

**WORK SESSION**  
**FEBRUARY 14, 2018**

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**SUBJECT**

Education to Workforce Alignment

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1: A Well Educated Citizenry, Objectives A, Access and C, Higher Level of Educational Attainment.

Goal 2: Innovation and Economic Development, Objectives A, Workforce Readiness and D, Education to Workforce Alignment.

**BACKGROUND/DISCUSSION**

The Board's strategic plan envisions a seamless public education system that results in a highly educated citizenry. Goal 2 of the Board's strategic plan focuses on an education system that provides an environment that facilitates the creation of practical and theoretical knowledge leading to new ideas, delivers relevant education that meets the needs of Idaho and the region and prepares students to efficiency and effectively enter and succeed in the workforce.

The Idaho Technology Council (ITC) is a member-driven organization made up of partners from companies that range from new startups to large corporations, all committed to the success of Idaho's technology ecosystem. The ITC, brings together industry, education, research, investment, and government throughout the state with a focus on workforce development and the increasing the talent pipeline with the end goal of growing more high-paying, quality jobs for the people of Idaho. The ITC has been a long standing partner that has supported Board initiatives from higher education research to increased access to computer science education in the K-12 educations portion of the pipeline. Jay Larsen, Executive Director, will discuss technology trends in Idaho, the importance of Idaho's education system producing an entrepreneurial and prepared workforce for Idaho's growing economy.

The Treasure Valley Education Partnership (TVEP) engages and coordinates community partners and resources across the Treasure Valley in order to align efforts around common goals. TVEP mission is to advance a world class education system in the Treasure Valley. By uniting and focusing the strength of multiple partners, TVEP aspires to achieve systems change and improve student outcomes in a measurable and lasting way, from the cradle to career. The Treasure Valley Education Partnership conducts a senior exit survey, Jessica Ruehrwein, Executive Director will present the results of their survey as a discussion point for areas of collaboration and improvement of Idaho's education pipeline.

**IMPACT**

The purpose of the presentations is to generate a discussion around the alignment with Idaho's education system and Idaho's workforce needs.

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**STAFF COMMENTS AND RECOMMENDATIONS**

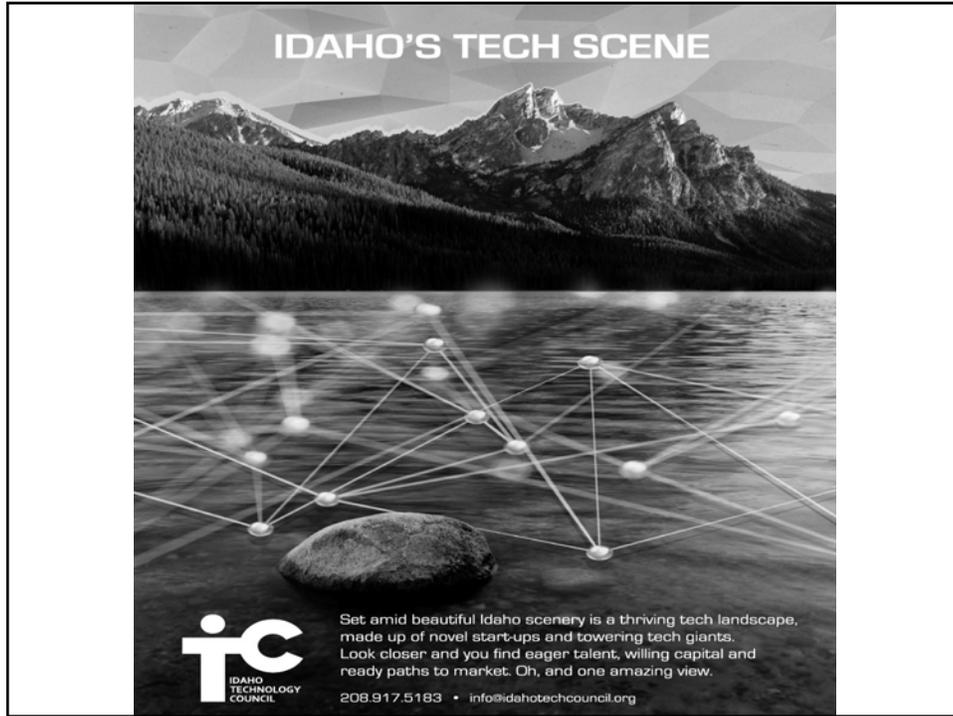
In addition to the presentation and discussion with ITC and TVEP the Board has been provided with the preliminary result of the Secondary Counselor Survey conducted by the Board Office. The survey looks at perceptions of secondary school counselors and their work in supporting students to plan and prepare for college and careers after high school.

**ATTACHMENTS**

Attachment 1 – Idaho Technology Council Presentation	Page 3
Attachment 2 – Treasure Valley Partnership Presentation	Page 21
Attachment 3 – Preliminary Findings – School Counselor Survey	Page 28

**BOARD ACTION**

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



## The New Economy Idaho kNOWLEDge Report

- **Today's economy is:**
  - Knowledge-dependent
  - Is global
  - Is rooted in information technologies
  - Is driven by innovation

In the United States IT was responsible for two-thirds of total factor growth in productivity between 1995 and 2002 and virtually all of the growth in labor productivity.

IDAHO TECHNOLOGY COUNCIL--  
INNOVATIVE ECOSYSTEM



IDAHO  
DEPT. OF LABOR

### What is Our Purpose? Why define and study Idaho's knowledge based economy?

#### Knowledge-Based Economies are associated with:

- Knowledge-intensive and high-technology industries
- Highly-skilled, highly-educated and well-paid jobs that carry higher economic impacts.





### Disruption Comes Quick

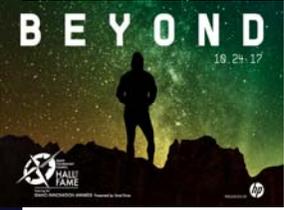
“Neither RedBox nor Netflix are even on the radar screen in terms of competition,” said Blockbuster CEO Jim Keyes, speaking to [the Motley Fool](#) in 2008. “It’s more Wal-Mart and Apple.”





### Who is creating disruption in Idaho?







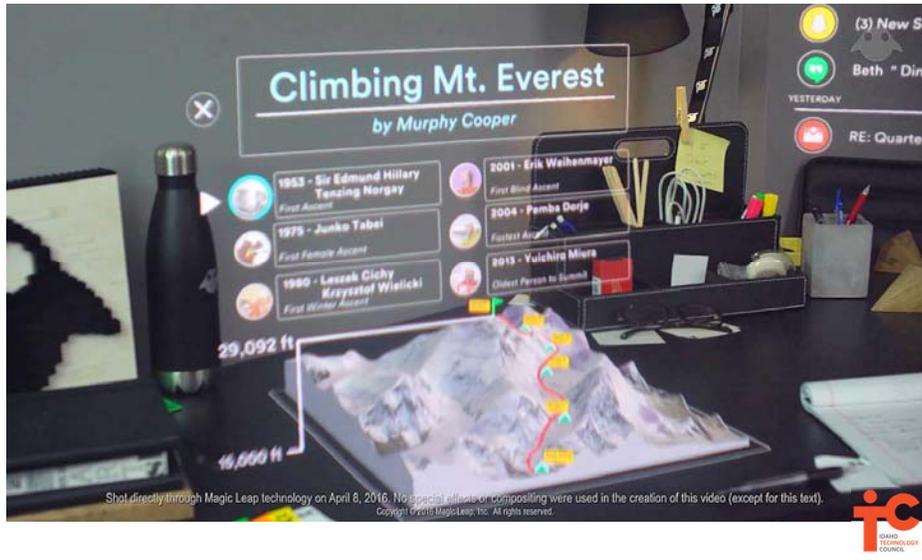
## Disruptive Technology Trends



## AI Fueled--Bots Usurp Apps



## From Augmented Reality to Mixed Reality



## Cybersecurity Wars



## The Things Are Taking Over the Internet



## Self Driving Vehicles On the High Street



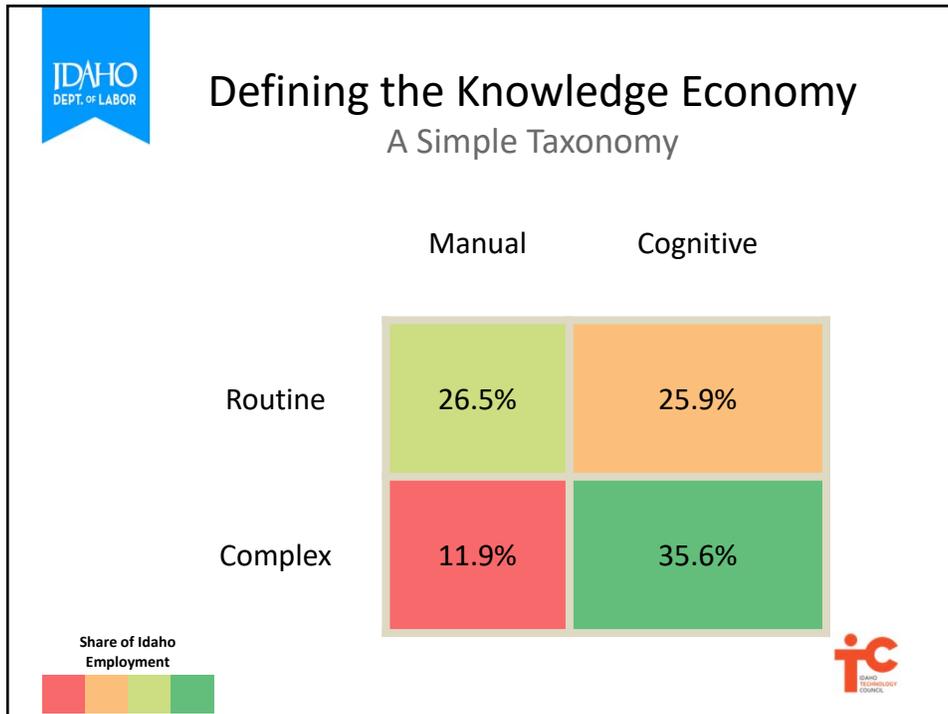
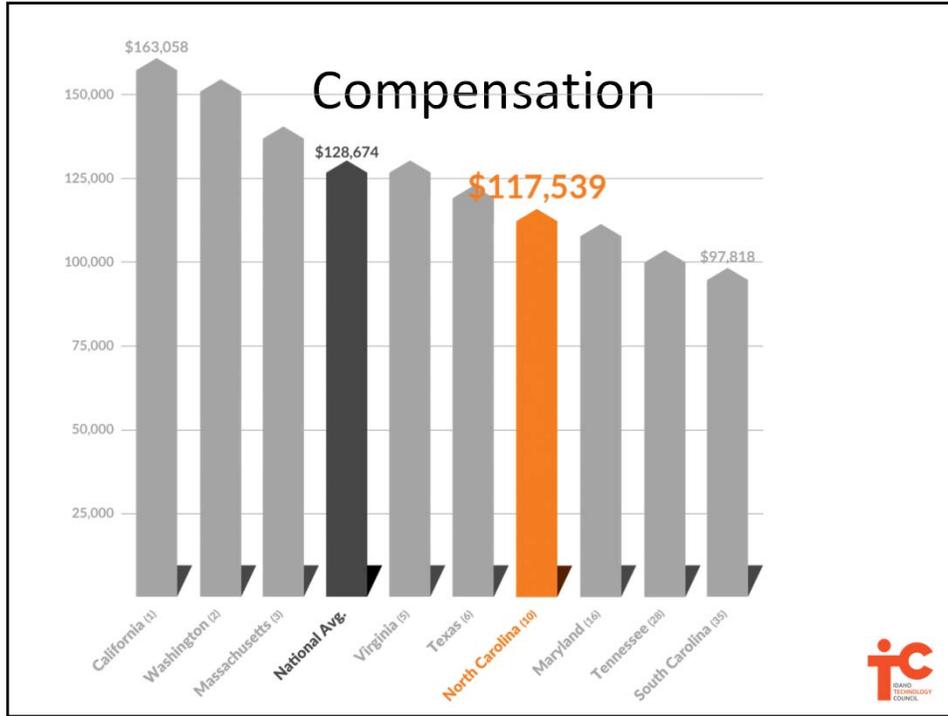
## Renewables and Clean Energy Diversify

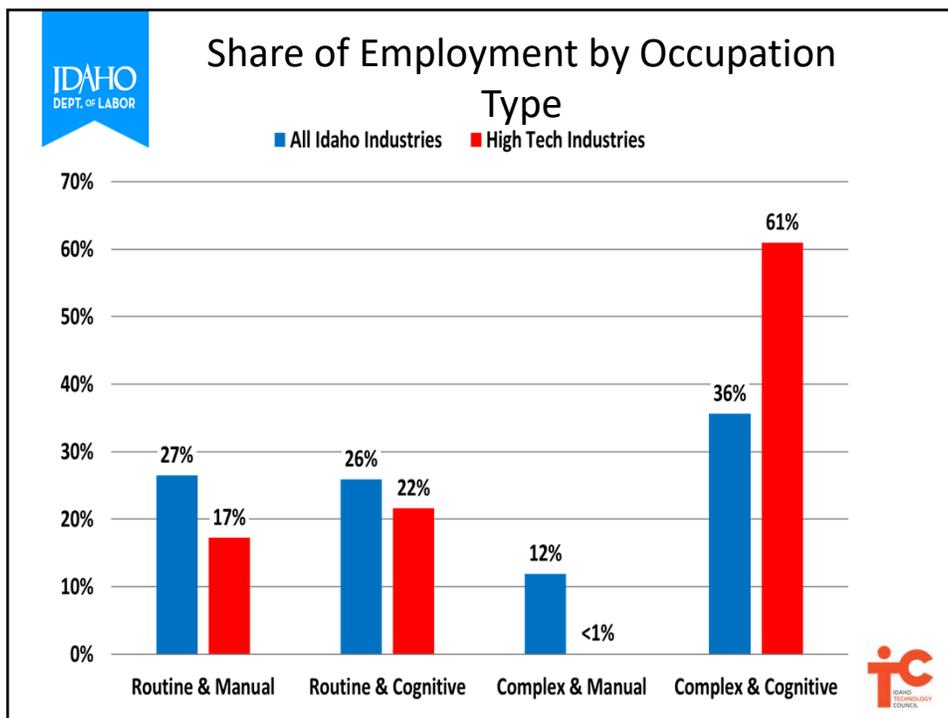
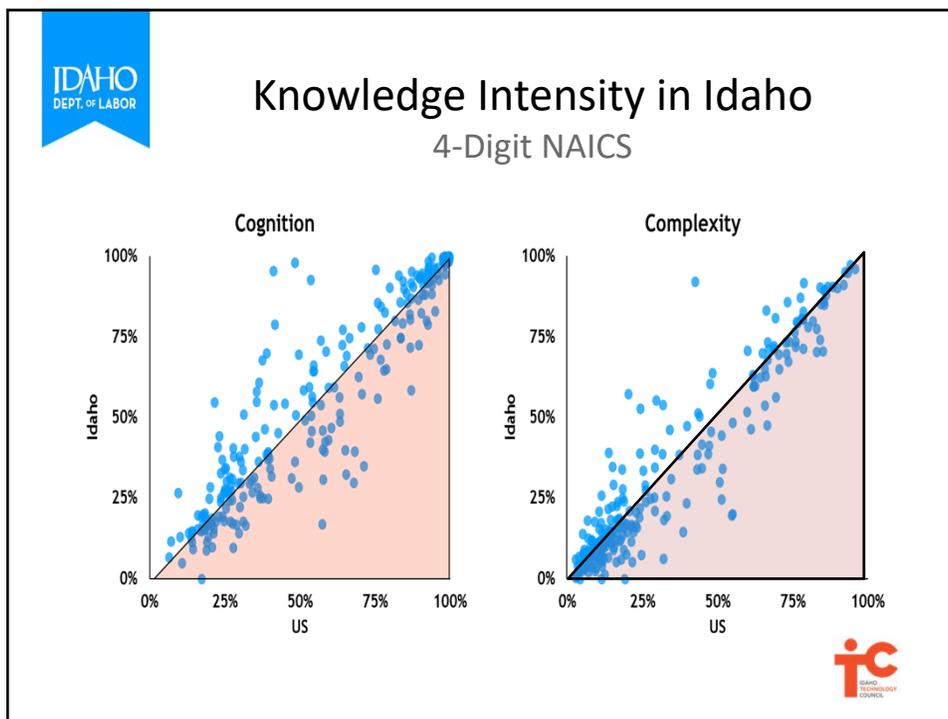


## Idaho kNOWledge Report

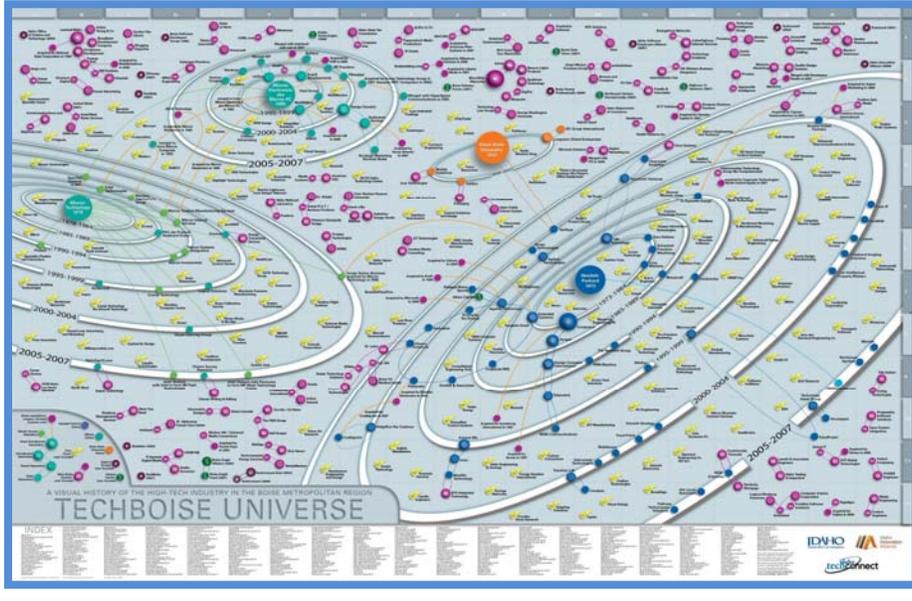
- <http://ncstir.com>







# Boise Tech Universe



**Battelle**  
*The Business of Innovation*

**FINAL REPORT**

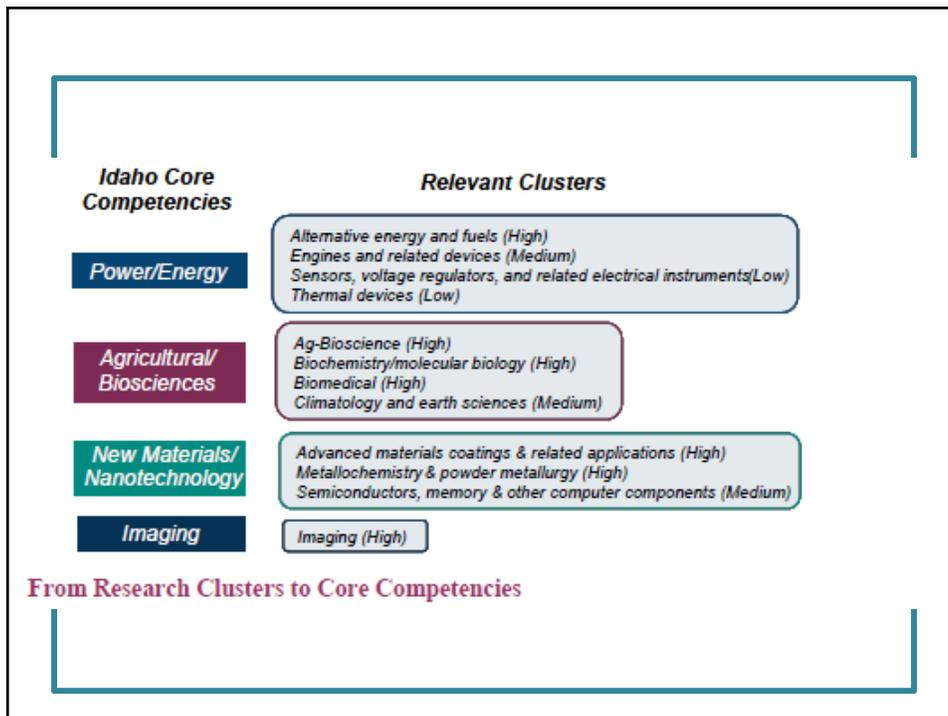
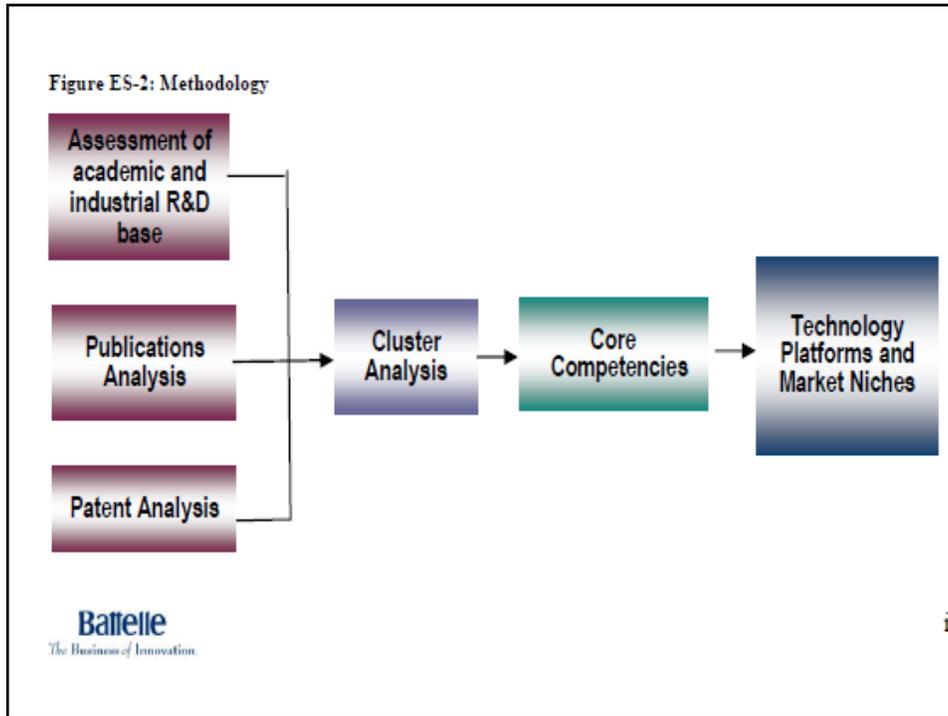
© 2006 Battelle Memorial Institute

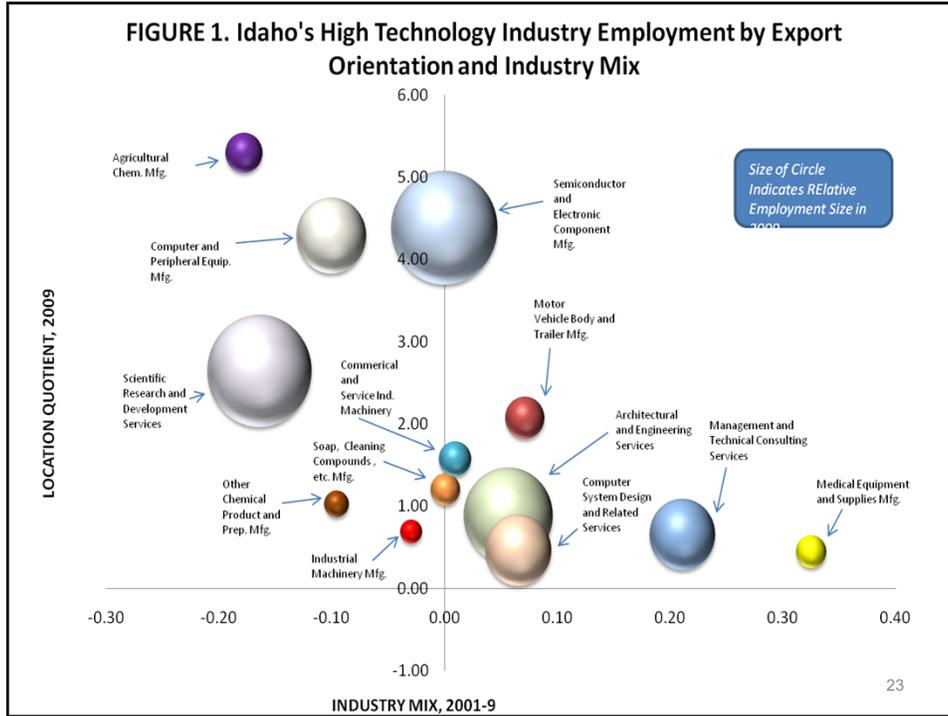
IDAHO'S TECHNOLOGY PLATFORMS:  
**BUILDING ON THE STATE'S  
CORE COMPETENCIES**

PREPARED FOR:  
Idaho Commerce and Labor

PREPARED BY:  
Battelle  
Technology Partnership Practice

November 2006





**The 2008 State New Economy Index**

The Information Technology & Innovation Foundation  
**ITIF**

Benchmarking Economic Transformation In the States

**KAUFFMAN**  
The Foundation of Entrepreneurship

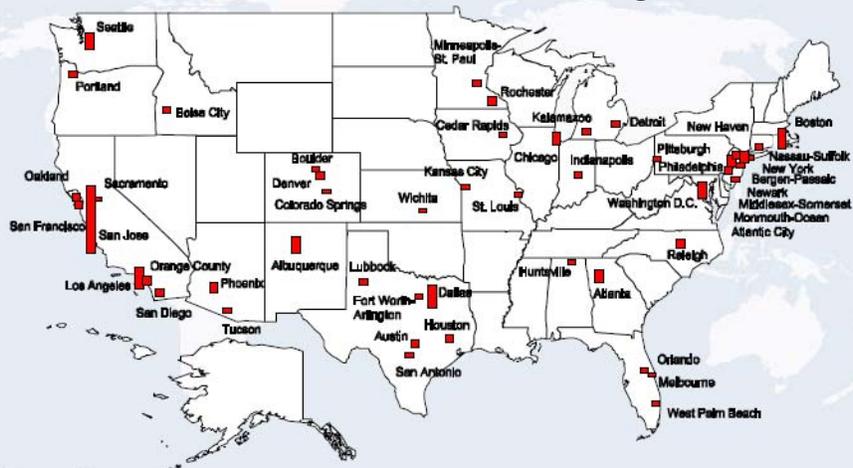
**Kauffman Foundation–The Foundation of Entrepreneurship. Benchmarking Economic Transformation in the United States**

2008 Ranking	2008 Score	2008 State	1999 Rank	2001 Rank	2007 Rank	Change From 2002	2007
• 26.	55.6	Idaho	23	20	24	-6	-2
• 2	81.9	Washington	4	4	4	2	2
• 12	67.7	Utah	6	16	12	4	0
• 15	63.8	Oregon	15	13	17	-2	2
• 20	60	Arizona	10	15	22	-5	2
• 25	56.7	Nevada	21	31	27	6	2
• 40	46	Montana	46	41	42	1	2
• 50	29.9	Mississippi	50	50	49	0	-1

www.kauffman.org

**Milken Institute Tech Poles**

Composite Index August 11, 1999



## Milken institute

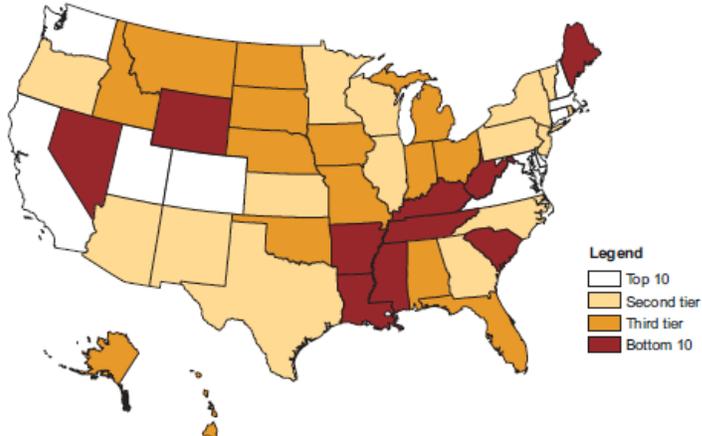
*North America's High-Tech Economy: The Geography of Knowledge-Based Industries*

2007 rankings: Idaho (BOISE) was not mentioned.



## State Technology and Science Index 2010 Milken institute, January 2011

Figure 1. State Technology and Science Index Map  
2010

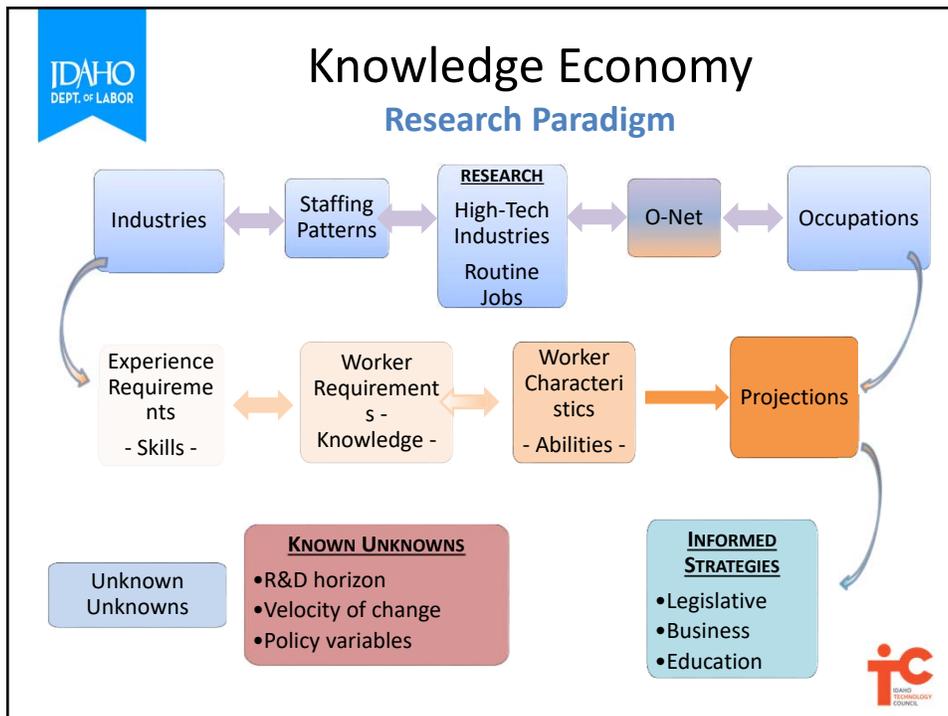


## MANUFACTURING JOBS IN U. S.

<b>PRIVATE JOBS</b>	<b>GOVERNMENT JOBS</b>
<ul style="list-style-type: none"> <li>• 1960 15 million</li> <li>• 2010 11.5 million</li> </ul>	<ul style="list-style-type: none"> <li>• 1960 8.7 million</li> <li>• 2010 22.5 million</li> </ul>

Source: Wall Street Journal

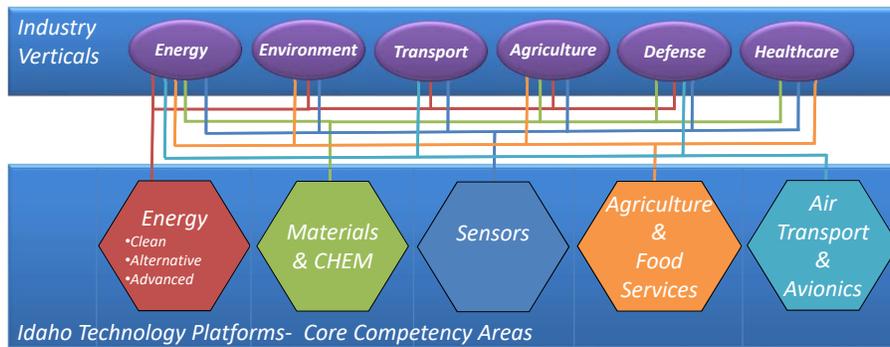
IDAHO TECHNOLOGY COUNCIL



# Idaho kNOWLEDge Report



## Idaho Technology Platforms with Innovation Clusters



	Energy	Materials & CHEM	Sensors	Agriculture & Food Services	Air Transport & Avionics
BIO	X	X		X	X
Material	X	X	X	X	X
Optical					
Electrical	X		X	X	X
Mech	X	X	X	X	X
Chemical	X	X	X	X	
Software	X	X	X	X	X

March 26, 2009 - MA Note: "X" indicates known existing research capabilities in Idaho



## Idaho kNOWledge Report

- Idaho has the second-fastest growing tech sector in the nation!
- Fastest growing Software Industry as a percent of state GDP

## Idaho kNOWledge Report a dashboard to help IWDC and Industry to gain synergies



Idaho **kNOWledge** Report will Drive  
Industry

“Drive thy business or it will  
drive thee.”



-Benjamin Franklin





- ✓ Connect the community
- ✓ Address local education needs
- ✓ Create a shared vision for change
- ✓ Align resources
- ✓ Field test practices (that can be scaled)
- ✓ Use data as a flashlight to guide efforts/track progress
- ✓ Empower students!

## TVEP's Footprint



- 9 School Districts & Bishop Kelly
- 6 Higher Education Institutions
- Nonprofits
- Government
- Business (IBE partners)
- Early Education

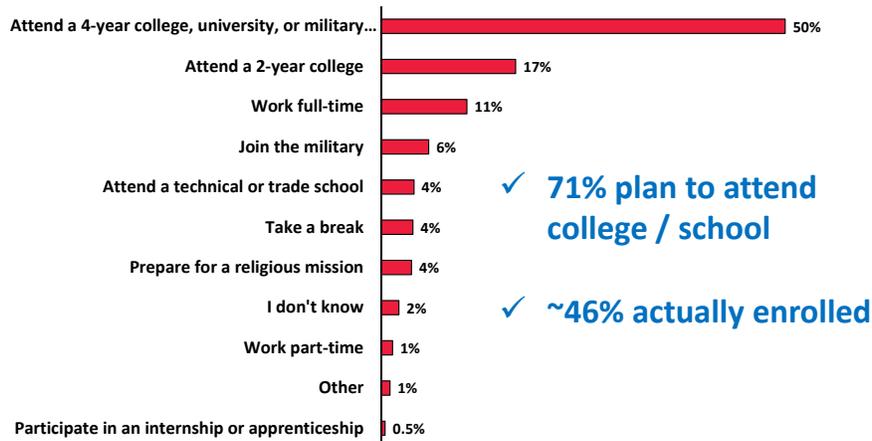


## Beyond High School Working Group: Senior Exit Survey

Class of 2015	Class of 2016	Class of 2017
3,368 total responses	5,433 total responses	3,546 total responses
55% completion rate from participating schools	75% completion rate from participating schools	77% completion rate from participating schools
6 districts and Bishop Kelly High	All 9 districts and Bishop Kelly High	8 districts Bishop Kelly High (West Ada did not participate)

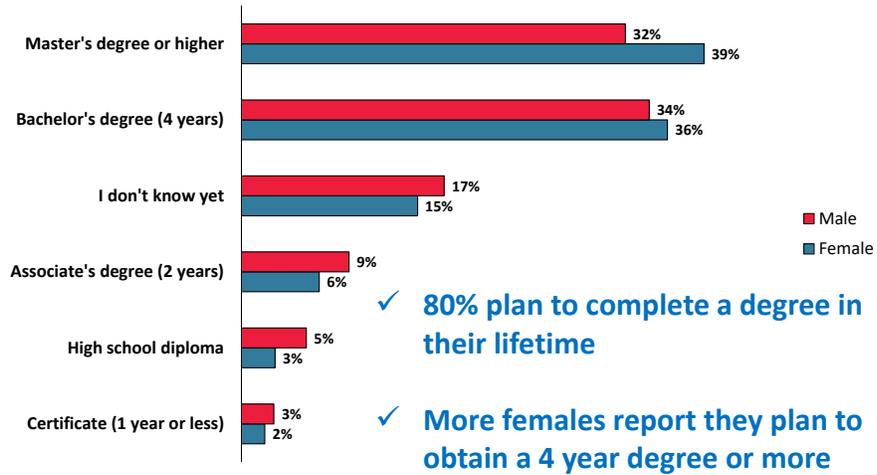
## Students' Fall Plans

Which of the following BEST describes your plans after high school (Fall 2017)? (n = 3,537)



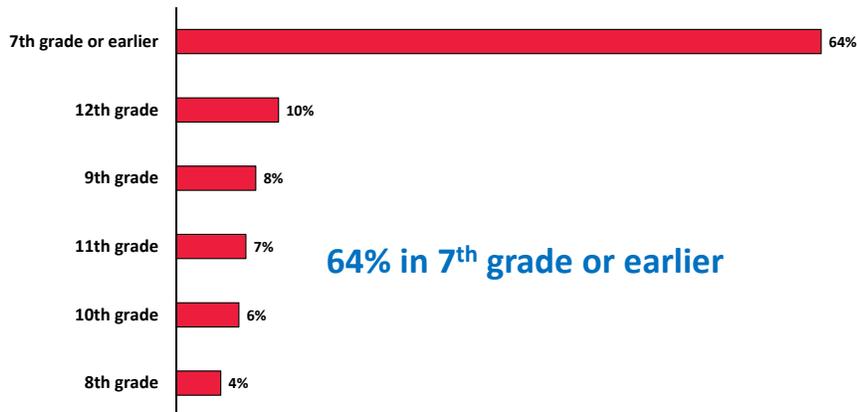
## Lifetime Education Goals

What is the highest level of education you plan to complete in your lifetime? (n = 3,405)



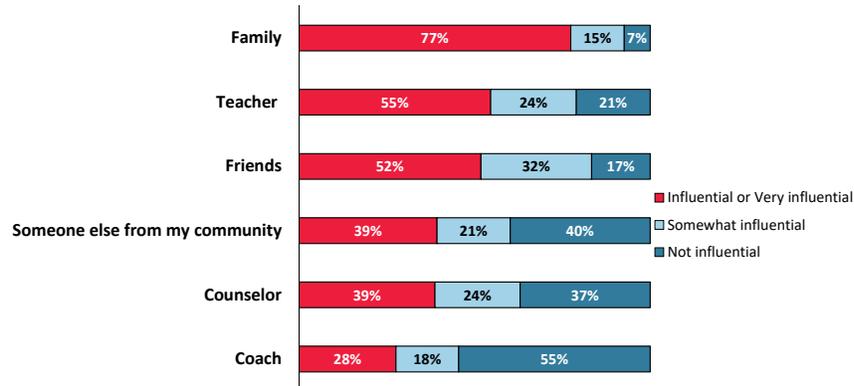
## Deciding To Go On

When did you decide you were going to continue your education after high school? (n = 2,441)



## Influential People

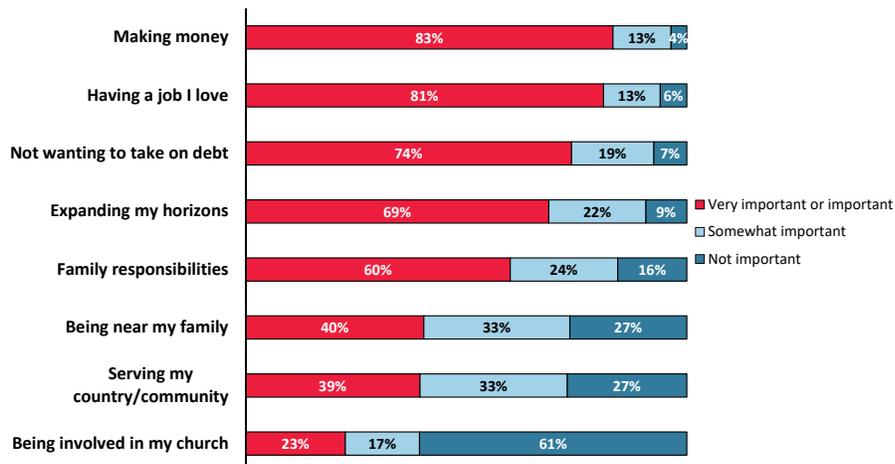
When deciding what to do after high school how influential were the following people? (n = 3,513)

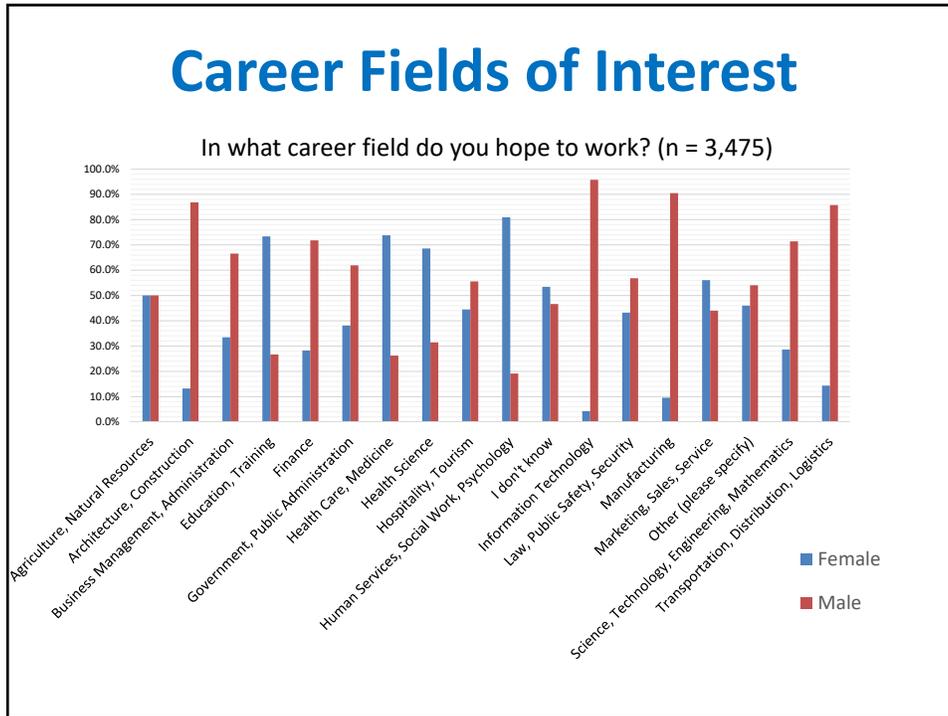


"Other" answers fell mostly into the provided categories, except n=41 indicated "self" or "personal goal".

## Important Factors

How important were the following factors when you were deciding what to do after high school? (n = 3,485)







## Key Take-Aways

- Discrepancy between what students' report they plan to do and what they actually do in the fall
- 80% plan on some form of postsecondary education in their lifetime
- Hispanic students are ~ 2x more likely to report the highest level of education they plan to complete is a certificate or two year degree
- 76% are making their education decisions before 9<sup>th</sup> grade
  - Hispanic students report they are making this decision later
- 77% identified their family as the primary influencer



## Future Opportunities

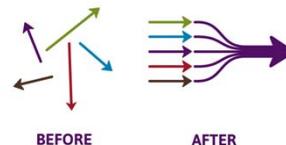
- Continue to collect actionable data to help inform TVEP working groups, schools and policy
- Utilize student data to target interventions, supports and messaging
- Potential to implement statewide and analyze trends
- Deeper analysis of current data (year over year findings, cross tabs, comparisons, etc.)

University of Idaho  
McClure Center for Public Policy Research



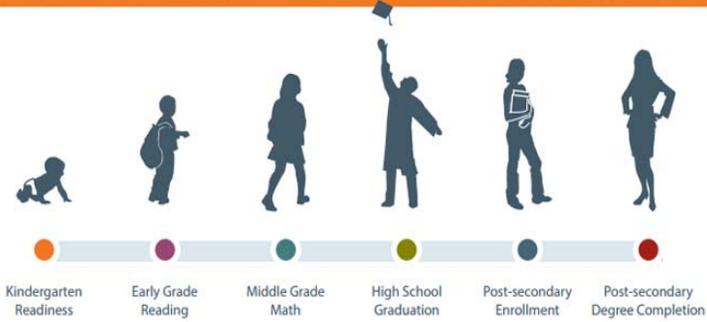
## Beyond High School Working Group: What's next?

- Implement Senior Exit Survey in 2018
- Assess workforce development landscape
  - Review local/national better practices
  - Create common definitions
  - Look for opportunities to align
- Co-create strategies (industry and education partnerships with a career readiness focus)



## Questions?

IMPROVING EDUCATION OUTCOMES, FROM CRADLE TO CAREER



Jessica Ruehrwein, Executive Director  
[jruehrwein@idahotvep.org](mailto:jruehrwein@idahotvep.org)  
208-364-4609

**WORK SESSION  
FEBRUARY 14, 2018**

Idaho Secondary Counselor Perspectives on Their Work and on Their Students  
Jean M. Henscheid, Ph.D.  
OSBE Principal Policy Analyst  
1.31.18

In late December 2017, Idaho State Board of Education staff members worked with leadership from the Idaho School Counselors Association (ISCA) to design and administer a survey to all association members and all other secondary counselors in the State Board's scholarship database. In total, emails with a link to the online survey were successfully sent to 632 counselors. By the end of January 2018, 180 responses had been received for a 28% response rate. This exceeded the 10% minimum acceptable response rate for policy analyses. The intent of the survey was to gather counselor input on their work and on their students with a focus on informing the state's efforts to support the college and career readiness responsibilities of secondary counselors. This report highlights findings from that survey.

**Key Findings**

**Counselor work.** Idaho secondary counselors report that supporting students in planning and preparing for college and careers is the fastest growing aspect of their work. Eighty five percent of respondents report that it has grown "some" to "a great deal" in the past three years. Nearly as many counselors report a similar increase in helping school principals identify and resolve student issues, needs and problems and in providing individual and small-group counseling services to students. While helping students plan and prepare for life after high school is a high priority for counselors, they would welcome additional professional development opportunities to do this and related work.

**Perspectives on students.** Idaho secondary counselors report that new state policies (i.e. state funded Advanced Opportunities, Direct Admissions, Apply Idaho) are making at least some positive impact on student motivation and college and career readiness and making a positive impact on the college-going culture among students and their families. Fewer respondents, but still a sizeable percentage, believe that these policies are motivating students who are on the fence about continuing their educations after high school. Counselors worry about "selling" a costly post-high school education to their non-affluent students. They are also concerned that there is never enough time in their days to meet their students' academic, social, and emotional needs.

**Respondent characteristics**

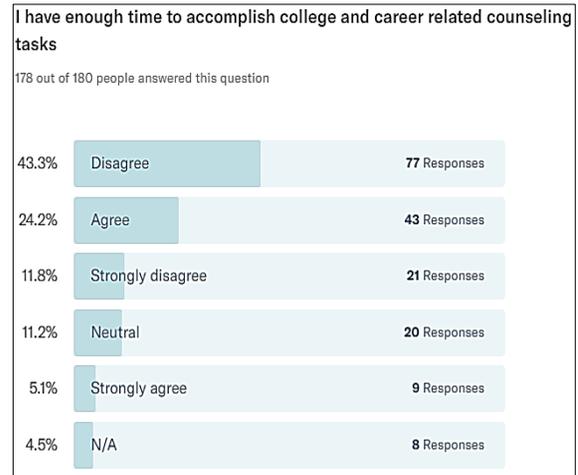
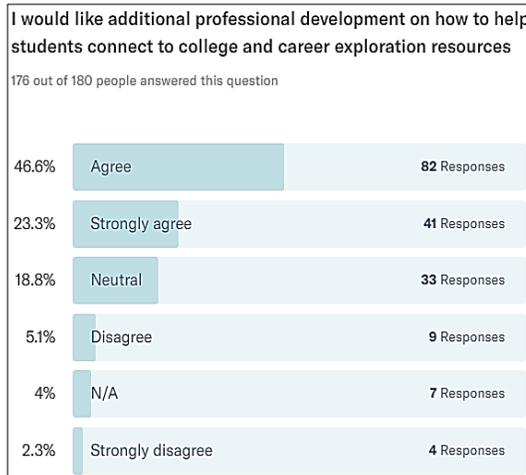
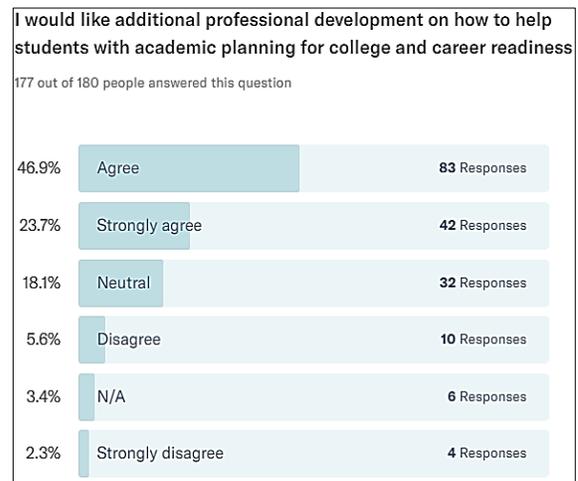
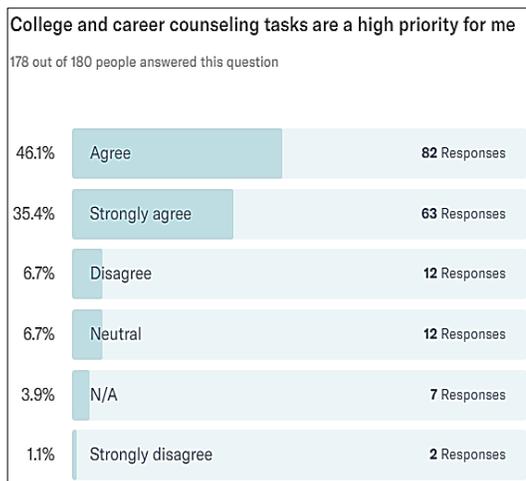
- 78% female
- 94% with master's or educational specialist degrees or higher
- 61% with master's degrees in counseling
- 65% with five or more years of experience in school counseling
- One quarter with more than 10 years experience in school counseling

## WORK SESSION FEBRUARY 14, 2018

**Percentage of counselors reporting these duties have increased “a great deal” over the past three years (top four responses).**

- Working with individual students on high school learning plans, eighth grade learning plans, and/or academic program planning (48.3%)
- Helping the school principal identify and resolve student issues, needs and problems (45%)
- Providing individual and small-group counseling services to students (45%)
- Coordinating cognitive, aptitude and achievement testing (i.e. SAT, PSAT, ACT, CLEP) (38.3%)

### Counselor Work



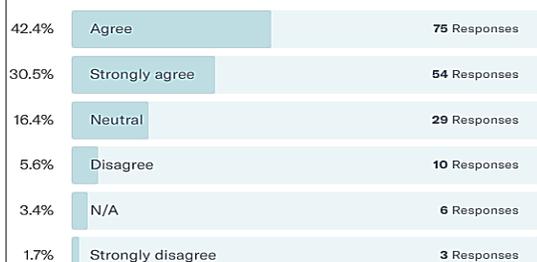
*“I would like some fresh ideas about promoting a college going culture - I would like to look at other schools' college/career readiness plans to know what other schools are doing to help their kids. What are some best practices going on around the state?*

*Creating a center for that dialog would be great!”*

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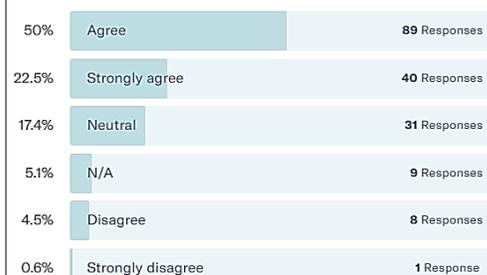
**I would like additional professional development on how to encourage students' college aspirations, including implementing strategies for building and strengthening my school and community's college-going culture**

177 out of 180 people answered this question



**I would like additional professional development on helping students make a successful transition from high school to college enrollment or career**

178 out of 180 people answered this question



**I would like additional professional development on career and technical education opportunities for students**

177 out of 180 people answered this question



*“We need many more opportunities for students to experience the CTE occupations and education that dominates the workforce. We need to do more to focus our students on the real and exciting opportunities that are available with a CTE degree or certification.”*

*“Money is one of the big issues for students who would like to pursue more education. I don't know what the answer to that is; but it is a big obstacle.”*

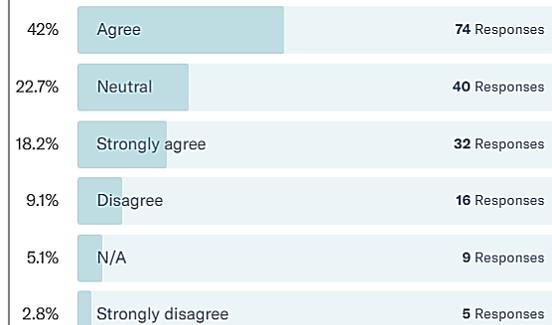
**I would like additional professional development on how to help students with college affordability planning**

176 out of 180 people answered this question



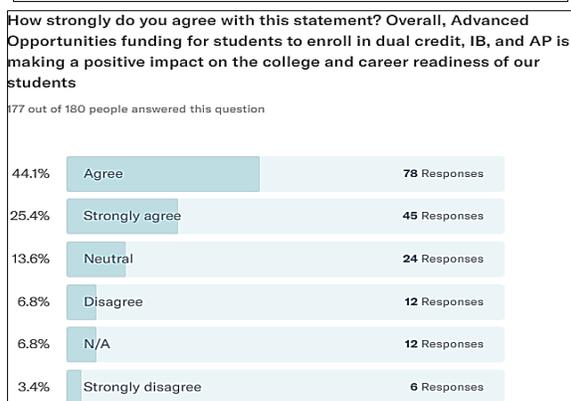
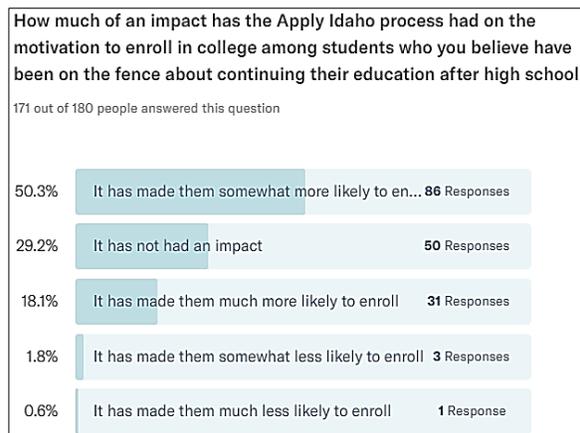
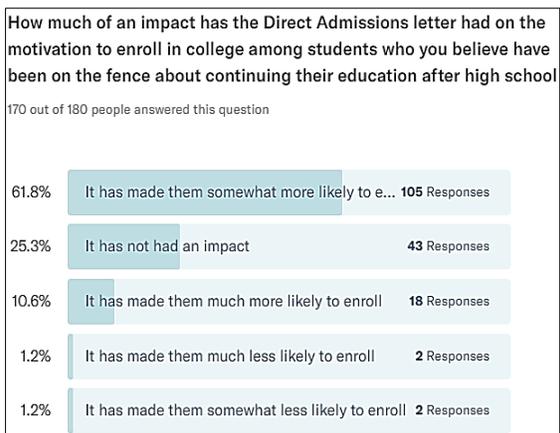
**I would like additional professional development on how to help students and their families with college admission processes**

176 out of 180 people answered this question

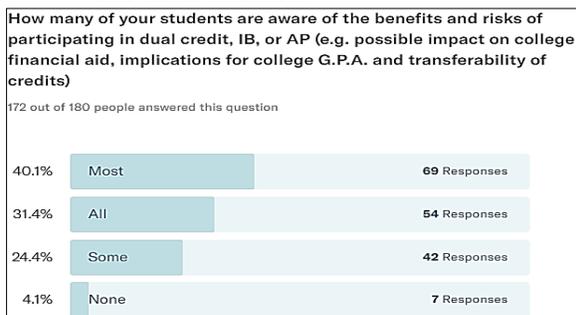
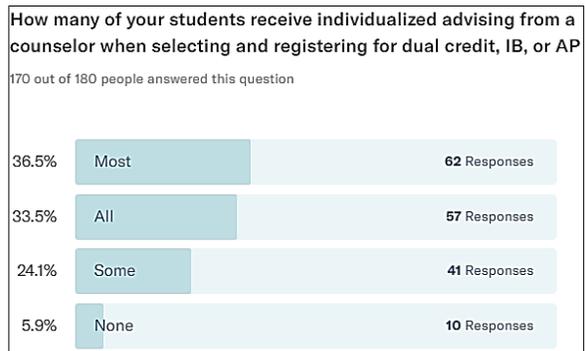


*“Having the college and career advisor has done wonders for our college going rate. Our school has such a high need for actual mental health counseling that having the college and career advisor has freed us up to do more of the mental health side.”*

**Perspectives on Students**



- Less than 30% of counselors say that most students who complete an academic dual credit courses are better prepared for college-level work. Another 45% say some students are better prepared.
- Nearly half of counselors say that most students who complete a CTE dual credit course are better prepared for their careers.



- 72% of counselors say the Opportunity Scholarship motivates students on the fence about continuing their educations after high school to enroll.

*[Students’] “own mindset of either being smart or less gets in the way of finding their way in a positive manner.”*