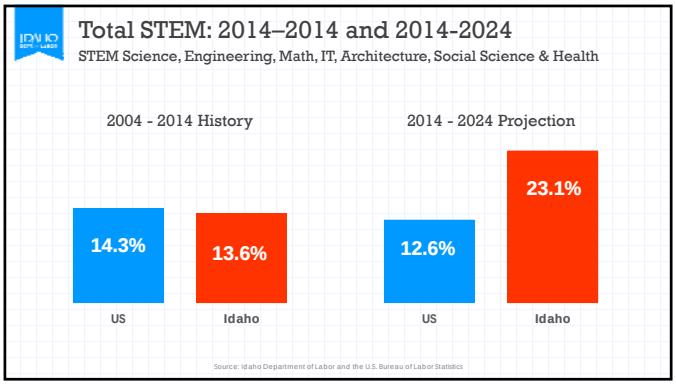

Occupations in Idaho: 2014 – 2024
Projected Openings Due to Growth and Replacements
Office/Administrative 13,900 21,400
Food Prep/Serving 13,300 20,400
Sales 12,000 20,500
Management 12,800 11,700
Transportation/Material Moving 7,500 9,900
Education/Training/Library 7,100 8,500
Production 5,000 9,700
Construction/Extraction 9,300 5,600
Healthcare Practitioners & Technical 7,000 7,700
Personal Care & Service 8,300 4,800
Installation/Maintenance/Repair 5,800 6,800
Business/Financial 6,600 5,400
Healthcare Support 4,300 4,000
Computer & Mathematical 4,300 2,000
Life/Physical/Social Science 2,800 3,200
Legal 1,100
Source: Idaho Department of Labor and the U.S. Bureau of Labor Statistics

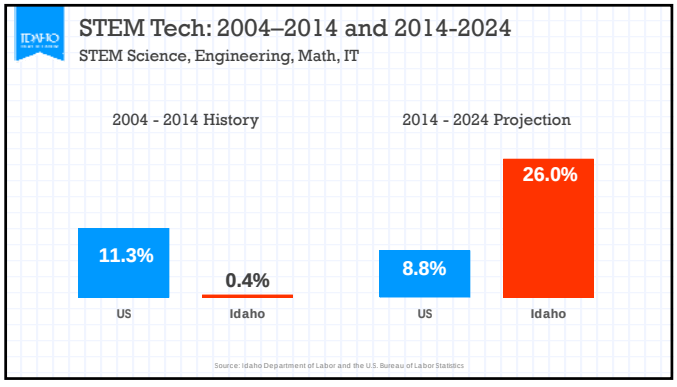

STEM Occupations
2014 - 2024
Science Technology Engineering Mathematics

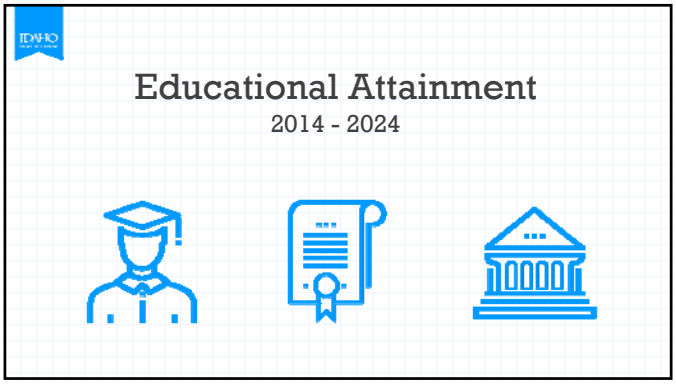

STEM Occupations: 2014 – 2024
Projected Growth Rate for STEM and Non-STEM Occupations
STEM
23.1%
Non-STEM
19.4%
Source: Idaho Department of Labor and the U.S. Bureau of Labor Statistics


STEM Occupations: 2014 – 2024
Projected Openings from Growth and Replacements
Science/Engineering/Math/IT
+10,295
+8,777
Health
+7,698
+8,311
Social Science
+766, +349
Architecture
+166, +62
Source: Idaho Department of Labor and the U.S. Bureau of Labor Statistics


Total Employment
Projected Values
STEM
100,000
80,000
60,000
40,000
20,000
0
80,019
98,528
+2.1% Growth
2014
2024
Non-STEM
1,000,000
800,000
600,000
400,000
200,000
0
615,248
734,820
+1.8% Growth
2014
2024
Source: Idaho Department of Labor and the U.S. Bureau of Labor Statistics

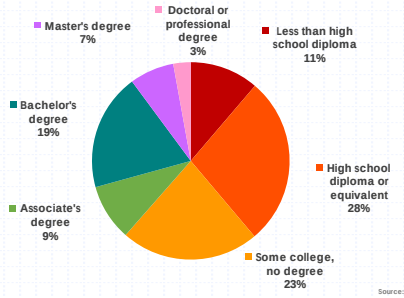

Total STEM: 2014–2014 and 2014-2024
STEM Science, Engineering, Math, IT, Architecture, Social Science & Health
2004 - 2014 History
14.3%
US
13.6%
Idaho
2014 - 2024 Projection
12.6%
US
23.1%
Idaho
Source: Idaho Department of Labor and the U.S. Bureau of Labor Statistics


STEM Tech: 2004–2014 and 2014-2024
STEM Science, Engineering, Math, IT
2004 - 2014 History
11.3%
US
0.4%
Idaho
2014 - 2024 Projection
8.8%
US
26.0%
Idaho
Source: Idaho Department of Labor and the U.S. Bureau of Labor Statistics


Educational Attainment
2014 - 2024

Workforce Education

Projected Educational Attainment in 2024



By 2024…

- 61% of workers are projected to have a greater than high school education.
- 29% are projected to have a bachelor's degree or higher.
- 39% are projected to have a high school diploma or less.

Source: Idaho Department of Labor and the American Community Survey

Idaho's Hot Jobs

Occupational Projections from 2014 to 2024

Rank	Shift	Occupation Title	2024 Employment	Annual Openings	Percent Change	2014 Median Wage	Typical Entry Level Education
1	↑3	Software Developers	6,969	259	36.8%	$36.35	Bachelor's
2	↑74	Lawyers	3,315	109	27.2%	$37.04	Doctoral
3	↑23	Management Analysts	2,959	106	34.4%	$29.26	Bachelor's
4	↑22	Accountants and Auditors	5,385	229	27.5%	$29.33	Bachelor's
5	↑19	Civil Engineers	2,133	96	28.3%	$35.31	Bachelor's
6	↑25	Personal Financial Advisors	1,141	53	39.3%	$33.82	Bachelor's
7	↑40	Business Operations Specialists, All Other	3,229	99	26.8%	$30.03	Bachelor's
8	↓5	Physical Therapists	1,347	59	29.8%	$37.64	Doctoral
9	↑10	Health Specialties Teachers, Postsecondary	1,209	45	30.4%	$39.33	Doctoral
10	↓1	Market Research Analysts and Marketing Specialists	1,949	71	38.3%	$24.76	Bachelor's

Hot jobs are defined as occupations that are numerous, fast-growing and well-paying.
Source: Idaho Department of Labor and the U.S. Bureau of Labor Statistics

Idaho's Hot Jobs

Occupational Projections from 2014 to 2024

Rank	Shift	Occupation Title	2024 Employment	Annual Openings	Percent Change	2014 Median Wage	Typical Entry Level Education
11	↓9	Registered Nurses	14,357	242	20.3%	$29.30	Bachelor's
12	↓2	Nurse Practitioners	752	18	32.4%	$44.52	Master's
13	↓7	Industrial Machinery Mechanics	2040	50	32.3%	$23.36	High School
14	↑124	Veterinarians	745	18	31.4%	$39.45	Doctoral
15	↓10	Physician Assistants	760	17	28.6%	$45.17	Master's
16	↑207	Public Relations Specialists	805	22	37.8%	$28.33	Bachelor's
17	↑80	Network and Computer Systems Administrators	1,857	36	24.3%	$29.28	Bachelor's
18	↑315	Conservation Scientists	519	18	54.9%	$28.82	Bachelor's
19	↑21	Operations Research Analysts	572	18	44.1%	$29.90	Bachelor's
20	↑73	Web Developers	1,466	50	52.1%	$18.31	Associates

Hot jobs are defined as occupations that are numerous, fast-growing and well-paying.
Source: Idaho Department of Labor and the U.S. Bureau of Labor Statistics

Idaho's Most Numerous Jobs

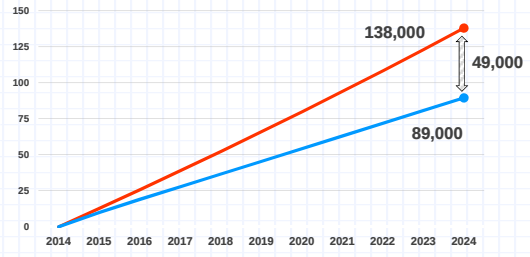
Occupational Projections from 2014 to 2024

Rank	Occupation Title	2024 Employment	Annual Openings	Percent Change	2014 Median Wage
1	Retail Salespersons	26,814	447	19.9%	$10.68
2	Personal Care Aides	12,421	361	40.1%	$9.440
3	Food Preparation and Serving Workers	14,538	346	31.2%	$8.650
4	Customer Service Representatives	19,646	338	20.8%	$12.84
5	Heavy and Tractor-Trailer Truck Drivers	16,322	277	20.4%	$17.70
6	Registered Nurses	14,357	242	20.3%	$29.30
7	Waiters and Waitresses	13,145	241	22.5%	$8.83
8	Office Clerks	17,409	233	15.5%	$13.46
9	Restaurant Cooks	7,908	212	36.6%	$10.42
10	Cashiers	16,825	182	12.1%	$9.15

Hot jobs are defined as occupations that are numerous, fast-growing and well-paying.
Source: Idaho Department of Labor and the U.S. Bureau of Labor Statistics

Our Challenge: Labor Supply

Projected Growth in Jobs and Workforce 2014 - 2024



Source: Idaho Department of Labor Long Term Industry Projections and Population Forecast

Summary: Idaho's Long-Term Projections

In Idaho, by 2024:

- 138,000 new jobs are expected: an increase of 19.8% over 2014.
- Other Services is expected to grow at 3.9% annually, the fastest rate of any industry.
- Health Care and Social Assistance is projected to grow at 22%, the third fastest among all industries, but will add the most total jobs.
- Over 60% of workers will possess some education beyond high-school.

Information Outreach

- Official News Release
- Presentations
  - Director Ken Edmunds
    Career Technical Education 12 Stop Statewide Tour
  - Regional Labor Economists:
    Post-secondary and education stakeholders
    Local Chambers of Commerce
    Business groups, economic development agencies

THIS PAGE INTENTIONALLY LEFT BLANK

Idaho's Talent Accelerator Initiative

Addressing Idaho's Workforce Training Needs
September 2016

The Idaho Department of Labor is an equal opportunity employer and service provider.

Introduction and Overview

The Idaho Department of Labor has projected a shortage of workers that will increase over the next 10 years, particularly for careers involving STEM education and technical skills. New job growth is projected at 138,000 positions but due to the aging workforce with baby boomers leaving the marketplace, Idaho employers will face a significant shortage of 49,000 workers with the necessary skills to fill those jobs.

The lack of workers properly trained to fill those anticipated jobs are not only an issue to Idaho employers but also to the State's ability to attract new or expanding companies looking for a skilled workforce. As a result, this inevitably puts pressure on our current training and educational programs to respond quickly to meet industry and company needs.

What is the solution? The State has relied heavily on the Workforce Development Training Fund originally created to bring companies to Idaho and help existing Idaho companies train their workforce with the skills to compete in the global economy. This fund has recently been more focused on collaborating with education and technical schools to provide more transferable skills gained through structured credential training programs.

The current workforce training funding is 3 percent of unemployment tax collections. Efforts to decrease the unemployment tax burden to employers also reduces the workforce training funds, reducing the State's ability to provide the necessary training to meet employer demands.

This paper includes a proposal to increase available training dollars and also create significant savings to employers by reducing unemployment taxes through restructuring of the current funding mechanism.

Idaho's Talent Accelerator Initiative

Idaho's Talent Challenge

Idaho's economy is robust and strong. State tax revenues are increasing through higher company profits and employee wages. The State has led the nation several times recently in the percentage of job growth. Unemployment continues at or below what economists consider to be full employment.

Idaho's strong economy has led to a shortage of available skilled workers. Unemployment remains at record low levels - well below the benchmark for full employment. In addition to a general shortage of applicants, employers are concerned with applicants' lack of critical skills and training. Even with the shortage, many workers continue to be unemployed or underemployed due to a lack of training and skills. The State's economic growth is seriously constrained by the shortage of needed talent.

Idaho's Workforce Development Training Funds

In 1996 during a period of Idaho's strongest economic growth, Gov. Phil Batt and the Idaho Legislature created the Workforce Development Training Fund (WDTF) by increasing the State's unemployment taxes and dedicating 3 percent of tax collections to the WDTF. The fund was established as an employer tax to avoid competition with education for general fund dollars.

As a result, workforce training dollars were directly infused into new or expanding businesses and the program was used as an incentive for recruiting new companies to the State. Since then, program improvements have been made and in 2016, the Legislature approved changes that allow greater flexibility to address workforce needs, including the training of existing workers.

Industry Sector Grants were established in 2014 and require three or more companies to join with an education partner in a targeted effort to address a specific talent shortage. The companies are required to participate in the development of the curriculum and make a 25 percent cash match as well as in-kind contributions.

Micro Grants were established in 2015 to address training needs for rural and underserved groups. Applicants must show a combination of business, community and education partners working together to solve a local workforce need.

Today, there is greater participation and coordination among Idaho's education partners and industry. Training projects result in transferrable skills for participating trainees and participant requirements are designed to ensure the greatest return on investment. With the growing shortage of skilled workers, the success of these programs has greatly increased their demand.

The Dilemma Between Unemployment Taxes and WDTF Funding

The Department of Labor has been working to reduce the unemployment tax rate and tax collections through sound financial management, fraud prevention and other efforts. In 2010-2012, the unemployment tax base rate peaked at 3.36 percent with unemployment tax collections reaching $320 million in 2012. The base rate has fallen to 1.488 percent for 2016 with a Department objective of allowing the rate to decrease below 1.0 percent. Even with a much higher employee wage base, the robust economy has allowed collections to reduce to less than $200 million, a savings to employers of more than $120 million per year.

Since the WDTF is 3 percent of these collections, available funding has been decreasing from a peak of $10 million per year to an average of just over $5 million per year. With the demand for the industry-led training programs accelerating in more areas, available funds for these programs is now half of what was previously available.

The dilemma is WDTF revenues are a function of UI tax collections and reducing the UI tax rate decreases WDTF revenues.

Defining the Objectives

The Department of Labor has set two objectives:

- ***Decrease the unemployment insurance (UI) tax rate with a target of 1 percent.***
- ***Generate WDTF training dollars with a target $10 million in additional funds.***

The Department of Labor believes that both objectives can be achieved. First, the UI reserve funds have now reached a strong, sustainable level. The legislated formula for calculating the UI tax rate can be adjusted to further reduce the tax rate and create tax savings for employers without risking the stability of UI reserves.

Second, a portion of the tax savings can be redirected to increasing WDTF funding. The volatility of the funding as a percentage of UI tax collections can be avoided by establishing a separate funding mechanism that is a percentage of total employee base wages.

Understanding the UI Tax Rate and Its History

The UI tax rate is based on expected needs for payment of unemployment benefits in future economic cycles. The formula for the rate calculation is set in Idaho Statute by the Legislature. Various approaches have been used over time to set this rate. Currently the rate is based on a rolling 20-year history of Idaho's economy and includes three recessionary periods and a "risk factor" multiplier. The Department of Labor projects future employment levels, compensation and the expected benefit payments and establishes the rate based on the legislative formula.

The "risk factor" multiplier is applied to these future expected benefits. Prior to the last recession, this factor was set artificially low at 0.8 based on input from various stakeholders including business. The expectation was that the State would not see a significant recession and therefore the risk factor could be set lower. With the Great Recession, this resulted in breaking the UI reserve fund, which required the State to borrow money from the federal government. In order to avoid a federal surtax on employers as a way to pay that money back, the Department issued $200 million in bonds. A provision of the bonding agreement is that the multiplier increase by 0.1 each year until the factor reached 1.5. The factor is currently at 1.3 with two annual increases pending.

With the higher UI tax rate, the bonds have been repaid. The UI reserve fund balances will soon top $800 million and are expected to grow to almost $1 billion over the next four years.

WDTF Funding – Redirecting a Portion of the Savings to Workforce Training

The Department of Labor recommends separating funding for the WDTF from the calculated UI tax rate and collections. The Department recommends the funding be a percentage of wages, which tend to be more stable and predictable than a more volatile, moving tax rate.

The Proposal

Based on its forecasting model, the Department believes a 1.3 multiplier and the resulting combined trust fund are adequate enough to protect against insolvency. The model also suggests the combined trust fund using a risk factor of 1.3 will withstand an economic contraction as large as the Great Recession. Fund reserves also will continue to grow - but at a slower rate.

The Department of Labor recommends the following changes:

UI Taxes - Take steps to lower the UI base rate with a goal of a rate less than 1.0 percent in an expanding economy by capping the UI risk factor multiplier at 1.3.

- The reserve funds will be able to withstand another great recession.
- Employer taxes will decrease by more than $95 million over three years.

Workforce Development Training Fund - Create a separate WDTF funding stream at 0.1 percent of base wages by removing WDTF funding from UI tax rate and collections.

- Creates a more stable funding stream.
- Increases annual funding by $10 million.
- Establishes average cost of $26 per employee annually.

These changes will result in UI tax savings of $95 million to employers over three years while increasing workforce training funds by $32 million – a net savings to employers of $63 million through 2020.

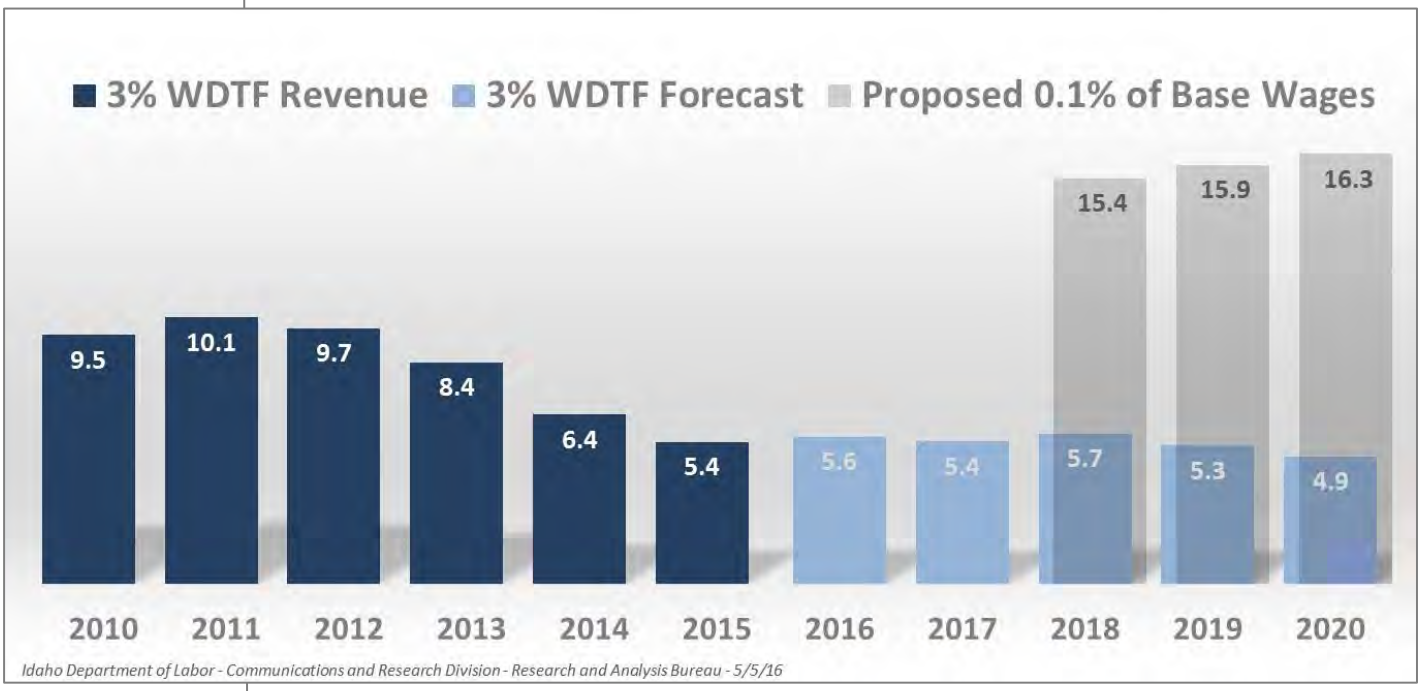
Lower Taxes, More Training (in millions)

	2018	2019	2020	Total
Multiplier Savings	**-$36.0**	**-$37.0**	**-$22.0**	**-$95.0**
WDTF Restructure				
Remove 3% of UI taxes	- 5.7	- 5.3	- 4.9	- 15.9
Add 0.1% of Base Wages	**+ 15.4**	**+15.9**	**+ 16.3**	**+47.6**
Net Impact	**9.7**	**10.6**	**+ 11.4**	**+31.7**
Total Employer Effect	**-$ 26.3**	**-$26.4**	**-$10.6**	**-$63.3**

Impacts on the Workforce Development Training Fund

As illustrated below, the proposed changes will increase Idaho's training funds by more than $10 million each year.

WDTF Revenues



Governance - The WDTF is under the control of the Idaho Workforce Development Council (Council). The Council, as established by the Legislature and Governor, represents a mix of industry, organized labor, education and government representatives. The Council would continue to direct the use of the funds, including allocation to different programs, grant application and approval guidelines, and holds the Department accountable for program effectiveness. The Council would establish a single industry-led grant review and approval team to assure a coordinated approach to funding training needs.

Existing WDTF Programs - Existing programs would be evaluated and expanded as directed by the Council. Funding for each program would be critically evaluated prior to each new round of grants in order to meet evolving industry requirements. Programs will emphasize the connection of business and education and provide additional funding for education.

Career and Technical Education (CTE) Start-Up Fund - A fourth program would provide an accelerated response to the State's career and technical education needs. In 2016 the Legislature has increased base funding for CTE programs, particularly in areas with a backlog of applicants for training programs. Even with the increased funding, the current funding cycle is not responsive. The cycle results in a minimum of 18 months before a new program is started and longer before participants reach the workplace.

An emphasis on the CTE Start-Up Fund will meet short-term training needs of employers with more agile and rapid response to employer needs. It will support start-up capital for new CTE programs and new training programs that do not fit in the existing funding cycle. It would not be used for base funding on ongoing programs but could be used for pilot programs to establish their need and sustainability.

Possible Fund Allocation – The Council will determine how funds will be allocated to meet industry needs. An example of how the funds could be allocated is:

FY 2018 Projection Under Proposal

	FY 2017	FY 2018
Program Staffing and Administration	$0.8 million	0.8 million
Direct Employer Grants	2.1	3.6
Micro-Grants (Rural)	0.5	1.0
Industry Sector Grants	2.0	5.0
CTE Programs	0.0	5.0
Total	**$ 5.4 million**	**$15.4 million**

Targeted Industry Sectors and Programs - Funding would continue to be targeted at the four industry sectors identified by the Council. These industries and some specific occupations are:

- Advanced manufacturing - food processing, lumber products, metal fabrication and aerospace
- Health care – nursing, medical technicians and medical support positions
- High-Tech – systems engineering, software development and specialized industry applications
- Energy – nuclear, utilities and delivery systems

Within these industry sectors, training programs emphasize:

- Higher wage jobs and career advancement
- Work-based learning opportunities through apprenticeships and internships
- Career skills (also known as soft skills) including critical thinking, workplace etiquette, teambuilding and other skills necessary for success
- Transferability of skills for changing careers and employers

Idaho's Talent Accelerator Initiative

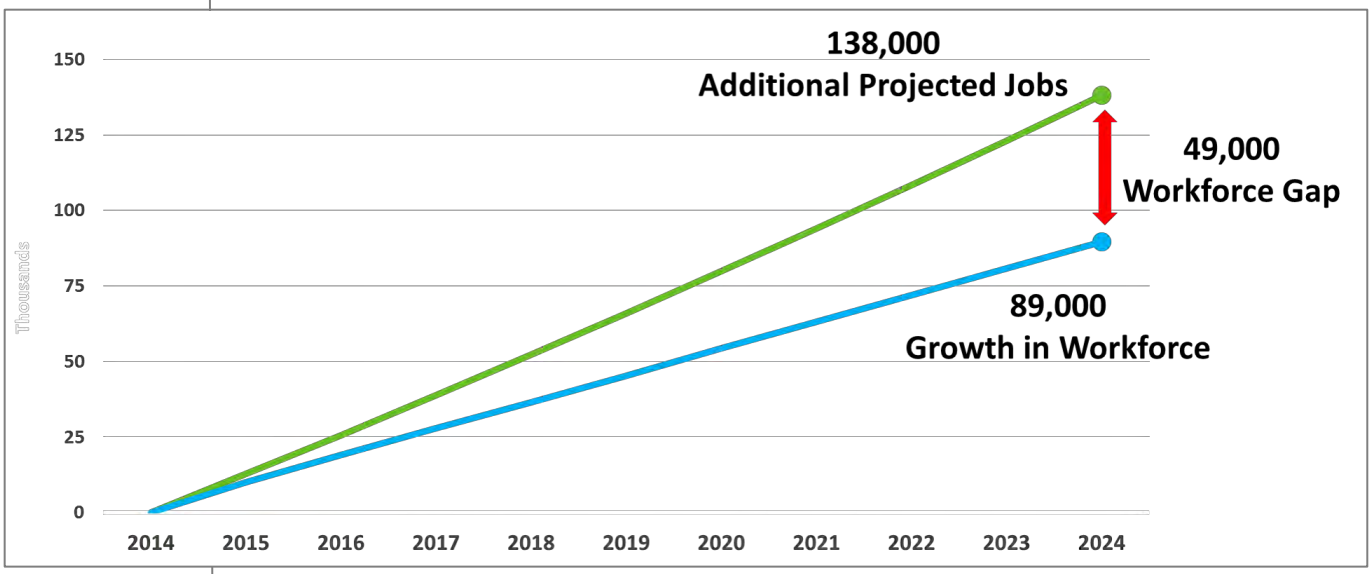
Index of Appendices

Appendix

Labor Projections – Workforce Shortfall ---------- 1
STEM Projections ---------- 2
Unemployment Insurance Base Tax Rate ---------- 3
Unemployment Insurance Reserve Fund Balances---------- 4
Unemployment Insurance Tax Revenue Projections ---------- 5
Unemployment Insurance Fund Balance Projections---------- 6
WDTF Funding Projections ---------- 7
Impact of the Talent Accelerator Initiative ---------- 8
Approval Process ---------- 9
Direct Employer Grant Examples ----------10
Industry Sector Grant Examples ----------11
Micro Grant Examples ----------12

Appendix 1

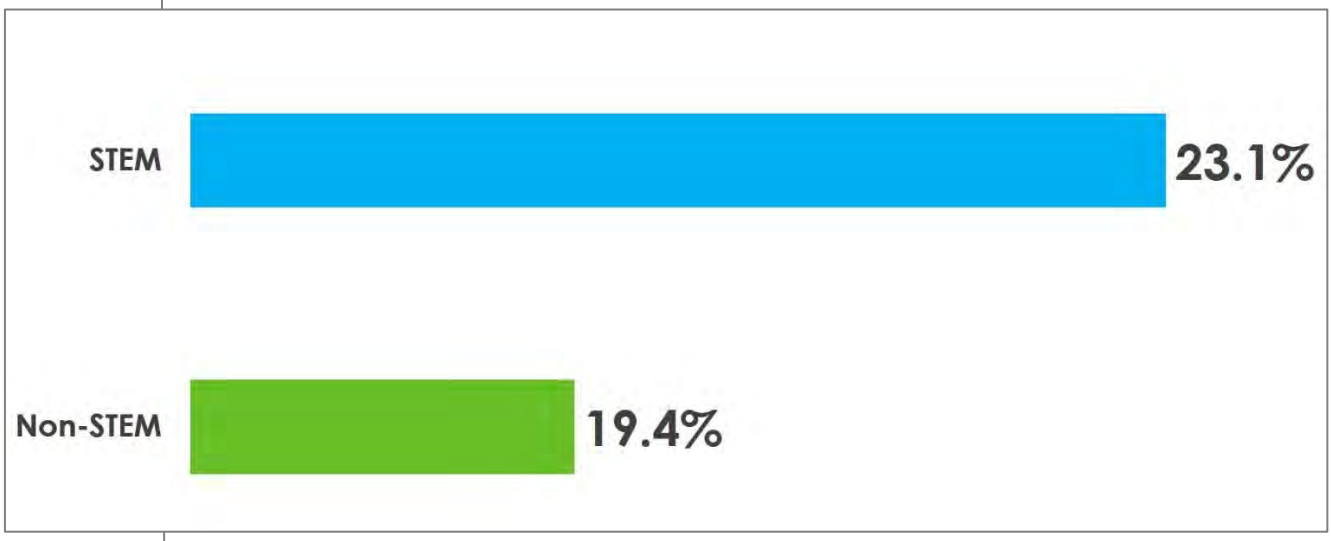
Labor Projections – Workforce Shortfall



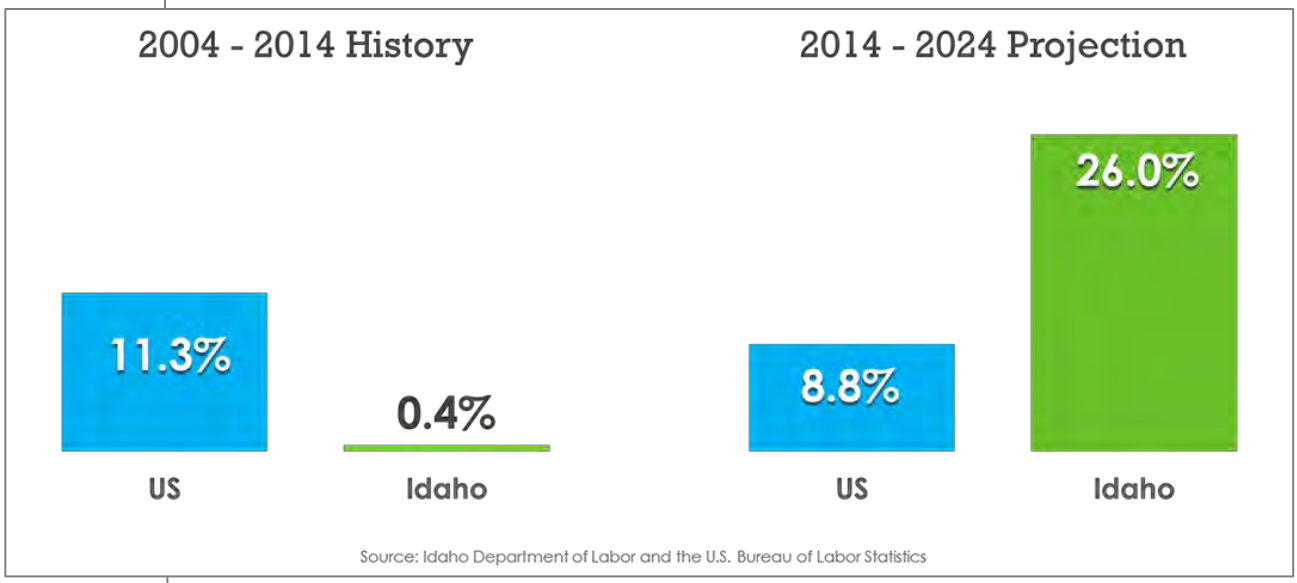
The Department's 2014-2024 projections indicated Idaho's economy has the capacity to add another 138,000 jobs over the next decade. However, if Idaho's population and workforce grow as demographers predict and add only 89,000 workers, a workforce shortage of 49,000 could temper economic growth.

Appendix 2

STEM and Non-STEM Occupations
Projected Growth Rate (2014-2024)



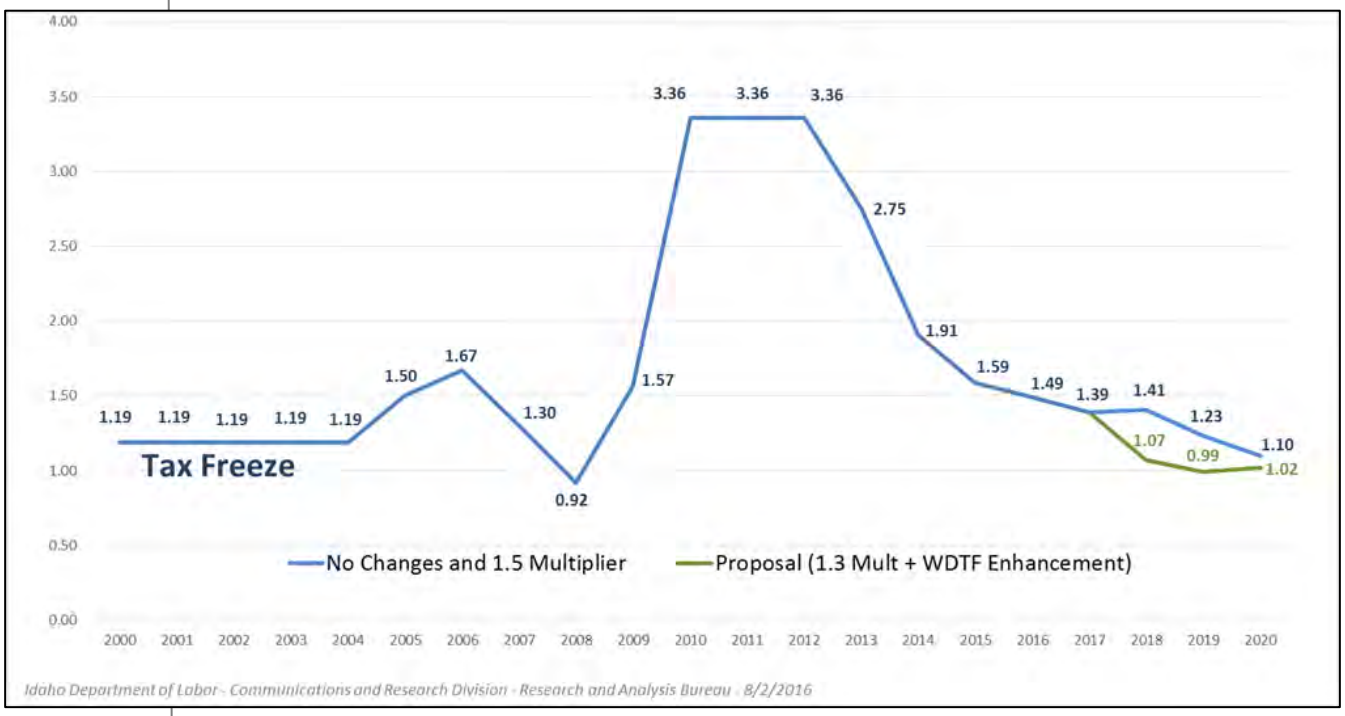
Over the next decade, STEM jobs are forecasted to grow significantly faster than non-STEM jobs.



Over the past decade, STEM job creation for the United States significantly outpaced growth in Idaho STEM jobs. Over the next decade, Idaho STEM jobs are forecasted to significantly outpace growth in STEM jobs for the nation.

Appendix 3

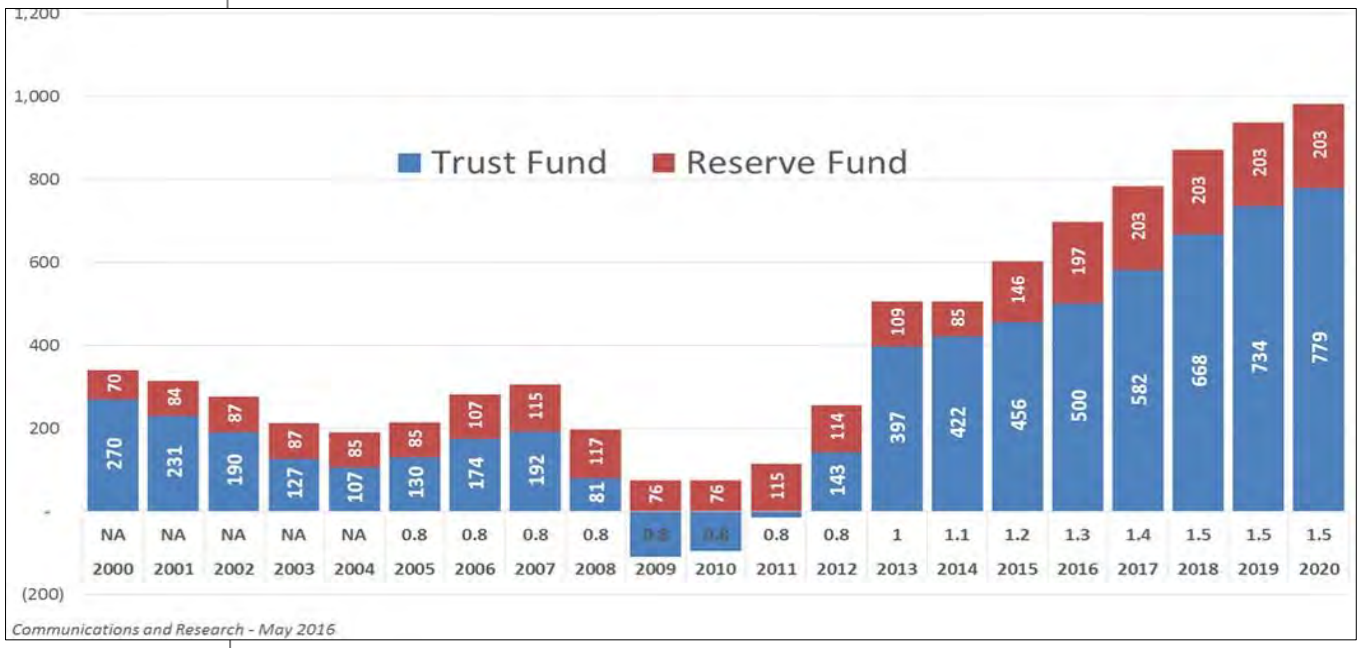
UI Base Tax Rate



In an expanding economy, the Talent Accelerator Initiative will allow Idaho's base unemployment insurance tax rate to drop to near record lows at around 1 percent.

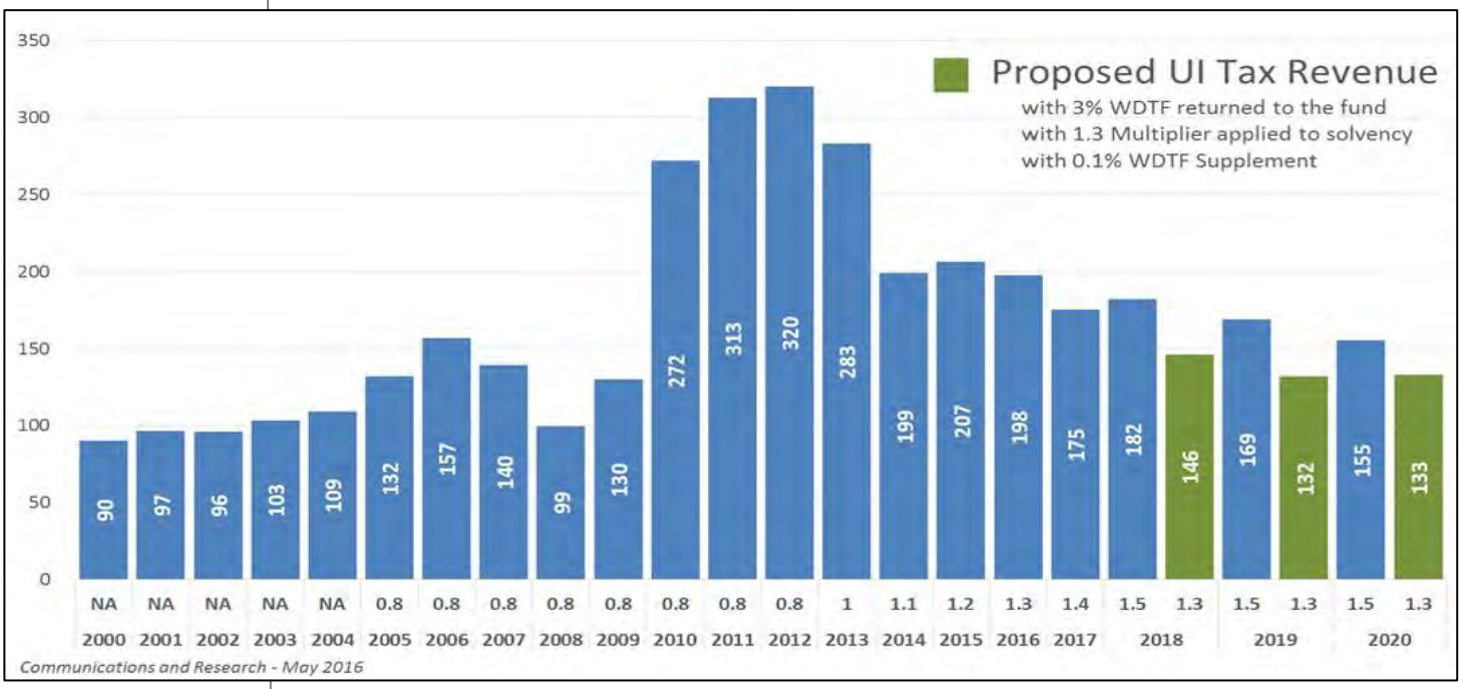
Appendix 4

Unemployment Insurance Fund Balances (Current System)



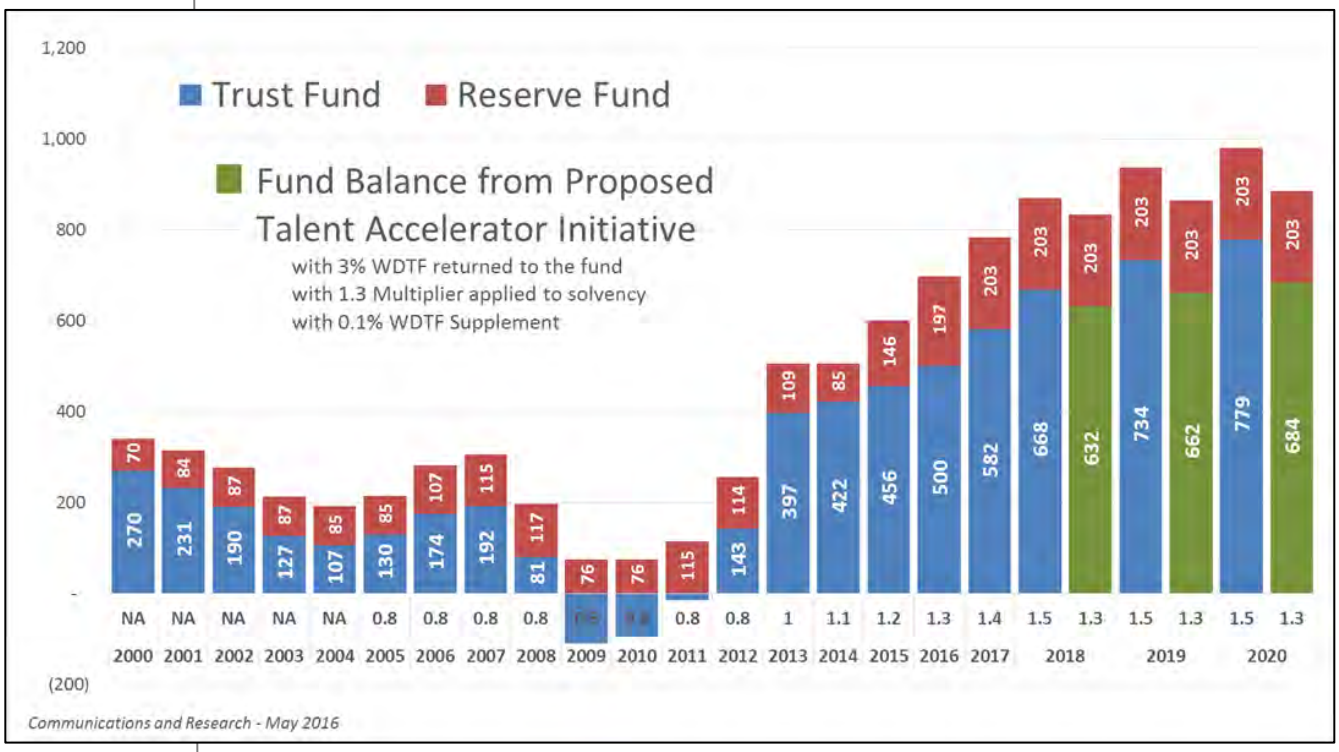
Appendix 5

Unemployment Insurance Tax Revenue Projections



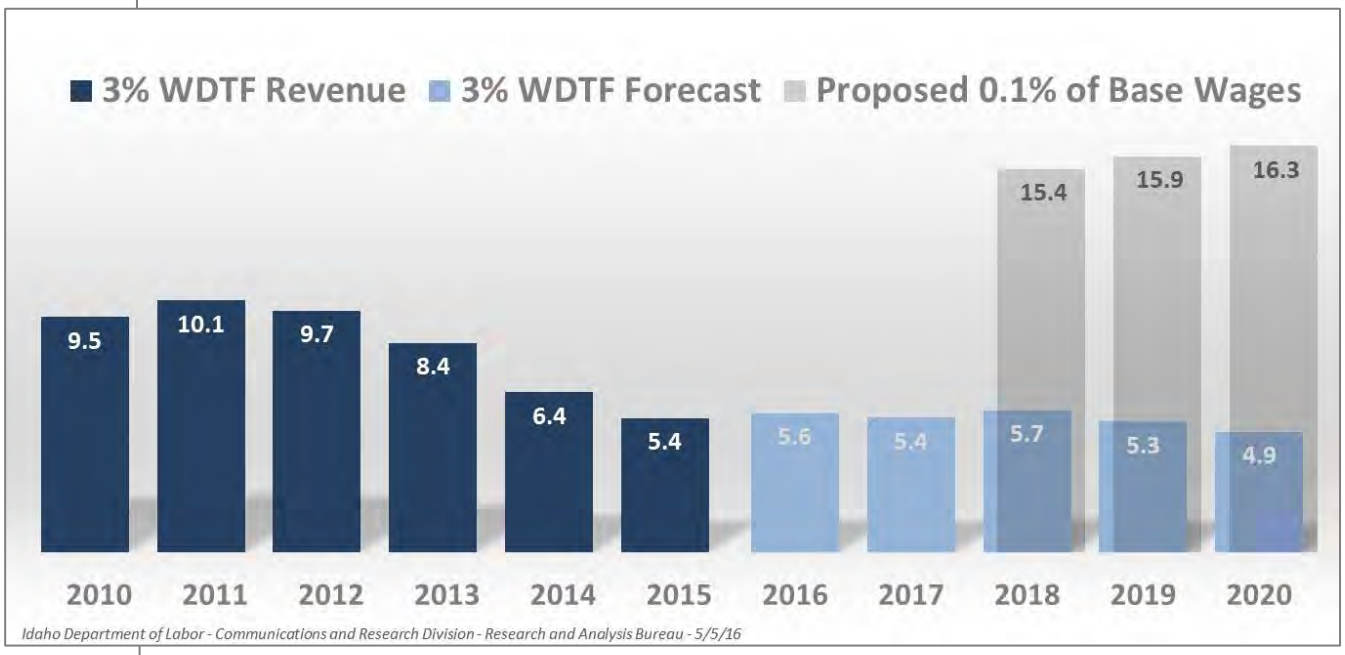
Appendix 6

Unemployment Insurance Fund Balance Projections



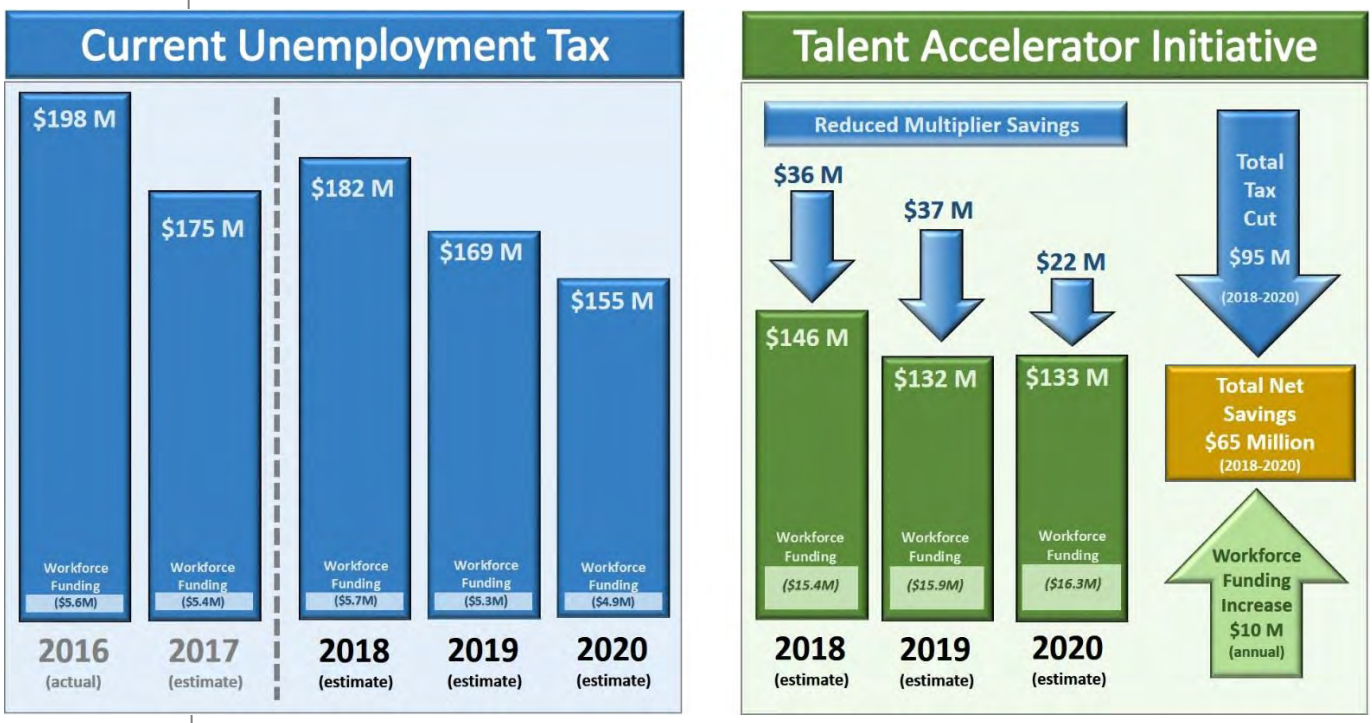
Appendix 7

WDTF Funding Projections



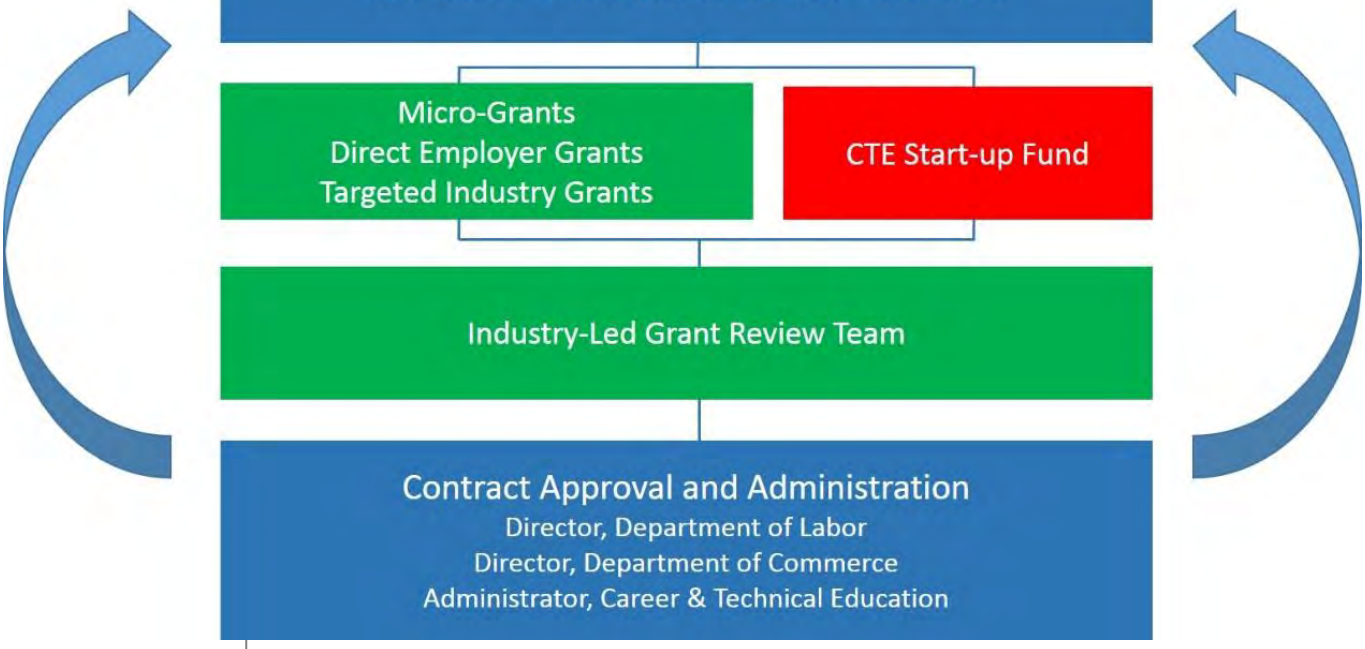
Appendix 8

Impact of the Talent Accelerator Initiative



Appendix 9

Approval Process



Appendix 10

Direct Employer Grant Examples

- **Lead-Lok, Sandpoint** – Manufacturer Custom Medical Equipment. Awarded: $56,928 to train and certify 24 positions on Kanban inventory, Lean Manufacturing Principals and Safety Training. Employees also received training on Modular Automated Robotic Systems Training (MARS); Earned certifications in Administering SolidWorks Enterprise PDM Training. Actual cost per trainee: $1,694.29; Actual average wage: $24.40/ hr.

- **Ace Co, Boise** – Manufacturer of Semiconductor/ LCD/ Solar Components. Awarded: $25,326 to train and certify 14 new permanent positions on GibbsCAM Production Milling & Turning with Solids Import; and SOJT on Semiconductor Small Part Machining. Heian Setup and Operations for Diffuser Manufacturing, ERP Software, Lean Manufacturing. All 14 employees received nationally recognized certification in GibbsCAM. Employer hired three more employees than planned. Actual cost of training per employee: $1,809. Actual average wage: $16.43/hr.

- **Sorrento Lactalis, Nampa** – Largest cheese manufacturer in the United States. Awarded: $286,546 to train and certify 59 new permanent positions on Lean Practices: Kaizen, Value Stream Mapping, PLC, Supervisory skills, industrial electricity, open vat technology, HTST Certifications, Dairy science, Holmatic Packaging, Chemical and Safety Training, AutoCAD. Total number of hires exceeded plan: 119 employees. Actual cost of training per employee: $4,834.41. Actual average wage: $18.08/ hr.

- **Chobani, Twin Falls** – Manufacturer of the high quality yogurt made with only natural ingredients. Awarded: $4,532,800 to train 800 new permanent positions on Lean Six Sigma, Yogurt production operations, GMP, Management & Supervisor Training, Product Efficiency, Waste & Yield, HSTS Lead, HSTS Operations and Leadership, Training the Trainer, Sleeving and CIP, Logistics, Quality Assurance, and certifications on Safe Quality Food Practitioner, Hazard Analysis and Critical Control Points. Total number of hires exceeded plan: 1,177 employees. Actual cost of training per employee: $3,592.33. Actual average wage: $18.00/ hr.

- **Monsanto, Soda Springs** – Producer of elemental phosphorus, a key component for farming. Awarded: $58,880 to train 8 new permanent positions on an internal Monsanto Apprenticeship Welding training through Idaho State University. Actual cost of training: $7,360. Actual average wage: $27.02

Appendix 11

Industry Sector Grant Examples

Completed

- **North Idaho College:** Wood Products Manufacturing Center for Excellence. Awarded $281,036 to train 116 employees on Programmable Logic Control, Log Scaling, and Saw Filing. Matching Partners = $93,679 from Idaho Forest Group, Potlatch Corp. and Stimson Lumber. Actual Outcomes: Total trained: 135. Actual WDTF cost per trainee: $1,831.39 ($591.34 less than planned). Planned average wage $16.00/ hr. Actual 24.94/ hr. Training Outcomes: 37 Employees earned certification from the Intermountain Filer Education Association; 78 employees completed PLC- Electricians and Industrial Mechanics. NIC's CTE division will develop a Mechatronics curriculum based on the success of the PLC training developed by this grant. Thirty-three employees participated in the Log Scaling training with a majority going to receive their Idaho State scaler license. Of the 33, 2 employees received their Idaho Board of Scaling Practices licenses.

In Process

- **Boise State University**: Computer Science Expand. Awarded $1 million to increase the computer science graduates from 30 to 60 trainees. Training includes: Computer Science I, and II; Ethical Issues in Computing, Intro to Systems Programming, Data Structures, Programming Languages, Algorithms, Computer Architecture, Operating Systems, Software Engineering, Databases, Intro to Computer Networks, Parallel Computing, Programming Language Translation, Distributed Systems, Intro to Artificial Intelligence, Computer Graphics, Object-Orientated Design Patterns, Software Quality, Senior Project Design and Senior Outcome Assessment. Matching partners: $310,768 from Clearwater Analytics, Cradlepoint Inc., Focus IP Inc., Hewlett-Packard Co., Impact Sales Inc., Keynetics, MetaGeek, WhiteCloud Analytics.
  Outcomes thus far: Spring 2016: Graduated 36 bachelor's degrees in computer science bringing total 63 graduates (34 percent increase from 2014-2105).
  Total unique participants: 52
  - Total scholarship funding awarded: $274,000.00
  - Total participants with industry internships: 41; average wage: $21.80/ hr.
  - Total participants graduated to date: 39

- Most IDOL WDTF partners are continuing their funding for scholarships beyond the program end date.
- IDOL WDTF partners continue to stay engaged in Boise State CS programs (such as the industry advisory board, senior design project seminar, etc.) allowing for increased collaboration and ensuring that future talent needs are met.

- **Idaho State University:** Pocatello/ Meridian campus. Awarded $532,180 to increase physician assistants to 48 more trainees, planned average hourly wage: $42. Matching partners: $141,709 from Treasure Valley Anatomy and Physiology Laboratories, St. Luke's Health System, Blue Cross of Idaho.
  - Outcomes thus far: Total of 72 students completed courses and continuing with the training and practicums in the field.

Appendix 12

Micro-Grant Examples

Organization Name	*Start Date*	*Contract Amount*	*# to be trained*	*Planned Average Wage*	*Industry Training Plan*
College of Western Idaho	8/15/2015	$25,000	14	$10	Masonry training modeled as an apprenticeship "Earn and Learn"
Lemhi County EDA, Inc.	8/20/2015	$25,000	71	$12	Certified Nurse Aid In-Person Training
St. Maries JSD# 41	9/1/2015	$25,000	35	$28	Welding, Millwork, Diesel Mechanics, and Solid works/ computer programming
City of Mountain Home	9/15/2015	$25,000	25	$15	Auto-Community Aided Drafting/ Solid works
Community Action Partnership – St. Maries	8/12/2015	$25,000	10	$8	"Bridges to Work" (soft skills & basic work skills, personal goal coaching to improve job retention)
Community Action Partnership – Kamiah	8/12/2015	$25,000	10	$8	"Bridges to Work" (soft skills & basic work skills, personal goal coaching to improve job retention)
City of Driggs, ID	10/1/2015	$25,000	30	$15	Online Information Technology Skill Building
Partners for Prosperity	9/16/2015	$25,000	200	$11	Financial literacy, soft skills and job readiness training.
Madison Memorial Hospital	8/27/2015	$25,000	123	$10	Ostomy Management Specialist Certification
Community Action Partnership – Region 2	9/23/2015	$25,000	20	$9-$12	"Bridges to Work" (soft skills and work readiness skills) targeted to Seniors at Alternative High School
Idaho-Lewis County Technical Education Foundation	9/30/2015	$25,000	18	$9.50	Machinist entry level skills in classroom and on job site for 12 high school seniors and 6 current employees
Idaho State University	9/30/2015	$19,740	150	Will submit	Soft skills training for new employees with five business partners and in HS classrooms
College of Western Idaho	9/30/2015	$25,000	280	$10.50	Certificate programs for restorative aide, palliate care/hospice aid and mental health aide
Orofino JSD #171	10/2/2015	$24,977	122	$11.50	Construction, metal fabrication and auto maintenance entry level training for HS students
Boise Code Works	1/27/2016	$25,000	137	$25	Coding
City of Fairfield		$25,000	28	$15-$22	AutoCAD training
Lewiston High School		$22,584	137	$15	AutoCAD training
Lewiston High School		$22,670	61	$12-$14	Machining

THIS PAGE INTENTIONALLY LEFT BLANK

SUBJECT

Workforce Development Council – Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 72-1336, Idaho Code
Executive Order 2015-02 – Establishing the Workforce Development Council for planning and oversight of the state's workforce development system

BACKGROUND/DISCUSSION

The Workforce Development Council (Council) was created by Governor Phil Batt in 1996 by consolidating four advisory groups that dealt with workforce development issues. The Council has served as the state workforce board under the Job Training Partnership Act, the Workforce Investment Act and currently under the Workforce Innovation and Opportunity Act. The Council's 26 members are constituted from the following:

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

The Council is responsible for advising the Governor and the State Board of Education (Board) as appropriate and at regular intervals on items that include but are not limited to:

a. Development of the statewide strategy for workforce development programs;
b. Development of the Workforce Innovation and Opportunity Act State (WIOA) Plan
c. Preparation of the annual report to the U.S. Secretary of Labor as required under Section 103 of WIOA;
d. Development and continuous improvement of comprehensive state workforce services and performance measures;
e. Development of a statewide employment statistic program and a plan for comprehensive labor market information;
f. Development of technological improvements to facilitate access to and improve the quality of workforce system services and activities; and
g. Development of comments at least once annually on the Carl D. Perkins Vocational and Applied Technology Education Act.

To fulfill the responsibility of the Council as outlined in statute and executive order, B.J. Swanson, Vice Chair of the Council, will be making the Council's report to the Board.

ATTACHMENTS

Attachment 1 – Workforce Development Council Annual Report Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Council was established to provide strategic direction and oversight of Idaho's workforce development system. The Council members represent business, workers, education, state and local government and community based organizations. The primary role of the Council is to advise Governor C.L. "Butch" Otter and the Board on strategies designed to yield high quality workforce investment services for Idaho's businesses, job seekers, and students.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

Idaho Workforce Development Council

Governor C.L. "Butch" Otter
Chair Tim Komberec
Vice-Chair B.J. Swanson

Advisory Report
to the
Idaho State Board of Education

October 20, 2016

WIOA Combined State Plan

Priorities

- Serving Rural Communities;
- Alignment of Career Pathways to Target Sectors;
- Attracting, Training and Retaining quality staff;
- Connecting Youth in the Workforce;
- Focus on Individuals with Significant Barriers to Employment

Idaho Workforce Development Council

Workforce Development Council Strategic Goals

- Promote policies to align workforce and education
- Build a highly skilled workforce committed to continuous learning
- Support a comprehensive education and workforce delivery system

Idaho Workforce Development Council

WIOA Combined State Plan

Strategies – Career Pathways

- Develop a comprehensive, aligned Career Pathway system;
- Promote the use of a competency-based system that utilizes stackable micro-credentials (SkillStack)

Idaho Workforce Development Council

WIOA Combined State Plan

Vision Statement

Idaho's workforce development system will:

- Improve access to education, economic opportunity, and employment for all Idaho job seekers;
- Focus on those individuals 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 economies;
- Promote a state economy that is globally competitive.

Idaho Workforce Development Council

WIOA Combined State Plan

Strategies – Youth in the Workforce

- Expand options for non-traditional education and alternative learning modalities (e.g. apprenticeships, distance education, compressed scheduling);
- Career awareness
- Evaluate and target outreach and recruitment efforts for out-of-school youth

Idaho Workforce Development Council

WIOA Combined State Plan

The Details

- Oversight – WDC
- Coordination of state agency activities
- Collaboration amongst partner programs
- Increased participation from Industry and Business

Idaho Workforce Development Council

WIOA Combined State Plan

Link to public copy of WIOA Combined State Plan:

www.Labor.Idaho.gov/WIOAStatePlan

Idaho Workforce Development Council

SUBJECT

Board Policy I.E. Executive Officers – Second Reading

REFERENCE

October 2010	Board approved first reading of Board Policy I.E.2. Presidents/Agency Heads allowing CEO's to receive stipends or other forms of compensation for unrelated duties or activities
December 2010	Board approved second reading of Board Policy I.E.2
December 2015	Board approved first reading of Board Policy I.E. Executive Officers, regarding the timely reporting of events.
February 2016	Board approved second reading of Board Policy I.E. Executive Officers
August 2016	Board approved first reading of Board Policy I.E. Executive Officers – vehicle allowance

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections I.E. Executive Officers.

BACKGROUND/DISCUSSION

State Board of Education Policy, Section I.E., grants each institutional president the use of an institution automobile, maintained by the institution, or a vehicle allowance, at their discretion. When using an institution owned vehicle it is customary for the institution to assign the vehicle to the institution president for their sole use. Currently state owned or controlled vehicles (with few exceptions for law enforcement) are required to be conspicuously marked as state vehicles (Idaho Code §49-2426) and are only allowed to be used for official business.

The proposed amendments to Board Policy I.E. Executive Officers would elimination the option for the chief executive officer to use an institution vehicle, and would set out provisions for a vehicle allowance. The proposed amendments bring the policy into alignment with state requirements.

IMPACT

Approval of the proposed amendments would eliminate the conflict between Board policy and the state prohibition against state vehicles being used for personal use.

ATTACHMENTS

Attachment 1 – Board Policy I.E. Executive Officers – Second Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board staff received one comment regarding concern over the insurance requirements from Boise State University. Based on this feedback and additional

staff review the proposed policy has been amended to remove the reference to vehicle maintenance and upkeep provided by the institution.

The vehicle maintenance provision was original language that had been moved when the vehicles were institution vehicles and it has been determined that it is unnecessary to retain it. State mileage reimbursement rates for personal vehicles used for business purposes is set at a level intended to cover fuel as well as normal vehicle maintenance. State mileage reimbursement rates are set by the Board of Examiners.

Currently, Risk Management does not require and specific liability coverage for state employees who occasionally use their personal vehicles for business purposes, the insurance language regarding insurance coverage was added based on the assumption the institution presidents would use the vehicles for more than "occasional use." According to feedback from Risk Management staff, most state agencies have policies in place requiring, when practicable, for staff to use agency/state vehicles or rental vehicles for business purposes. In the case where an employee is using a personal vehicle for extensive business purposes Risk Management has recommended the Board retain the requirement for the liability insurance coverages as proposed in the first reading of the policy amendments.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy section I.E. Executive Officers, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES
SUBSECTION: E. Executive Officers ~~February~~ October **2016**

1. Executive Director

   The Executive Director is appointed by and serves in this position at the pleasure of the Board. The Executive Director serves as the chief executive officer of the State Board of Education. Pursuant to Idaho Code 33-102A the Executive Director shall be under the direction of the Board and shall have such duties and powers as are prescribed by the Board. The Executive Director is charged with ensuring the effective articulation and coordination of institution, and agency concerns and is advisor to the Board and the Presidents/Agency Heads on all appropriate matters.

2. Presidents/Agency Heads

   a. Responsibilities

      The President/Agency Head is the chief program and administrative officer of the institution or agency. The President/Agency Head has full power and responsibility within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the institution or agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services.

      For the higher education institutions, the Board expects the Presidents to obtain the necessary input from the faculty, classified and exempt employees, and students, but it holds the Presidents ultimately responsible for the well-being of the institutions, and final decisions at the institutional level rest with the Presidents. The Presidents shall keep the Board apprised, within 24 hours, through the Executive Director, of all developments concerning the institution, its employees, and its students, which are likely to be of interest to the public.

   b. The Chief Executive Officer is held accountable to the Board for performing the following duties within his or her designated areas of responsibility:

      i. Relations with the Board

         1) Conduct of the institution or agency in accordance with the Governing Policies and Procedures of the Board and applicable state and federal laws.

         2) Effective communication among the Board, the Board office, and the institution or agency.

         3) Preparation of such budgets as may be necessary for proper reporting and planning.

4) Transmittal to the Board of recommendations initiated within the institution or agency.

5) Participation and cooperation with the office of the Board in the development, coordination, and implementation of policies, programs, and all other matters of statewide concern.

6) Notification to Board President or Executive Director of any out-of-state absence exceeding one week.

ii. Leadership of the Institution or Agency

1) Recruitment and retention of employees

2) Development of programs, in accordance with an evolving plan for the institution or agency.

3) In cooperation with appropriate parties, the promotion of the effective and efficient functioning of the institution or agency.

4) Development of methods that will encourage responsible and effective contributions by various parties associated with the institution or agency in the achievement of the goals of the institution or agency.

iii. Relations with the Public

1) Development of rapport between the institution or agency and the public that each serves.

2) Official representation of the institution or agency and its Board-approved role and mission to the public.

c. Appointment Terms and Conditions

Each chief executive officer is employed and serves at the pleasure of the Board as an at-will employee. Appointments to the position of President of the higher education institutions and Executive Director of the Board are made by the Board. The Executive Director shall have authority to identify candidates and make recommendations for the appointment of Agency Heads, which must be approved and appointed by the Board. The Board and each chief executive officer may enter into an employment agreement for a term not to exceed five (5) years that documents the period of appointment, compensation, and any additional terms. The Board's Policies regarding Non-classified Employees, Section II, Subsection F, do not apply to the Board's chief executive officers.

d. Evaluations

The Agency Heads are evaluated by the Executive Director annually, who makes recommendations to the Board with respect to compensation and employment

actions. The Presidents and Executive Director are evaluated by the Board annually. The performance evaluation is based upon the terms of any employment agreement, the duties outlined in the policy and mutually agreed upon goals. Final decisions with respect to compensation and employment actions with regard to chief executive officers are made by the Board.

e. Compensation and Benefits

i. Each chief executive officer's annual compensation shall be set and approved by the Board. A chief executive officer shall not receive supplemental salary compensation related to his or her service as chief executive officer from an affiliated institutional foundation, or from any other source except that institutional Presidents may receive perquisites or benefits as permitted by topic 3, subtopic d, below. A chief executive officer must disclose to the Board, through its Executive Director or in executive session as appropriate (with updates as necessary), any activities and financial interests, including compensation from an outside source unrelated to his or her service as chief executive officer, that affects or could potentially affect the chief executive officer's judgment or commitment to the Board or the institution.

ii. In addition to the compensation referred to above, each chief executive officer shall receive the usual and ordinary medical, retirement, leave, educational, and other benefits available to all institutional, and agency employees.

iii. Each chief executive officer shall receive reasonable and adequate liability insurance coverage under the state's risk management program.

iv. Relocation and moving expenses incurred by each chief executive officer will be paid in accordance with the policies and rates established by the State Board of Examiners.

v. Each chief executive officer earns annual leave at a rate of two (2) days per month or major fraction thereof of credited state service.

f. Termination
In the event a chief executive officer's appointment is terminated by Board action (for or without cause), than such individual shall only be entitled to continued compensation or benefits, if any, for which he or she may be eligible under the terms of his or her employment agreement.

3. Institutional Presidents: Housing, Automobile, and Expense Reimbursement

a. The institutional Presidents are responsible for hosting official functions to promote their respective institutions. At institutions with official residences, the Presidents of such institutions are required to live in the official residences provided.

To preserve the image of the institutions and to provide adequate maintenance of state-owned property, the institutions shall provide support services for these residences. This support shall include maintenance and repairs, utilities, and grounds keeping.

In the event that the institution does not own an official residence, a housing allowance will be provided that is similar in value to living in an official residence. In addition, this allowance shall cover reasonable maintenance and repair expenses related to the use of this home as the President's official residence.

b. Each institutional President shall be provided an automobile allowance. ~~Maintenance, repairs, gas for business use, and insurance shall be provided for this vehicle.~~

~~If an institutional President does not elect to use a vehicle provided by the institution, the institution will provide the President a vehicle allowance in lieu of the cost of leasing, automobile maintenance, and insurance. Documented business travel will be reimbursed to compensate for gasoline costs. The institution shall pay for maintenance, repair, fuel, and insurance costs attributable to business use of the automobile.~~ If the President intends to use the automobile for business and personal use, the President shall obtain insurance for the automobile which meets with the requirements of Idaho's Risk Management Program, including applicable coverages and amounts.

c. The institutional Presidents shall receive reimbursement for official entertainment expenses. Public relations and other out-of-pocket expenses may be reimbursed if they are directly related to the function of the institution as determined by the President. (See fiscal policy for entertainment and related expenses.)

d. Foundation Provided Funds for Compensation, Perquisites or Benefits

Perquisites or benefits for the institutional Presidents, may be provided by the institution's affiliated foundation meeting all requirements of Section V, Subsection E of the Board's Governing Policies and Procedures if approved by the Board on a case-by-case basis.

4. Institutional Presidents: Official Duties Related Spousal Expenses

The Board acknowledges that the spouse of an institutional president provides valuable service activities on behalf of the institution, the Board, and to the Idaho higher education system. The Board further recognizes that the spouse may be expected to attend certain functions related to the ongoing mission and purposes of the institution. Accordingly, a spouse shall be eligible for reimbursement of authorized official travel and business related expenses, in accordance with the State of Idaho's travel and expense policies, as long as such expenses have a bona fide business purpose. To be a bona fide business purpose the presence and activities of the spouse at the function must be significant and essential (not just beneficial) to the institution. A president's spouse attending official functions as part of protocol or

tradition and where the spouse makes an important contribution to the function can be considered serving a business purpose. For example, ceremonial functions, fundraising events, alumni gatherings, community, and recruiting events are examples of activities at which the presence of a spouse may contribute to the mission of the University. If a spouse has no significant role, or performs only incidental duties of a purely social or clerical nature, then such does not constitute a bona fide business purpose. Spousal expenses may not be charged to state funds; various non-state funds controlled by the institution may be used to fund spousal expenses.

5. President Emeritus/Emerita Designation

The Board may choose to grant President Emeritus/Emerita status to a retiring President. President Emeritus/Emerita status should be reserved to honor, in retirement, a president who has made distinguished professional contributions to the institution and who has also served a significant portion of his/her career at the institution. The intent of conferring President Emeritus/Emerita status is to bestow an honorary title in recognition of successful tenure in the Presidential role.

a. Appointment Procedure

An institution may forward a recommendation to the Board that this honorary title be conferred upon a President that is retiring or has retired from the institution. Each institution shall provide for input into the recommendation from the campus community.

b. Rights, Privileges and Responsibilities

Rights and privileges of such a distinction shall be, insofar as resources will allow, similar to those of active institutional staff, including such privileges as:

i. staff privileges for activities, events and campus facilities;

ii. receipt of institutional newspaper and other major institutional publications and receipt of employee/spouse fee privilege (see Section V. R.).

THIS PAGE INTENTIONALLY LEFT BLANK

SUBJECT

Temporary Rule – IDAPA 08.02.01., Rules Governing Administration, Career Ladder Data Collection

APPLICABLE STATUTE, RULE, OR POLICY

Article IX, Section 2 of the Idaho Constitution
Sections 33-101, 33-105, 33-107, 33-116, 33-1004B and 33-1004D, Idaho Code

BACKGROUND/DISCUSSION

The Career Ladder sets out specific components that are required for determining movement on the Career Ladder. The intent of the legislation was that each required component would be collected and used for determining movement on the Career Ladder. The Department of Education has indicated that it is unclear whether they have the authority to collect each component required for determining movement on the Career Ladder and has suggested the Board provide that clarification through an administrative rule. Calculating movement on the Career Ladder is contingent on data collected starting in the 2015-2016 school year.

This temporary rule will specify that each component needed for calculating movement on the Career Ladder are to be collected annually as well as one additional measure used for determining eligibility for the professional endorsement and master teacher premium. The professional endorsement is necessary for moving from the residency rung on the Career Ladder to the professional rung. Currently only one component is being collected -- the overall rating on the state framework for teaching evaluation. The rule will add four additional data elements to the instructional/pupil service staff records that are currently required to be submitted. The components include: Overall rating on the evaluation (already reported); number of components of the evaluation rated as unsatisfactory; if a majority of the teachers students met their student achievement targets or student success indicator targets (yes/no); what tool or tools were used for measuring student achievement or student success (multiple choice); and if an individual has an individualized professional learning plan (Y/N).

IMPACT

Approving the temporary rule will provide the Department of Education with the legal directive needed to collect the necessary data points for calculating instructional staff and pupil service staff movement on the Career Ladder. This calculation is necessary for determining a school district's salary based apportionment.

ATTACHMENTS

Attachment 1 – Temporary Rule IDAPA 08.02.01.251 Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the rule must meet one of three criteria: provides protection of the public health, safety, or welfare; or is to come into compliance with deadlines in amendments to governing law or federal programs; or is conferring a benefit. Temporary rules also must be approved by the Governor. This rule qualifies as a temporary rule by conferring a benefit. Unlike proposed administrative rules, temporary rules do not have a public comment period, they are not reviewed by the Legislature, and they expire at the end of the succeeding legislative session, except under specific conditions. To assure consistency in the collection of these data the rule will be brought back to the Board at the end of the legislative session for re-approval as a new temporary and proposed rule. This will assure the requirements stay in place throughout FY2017 and will start the process for promulgating a permanent rule effective at the end of the 2018 legislative session.

BOARD ACTION

I move to approve the Temporary Rule, IDAPA 08.02.01.251 Rules Governing Administration, Career Ladder Data Collection.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 01

08.02.01 - RULES GOVERNING ADMINISTRATION

251. CAREER LADDER DATA COLLECTION

School districts and charter schools must submit annually each component of the compensation rung criteria necessary to determine if an instructional staff or pupil service staff employee has met the performance criteria required for movement on the applicable compensation rung starting with instructional staff employed in FY2016 and pupil service staff employed in FY2017. (Section 33-1004B, Idaho Code).

01. Required Components. The required components for each instructional staff or pupil service staff member include:

a. Summative rating on the state framework for teaching evaluation established in IDAPA 08.02.02.120; and

b. Number of components on the state framework for teaching evaluation rated as unsatisfactory; and

c. Did the majority of the employees students meet their measurable student achievement or growth targets or student success indicator targets; and

d. Which measurable student achievement or growth or student success indicators were used; and

e. Did the employee have an individualized professional learning plan.

252. -- 299. (RESERVED)

THIS PAGE INTENTIONALLY LEFT BLANK

SUBJECT

Educator Preparation Programs Definition – Low Performing

APPLICABLE STATUTE, RULE, OR POLICY

Higher Education Act of 1965, §§207 (2008).

BACKGROUND/DISCUSSION

Annually, the Office of the State Board of Education (Board) certifies and submits Idaho's Title II report to the U.S. Department of Education. The report includes data from public and private teacher preparation programs authorized by the State Board of Education to prepare individuals for certification in Idaho.

Several years ago, the U.S. Department of Education added a requirement that states must report preparation programs that had been identified as "Low Performing" or "At-Risk of Being Low Performing" as part of their Title II report. Initially, the federal government intended to set definitions for identifying programs into these categories; however, after substantial feedback from states and postsecondary institutions, the U.S. Department of Education decided to give that responsibility to the individual states. In 2015, states where notified that the U.S. Department of Education was going to require all states to include a definition in the 2016 Title II report identify teacher preparation programs as "Low Performing" or "At-Risk of Being Low Performing". Based on these two categories, defined by the state, each state would use their definition to evaluate and identify programs needing assistance and provide that support. Based on a recommendation from the Professional Standards Commission (PSC), for the 2016 report, Idaho used the existing State Program Review process for identifying programs as "Low Performing" or "At-Risk of Being Low Performing" with the understanding that the PSC would work with the Idaho Coalition for Educator Preparation and the Idaho Association of Colleges of Teacher Education to recommend a more robust definition in 2016 and would put the new definition in place prior to submitting the 2017 report.

The framework provided in Attachment 1 reflects the indicators the PSC recommends for use in developing the definition and criteria for identifying "Low Performing", "At-Risk of Being Low Performing", and "Appropriately Performing" educator preparation programs. The Idaho Coalition for Education Preparation developed the framework; it was then supported by the Idaho Association of Colleges of Teacher Education and adopted and recommended by the PSC to the Board.

IMPACT

If the Board supports the recommendation of the PSC to use the indicators outlined in Attachment 1, the Idaho Coalition for Educator Preparation will use the indicators to develop the full definition and criteria to be used for identifying educator preparation programs as "Low Performing", "At-Risk of Being Low Performing", or "Appropriately Performing". The draft definition developed by the Idaho Coalition

for Educator Preparation will be vetted by the Idaho Association of Colleges of Teacher Education and will then be given to the PSC for review and formal recommendation to the Board. The full definition and criteria will be provided to the Board for consideration at the December 2016 regular Board meeting.

ATTACHMENTS

Attachment 1 – Draft Framework for Identifying Low Performing Educator Preparation Programs Page 3

STAFF COMMENTS AND RECOMMENDATIONS

In 2013 and 2014 the State Board of Education and Department of Education participated in the Network for Transforming Educator Preparation grant, as part of that work, Board and Department of Education staff in collaboration with the Idaho's educator preparation programs identified the following metrics for identifying effective educator preparation programs, most of which were already being collected and reported as part of Idaho's Title II report:

- GPA – Enrollment/Completer (Title II)
- Average GPA (proposed)
- Praxis Scores and Passing Rates (Title II)
- State Teacher Evaluation Summative Rating (in place by May 2015)
- Experience – Field Hours, and Student/Interns (Title II)
- Min # of courses (Title II) – content and pedagogy
- SAT/ACT/Compass (Title II)
- # of Completers by program (Title II)
- # enrolled by program (Title II)
- # FTE versus adjunct by program (Title II)
- Completer Entry and Persistence in teaching
- Completer Placement/persistence in High Need subjects and schools

The grant finished prior to finalizing the work started on developing measures by which Idaho could identify highly effective teacher preparation programs. The Idaho Coalition for Educator Preparation participated in the initial work and based on concerns regarding data limitation developed the proposed framework.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

Idaho Draft Framework for Evaluating Educator Preparation Programs

Proposed Indicators for 2017 Title II Report

Indicator	Description	Source	Points
Meeting knowledge standards for initial certification of Idaho Personnel	No more than a certain % not approved by state review process. Evidence may include evaluation of syllabi, Praxis scores, GPA, exams, and artifacts demonstrating candidate work.	Board staff pulls from program review	25
Meeting performance standards for initial certification of Idaho personnel	No more than a certain % not approved by state review process. Evidence may include artifacts demonstrating candidate work, the Common Summative Assessment, interviews of teachers, cooperating teachers, employers, and candidates, observations of preservice and in-service teachers.	Board staff pulls from program review	25
Time to degree completion	Use Title II credit/enrollment guidelines for "admission"	EPP provides to Board staff	10
CSA performance	Review means for each domain (?), component (?), create composite/ summative score?	EPP provides to Board staff	20

Proposed Indicators for Future Reports

(Addition of these indicators will be dependent on the availability of data)

Indicator	Description	Source	Points
Student Learning Outcomes	ISAT or other student outcome data		WHEN STATE HAS CAPABILITY TO PROVIDE DATA
Job Placement Rate	Annual Report of job placement rate, calculated by the EPP	EPP provides to Board staff	10

THIS PAGE INTENTIONALLY LEFT BLANK