



Our Kids, Idaho's Future
July 1, 2019



Connecting Education to Careers

Workforce Development Council Charge

Champion the development and implementation of a statewide, strategic workforce development plan that meets industries' needs today and tomorrow.

- Improve the effectiveness, quality and coordination of programs and services designed to maintain a highly skilled workforce.
- Provide for the most efficient use of federal, state and local workforce development resources.
- Increase public awareness of and access to career education & training opportunities.

The Workforce Development Function



Training and Education



“Connecting Businesses and Education to create an outstanding workforce for today and tomorrow.”

Alignment of Curricula

Outreach – Two-way line-of-sight between jobseekers and employers



Jobseekers

2017 Workforce Development Task Force

Charge

Examine ways to improve Idaho's funding and delivery of training programs to meet our state's growing demand for skilled workers.

Analysis

"If an adequate workforce is not available, businesses will go elsewhere to create new, high-quality jobs, damaging every local economy.

Without interventions, Idaho citizens with the right skills to access high-quality jobs may have to relocate to other states. The result will be local economies that suffer from a lack of high-paying jobs, loss of workers and corresponding decrease in the vitality of the community."

Connecting Education to Careers

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

Principle

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

Short-term Actions

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

Long-term Actions

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

Industry's Role

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

Government's & Education's Roles

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

Outcomes

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

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

Strengthen Career Advising

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

Principle

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

Short-term Actions

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

Industry's Role

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

Government's & Education's Roles

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

Outcomes

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

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

Measuring Career Readiness

1. Define it. ([*State Board definition*](#))
2. Describe what success looks like. ([*ICTE Workplace Readiness Content Standards*](#))
3. Provide opportunities to practice.
 - a. Work-based learning (*additional [definitions](#) developed cross agency*)
 - b. Project-based learning
 - c. IDLA “Soft Skills” Online Course
 - d. WBL as a “bridge” to postsecondary.
4. Assess it.
 - a. ICTE’s [Workplace Readiness Assessment](#) (*8,477 exams administered with an 89% pass rate for the 17-18 school year*)

Idaho LEADER

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	Learning About Work			Learning Through Work			Learning At Work	
Category	Career Education	Employer Engagement	Externships	Internships	Pre-Apprenticeship	Co-op	On-the-Job Training	Apprenticeship
Definition	Teachers bring career information into the classroom.	Students learn by directly engaging with potential future employers.	Short practical work experiences to “ground-truth” theory.	A short-term position providing experience and exposure. May be paid or unpaid and for-credit or non-credit.	A program that teaches basic technical and job-readiness skills to prepare for an apprenticeship.	Structured method of classroom learning integrated with workplace experience where credit is received for both.	Individuals are taught by other employees how to complete a task while doing the job.	An “earn while you learn” model where on-the-job training is coupled with related instruction. Wage gains are incorporated and the experience culminates in industry-recognized credentials.
Activities	Career Counseling Pathway Planning Presentations examining growth careers Industry Speakers Interviews with current employees	Host a tour for middle school/high school students or participate in school-organized career fairs. Provide an opportunity for students to job shadow. Become a mentor through the STEM Action Center’s Mentorship Portal.	Host a teacher during the summer to bring real-world experiences into the classroom.	Connect with college & career advisors at high schools to reach high-school interns. Connect with postsecondary institutions to reach college interns.	Partner with an industry association to develop a program to teach workplace skills. Host a competitive job-skill-building event requiring potential apprentices to collaborate on project-based activities.	Connect with a local community college or other postsecondary institution to identify cooperative education opportunities in areas of in-demand skills.	Partner with the Idaho Department of Labor, Division of Vocational Rehabilitation and/or Department of Health & Welfare to hire Veterans, individuals with disabilities, and other individuals seeking work.	Develop registered apprenticeship programs for hard-to-fill positions. Expand apprenticeship programs to School to Registered Apprenticeship to engage high school students.