

By C.L. "BUTCH" OTTER  
GOVERNOR



Trent Clark  
*Chair*

B. J. Swanson  
*Vice Chair*

## WORKFORCE DEVELOPMENT COUNCIL

317 W Main Street, Boise, Idaho 83735-0510

**Date:** Wednesday, July 18, 2018  
**Time:** 9:00 a.m. – 5:00 p.m.  
**Location:** Red Lion Boise Downtowner  
1800 W Fairview Avenue  
Boise, ID 83702

### WORKFORCE DEVELOPMENT COUNCIL AGENDA

\*Action Required

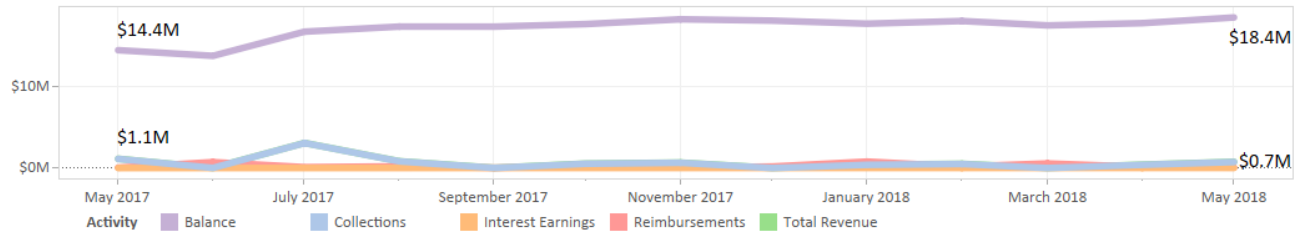
9:00 – 9:30 am	Welcome <ul style="list-style-type: none"><li>• Introductions</li><li>• Review Agenda</li><li>• Roll Call</li><li>• Chairman's Update</li></ul>	Trent Clark, Chair
9:30 – 10:00 am	Workforce Development Training Fund Financial Report and Committee Report <ul style="list-style-type: none"><li>Grant Requests<ul style="list-style-type: none"><li>• *Industry Sector Grant Request – Idaho State University</li><li>• *Industry Sector Grant Request – College of Eastern Idaho</li></ul></li></ul>	Wendi Secrist, Executive Director  Director Melinda Smyser, Grant Review Committee
10:00 – 10:30 am	Idaho Labor Market Overview – Employment & Occupational Projections, 2018 Update	Sam Wolkenhauer, Regional Economist
10:30 – 10:45 am	Break	
10:45 – 11:15 am	Industry/Association Led Workforce Development Initiative – "Build Your Future"	Wayne Hammon, Associated General Contractors
11:15 – 12:00 pm	Governor's Executive Order on Nuclear Energy Production and Manufacturing in Idaho – Workforce Development	Panel Discussion: Dwight Johnson, ICTE Amy Lientz, Battelle Energy Alliance/Idaho National Lab John Watts, Veritas Advisors
12:00 – 1:00 pm	Lunch	

1:00 – 1:45 pm	<p>Committee Reports</p> <ul style="list-style-type: none"> <li>• Workforce Development Policy</li> <li>• One-Stop</li> <li>• Outreach</li> <li>• Executive</li> <li>• Apprenticeship <ul style="list-style-type: none"> <li>○ ApprenticeshipIdaho Update</li> </ul> </li> </ul>	<p>B.J. Swanson, Chair  Jane Donnellan, Chair  John Young, Chair  Trent Clark, Chair  Angelique Rood, Chair  John Russ, Idaho  Department of Labor</p>
1:45 – 3:15 pm	<p>Action Planning</p> <ul style="list-style-type: none"> <li>• Collaboration/Partnerships</li> <li>• Investments</li> <li>• Outreach/Pipeline Development</li> </ul>	
3:15 – 3:30 pm	<p>Break</p>	
3:30 – 4:00 pm	<p>Action Plan Report Out</p> <ul style="list-style-type: none"> <li>• Collaboration/Partnerships</li> <li>• Investments</li> <li>• Outreach/Pipeline Development</li> </ul>	<p>Jeff McCray  B.J. Swanson  John Young</p>
4:00 – 4:30 pm	<p>Consent Agenda</p> <ul style="list-style-type: none"> <li>• *Approve Minutes from April 5, 2018 WDC Meeting</li> <li>• *Eligible Training Provider Policy</li> </ul>	<p>Trent Clark, Chair</p>
4:30 – 5:00 pm	<p>Chair’s Closing Remarks</p>	<p>Trent Clark</p>
5:00 pm	<p>Adjourn</p>	

# Workforce Development Training Fund Report

## Historical Trends

May 2017 to May 2018



	Balance	Collections	Interest Earnings	Total Revenue	Reimbursements
2017 Q2					
May 2017	\$14,406,680.47	\$1,128,961.51	\$11,953.56	\$1,140,915.07	\$60,826.81
June 2017	\$13,713,373.42	\$25,419.14	\$13,054.76	\$38,473.90	\$731,780.95
July 2017	\$16,670,367.39	\$3,064,229.30	\$13,091.72	\$3,077,321.02	\$120,327.05
2017 Q3					
August 2017	\$17,289,715.20	\$825,819.18	\$16,511.38	\$842,330.56	\$222,982.75
September 2017	\$17,283,752.32	\$18,635.93	\$20,141.92	\$38,777.85	\$44,740.73
October 2017	\$17,596,604.87	\$533,818.95	\$19,205.49	\$553,024.44	\$240,171.89
2017 Q4					
November 2017	\$18,182,787.11	\$654,995.18	\$19,300.14	\$674,295.32	\$88,113.08
December 2017	\$18,015,717.96	\$9,785.18	\$20,476.13	\$30,261.31	\$197,330.46
January 2018	\$17,643,141.20	\$404,764.69	\$21,606.25	\$426,370.94	\$798,947.70
2018 Q1					
February 2018	\$17,968,999.81	\$501,514.90	\$22,901.44	\$524,416.34	\$198,557.73
March 2018	\$17,434,684.39	\$12,578.99	\$22,603.60	\$35,182.59	\$569,498.01
2018 Q2					
April 2018	\$17,708,234.71	\$402,720.75	\$25,024.60	\$427,745.35	\$154,195.03
May 2018	\$18,403,526.21	\$744,181.80	\$24,350.41	\$768,532.21	\$73,240.71

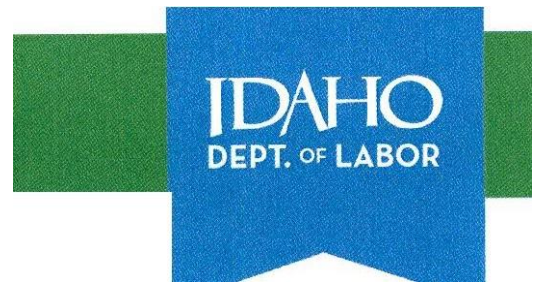
## Financial Summary

### WDTF Financial Summary (1st Qtr FY19)

WDTF Cash Balance 7/05/2018	\$17,863,885.58
Less Active Obligated Balance Employer Grants	\$7,428,222.90
Less Active Obligated Balance Industry Sector Grants	\$889,666.01
Less Active Obligated Balance Micro Grants	\$51,693.44
<b>WDTF Obligated Balance</b>	<b>\$9,494,303.23</b>
Less FY 19 WDTF Admin Costs	\$234,371.00
<b>Obligated Balance</b>	<b>\$9,259,932.23</b>
<b>Unobligated Balance</b>	<b>\$8,603,953.35</b>
Proposals before Grant Review Committee	\$579,075.50
Less Potential Proposals	\$1,993,109.00
Obligated Balance if all funded	\$11,832,116.73
Unobligated Balance if all funded	\$6,031,768.85

<b>Grant Review Committee Report</b>		
<b>Date of Meeting</b>	<b>Agenda Item</b>	<b>Overview/Status</b>
April 5, 2018	Cassia Joint School District Industry Sector Grant	Recommended approval of \$248,745 to train 42 school-to-registered apprentices for machine operator positions.
April 5, 2018	North Idaho College Industry Sector Grant	Requested additional information prior to taking action.
May 8, 2018	North Idaho College Industry Sector Grant	Recommended approval of \$207,590.19 to train 54 individuals for medical assistant and patient coordination technician positions.
May 8, 2018	Clearwater County Micro Grant	Recommended approval of \$7,418.25 to train 30 individuals exiting the problem solving court system for entry level jobs.
June 7, 2018	Premier Technology Employer Grant	Recommended approval of \$581,440 to train 394 employees.
June 7, 2018	Plant Therapy Employer Grant	Requested additional information prior to taking action.
June 7, 2018	Idaho State University Sector Grant	Requested additional information prior to taking action.
July 10, 2018	Plant Therapy Employer Grant	Requested additional information prior to taking action.
July 10, 2018	Idaho State University Sector Grant	Recommended approval of \$159,595.50 to train 32 individuals in land surveying/geomatics.
July 10, 2018	College of Eastern Idaho Sector Grant	Recommended approval of \$250,000 to train 180 individuals in specialized welding.

# WDTF 2017 Industry Sector Grant Application



## APPLICANT INFORMATION

<i>Business/Entity Legal Name</i>	Idaho State University
<i>"Doing business as" entity name</i>	Idaho State University
<i>Federal Tax ID Number</i>	82-6000924
<i>Business street address</i>	921 5. 8 <sup>th</sup> Ave. STOP 8046
<i>PO Box</i>	
<i>City, State, zip code</i>	Pocatello, ID 83209-8046
<i>Business website</i>	www.isu.edu/

## INDUSTRY CONSORTIUM

The applicant must be a business entity representing a consortium of at least three industry partners with a similar occupational training need; all three partners must meet current WDTF company requirements which can be viewed at:

<https://labor.idaho.gov/dnn/Businesses/Training-Resources/Workforce-Development-Training-Fund/Employer-Grants>

<b>Industry Partner Business Name</b>	<b>Physical location in Idaho (complete address)</b>	<b>Verified by IDOL (IDOLUSEONIY)</b>
<i>T-0 Engineers</i>	<i>2471 s Titanium Place Meridian, ID 83642-6703</i>	
<i>Keller Associates</i>	<i>305 N 3<sup>rd</sup>. Ave., Suite A Pocatello, ID 83201</i>	
<i>J-U-B. Engineers</i>	<i>250 South Beechwood Boise, ID 83709</i>	
<i>Idaho Society of Professional Surveyors</i>	<i>PO Box 7886 Boise, ID 83707</i>	
<i>American Council of Engineering Companies of Idaho</i>	<i>5440 W. Franklin Rd, Ste 108 Boise, ID 83705</i>	

## **PARTNERSHIP WITH DEPARTMENT OF LABOR**

*The industry consortium must partner with the Department of Labor for assistance in identification of skill gaps and research of training options, to develop a targeted occupation labor market analysis that identifies the current and future projected gaps in employment for the industry, and to select a training solution to alleviate identified skill gaps (may be selection of a public/private post-secondary training provider, or may be development of work-based training components, or a combination of the two).*

*Provide the name of the Department of Labor staff person you are working with and a synopsis of the partnership with the Department of Labor to identify current and projected skill gaps in employment for the industry and the research completed to identify training options.*

Lon Crowell, Idaho Department of Labor, has been assisting the Surveying and Geomatics Engineering Technology program at Idaho State University (ISU) in identifying skill gaps and training options for a critical technician workforce in Idaho: **individuals who will assist Professional Land Surveyors in carrying out their work.** ISU and the Public Land Surveyor community have met on numerous occasions with Mr. Crowell to discuss the extent of the challenge facing the land surveying community in Idaho, including the need to provide further education and training for non-credentialed technicians currently working in the field. A related concern is the need to "grow our own" licensed surveyors to replace an aging land surveyor population in Idaho. ISU's Surveying and Geomatics Engineering Technology program is the only ABET-accredited program in Idaho to offer these courses. It is one of the few accredited four-year programs in the Pacific Northwest.

Surveying is one of the oldest known professions. Surveyors work with civil engineers, architects, attorneys, planning commissions, etc. Surveying encompasses Astronomy, Photogrammetry, Boundaries and Legal Descriptions, Construction and Route surveying and the Public Land Survey System. Surveyors play an integral role in developing society's infrastructure by establishing land boundaries, subdivision design, construction layout of roads highways, dams, utilities, topographic and aerial mapping and monitoring the earth's crustal movement and deformation.

Idaho is a large and very sparsely populated state with ISU located in its southeast corner. In addition to teaching on-campus, ISU has a history of delivering distance-learning courses via live audio/visual platform to remote locations. With the phenomenal growth Idaho is experiencing, in both population and economy, this statewide workforce demand is critical.

*With the help of this award, ISU will transition the Surveying and Geomatics Engineering Technology program into delivery of a fully online curriculum in addition to the option to take courses face-to-face on campus.* The initial recruiting strategy will be to reach out to incumbent workers in Idaho already working under a Professional Land Surveyor. The course content, theory, and assessment will be developed and delivered by the full-time program faculty and arrangements will be made for the laboratory component of courses to be overseen by a Mentor who is a Professional Land Surveyor. After the first year of online course delivery, necessary modifications and improvements will be made to the online curriculum and steps will be taken to promote this program regionally and nationally.

Even though the program faculty are currently off their nine-month academic year contracts and not being paid, all faculty are currently participating in professional development through completion of the eight-week "**Teaching Online with Moodle**" workshop offered through ISU's Instructional Technology Resource Center. This training will help ensure that courses faculty develop will be of high quality and the nationally-recognized Quality Matters rubric will be used as the standard for quality assurance. At no cost to the project, instructional

designers/technologists will help program faculty to create and develop the online course content for the proposed project. All courses will undergo a comprehensive quality assurance check, which includes a student evaluation to assess ease of navigation and clarity of information; an accessibility review; and a review of the essential standards of the Quality Matters rubric before they are made available.

Grant funds will be used to develop instructional materials, assessments, and learning activities to deliver the courses in a fully online format. In addition, funds will be allocated for recruiting to build up the numbers of students in this program to ensure that it will continue to produce surveying graduates not only in Idaho but also throughout the country in order to address the shortage of trained survey technicians and licensed surveyors.

An award will help the program to update the technologies necessary for the creation of multimedia instructional materials such as instructor lectures and demonstrations. While the course materials and assessments will be fully available and delivered online through the Moodle learning management system, there is still a need to have live face-to-face interactions between faculty, staff, and students at times. The face-to-face sessions will include special speaker workshops, problem solving sessions, and demonstrations of surveying technology, equipment, and software.

This award will be used to promote and market this program. The Idaho Society of Professional Land Surveyors has contributed a substantial amount of money (\$40,000) for the specific purpose of promoting this outreach program and recruiting people into the surveying profession. Marketing and recruiting will be done through various media outlets along with faculty travel to the Society's nine regional section chapters.

This award will give an unprecedented learning opportunity for incumbent workers who cannot relocate or physically attend classes on campus. The ability to complete this program through online delivery will increase the likelihood that students will enroll in the program to receive their education in this essential field. The provision of a professional land surveyor as a mentor is very appealing to both employers as well as students. This online program will make it possible for an incumbent worker/student to be able to continue working while receiving an education in surveying and the employer will benefit from the advancement of knowledge and technical expertise of the employee while he/she continues to work while taking courses. In the end, everyone benefits with new surveyors being added to the ranks of survey technicians and professional surveyors.

This proposal primarily targets **incumbent technical workers in land surveying, most who fall within the SOC 17 - 3031**. The project will help incumbent workers who wish to advance their careers through online education and training that prepares them for national certification through the National Society of Professional Surveyors. A Fall 2017 Qualtrics survey sent by ISU to all land surveyors in Idaho indicates that there is 1) great interest in online surveying education and training for technical workers, and that 2) technician wages will increase with additional certification(s), two-year and four-year degrees and ultimately professional licensure.

The relatively small workforce of land surveying technicians (an estimated 260 employees in SOC 17 -3031 in Idaho, according to Idaho Department of Labor) is nonetheless critically important to the growth and development of the Idaho economy. This workforce is employed primarily with small businesses dispersed across the state of Idaho, with concentrations of workers in southwestern Idaho and the panhandle, and to a lesser extent in southern and southeastern Idaho.

The proposal provides a career pathway for technical workers to further develop and certify their skills and abilities through the **National Society of Professional Surveyors - Certified Survey Technicians examinations.**

The project will serve a minimum of 32 incumbent technical workers who desire the national certification offered through National Society of Professional Surveyors Certified Survey Technician national examinations. At least 16 will complete the entire series *during the grant period*. The remainder will complete one year of the program during the grant period, and will be on track to finish the courses and take the certification exam.

The following types of individuals will be encouraged to complete the eight-course sequence:

- Non- degree seeking technical workers seeking national certification
- Incumbent workers seeking an Associate's Degree {Emphasis in Land
- Individuals seeking a Bachelor's Degree in Surveying/Geomatics

This technician - focused DOL Industry Sector Grant project will be an initial catalyst to help reach ISU's ultimate goals designed to meet the **statewide workforce development needs** of the professional surveying community.

*Identify the specific occupational skill gaps of the industry consortium that this proposal will address.*

*As part of the Surveying and Geomatics Engineering Technology Outreach Project proposal development, ISU and the consortium surveyed Idaho Professional Licensed Surveyors who either work for an engineering company or own their own businesses, or work for governmental organizations such as the Bureau of Land Management. Many Professional Land Surveyors oversee survey helpers, instrument persons, and crew chiefs (SOC 17-3031). These incumbent workers perform under the supervision of a Professional Land Surveyor. Over 72% of survey respondents (representing 53 firms) indicated that they have *current employees* who would like to advance their education in surveying if they could do so while keeping their job. Survey data show that an estimated 110 current employees would be interested in obtaining a national certification as a Survey Technician. Looking ahead, 90+ of these incumbent workers might be interested in pursuing licensure as a PLS. In a strong show of statewide support for this project, over 78% of PLS respondents said they would serve as a mentor for individuals completing the online courses.*

Follow-up contact with the land survey community in May 2018 confirmed that a minimum of 32 prospective participants currently work for 21 employers (this list includes two consortium partners who have also provided match money for the project).

The land surveying profession in Idaho has been impacted by the retirement of surveyors and an increasing need for professional land surveyors and technicians. To assist with a growing state economy Idaho sorely needs trained professionals to work in: public and private construction projects, land development, subdivision design and layout, boundary surveys, highway route surveying, design surveys, bathymetric surveys, etc. This current application addresses **one specific part** of the overall workforce development challenge facing the land surveying community, and that is: *meeting the education and training needs of non-licensed incumbent persons which will lead to national certification and career/wage advancement*. Their biggest challenge is that they work full time in their respective jobs across the state -- relocation to ISU's Pocatello campus to take classes is simply not practical.

ISU's program will offer eight surveying courses to incumbent workers through a blended delivery system - essentially taking the courses to the students! ISU will deliver the didactic (lecture) portion through an accessible online learning management system. Where the student lives in the



state becomes irrelevant. Because land surveying is hands-on, courses containing a laboratory component will involve a professional mentor to oversee and approve each student's lab field work. With this new capacity to deliver key survey courses at a distance ISU will make it possible for technical workers statewide to obtain certification and advance in their careers.

As said earlier, the Idaho land survey community faces several workforce challenges that put the future of land surveying in the state at risk. However, a robust workforce that can meet future needs and opportunities must include both professional land surveyors and **well-trained survey technicians**. As one partner said in support of this project, "**Without motivated, well-educated graduates, I wouldn't be in business!**" The project is an effort of ISU and five consortium members--three professional land survey firms, the Idaho Society of Professional Land Surveyors, and the American Council of Engineering Companies of Idaho. The Idaho Licensing Board for Professional Engineers and Professional Land Surveyors is also supportive. These organizations seek to address the training and certification needs of incumbent technical workers.

**TRAINING DETAILS**

*Proposed training must alleviate the skills gap(s) identified in the labor market analysis under "Partnership with Department of Labor", above, which documents the necessity of the skill(s) for specific economic opportunities and industrial expansion initiatives, and/or the necessity to upgrade the skills of new job candidates or enhancing the skills of incumbent workers leading to a wage gain or promotion as a direct result of the training.*

Training may include work-based learning opportunities or classroom training that addresses the skill gaps identified by the industry consortium

*Describe the training that will be provided with these grant resources.*

<p><i>What specific skills training will be provided? Include any planned enhancements that will be made to current training.</i></p>	<p>This project will offer incumbent workers and the general public an opportunity to develop knowledge and skills that will prepare them to seek national certification as a survey technician Level 1, Level 2 and/or Level 3. This training will be offered for college credit. Students will pay tuition and fees. Some employers will have tuition reimbursement plans.</p> <p>In addition, while not the major focus of this project, the training provided will help individuals who have a related bachelor's degree qualify to sit for the PLS exam. (The State of Idaho requires a four-year degree in surveying to qualify for licensure. People with a four- year degree in a related field must taking a minimum of 30 credits in surveying.)</p>
<p><i>Who will provide the training?</i></p>	<p><small>(Identify the entity that will provide training, the qualifications of the trainer, (s) and location of training site.)</small></p> <p>Robert Liimakka, Surveying and Geomatics Engineering Technology Program Coordinator, will lead this project. ISU offers both the AAS degree in Civil Engineering Technology, and the BS in Surveying and Geomatics Engineering Technology. As previously noted, ISU's program is the only ABET accredited program in land surveying in Idaho. The faculty will provide the online training. ISU will engage licensed land surveyors as teaching consultants/mentors to provide on-site laboratory experiences for individuals taking the classes across the state.</p>

<p><i>Where will the training be provided?</i></p>	<p>These eight courses will feature a "blended" delivery methodology that prepares individuals for career-enhancing national certification. The project will make academic preparation for a surveying career more broadly accessible to incumbent workers and the interested public across Idaho. All courses will be offered online and will be supplemented with hands-on and laboratory exercises. These activities will be conducted on-site throughout the state with assistance from land surveying professionals. This blended delivery will allow individuals to take full advantage of ISU resources and do so without travelling to or relocating to Pocatello. (In a survey of land survey firms across Idaho, 78% of respondents said they would be willing to serve as mentors for incumbent workers taking these courses.)</p>
<p><i>How many training sessions will be held during the 24 months of the grant?</i></p>	<p>This is a two-year project. Eight surveying courses (totaling 24 semester credits) will be developed for online delivery. This series of courses prepares the student/incumbent worker to take the National Society of Professional Surveyors - Certified Survey Technician (CST) Level 1 Exam. Depending on experience, the student may also be ready for the CST Level 2 or 3 Exam.</p> <p>These courses will also be accepted at ISU towards an Associate of Applied Science degree in Civil Engineering Technology and/or an Advanced Technical Certificate. (For those students interested in further professionalization, completion of a Bachelor of Science degree- Surveying and Geomatics Engineering Technology- can lead to licensure as a PLS.)</p>

## **SELECTION**

*Who will receive training from this project, (examples - general public or current employees)?*

- 1) Incumbent non-credentialed and/or non-certified workers within the three employer representatives on the consortium.
- 2) Incumbent non-credentialed and/or non-certified individuals who work elsewhere within the industry in Idaho for private sector and government employers.
- 3) The general public will also be eligible to enroll in these eight online courses, but this audience is secondary to the incumbent worker in the field who lacks a credential or certification.

This proposal specifically targets students dispersed across Idaho who are already working for a Public Land Surveyors, allowing students to remain at their job wherever they are located. There are several advantages to targeting individuals already working for a surveyor as opposed to someone who has no knowledge or experience in this field. For example, those working for a surveyor will likely have access to: *surveying equipment, surveying software, scanners, printers and a PLS to serve as a teaching consultant. Also, these are workers already familiar with the field of land surveying and potentially more likely to aspire to become a PLS. Finally, incumbent workers are already attached to*

*an employer in the state of Idaho and less likely to contribute to "talent leakage," a concept used by the Idaho Department of Labor to refer to skilled workers who leave Idaho for employment in other states.*

In addition to the development and delivery of eight online courses, this project will offer a marketing initiative designed to promote the profession of land surveying and increase enrollment in the project. Consortium partners will work closely with ISU to develop and implement a marketing strategy directed towards high schools, veteran's groups, and others. The marketing campaign will provide exposure to the profession, educate the general public about what surveyors do, and encourage people to consider surveying as a career in Idaho.

*(Finally, in support of a related workforce goal [not central to the current project] of increasing the number of licensed Professional Land Surveyors in the state of Idaho, this project also offers a path for incumbent workers who have a baccalaureate degree in a related program but lack the required 30 credits of surveying coursework to apply for licensure. Under IDAPA 10 rules, an applicant must have 30 college semester credit hours of surveying science and surveying practice to include the eight courses to be offered through this proposed Industry Sector grant.)*

## TRAINING SCHEDULE

Provide a quarterly training break-out for year one and a total for year two to show number of planned NEW participants entering training and number of individuals exiting training for each course of training, for each quarter, as shown in example below.

**EXPLANATORY NOTE:** Training activities are projected on a semester basis. The applicant will utilize Summer 2018 to prepare for online course offerings beginning Fall 2018. A minimum of 32 incumbent workers in the land survey industry will participate in this training program. They will be enrolled in two groups of students (AY18 and AY19). Group AY18 will begin Fall 2018 and will complete all four semesters (8 courses); they will sit for the national testing. Group AY19 will begin Fall 2019 (Year Two of this program schedule). This second group will complete 2 semesters of courses during the grant award period. These students will complete the remaining courses in the following two semesters, followed by CST testing. The 8 courses developed by the project will continue to be offered by ISU beyond the grant period for students residing throughout the state.

A detailed schedule follows.

Type of Training/Course Title	YR 1 FALL Semester	YR 1 SPRING Semester	YR 2 FALL Semester	YR 2 SPRING Semester	Completion Fall AY19 Group	Completion Spring AY19 Group
CET0111 Drawing with CAD	AY18		AY19			
CET0112 Beginning Surveying	AY18		AY19			
CET0121 Civil Engineering Technology Drafting		AY18		AY19		
CET0122 Intermediate Surveying and Spatial Analysis		AY18		AY19		
GEMT 2231 Survey Computations			AY18		AY19	
CET 0216/GEMT 2216 Route Survey and Design			AY18		AY19	
CET 0226 Construction Surveying				AY18		AY19
GEMT 3312 Public Land Surveying				AY18		AY19
Certified Survey Technician Exam - Level 1 or Level 2 or Level 3				Mandatory Exam for Certification		Mandatory Exam for Certification

**EXPLANATORY NOTE:** *The above course schedule is for students with no formal training or education in the subject matter and is only an example of course offerings. More advanced surveying courses will be available to those incumbent workers who have already taken those in the proposed schedule.*

**TOTAL PROJECT OUTCOMES**

*Grant objectives must have measurable results on an individual participant level. Employees or job candidates should learn new skills that were not previously available and gain enhanced skills that allow them to achieve to a higher earning level.*

*Enter total outcomes numbers anticipated during the 24-month length of the grant.*

**For current employees (incumbent workers) of the INDUSTRY CONSORTIUM:**

Number of incumbent workers who receive classroom training	3
Number of incumbent workers who complete classroom training	3
Number of incumbent workers who receive structured OJT	
Number of incumbent workers who completed structured OJT	
Average wage prior to training/average wage after training	
Number attaining recognized credential/skill badge*	3

**For other individuals (not currently employed by the INDUSTRY CONSORTIUM): EMPLOYED BY OTHER COMPANIES**

Number of individuals who receive training	29
Number of individuals entering training-related employment within 30 days of training completion <b>Continuing employment in the field</b>	29
Number of individuals entering training-related employment with one of the project's business partners <b>Incumbents</b>	N/A
Anticipated average hourly wage of new hires (minimum of \$12/hour) <b>Are Incumbents</b>	N/A
Number attaining recognized credential/skill badge*	29

\*Skill badging is a new state project to provide workers with a recognized badge for attainment of a specific job skill through structured classroom training or through on the job learning. These skill badges will eventually be recognized by employers and transferrable between post-secondary training institutions to improve career ladders for workers.

**EXPLANATORY NOTE:** *A minimum of 32 total incumbent workers will participate in this project. Three will be employees of consortium partners. The remaining twenty-nine will be current employees of other land surveying and engineering companies throughout Idaho. The two consortium partners that represent surveying and engineering companies but do not employ technicians, will assist with referrals to the project and advocacy for development of the workforce. The Qua/tries survey results confirm that employers are prepared to increase the salaries of those who attain the certifications. Employers who have identified incumbent workers interested in this education have been identified and are listed in this application.*

## CONSORTIUM'S OUTCOMES

Each industry consortium partner is expected to value this training to meet their workforce needs. For each partner, provide the hiring/incumbent training/wage increase numbers anticipated at their worksite.

**1. NAME OF INDUSTRY PARTNER: T-0 Engineers (0)**

This industry partner currently has no incumbents to take the training, but has provided match money for the project.

**2. NAME OF INDUSTRY PARTNER providing participants: Keller Associates**

**For current employees (incumbent workers) of the INDUSTRY CONSORTIUM:**

Number of incumbent workers who receive classroom training	1
Number of incumbent workers who complete classroom training	1
Number of incumbent workers who receive structured OJT	
Number of incumbent workers who completed structured OJT	
Average wage prior to training/average wage after training	
Number attaining recognized credential/skill badge*	1

"Salaries would likely range between \$37,440-\$41,600 - depending upon experience, LSI, etc."

**3. NAME OF INDUSTRY PARTNER: J-U-8**

**For current employees (incumbent workers) of the project's business partners:**

Number of incumbent workers who receive classroom training	2
Number of incumbent workers who complete classroom training	2
Number of incumbent workers who receive structured OJT	
Number of incumbent workers who completed structured OJT	
Average wage prior to training/average wage after training	
Number attaining recognized credential/skill badge*	2

"We pay field technicians around \$18/hour. A survey party chief will be around \$24/hour. Exact pay depends on experience and qualifications." Passing one of the CST Levels 1, 2 or 3 would result in a pay increase.

**4. NAME OF INDUSTRY PARTNER: American Council of Engineering Companies of Idaho**

This industry partner will not provide participants, but will provide REFERRAL AND ADVOCACY

**5. NAME OF INDUSTRY PARTNER: Idaho Professional Society of Surveyors**

This industry partner will not provide participants, but will provide REFERRAL AND ADVOCACY



<b>Statewide Employers with incumbent workers for this project (w/industry partner figures)</b>	<b>Location</b>	<b>Incumbents interested in taking project courses</b>
Land Surveyors Inc.	Hayden	1
J-U-B Engineers*	Boise	2
FOX Land Surveys	Boise	1
J.C. M inser	St Maries	1
Dioptra	Chubbuck	2
High Country Land Surveying	Pierce	1
Keller Associates*	Pocatello	1
Ames Construction (licensed to practice in Idaho)	West Valley City, UT	3
AW Engineering	Victor, ID	1
OBEC Consulting Services	Salem	1
BLM	Statewide	1
Ruen Yeager & Associates	Coeur d'Alene	2
Wade Surveying	Salmon	1
Idaho Power   Corporate Real Estate	Statewide	1
Garcia Land Surveying, LLC	Idaho Falls	1
Compass Land Surveying	Nampa	1
Quadrant Consulting	Boise	2
Idaho Survey Group	Meridian	2
Idaho Transportation Department	DS	3
Glahe & Associates, Inc.	Sand Point	4
Dowl (licensed to practice in Idaho)	Redmond, WA	1
		33

\*this is an industry partner providing both participants and financial support

**This table represents initial statewide interest based on information gathered from employers by ISU and the Idaho Society of Professional Land Surveyors in May 2018.**

**EXPLANATORY NOTE:**

It has been difficult to determine a set salary for survey employees and insert it into the outcomes table . That pay scale is dependent on many factors, i.e. current experience, education, talent, attitude, economic climate, etc. In addition, employers tend to be reluctant to disclose their employee's salaries. We have already received some salary ranges that indicate this. A licensing board member stated that a 10-15% increase for each CST milestone achieved would be a reasonable expectation. Results of the Qualtrics *Surveying DOL Sector Grant Industry Needs Survey* - January 12, 2018 (referred to on page 3 of this proposal) do give some insight as to how passing the CST Exam at various levels affects the workers hourly wage rate (Base starting salary \$0.00).

Approximately 50 PLS respondents replied anonymously to the projected hourly pay rate increase. See following information. The question read:

*"For each National Society of Professional Surveyors - Certified Survey Technician certification listed below, estimate the increase in hourly rate (dollars/hour) that an incumbent worker at your company might expect if attained. For each estimation, assume that they progressed only one certification level."*

	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	NSPS CST Level I	0.00	6.00	1.34	1.14	1.29	47
2	NSPS CST Level II	0.00	6.60	1.87	1.33	1.78	50
3	NS PSCST Level III	0.00	7.50	2.61	1.69	2.85	49
4	NSPS CST Level IV	0.00	9.00	3.48	2.48	6.13	49

***Next Page-Budget and Required Match***

**BUDGET & REQUIRED MATCH**

**WDTF  
Sector Grant  
Budget Summary  
Surveying and Geomatics Outreach Project**

		WDTF Cost per Participant	\$ 4,987.36
<b>WDTF Grant Request</b>		<b>\$159,595.50</b>	
Personnel/Salary	\$ 92,811.00		43.66%
Fringe Benefits	\$ 7,395.00		3.48%
Travel	\$ 5,000.00		2.35%
Equipment	\$ 41,509.50		19.53%
Training Materials	\$ -		
Contracted Services	\$ 12,880.00		6.06%
Other	\$ -		
Admin Costs	\$ -		
<b>Partnership Cash</b>	<b>\$ 53,000.00</b>		<b>24.93%</b>
Personnel/Salary	\$ -		
Fringe Benefits	\$ -		
Travel	\$ -		
Equipment	\$ -		
Training Materials	\$ -		
Contracted Services	\$ -		
Other	\$ 53,000.00		24.93%
<b>Partnership In-Kind</b>	<b>\$ -</b>		
Personnel/Salary	\$ -		
Fringe Benefits	\$ -		
Travel	\$ -		
Equipment	\$ -		
Training Materials	\$ -		
Contracted Services	\$ -		
Other	\$ -		
<b>Total Project</b>	<b>\$212,595.50</b>		

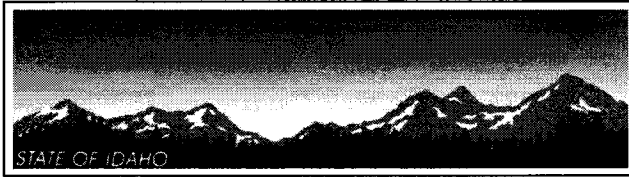
Complete

- The application must provide a detailed budget identifying the direct personnel costs, fringe benefits, equipment cost, facility costs and other identified costs to deliver this training. For each line item on the budget, provide the budget amount, a detailed narrative describing how the line item amount was determined, the necessity of the item to develop/deliver training, and whether the cost is supported by grant funds or partner match (cash or in-kind).
- Administrative costs** covered by the WDTF resources cannot exceed 5 percent of grant request. Administrative costs will calculate automatically. If requesting administrative costs as part of the grant, enter Yin the QTY column on the Administrative Costs line.
- The industry consortium, together with its training provider partner, must provide resources that directly support the proposed training at one of the following rates:
  - o 25 percent cash match of the total grant request, or
  - o 100 percent in-kind match equal to the total grant request, or
  - o A proportionate combination of cash and in-kind match.

Failure to provide all completed form information is provided.

  
Signature of Lead Applicant

3-16-2018



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**BOARD OF PROFESSIONAL ENGINEERS  
AND PROFESSIONAL LAND SURVEYORS**

1510 E. Watertower St., Suite 110  
Meridian, Idaho 83642-7993  
Phone: (208) 373-7210 Fax: (208) 373-7213  
<http://www.ipels.idaho.gov>

June 21, 2018

R. Scott Rasmussen  
Idaho State University  
Dean, College of Technology  
Campus Box 8380  
Pocatello, Idaho 83201

Dear Dean Rasmussen:

On behalf of the Board of Professional Engineers and Land Surveyors, I want to thank you for your efforts and those of your staff to pursue a Department of Labor (DOL) Sector Grant that we believe will assist in filling the gap for qualified land surveyors in Idaho. I understand that DOL wants some assurances of the need to recruit more students and qualified land surveyors beyond the initial 2-year grant proposal period. I can assure you that the need will continue for the foreseeable future. In 2016, the Board looked at the age demographics of licensed land surveyors and discovered the average age was 58 years. I recently reviewed the data again and affirmed that for the last five years, on average Idaho has lost ten resident licensed land surveyors per year to retirements and gained only one new licensee per year by examination (entry level). In the last two years, no licenses were issued by examination, which means we are not training and retaining enough students and certified interns. Idaho also issues licenses by comity with other states. This data indicates Idaho is not growing our own licensed land surveyors, but is increasingly relying on land surveyors from other states to fill the demand for those services. Even with out-of-state surveyors becoming licensed, Idaho still has about 68 fewer licensed land surveyors than we did 5 years ago. There are currently 279 resident and 355 non-resident licensed land surveyors in Idaho. In 2013 there were 333 resident and 369 non-resident Idaho licensed land surveyors.

The large response from industry to the last request for students as part of the DOL grant proposal indicates there is a lot of pent up demand for qualified land surveyors. This need will not go away after two years. The pool of applicants in the first 2-year grant period is targeted at existing surveying technicians who want to work toward certification or licensure. Part of the current grant proposal is to develop improved marketing to other potential student groups within Idaho. Specifically, the new students will come from those with related science degrees such as

civil engineering who only need 30 semester credits of surveying courses to meet the educational requirements for certification as a surveyor intern. This is a primary reason why obtaining approval from the Board of Education for a Surveying Certificate is so important. The online courses offered with the help of the current grant proposal will assist with getting more related science students into the pipeline. Another potential student group is high school students, especially in rural areas who may enjoy a profession that is outdoor oriented. A third potential student group are veterans that may also enjoy an outdoor oriented profession. There may be other groups ISU, the professional society and the Board of licensure may want to target as well.

The trend is that we are losing ten licensees per year and gaining one licensee per year by examination. This trend is not going to change for the foreseeable future given the average age of licensed professionals. We definitely see a need to continue the grant for as long as funding is available, and even if funding is not available, we see the need to continue the joint recruiting efforts by Idaho State University, the professional societies and the Board of licensure to fill the gap between those retiring and new licensees entering the profession.

Any efforts Idaho State University can make in working with DOL and assisting the recruitment of new students and training them to meet the educational requirements for certification and licensure is greatly appreciated.

Sincerely,



Keith Simila, P.E.  
Executive Director

Cc: Robert Liimakka, Nancy Lauts, Mike Wheelock, Board

KS:ks /licensing/edprogs/surveyeducation/RasmussenDOLgrant.doc

## **MARKETING ANALYSIS OF EDUCATIONAL PROGRAMS AND BENEFITS: *SURVEYING AND GEOMATICS OUTREACH PROJECT***

The primary purpose of Idaho State University's proposal is to work collaboratively with the land survey industry to provide online training to non-credentialed incumbent survey technicians across the State of Idaho. This training will prepare these workers to sit for national certification examinations offered by the National Society of Professional Surveyors (NSPS). Certification is awarded upon passing any of the National Society of Professional Surveyors (NSPS) - Certified Survey Technician (CST) Examinations Level 1, Level 2, Level 3 or Level 4.

### **The goals of obtaining national certification are to:**

- Recognize the important contribution that technicians provide to the surveying and mapping profession.
- Provide credentials to technicians.
- Identify those who have achieved specific technical competencies.
- Provide a career ladder for technicians.
- Provide firms who support and utilize certified technicians a way to evaluate applicants and an opportunity to promote the fact that their technical staff is certified.
- Provide additional use as an assessment tool.

### **Overview of benefits built into the ISU statewide sector grant proposal are:**

- Results in earned college credits that would count toward an academic degree.
- Engages the land survey industry as a full partner in their own workforce development.
- Involves Professional Land Surveyors as mentors to incumbent workers taking courses.
- Provides access to training and education across the state including Idaho's rural areas.
- Opens a pathway to earning a college degree at ISU –such as an associate's degree in Civil Engineering Technology and even a bachelor's degree in Surveying and Geomatics Engineering Technology.
- Inspires technicians to consider becoming a Professional Licensed Surveyor in Idaho.
- Contributes to the State of Idaho's 60 percent goal for post-secondary degree completion
- Utilizes a \$159,596 grant award to serve an initial 32 incumbent workers, and puts in place courses that will be sustained for future workers seeking national certification in the years ahead.

### **Benefits of ISU online vs NSPS self-study program**

The primary competitor to an ISU online program to prepare incumbent workers for national credentialing is a self-study program offered by the NSPS.

ISU Surveying and Geomatics Professor Robert Liimakka has firsthand knowledge of the NSPS-CST Program and the self-study process. Robert has been the State Coordinator for the CST Exams since 2013. In this role he has promoted the CST Program through Idaho Society of Professional Land Surveyors (ISPLS) section meetings and at annual conferences. He has provided informational seminars on the CST Program, lecturing on the benefits and the application process. Robert has been concerned about the low number of employed survey technicians in Idaho who take the CST Exams. According to NSPS data, only 22 Idaho incumbent workers have sat for one or more of the CST Exams over the last six years, an average of 3.7 exam takers per year.

One possible reason for lack of participation in the CST credentialing process is that the primary CST Program preparation method is a self-study process offered by NSPS. NSPS provides online “Work Elements” to study in preparation for the exam. Exam takers have no other guide, instructor or mentor to turn to for help in problem solving or answering surveying questions.

ISU believes there is a better way to serve the credentialing needs of incumbent workers. Specifically, at ISU, the Surveying and Geomatics Engineering Technology program uses CST examination results as a way to measure its university student outcomes and program objectives. If ISU college level courses are offered online to incumbent workers to prepare them for the same examinations, incumbent workers will:

- build their knowledge with the same learning content as other students at the post-secondary level
- interact with faculty and other incumbents through online discussion forums
- have access to a professional land surveyor “mentor” while taking college courses and remaining gainfully employed

Another key advantage to incumbent workers receiving training and education through ISU instead of through the self-study offered by NSPS, is that of “stackability.” By taking college credit courses incumbents can:

- advance in their careers by taking additional CST Exams
- use their college credits to count toward a two-year and four-year academic degree
- individuals with four- year degrees are then qualified to become professional land surveyors in Idaho

The ISU Employer Outreach Survey, conducted over a one-week period May 23 – May 30, reported 33 incumbent workers ready to participate in the proposed ISU incumbent outreach program in Fall of 2018. The SGET proposal has generated more interest from incumbents who want to sit for the CST Exam in one week than in the last six years combined! This clearly indicates that incumbents are more willing to prepare for the CST Exam with ISU than through the NSPS self-study process. We are confident the results also indicate that this program will continue beyond the two-year funding period once this program is marketed with the help of the Idaho Society of Professional Surveyors \$40,000 + contribution to the effort.

### **More about land survey technicians**

Many survey technicians perform the same surveying tasks repeatedly in their jobs without the benefit of experiencing other types of surveying activities. Some may only work on construction surveys, while others may work only on boundary surveys while still others may be working in the office. By providing online training to incumbent survey technicians, deficiencies in surveying practices, knowledge and computations will be overcome to prepare them for success in passing the CST Exams.

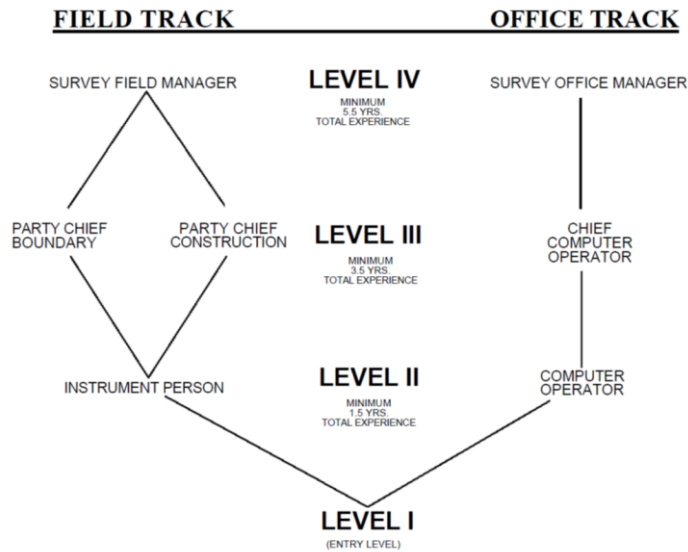
**Level I Technicians** are required to demonstrate knowledge of basic first aid skills and safety requirements. The individual in this position possesses a basic knowledge of field operations and types of surveys as well as familiarity with field equipment and procedures used in these functions. Additional skills required include computational ability, survey note taking, drafting/CAD and map reading.

**Level II Technicians** are required to demonstrate more detailed knowledge of survey computations, types of surveys and field operations. The individual in this position is familiar with comprehensive field note taking, plan reading and preparation. The field track technician possesses a detailed working knowledge and application of standard field equipment. The office track technician possesses a detailed working knowledge and application of related computer hardware and software. The technician has a basic knowledge of the principles of the profession.

**Level III Technicians** are required to demonstrate a thorough knowledge of survey computations, types of surveys and field operations. The individual in this position is well versed with field note reduction and in depth plan interpretation and preparation. The Level III technician possesses supervisory skills and a detailed working knowledge of standard field and office procedures. The technician has knowledge of the principles of the profession and various technical standards.

**Level IV Survey Field Manager or Survey Office Manager:**

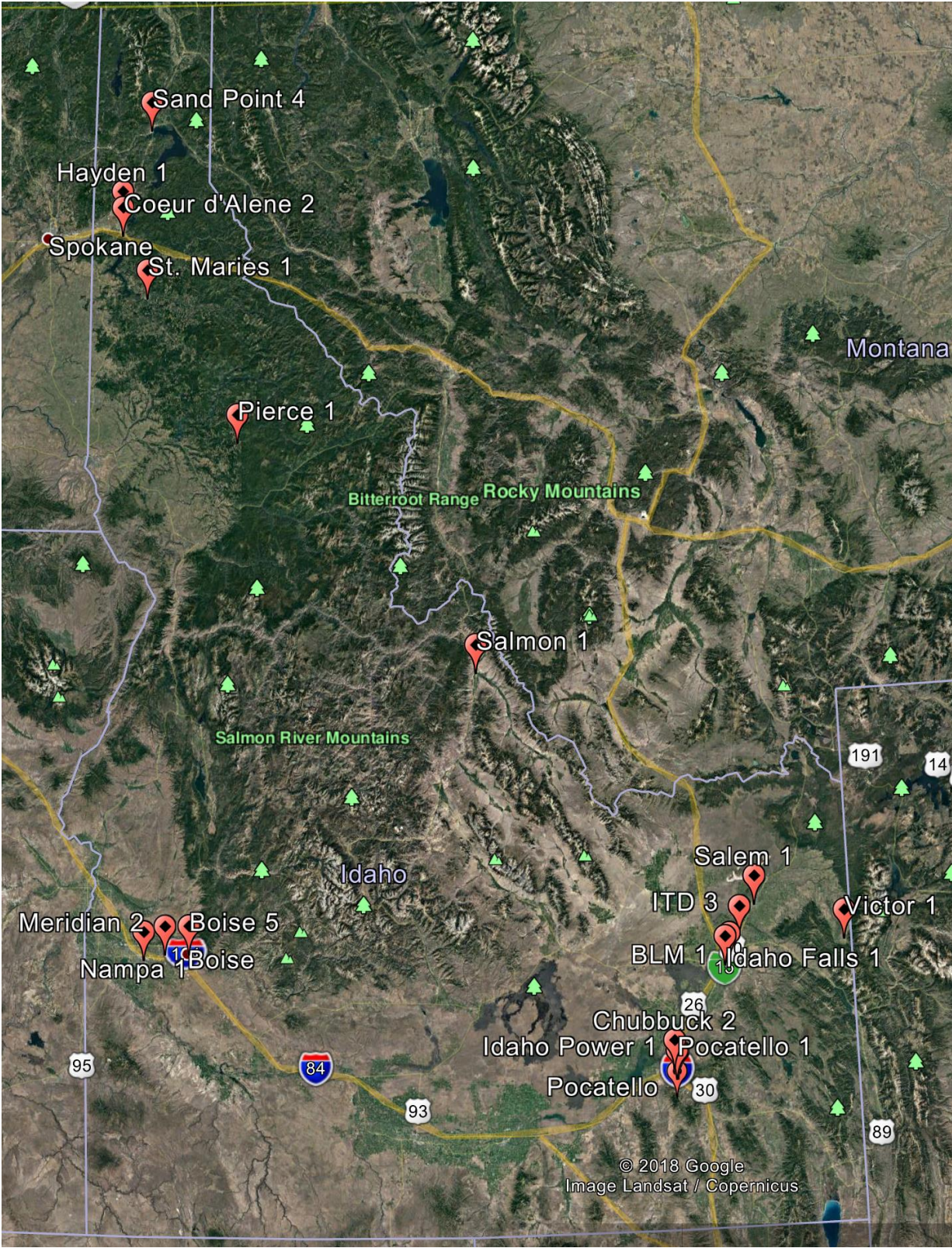
A certified Level III Technician and a total of 5.5 years of surveying experience of which 2 years must be in a supervisory capacity.



*NSPS Organizational Chart for Certified Survey Technicians*



**FUTURE STUDENTS - LOCATIONS OF INCUMBENT WORKERS IN IDAHO**  
**Employer Outreach Survey**



## (Accredited Four-Year) Regional and National Surveying Programs



### ANALYSIS OF ABET ACCREDITED SURVEYING PROGRAMS

A study by the Conrad Blucher Institute for Surveying and Science at Texas A&M University-Corpus Christi under the direction of Institute Director Dr. Gary Jeffress compared similar ABET accredited surveying programs throughout the country.

Dr. Jeffress' analysis produces a number that he describes as "an indicator of a degree program impact on a state's population." **The study's results reveal that the *University of Maine* and *Idaho State University* rank first and second respectively on the impact value each program has on their state population.** (Complete study is available upon request)

This is not surprising as the two programs have close ties and share similar teaching philosophies. Within the last year, the University of Maine program has transitioned to fully online courses. Likewise, the Idaho State program intends to transition to fully online courses. **These will be the only two surveying programs in the country to offer courses fully online. In other words, it can be said that both programs are trendsetters and at the forefront of online surveying education.**

# WDTF 2017 Industry Sector Grant Application

<i>Business/Entity Legal Name</i>	College of Eastern Idaho
<i>"Doing business as" entity name</i>	
<i>Federal Tax ID Number</i>	
<i>Business street address</i>	1600 S 25 <sup>th</sup> E
<i>PO Box</i>	
<i>City, State, zip code</i>	Idaho Falls, ID 83404
<i>Business website</i>	www.cei.edu

## WHO TO CONTACT ABOUT THIS APPLICATION

<i>Name of contact person</i>	Michelle M. Holt
<i>Job Title</i>	Executive Director, Workforce Training & Community Education
<i>Mailing address if different than above</i>	
<i>Email Address</i>	<a href="mailto:michelle.holt@cei.edu">michelle.holt@cei.edu</a>
<i>Telephone number</i>	(208) 535-5381

## INDUSTRY CONSORTIUM

The applicant must be a business entity representing a consortium of at least three industry partners with a similar occupational training need; all three partners must meet current WDTF company requirements which can be viewed at:

<http://labor.idaho.gov/dnn/idl/Businesses/TrainingResources/WorkforceDevelopmentTrainingFund.aspx>

<b>Industry Partner Business Name</b>	<b>Physical location in Idaho (complete address)</b>	<b>Verified by IDOL (IDOL USE ONLY)</b>
College of Eastern Idaho	1600 S. 25th E, Idaho Falls, ID 83404	
Premier Technology	1858 W Bridge Rd, Blackfoot, ID 83221	
American Fabrication	2517 W Omni Dr, Idaho Falls, ID 83402	
Idaho Steel Products	255 E Anderson St, Idaho Falls, ID 83401	
Cives Steel Company	10059 N Yellowstone Hwy, Idaho Falls, ID 83401	
Idaho National Laboratory	2525 Fremont Ave, Idaho Falls, ID 83402	
Spudnik Equipment Company LLC	584 West 100 North, Blackfoot, ID 83221	

*Identify current and projected skill gaps in employment for the industry and the research completed to identify training options, to develop a targeted occupation labor market analysis that identifies the current and future projected gaps in employment for the industry, and to select a training solution to alleviate identified skill gaps (may be selection of a public/private post-secondary training provider, or may be development of work-based training components, or a combination of the two).*

*Provide the name of the Department of Labor staff person you are working with and a synopsis of the partnership with the Department of Labor to identify current and projected skill gaps in employment for the industry and the research completed to identify training options.*

CEI has been working with Heather Nunamaker, Regional Training Coordinator for the College of Eastern Idaho, and Matthew Thomsen, the Business Partnership Manager at the Idaho Workforce Development Council, to determine the proper grant requirements. CEI has also been working with Hope Morrow, the Regional Economist for the Labor and Public Affairs Bureau at the Department of Labor, to quantify the skills gap in the region.

The College of Eastern Idaho was contacted by a large welding company in the area because of their desperate need for welders. In Idaho, there are nearly 3,000 welding type jobs. When the college reviewed a survey of job openings in the area, over 15 posted job vacancies were found. Each job posting could represent multiple jobs. For example, an employer, like Premier, needs 50 welders immediately, but they only list one job posting. The Department of Labor shows there are over 750 welding type jobs in Eastern Idaho, and the field is growing.

“The welding field has seen rapid growth throughout the state of Idaho over the past five years. Over 20% growth for these jobs, compared to our neighboring states that reflect 11-12% growth in the same period. Region Six, which includes the Idaho Falls MSA, grew by 22% over the last five years. Region Five, including Pocatello’s MSA, saw just under 16% growth in the welding fields.”

Hope Morrow, Regional Economist, Idaho Department of Labor

The college then contacted 6 companies in the industry. These industry partners represent over 50% of the current welders in the East and Southeastern area. When asked if the need was as dire as the numbers indicated, the response from each employer was a resounding affirmation that they need additional welders to fulfill their current projects. The employers continued to explain that this was the tip of the iceberg. Many of these company’s welders will be retiring in the next 10 years and their current welders need additional training to replace the knowledge vacuum left from these advanced welders retiring.

Painfully aware of the inability to hire advanced welders, several of these large welding companies described attempting to create training programs on site. These trainings are not standardized, may not follow American Welding Society procedures, and are not documented. The lack of verifiable documentation handcuffs the welders to their current employer, due to pay reduction when moving to a new employer. This happens because potential employers are hesitant to hire welders into advanced positions because of the exorbitant cost to verify all of the advanced skills. Consequently, employers hire advanced welders into entry level pay positions with the “promise” of increased pay, when the advanced skills are demonstrated on the job.

Concerned with the wave of welding needs coming, we contacted the high school programs in the area to make sure they were training students to fill this vast void. Unfortunately, the 6 high schools we reached out to indicated that the welding standards they begin to teach are not completed by the time the students graduate. Additionally, none of the documented competencies learned in high school transfer into college. For example, a high school student that is passionate about welding will not be able to complete the Idaho Welding Technology Program Standards in high school due to the limited amount of class time. When these experienced students apply to a college welding program, none of their documented training reduces their required classes. These experienced students will start at the same entry level classes as a student with no experience. This means the passion and experience is ignored until the less competent students are “caught up.”

The Eastern and South Eastern regions show dogged determination in getting trained in welding. Currently, the College of Eastern Idaho has a backlog of students waiting to get into the two-year Associates of Applied Science in welding. While students wait on backlog for a slot to open during Fall semester to join the program, many enrolled students do not complete the program. The demand for trained welders is so strong that many welding students are offered jobs without being required to finish the program. Additionally, the current welding program is scheduled for Monday through Friday, during regular working hours. A person who is currently employed does not have the opportunity to join a welding program unless their occupation is in the evenings and on weekends.

The industry is clamoring for new welders and is desperate to increase the skills of existing welders. The high schools are unable to fully prepare a student for a welding career and the college is doing everything it can to help increase trained welders in the area.

*Identify the specific occupational skill gaps of the industry consortium that this proposal will address.*

The College of Eastern Idaho has met with industry partners from sector 5 and 6 and presented the proposed solution of a welding badge program based on ability, not required hours. The industry partners are ecstatic with how the program addresses their specific occupational skill gaps. Here are some examples of how customizable this solution will be:

Idaho Steel has expressed their need to send employees and hire new welders that have the following welding badges:

1. APPLY GAS TUNGSTEN ARC WELDING (GTAW) TECHNIQUES
2. APPLY FUNDAMENTAL PRINT READING, MEASUREMENT AND LAYOUT/FIT-UP TECHNIQUES
3. APPLY FABRICATION FUNDAMENTALS
4. STAINLESS STEEL FINISHING

American Fabrication has expressed their need to send employees and hire new welders that have the following welding badges:

1. APPLY GAS METAL ARC WELDING (GMAW-S, GMAW) TECHNIQUES
2. APPLY FLUX CORED ARC WELDING (FCAW-G) TECHNIQUE
3. APPLY GAS TUNGSTEN ARC WELDING (GTAW) TECHNIQUES

American Fabrication said there were 5 other badges that they’d be very interested in. They also said that after a few years the advanced badges would be very beneficial.

Spudnik has expressed their need to send all their welders and start actively recruit from the SkillStack database. Spudnik desperately needs the following welding badges:

1. APPLY FUNDAMENTAL PRINT READING, MEASUREMENT AND LAYOUT/FIT-UP TECHNIQUES
2. IDENTIFY PROPERTIES OF METALS
3. APPLY GAS METAL ARC WELDING (GMAW-S, GMAW) TECHNIQUES
4. APPLY FABRICATION FUNDAMENTALS

Premier needed this training immediately and contracted with our college for the TIG badge to be done on site. This is helping with their immediate need, but they are more excited to have the longer term solution of sending their employees for badges. Spudnik and American Fabrication said they would be very interested in any person who had several badges. All of the industry partners commented that completed badges are seen as demonstrated skills from a person who has showed initiative to better their skills. This program will put skilled workers into jobs faster, which benefits the sector 5 and 6 welding industry.

This model could be applied across the state of Idaho. This program demonstrates that residents who want to learn skills, which are tied directly to industry needs, are not required to spend a specified number of hours in training. Residents need to demonstrate the skills the industry is looking for. This documented skills process will be a part of a system that covers the state of Idaho. Each college or workforce development department could implement this system and help their regions.

### TRAINING DETAILS

*Proposed training must alleviate the skills gap(s) identified in the labor market analysis under “Partnership with Department of Labor”, above, which documents the necessity of the skill(s) for specific economic opportunities and industrial expansion initiatives, and/or the necessity to upgrade the skills of new job candidates or enhancing the skills of incumbent workers leading to a wage gain or promotion as a direct result of the training.*

Training may include work-based learning opportunities or classroom training that addresses the skill gaps identified by the industry consortium

*Describe the training that will be provided with these grant resources.*

<p><i>What specific skills training will be provided? Include any planned enhancements that will be made to current training.</i></p>	<p>The College will offer on Saturdays from 8-5, a six week course allowing the student to select which badge/skill they want to work on. High school students and welders that are looking to learn additional techniques will be able to take their existing welding documentation into this Saturday training and present to the instructor what badge they want to complete. Those wanting to join the welding profession, or employees from other industries can continue their work Monday through Friday and still come in on Saturday to either increase their skills or complete badges through competency/performance testing, which employers have verified are needed to hire those interested in the welding field.</p> <p>The first five weeks of training will be done in person, with a combination of classroom presentations and hands on welding practice. The classroom presentation helps students understand the concepts and science of welding. This also aids in troubleshooting problems they may have in the field and during tests. The hands-on welding</p>
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	<p>practice focuses on increasing hand eye coordination and muscle control through a series of exercises.</p> <p>What makes this program different is the documentation of individual competency. This competency is not tied to hours or classroom time. Individual’s progression is based on their prior experience, aptitude and dedication. The training is focused on progressing the individual to a completed welding badge.</p> <p>This non-credit welding badge program has 10 standards that align with the Idaho Welding Technology Program content standards, which high schools expose students to but are not completed. These standards cover the basic skills and methods of welding. This program also includes an 11<sup>th</sup> standard that covers advanced welding skills. The 2 year AAS program at the college does not document all the skills contained in the SkillStack badge system and does not cover advanced techniques.</p> <p>The advanced skills portion of the welding standards were developed based on industry partner’s needs. These skills are the not being taught in any other program. They represent what employers look for in advanced welders. Learning these advanced skills will help incumbent welders provide documentation of their ability to perform the advanced techniques that employers want, but currently do not have an efficient way to test.</p> <p>In the 6<sup>th</sup> week, students will complete an assessment of skills that will be done through performance tests. Students will be asked to perform actions or create finished projects which will demonstrate the skill competency and earn them the corresponding badge. The testing will be completed by an American Welding Society’s Certified Welding Inspector. Additionally, testing, without training, will be available to schedule on Tuesday and Thursday evenings.</p> <p>The curriculum and training requirements for each badge is based on content standards. The content standards may have more than one badge assigned to it. For example, the first content standard below labeled, “Identify Lab Organization and Safety Procedures” contains three SkillStack badges. The 11<sup>th</sup> standard has 5 separate badges and is expected to grow as more advanced skills documentation is requested. The following information shows what welding information this program will train and test on. Here is a summary of the 11 standards that will be available:</p>
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	<ul style="list-style-type: none"> <li>• <b>CONTENT STANDARD 1.0: IDENTIFY LAB ORGANIZATION AND SAFETY PROCEDURES</b> <ul style="list-style-type: none"> <li>○ Performance Standard 1.1: Demonstrate General Lab Safety Rules and Procedures</li> <li>○ Performance Standard 1.2: Identify and Utilize Hand Tools</li> <li>○ Performance Standard 1.3: Identify and Utilize Power Tools and Equipment</li> </ul> </li> <li>• <b>CONTENT STANDARD 2.0: APPLY FUNDAMENTAL PRINT READING, MEASUREMENT AND LAYOUT/FIT-UP TECHNIQUES</b> <ul style="list-style-type: none"> <li>○ Performance Standard 2.1: Demonstrate Print Reading and Sketching Practices</li> <li>○ Performance Standard 2.2: Demonstrate Measuring and Scaling Techniques</li> <li>○ Performance Standards 2.3: Utilize Layout Principles and Practices</li> <li>○ Performance Standards 2.4: Demonstrate Preparation and Fit-Up Practices</li> </ul> </li> <li>• <b>CONTENT STANDARD 3.0: IDENTIFY PROPERTIES OF METALS</b> <ul style="list-style-type: none"> <li>○ Performance Standard 3.1: Identify Material Properties and Science</li> <li>○ Performance Standard 3.2: Identify Filler Metals</li> </ul> </li> <li>• <b>CONTENT STANDARD 4.0: APPLY SHIELDED METAL ARC WELDING (SMAW) TECHNIQUES</b> <ul style="list-style-type: none"> <li>○ Performance Standard 4.1: Safety Procedures</li> <li>○ Performance Standard 4.2: Produce Welds using SMAW on Carbon Steel</li> </ul> </li> <li>• <b>CONTENT STANDARD 5.0: APPLY GAS METAL ARC WELDING (GMAW-S, GMAW) TECHNIQUES</b> <ul style="list-style-type: none"> <li>○ Performance Standard 5.1: Utilize Safety Procedures</li> <li>○ Performance Standard 5.2: Produce Welds using GMAW-S on Carbon Steel</li> </ul> </li> <li>• <b>CONTENT STANDARD 6.0: APPLY FLUX CORED ARC WELDING (FCAW-G) TECHNIQUE</b> <ul style="list-style-type: none"> <li>○ Performance Standard 6.1: Utilize Safety Procedures</li> <li>○ Performance Standard: 6.2: Produce Welds using FCAW-G on Carbon Steel</li> </ul> </li> <li>• <b>CONTENT STANDARD 7.0: APPLY GAS TUNGSTEN ARC WELDING (GTAW) TECHNIQUES</b> <ul style="list-style-type: none"> <li>○ Performance Standard 7.1: Utilize Safety Procedures</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ Performance Standard 7.2: Produce Welds using GTAW on Carbon Steel</li> <li>○ Performance Standard 7.3: Produce Welds using GTAW on Aluminum</li> <li>● CONTENT STANDARD 8.0: APPLY THERMAL CUTTING PROCESSES             <ul style="list-style-type: none"> <li>○ Performance Standard 8.1: Demonstrate Oxy-Fuel Gas Cutting (OFC)</li> <li>○ Performance Standard 8.2: Demonstrate Plasma Arc Cutting (PAC) on Carbon Steel and Aluminum</li> <li>○ Performance Standard 8.3: Demonstrate Manual Air Carbon Arc Cutting (CAC-A)</li> </ul> </li> <li>● CONTENT STANDARD 9.0: IDENTIFY WELDING CODES, INSPECTIONS, AND TESTING PRINCIPLES             <ul style="list-style-type: none"> <li>○ Performance Standard 9.1: Identify Welding Codes, Qualifications and Certifications</li> <li>○ Performance Standard 9.2: Demonstrate Welding Inspection and Testing Principles</li> </ul> </li> <li>● CONTENT STANDARD 10.0: APPLY FABRICATION FUNDAMENTALS             <ul style="list-style-type: none"> <li>○ Performance Standard 10.1: Utilize Base Metal Preparation Fundamentals</li> <li>○ Performance Standard 10.2: Demonstrate Fabrication Techniques</li> </ul> </li> <li>● CONTENT STANDARD 11.0: ADVANCED TECHNIQUES             <ul style="list-style-type: none"> <li>○ Performance Standard 11.1: Follow Advanced Welding Procedures</li> <li>○ Performance Standard 11.2: Exotic Material Techniques</li> <li>○ Performance Standard 11.3: Stainless Steel Finishing</li> <li>○ Performance Standard 11.4: Advanced Pipefitting</li> <li>○ Performance Standard 11.5: Consistency</li> </ul> </li> </ul> <p>The complete welding content and badge standards are included in <a href="#">Appendix A</a>.</p> <p>The welding instructor will manage 10 booths each Saturday. Since the program is designed to allow each student to progress based on their own competency, and the content standards do not need to be completed in order, each booth could be working on a different standard. The Saturday training sessions will focus on the skills needed to complete the badge the student is focused on. The student may practice on Saturday, at their high school or on the job. The Saturdays will be available in 6</p>
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	<p>weeks blocks. During those 5 weeks students will be learning the badge required skills by classroom and shop time. During the 6<sup>th</sup> Saturday, when the student is ready, they will be tested. Additional evening testing times could be scheduled. If a student wants to forgo training time and just wants to test for a badge, we can schedule time during Saturday or on Tuesday and Thursday evenings.</p> <p>Employers will be able to send their employees for training on the specific skills needed for their work. The skills/competencies are documented, and the employee does not need to spend time training on areas that are not relevant to their situation.</p> <p>Additionally, Human Resource departments will have a searchable list of people who have demonstrated abilities in the desired skills. This will dramatically increase the supply of qualified welders for current positions because the employer may only need an entry level welder with a few skills. This program allows students to focus on those few skills and get started in the industry.</p>
<p><i>Who will provide the training?</i></p>	<p><small>(Identify the entity that will provide training, the qualifications of the trainer(s), and location of training site.)</small></p> <p>The college of Eastern Idaho’s Workforce Development department has part time welding instructors that are Certified Welding Inspectors through the American Welding Society. These instructors are used for contract trainings and evening non-credit classes. The college will use this pool of instructors to teach the high school students, incumbent workers and those already in industry that are the focus of this program. These instructors will provide classroom and “hood” training during the Saturday sessions, as well as badge testing. The curriculum being developed will cover the training and testing rubric for the badges.</p>
<p><i>Where will the training be provided?</i></p>	<p>The trainings will be completed on the campus of the college of eastern Idaho. The welding department is not being used on Saturdays and some evenings, so this will not affect the existing welding degree program. Utilizing this schedule allows the college to dramatically increase the number of welding students being trained. Additional trainings, at industry partner locations, could be scheduled allowing for a “boot camp” process. The company could work with the Workforce Development department to schedule a training to go on site and train for 40-50 hours and then administer the test to the students. This type of training could benefit outlying and rural areas, provided we have access to a facility in the area.</p>

<p><i>How many training sessions will be held during the 24 months of the grant?</i></p>	<p>The focus of this program is completed badges. We will be using the content standards as options for students and employers to choose from. Helping students accomplish as many badges as possible, and as quick as possible, allows them to find job placements in a shorter time.</p> <p>The program is intended to run year-round and does not align with the academic calendar of Spring, Summer and Fall sessions. Training sessions will be on Saturdays, from 9am to 5pm, in week blocks. Testing will be held on the final Saturday or could be scheduled in the evening. There will be observances for holidays and campus closures. Using 6 weeks blocks we plan to have 9 sessions available per year. Each session has 10 booths available, making 90 sessions per year or 180 for the two-year grant. A detailed calendar of the training sessions is attached in <a href="#">Appendix B</a></p>
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**SELECTION**

*Who will receive training from this project, (examples – general public or current employees)?*

<p>Because this program is offered at non-traditional times and does not follow a sequential progression to employment, there are many groups that will benefit from this training.</p> <p>Industry employees can receive advanced training, while on the job. Employers can provide the funds to have their employees learn a new skill that will directly benefit the company. Employees that want to learn additional skills, which may not be utilized at their company, can learn while still working for the employer.</p> <p>Workers looking to learn a new trade can sign up with no prerequisites or testing to inhibit them. This program may help unemployed workers because of the non-traditional hours allowing them to look for work while receiving training to make them more employable.</p> <p>Public High School students are already working on the content standards, but do not receive badges for the completion of their work. This can allow them to test and receive badges that the industry will recognize. Student could also take this training while in high school and increase their employability, while still going to school.</p>
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**TRAINING SCHEDULE**

*Provide a quarterly training break-out for year one and a total for year two to show number of planned NEW participants entering training and number of individuals exiting training for each course of training, for each quarter, as shown in example below.*

<b>Type of Training/Course Title</b>	<b>QTR 1 Enter/exit</b>	<b>QTR 2 Enter/Exit</b>	<b>QTR 3 Enter/Exit</b>	<b>QTR 4 Enter/Exit</b>	<b>Year Two</b>
<i>Please list the start and end dates of training</i>					
<i>Badges from Incumbent worker from employers</i>	<b>20/10</b>	<b>20/10</b>	<b>20/10</b>	<b>20/10</b>	<b>70/35</b>

Badges from High School Students (current or dropped out)	0/0	0/0	10/5	0/0	10/5
Badges from career change	0	0	0	0	10/5
<b>Total:</b>	<b>20/10</b>	<b>20/10</b>	<b>30/15</b>	<b>20/10</b>	<b>90/45</b>
2 years of badges attempted/completed					<b>180/90</b>

- The assumption is that it will take 5 weeks (8 hours per week for a total of 40 hours) to train, test and complete one badge. The 6<sup>th</sup> week is reserved for testing. A person may be able to complete the badge earlier, in which case they could start another badge or choose to not attend the rest of their sessions.
- The Workforce Development department will be able to offer a “boot camp” type session. This would mean that for one week (40 hours) our instructor would go on site and train and test 10 employees on one badge. We are testing this delivery method in June of 2018.
- We expect that in the second year, when we demonstrate the badge to work program, that students will come wanting to change careers.

**TOTAL PROJECT OUTCOMES**

Grant objectives must have measurable results on an individual participant level. Employees or job candidates should learn new skills that were not previously available and gain enhanced skills that allow them to achieve to a higher earning level.

Enter total outcomes numbers anticipated during the 24-month length of the grant.

**For current employees (incumbent workers) of the project’s business partners:**

Number of incumbent workers who receive classroom training	180
Number of incumbent workers who complete classroom training	140
Number of incumbent workers who receive structured OJT	0
Number of incumbent workers who completed structured OJT	0
Average wage prior to training/average wage after training	<b>\$12.68/\$17.24</b>
Number attaining recognized credential/skill badge*	90

**For other individuals (not currently employed by the consortium):**

Number of individuals who receive training	<b>40</b>
Number of individuals entering training-related employment within 30 days of training completion	<b>30</b>
Number of individuals entering training-related employment with one of the project’s business partners	<b>30</b>
Anticipated average hourly wage of new hires (minimum of \$12/hour)	<b>\$15</b>
Number attaining recognized credential/skill badge*	<b>30</b>

\*Skill badging is a new state project to provide workers with a recognized badge for attainment of a specific job skill through structured classroom training or through on the job learning. These skill badges will eventually be recognized by employers and transferrable between post-secondary training institutions to improve career ladders for workers.

### CONSORTIUM'S OUTCOMES

Each industry consortium partner is expected to value this training to meet their workforce needs. For each partner, provide the hiring/incumbent training/wage increase numbers anticipated at their worksite.

**NAME OF INDUSTRY PARTNER:** Premier Technology

**For current employees (incumbent workers) of the project's business partners:**

Number of incumbent workers who receive classroom training	100
Number of incumbent workers who complete classroom training	80
Number of incumbent workers who receive structured OJT	
Number of incumbent workers who completed structured OJT	
Average wage prior to training/average wage after training	<b>\$13/\$18</b>
Number attaining recognized credential/skill badge*	50

**NAME OF INDUSTRY PARTNER:** American Fabrication

**For current employees (incumbent workers) of the project's business partners:**

Number of incumbent workers who receive classroom training	50
Number of incumbent workers who complete classroom training	30
Number of incumbent workers who receive structured OJT	
Number of incumbent workers who completed structured OJT	
Average wage prior to training/average wage after training	<b>\$12/\$18</b>
Number attaining recognized credential/skill badge*	20

**NAME OF INDUSTRY PARTNER:** Idaho Steel Products

**For current employees (incumbent workers) of the project's business partners:**

Number of incumbent workers who receive classroom training	24
Number of incumbent workers who complete classroom training	18
Number of incumbent workers who receive structured OJT	
Number of incumbent workers who completed structured OJT	
Average wage prior to training/average wage after training	<b>\$14/\$16</b>
Number attaining recognized credential/skill badge*	12

**NAME OF INDUSTRY PARTNER:** Cives Steel Products

**For current employees (incumbent workers) of the project's business partners:**

Number of incumbent workers who receive classroom training 10 open positions for materials handlers, would turn to welder \$13, have 80 wants to grow to 100 welders. MIG training is priority	20
Number of incumbent workers who complete classroom training	10
Number of incumbent workers who receive structured OJT	
Number of incumbent workers who completed structured OJT	
Average wage prior to training/average wage after training	<b>\$12/14</b>
Number attaining recognized credential/skill badge*	5

**NAME OF INDUSTRY PARTNER:** Idaho National Laboratory

**For current employees (incumbent workers) of the project's business partners:**

Number of incumbent workers who receive classroom training	2
Number of incumbent workers who complete classroom training	2
Number of incumbent workers who receive structured OJT	
Number of incumbent workers who completed structured OJT	
Average wage prior to training/average wage after training	<b>\$15/\$18</b>
Number attaining recognized credential/skill badge*	2

**NAME OF INDUSTRY PARTNER:** Spudnik

**For current employees (incumbent workers) of the project's business partners:**

Number of incumbent workers who receive classroom training	20
Number of incumbent workers who complete classroom training	20
Number of incumbent workers who receive structured OJT	
Number of incumbent workers who completed structured OJT	
Average wage prior to training/average wage after training	<b>\$14.50/\$16.50</b>
Number attaining recognized credential/skill badge*	15

*Insert additional sections if the proposal has more than three partners in its industry consortium.*

## **BUDGET & REQUIRED MATCH**

**Complete the WDTF Sector/Micro Grant budget form at this [link](#), which requires the following:**

1. The application must provide a detailed budget identifying the direct personnel costs, fringe benefits, equipment cost, facility costs and other identified costs to deliver this training. For each line item on the budget, provide the budget amount, a detailed narrative describing how the line item amount was determined, the necessity of the item to develop/deliver training, and whether the cost is supported by grant funds or partner match (cash or in-kind).
2. Administrative Costs covered by the WDTF resources cannot exceed 5% of grant request. Administrative costs will calculate automatically. If requesting administrative costs as part of the grant, enter Y in the QTY column (F6) on the Administrative Costs line.
3. The industry consortium, together with its training provider partner, must provide resources that directly support the proposed training at one of the following rates:
  - *25% cash match of the total grant request, or*
  - *100% in-kind match equal to the total grant request, or*
  - *A proportionate combination of cash and in-kind match.*

CEI Welding WDTF Sector Grant Budget Summary

		WDTF Cost per Participant	\$ 1,388.89
<b>WDTF Grant Request</b>		<b>\$250,000.00</b>	
Personnel/Salary	\$91,200.00		36.48%
Fringe Benefits	\$7,920.00		3.17%
Travel	\$14,485.50		5.79%
Equipment	\$103,989.74		41.60%
Training Materials	\$18,000.00		7.20%
Contracted Services	\$2,500.00		1.00%
Other			
Admin Costs	\$ 11,904.76		4.76%
Partnership Cash	\$ 58,000.00		23.20%
Personnel/Salary			
Fringe Benefits			
Travel			
Equipment			
Training Materials			
Contracted Services			
Other	\$ 58,000.00		23.20%
Partnership In-Kind	\$ 20,400.00		8.16%
Personnel/Salary			
Fringe Benefits			
Travel			
Equipment			
Training Materials			
Contracted Services	\$8,400.00		3.36%
Other	\$12,000.00		4.80%
<b>Total Project</b>	<b>\$328,400.00</b>		



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**ASSURANCES**

***The following assurances will be incorporated as applicable into any award contract***

The applicant will comply with all employment-related federal and state laws, particularly child labor laws related to use of equipment and limitations within specific occupations/industries as they pertain to the training reflected in this application. The lead applicant will assist the Department of Labor in educating all project partners regarding pertinent employment-related laws. See Idaho labor laws at: <http://labor.idaho.gov/dnn//idl/Businesses/IdahoLaborLaws.aspx>

If training occurs at a worksite, an hourly wage rate and worker’s compensation must be provided unless exemption is approved by the Department of Labor’s Idaho’s Wage and Hour Division.

The applicant recognizes that each training provider must submit documentation to the Idaho Department of Labor that provides proof of liability insurance or worker’s compensation if training at the worksite, as required by law prior to finalizing a grant award contract.

To ensure fair and allowable expenditure of State funds, the awardee and/or the project’s grant recipient must comply with its entity’s established procurement policies and processes when contracting for private training providers or when purchasing equipment. All records will be maintained for a minimum of three (3) years.

The applicant will assure it will comply fully with applicable nondiscrimination and equal opportunity laws and statutes which prohibit discrimination against all individuals in the United States on the basis of race, color, religion, sex, national origin, age, disability, political affiliation, or belief.

The applicant will adhere to the financial tracking and reporting requirements of a cost-reimbursement grant with the State of Idaho. The applicant will be responsible for retention of all expenditure records as delineated in a written contract with the Idaho Department of Labor and Idaho Department of Commerce.

Industry Sector Grant applicants are required to complete the necessary reporting forms due on the 10<sup>th</sup> day at the end of each quarter. The applicants will submit the quarterly reimbursement request as delineated in a written agreement with Idaho Department of Labor, and Idaho Department of Commerce. The applicant will be responsible for the retention of expenditure records as delineated in the contract in addition to completing all the following cost-reimbursement required reporting forms.

1. Industry Sector Quarterly Report
2. WDTF01-02 Request for Reimbursement Form
3. Industry Sector Grant Program Cost
4. Industry Sector Participant (Student) Data Form including entire 9-digit Social Security Number.
5. Industry Sector Training Timeline

Failure to provide all completed forms can result in delayed payment or no payment until all necessary information is provided.

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**Signature of Lead Applicant**

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**Date**

Appendix A

CEI WELDING BADGE STANDARDS

**CONTENT STANDARD 1.0: IDENTIFY LAB ORGANIZATION AND SAFETY PROCEDURES**

This content standard aligns with the Idaho Welding Technology Program standard 1.0

**Performance Standard 1.1: Demonstrate General Lab Safety Rules and Procedures**

This performance standard aligns with the SkillStack badge labeled: Lab Rules & Procedures

- 1.1.1 Describe general shop safety rules and procedures (i.e., safety test).
- 1.1.2 Describe OSHA in workplace safety.
- 1.1.3 Comply with the required use of safety glasses, ear protection, gloves, and shoes during lab/shop activities (i.e., personal protection equipment – PE).
- 1.1.4 Operate lab equipment according to safety guidelines.
- 1.1.5 Identify and use proper lifting procedures and proper use of support equipment (i.e., rigging, chains, straps, cables).
- 1.1.6 Utilize proper ventilation procedures for working within the lab/shop area.
- 1.1.7 Identify marked safety areas.
- 1.1.8 Identify the location and the types of fire extinguishers and other fire safety equipment; demonstrate knowledge of the procedures for using fire extinguishers and other fire safety equipment.
- 1.1.9 Identify the location and use of eye wash stations.
- 1.1.10 Identify the location of the posted evacuation routes.
- 1.1.11 Identify and wear appropriate clothing for lab/shop activities.
- 1.1.12 Secure hair and jewelry for lab/shop activities.
- 1.1.13 Demonstrate knowledge of the safety aspects of high voltage circuits.
- 1.1.14 Locate and interpret safety data sheets (SDS).
- 1.1.15 Perform housekeeping duties.
- 1.1.16 Follow verbal instructions to complete work assignments.
- 1.1.17 Follow written instructions to complete work assignments.
- 1.1.18 Identify requirements for Hot Work Permits.
- 1.1.19 Identify what constitutes a confined space.

**Performance Standard 1.2: Identify and Utilize Hand Tools**

This performance standard aligns with the SkillStack badge labeled: Hand Tools & Equipment

- 1.2.1 Identify hand tools and their appropriate usage.
- 1.2.2 Identify standard and metric designation.
- 1.2.3 Demonstrate safe handling and use of appropriate tools.
- 1.2.4 Demonstrate proper cleaning, storage, and maintenance of tools.

**Performance Standard 1.3: Identify and Utilize Power Tools and Equipment**

This performance standard aligns with the SkillStack badge labeled: Power Tools & Equipment

- 1.3.1 Identify power tools and equipment, and their appropriate usage.
- 1.3.2 Demonstrate safe handling and use of appropriate power tools and equipment.
- 1.3.3 Demonstrate proper cleaning, storage, and maintenance of power tools and equipment.

## **CONTENT STANDARD 2.0: APPLY FUNDAMENTAL PRINT READING, MEASUREMENT AND LAYOUT/FIT-UP TECHNIQUES**

This content standard aligns with the Idaho Welding Technology Program standard 2.0 and aligns with the SkillStack badge labeled: Blueprint Reading for Welders

### **Performance Standard 2.1: Demonstrate Print Reading and Sketching Practices**

- 2.1.1 Interpret basic elements of a technical drawing (i.e., title block information, dimensions, line types).
- 2.1.2 Identify and explain industry standard welding symbols.
- 2.1.3 Prepare a materials list from a technical drawing (i.e., bill of material).
- 2.1.4 Describe various types of drawings (i.e., part, assembly, pictorial, orthographic, isometric, and schematic).
- 2.1.5 Understand dimensioning, sectional drawings, fasteners, tables, charts, and assembly drawings.
- 2.1.6 Sketch or draw a basic welding drawing.
- 2.1.7 Fabricate parts from a drawing or sketch.

### **Performance Standard 2.2: Demonstrate Measuring and Scaling Techniques**

- 2.2.1 Identify industry standard units of measure.
- 2.2.2 Convert between customary (i.e., SAE, Imperial) and metric systems.
- 2.2.3 Measure and calculate size, area, and volume.
- 2.2.4 Determine and apply the equivalence between fractions and decimals.
- 2.2.5 Identify measuring tools.

### **Performance Standards 2.3: Utilize Layout Principles and Practices**

- 2.3.1 Interpret drawing, sketch or specification information.
- 2.3.2 Prepare work area for layout.
- 2.3.3 Select appropriate materials to complete work assignment.
- 2.3.4 Use layout and marking tools as required.
- 2.3.5 Layout parts using measurement practices.

### **Performance Standards 2.4: Demonstrate Preparation and Fit-Up Practices**

- 2.4.1 Identify and explain job specifications.
- 2.4.2 Use fit-up gauges and measuring devices to check joint fit-up.
- 2.4.3 Identify and explain distortion and how it is controlled.
- 2.4.4 Fit-up joints using plate and pipe fit-up tools.
- 2.4.5 Check for joint misalignment and poor fit-up before and after welding.

## **CONTENT STANDARD 3.0: IDENTIFY PROPERTIES OF METALS**

This content standard aligns with the Idaho Welding Technology Program standard 3.0 and aligns with the SkillStack badge labeled: Welding Theory

### **Performance Standard 3.1: Identify Material Properties and Science**

- 3.1.1 Identify the difference between ferrous and non-ferrous metals.
- 3.1.2 Identify and explain forms and shapes of structural metals.

### **Performance Standard 3.2: Identify Filler Metals**

- 3.2.1 Explain AWS filler metal classifications systems.
- 3.2.2 Identify different types of filler metals.
- 3.2.3 Explain the storage and control of filler metals.

## **CONTENT STANDARD 4.0: APPLY SHIELDED METAL ARC WELDING (SMAW) TECHNIQUES**

This content standard aligns with the Idaho Welding Technology Program standard 4.0 and aligns with the SkillStack badge labeled: SMAW Practical

### **Performance Standard 4.1: Safety Procedures**

- 4.1.1 Identify and explain different types of welding current and polarity.**
- 4.1.2 Perform safety inspections of SMAW equipment and accessories.**
- 4.1.3 Maintain SMAW equipment and accessories.**

### **Performance Standard 4.2: Produce Welds using SMAW on Carbon Steel**

- 4.2.1 Set up for SMAW operations.**
- 4.2.2 Operate SMAW equipment.**
- 4.2.3 Perform welds in the 1F position.**
- 4.2.3 Perform welds in the 2F position.**
- 4.2.4 Perform welds in the 3F position.**
- 4.2.5 Perform welds in the 4F position.**
- 4.2.6 Perform welds in the 1G position.**
- 4.2.7 Perform welds in the 2G position.**
- 4.2.8 Perform welds in the 3G position.**
- 4.2.9 Perform welds in the 4G position.**
- 4.2.10 Describe 2G, 5G and 6G welding positions.**

## **CONTENT STANDARD 5.0: APPLY GAS METAL ARC WELDING (GMAW-S, GMAW) TECHNIQUES**

This content standard aligns with the Idaho Welding Technology Program standard 5.0

### **Performance Standard 5.1: Utilize Safety Procedures**

- 5.1.1 Identify and explain the use of GMAW equipment (i.e., spray transfer, globular, short circuit, and pulse).**
- 5.1.2 Perform safety inspections of GMAW equipment and accessories.**
- 5.1.3 Maintain GMAW equipment and accessories.**
- 5.1.4 Demonstrate safe startup, shutdown, disassembly, and cylinder exchange procedures of GMAW equipment.**

### **Performance Standard 5.2: Produce Welds Using GMAW-S on Carbon Steel**

- 5.2.1 Set up for GMAW-S operations.**
- 5.2.2 Operate GMAW-S equipment.**
- 5.2.3 Perform welds in the 1F position.**
- 5.2.4 Perform welds in the 2F position.**
- 5.2.5 Perform welds in the 3F position.**
- 5.2.6 Perform welds in the 4F position.**
- 5.2.7 Perform welds in the 1G position.**
- 5.2.8 Perform welds in the 2G position.**
- 5.2.9 Perform welds in the 3G position.**

**CONTENT STANDARD 6.0: APPLY FLUX CORED ARC WELDING (FCAW-G) TECHNIQUE**

This content standard aligns with the Idaho Welding Technology Program standard 6.0

**Performance Standard 6.1: Utilize Safety Procedures**

- 6.1.1 Identify and explain the use of FCAW-G equipment).
- 6.1.2 Perform safety inspections of FCAW-G equipment and accessories.
- 6.1.3 Maintain FCAW-G equipment and accessories.
- 6.1.4 Demonstrate safe startup, shutdown, disassembly, and cylinder exchange procedures of FCAW-G equipment.

**Performance Standard: 6.2: Produce Welds using FCAW-G on Carbon Steel**

- 6.2.1 Set up for FCAW-G operations.
- 6.2.2 Operate FCAW-G equipment.
- 6.2.3 Perform welds in the 1F position.
- 6.2.4 Perform welds in the 2F position.
- 6.2.5 Perform welds in the 3F position.
- 6.2.6 Perform welds in the 4F position.
- 6.2.7 Perform welds in the 1G position.
- 6.2.8 Perform welds in the 2G position.
- 6.2.9 Perform welds in the 3G position.

**CONTENT STANDARD 7.0: APPLY GAS TUNGSTEN ARC WELDING (GTAW) TECHNIQUES**

This content standard aligns with the Idaho Welding Technology Program standard 7.0

**Performance Standard 7.1: Utilize Safety Procedures**

- 7.1.1 Perform safety inspections of GTAW equipment and accessories.
- 7.1.2 Maintain GTAW equipment and accessories.
- 7.1.3 Demonstrate safe startup, shutdown, disassembly, and cylinder exchange procedures of GTAW equipment.

**Performance Standard 7.2: Produce Welds using GTAW on Carbon Steel**

- 7.2.1 Set up for GTAW operations
- 7.2.2 Operate GTAW equipment.
- 7.2.3 Perform welds in the 1F position.
- 7.2.4 Perform welds in the 2F position
- 7.2.5 Perform welds in the 3F position
- 7.2.6 Perform welds in the 1G position
- 7.2.7 Perform welds in the 2G position.
- 7.2.8 Perform welds in the 3G position.

**Performance Standard 7.3: Produce Welds using GTAW on Aluminum**

- 7.3.1 Set up for GTAW operations.
- 7.3.2 Operate GTAW equipment.
- 7.3.3 Perform welds in the 1F position.
- 7.3.4 Perform welds in the 2F position.

## **CONTENT STANDARD 8.0: APPLY THERMAL CUTTING PROCESSES**

This content standard aligns with the Idaho Welding Technology Program standard 8.0

### **Performance Standard 8.1: Demonstrate Oxy-Fuel Gas Cutting (OFC)**

- 8.1.1 Perform safety inspections of OFC equipment and accessories.
- 8.1.2 Maintain OFC equipment and accessories.
- 8.1.3 Demonstrate safe startup, shutdown, disassembly, and cylinder exchange procedures of OFC equipment.
- 8.1.4 Set up for OFC operations.
- 8.1.5 Operate OFC equipment.
- 8.1.6 Perform straight, square edge cutting operations in the flat position.
- 8.1.7 Perform shape, square edge cutting operations in the flat position.
- 8.1.8 Perform straight, bevel edge cutting operations in the flat position.
- 8.1.9 Perform scarfing and gouging operations to remove base and weld metal, in flat and horizontal positions.

### **Performance Standard 8.2: Demonstrate Plasma Arc Cutting (PAC) on Carbon Steel and Aluminum**

- 8.2.1 Explain the PAC process.
- 8.2.2 Determine the appropriate PAC settings for the various types of metals.
- 8.2.3 Perform safety inspections of PAC equipment and accessories.
- 8.2.4 Maintain PAC equipment and accessories.
- 8.2.5 Set up for PAC operations.
- 8.2.6 Operate PAC equipment.
- 8.2.7 Perform straight, square edge cutting operations in the flat position.
- 8.2.8 Perform shape, square edge cutting operations in the flat position.

### **Performance Standard 8.3: Demonstrate Manual Air Carbon Arc Cutting (CAC-A)**

- 8.3.1 Performs safety inspections of manual CAC-A equipment and accessories.
- 8.3.2 Maintain CAC-A equipment and accessories.
- 8.3.3 Set up manual CAC-A scarfing and gouging operation on carbon steel.
- 8.3.4 Operate manual CAC-A equipment on carbon steel.
- 8.3.5 Perform scarfing and gouging operations to remove base and weld metal in the flat and horizontal positions on carbon steel.

## **CONTENT STANDARD 9.0: IDENTIFY WELDING CODES, INSPECTIONS, AND TESTING PRINCIPLES**

This content standard aligns with the Idaho Welding Technology Program standard 9.0

### **Performance Standard 9.1: Identify Welding Codes, Qualifications and Certifications**

- 9.1.1 Identify and explain weld imperfections and their causes.
- 9.1.2 Identify and explain welder qualification tests.
- 9.1.3 Explain the importance of quality workmanship.
- 9.1.4 Identify common destructive testing methods.
- 9.1.5 Perform a visual inspection of fillet welds.

### **Performance Standard 9.2: Demonstrate Welding Inspection and Testing Principles**

- 9.2.1 Define the role of welding inspection/inspector and testing in industry.
- 9.2.2 Examine cut surfaces and edges of prepared base metal parts.
- 9.2.3 Examine tack, root passes, intermediate layers, and completed welds.

## **CONTENT STANDARD 10.0: APPLY FABRICATION FUNDAMENTALS**

**This content standard aligns with the Idaho Welding Technology Program standard 10.0**

### **Performance Standard 10.1: Utilize Base Metal Preparation Fundamentals**

- 10.1.1 Clean base metal for welding or cutting.**
- 10.1.2 Identify and explain joint design.**
- 10.1.3 Select the proper joint design based on a welding procedure specification (WPS) or instructor's direction.**
- 10.1.4 Mechanically bevel the edge of a mild steel plate (i.e., hand beveller, grinder).**
- 10.1.5 Thermally bevel the end of a mild steel plate.**

### **Performance Standard 10.2: Demonstrate Fabrication Techniques**

- 10.2.1 Demonstrate proper setup of fabrication area, equipment, and materials.**
- 10.2.2 Construct projects in the proper sequence.**
- 10.2.3 Properly layout projects from welding prints.**
- 10.2.4 Check work for accuracy.**

## **CONTENT STANDARD 11.0: ADVANCED TECHNIQUES**

### **Performance Standard 11.1: Follow Advanced Welding Procedures**

- 11.1.1 Demonstrate understanding of complex blueprint reading and welding procedure specifications (WPS)**
- 11.1.2 Develop blueprint and welding procedure specification**
- 11.1.3 Construct a weldment based on poor drawing. (Minimal Information)**

### **Performance Standard 11.2: Exotic Material Techniques**

- 11.2.1 Perform welds on steel, stainless steel, aluminum, titanium, High Nickel, Chromalloy**
- 11.2.2 Perform welds on 1" and thicker base material**
- 11.2.3 Perform welds on various materials using proper shielding methods**
- 11.2.4 Perform brazing and soldering of dissimilar metals**

### **Performance Standard 11.3: Stainless Steel Finishing**

- 11.3.1 Bead blast finishing**
- 11.3.2 Polishing vertical and horizontal applications**
- 11.3.2 Construct food grade stainless steel containers meeting industry standards**
- 11.3.3 Perform sanitary welds on stainless steel tubing utilizing purge process to industry standards.**

### **Performance Standard 11.4: Advanced Pipefitting**

- 11.4.1 Construct pipe spool that will be installed over a wall and connected on the other side**
- 11.4.2 Perform welds on pipe that will go around inside and outside corners forming an S shape**
- 11.4.3 Perform welds on odd joint designs with various angles**
- 11.4.4 Configure and complete a weld using an orbital welding system**

### **Performance Standard 11.5: Consistency**

- 11.5.1 Choose from the available welding processes to create 5 of the exact same deliverables**
- 11.5.2 Perform welds in the 6G position laying on the floor and from a ladder**
- 11.5.3 Build frame utilizing angle iron or square tubing. Finished product will be evaluated for being square and meeting all specified measurements.**

**Appendix B: Detailed training and testing schedule for the 24 months of the grant:**

2018							2019							2020							
September							January							July							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
						1			1	2	3	4	5			1	2	3	4	5	6
2	3	4	5	6	7	8	6	7	8	9	10	11	12	7	8	9	10	11	12	13	
9	10	11	12	13	14	15	13	14	15	16	17	18	19	14	15	16	17	18	19	20	
16	17	18	19	20	21	22	20	21	22	23	24	25	26	21	22	23	24	25	26	27	
23	24	25	26	27	28	29	27	28	29	30	31			28	29	30	31				
30																					
October							February							August							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
	1	2	3	4	5	6						1	2			1	2	3			
7	8	9	10	11	12	13	3	4	5	6	7	8	9	4	5	6	7	8	9	10	
14	15	16	17	18	19	20	10	11	12	13	14	15	16	11	12	13	14	15	16	17	
21	22	23	24	25	26	27	17	18	19	20	21	22	23	18	19	20	21	22	23	24	
28	29	30	31				24	25	26	27	28			25	26	27	28	29	30	31	
November							March							September							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
					1	2						1	2			1	2	3			
4	5	6	7	8	9	10	3	4	5	6	7	8	9	8	9	10	11	12	13	14	
11	12	13	14	15	16	17	10	11	12	13	14	15	16	15	16	17	18	19	20	21	
18	19	20	21	22	23	24	17	18	19	20	21	22	23	22	23	24	25	26	27	28	
25	26	27	28	29	30		24	25	26	27	28	29	30	29	30						
							31														
December							April							October							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
						1		1	2	3	4	5	6		1	2	3	4	5		
2	3	4	5	6	7	8	7	8	9	10	11	12	13	6	7	8	9	10	11	12	
9	10	11	12	13	14	15	14	15	16	17	18	19	20	13	14	15	16	17	18	19	
16	17	18	19	20	21	22	21	22	23	24	25	26	27	20	21	22	23	24	25	26	
23	24	25	26	27	28	29	28	29	30				27	28	29	30	31				
30	31																				
May							November							May							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
			1	2	3	4						1	2			1	2	3			
5	6	7	8	9	10	11	3	4	5	6	7	8	9	3	4	5	6	7	8	9	
12	13	14	15	16	17	18	10	11	12	13	14	15	16	10	11	12	13	14	15	16	
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26	27	28	29	30	31		24	25	26	27	28	29	30	24	25	26	27	28	29	30	
June							December							June							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
						1		1	2	3	4	5	6		1	2	3	4	5	6	
2	3	4	5	6	7	8	8	9	10	11	12	13	14	7	8	9	10	11	12	13	
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16	17	18	19	20	21	22	22	23	24	25	26	27	28	21	22	23	24	25	26	27	
23	24	25	26	27	28	29	29	30	31				28	29	30						
30																					





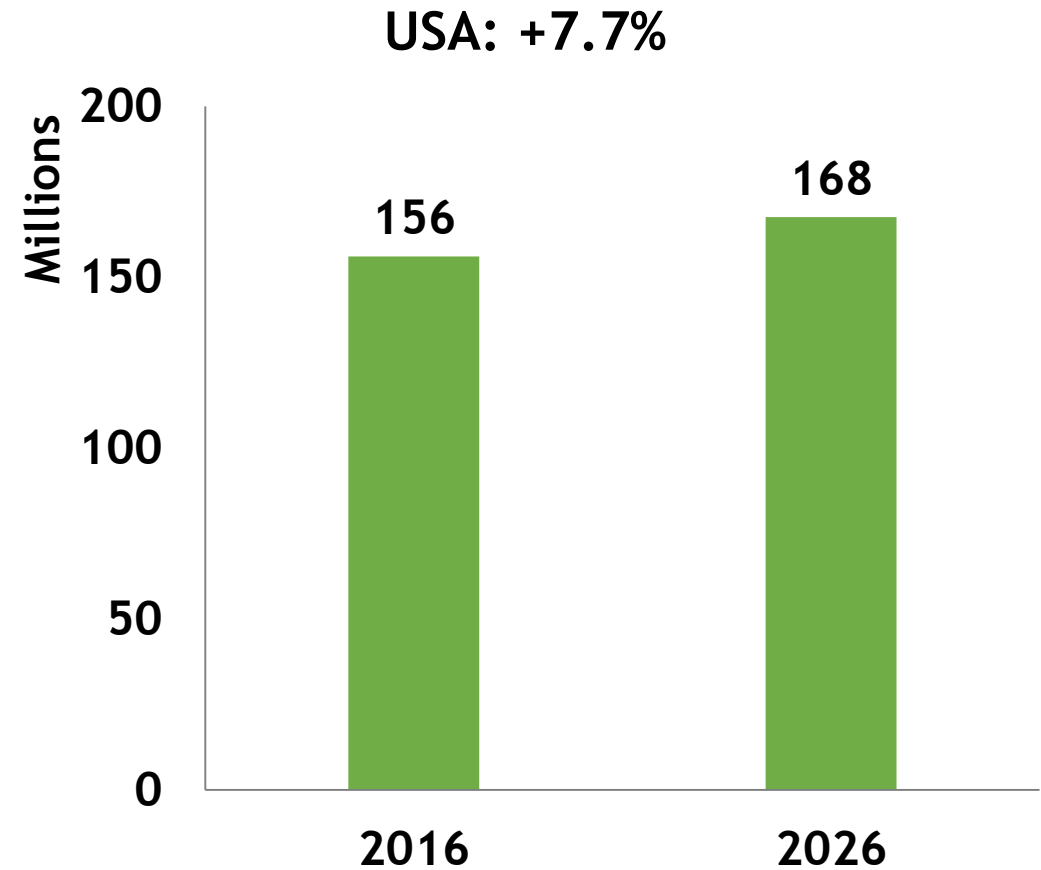
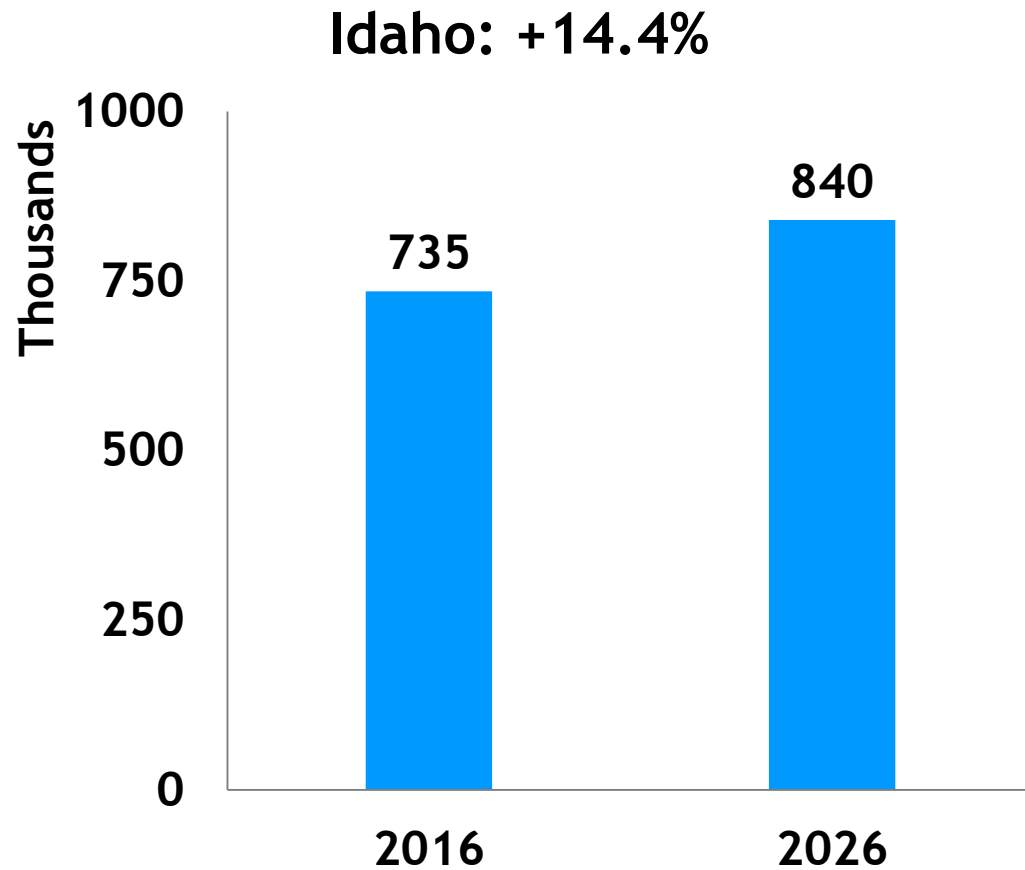
# Labor Market Projections for Idaho

## Industries and Occupations: 2016-2026

**IDAHO**  
DEPARTMENT OF LABOR

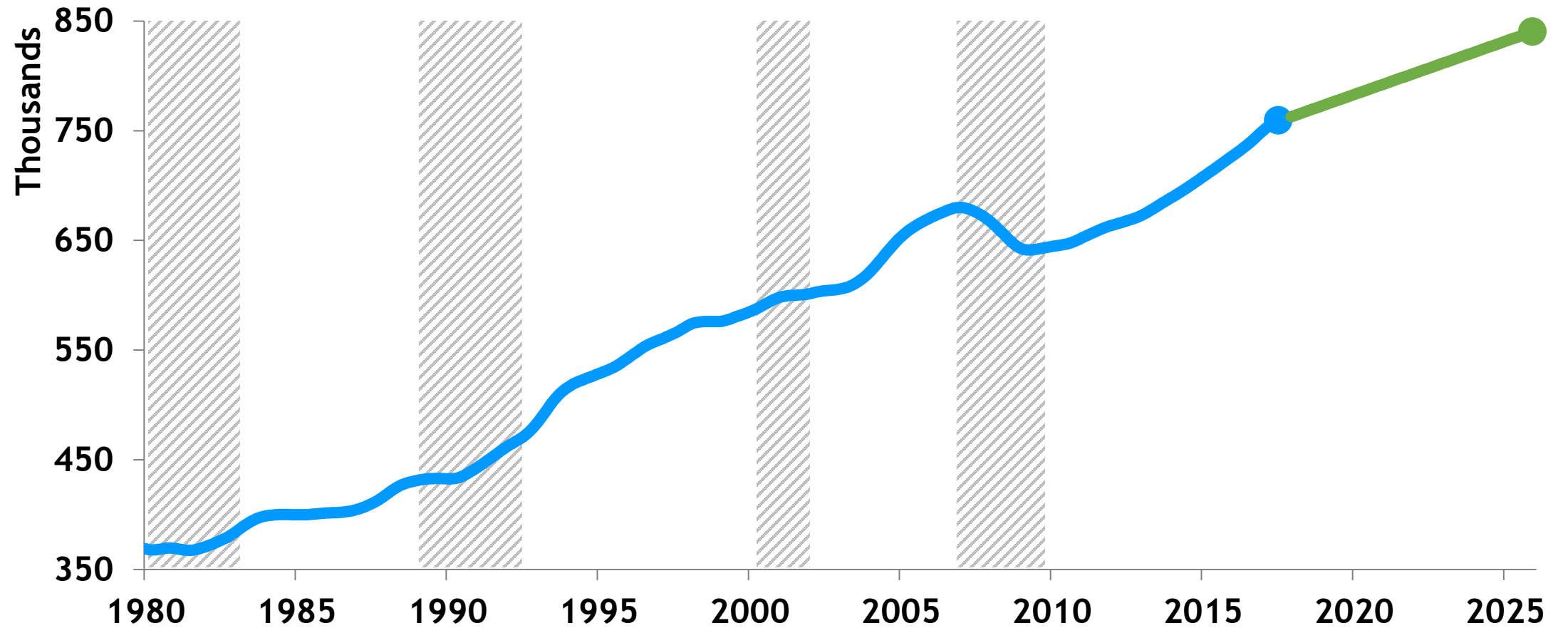
# Total Employment Growth

Projected Ten-Year Growth



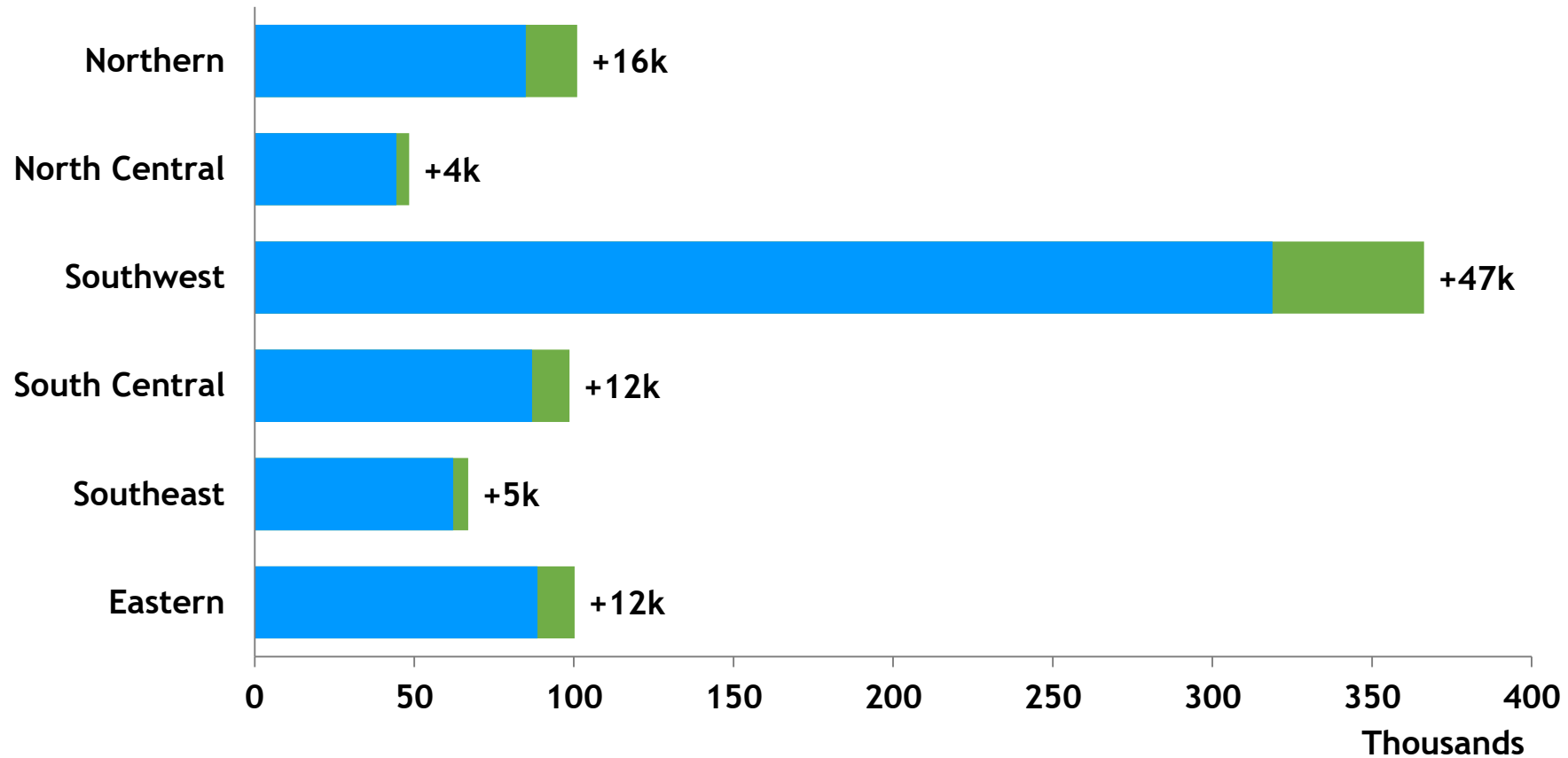
# Idaho's Total Employment

■ Historical Estimate ■ Projected Employment ■ US Recessions



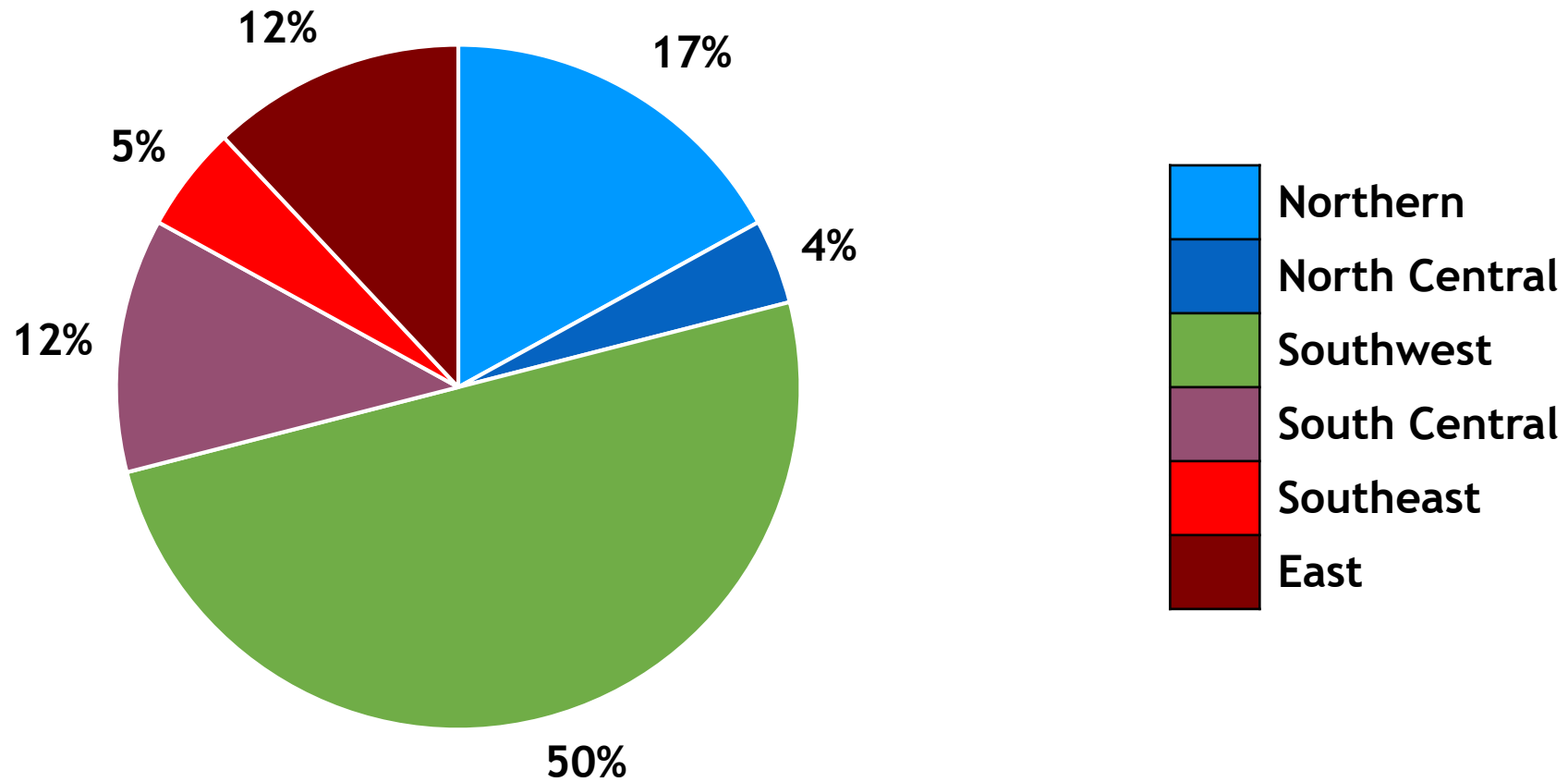
# Employment Growth by Region

■ Current Employment ■ Projected Growth



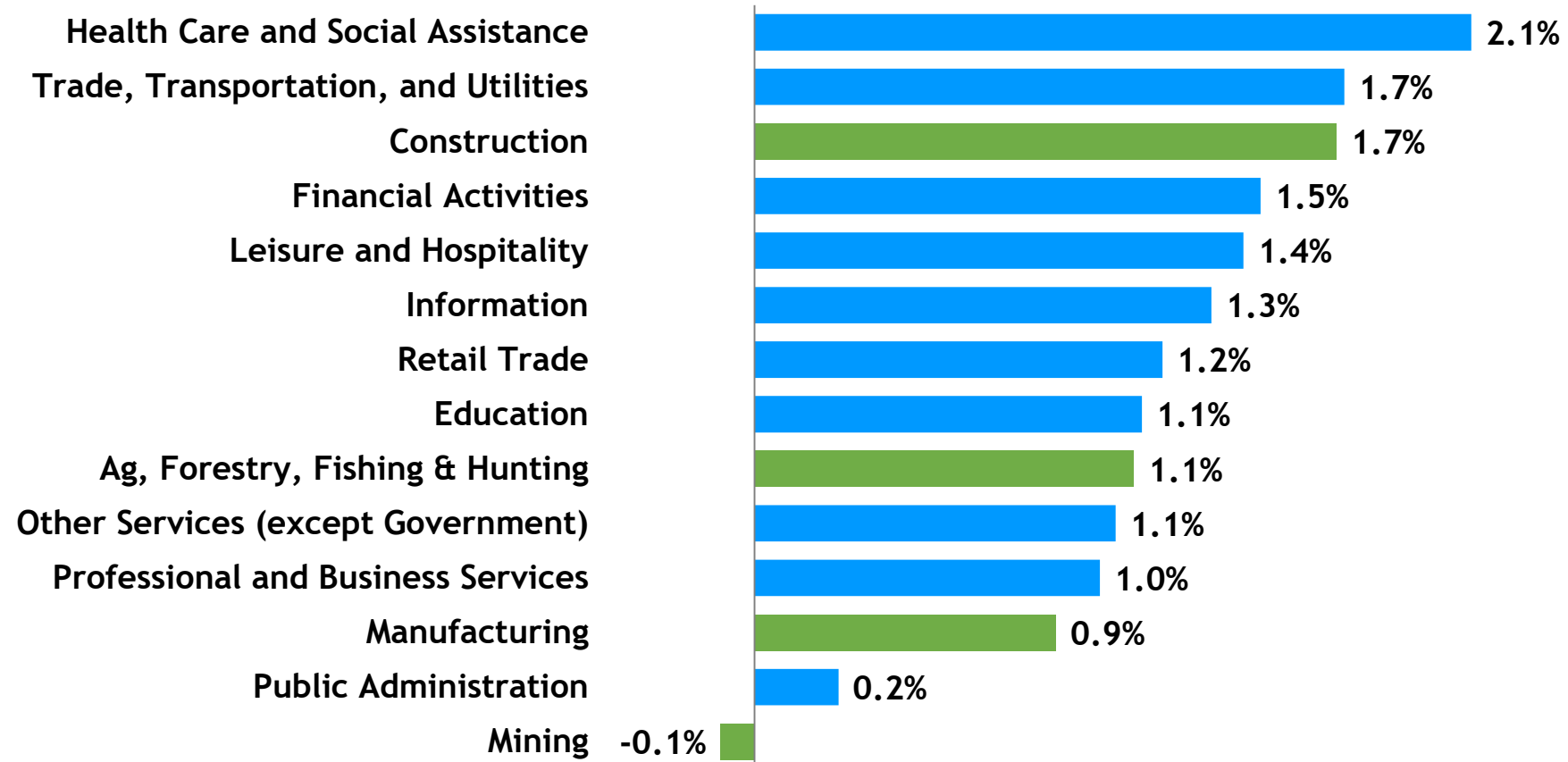
# Employment Growth by Region

Share of Total Statewide Growth



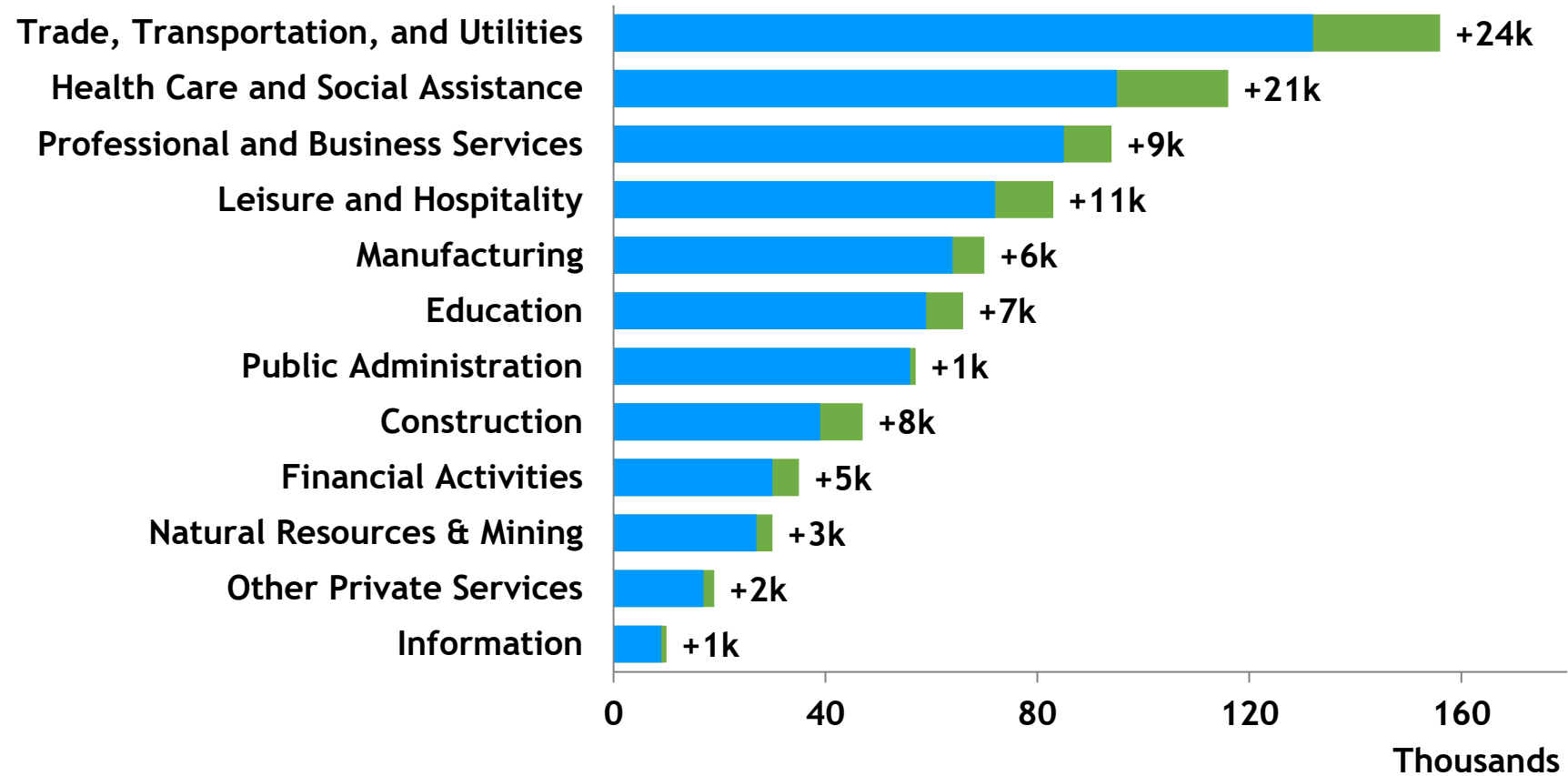
# Projected Industry Annual Growth Rates

■ Service Industries ■ Goods Industries



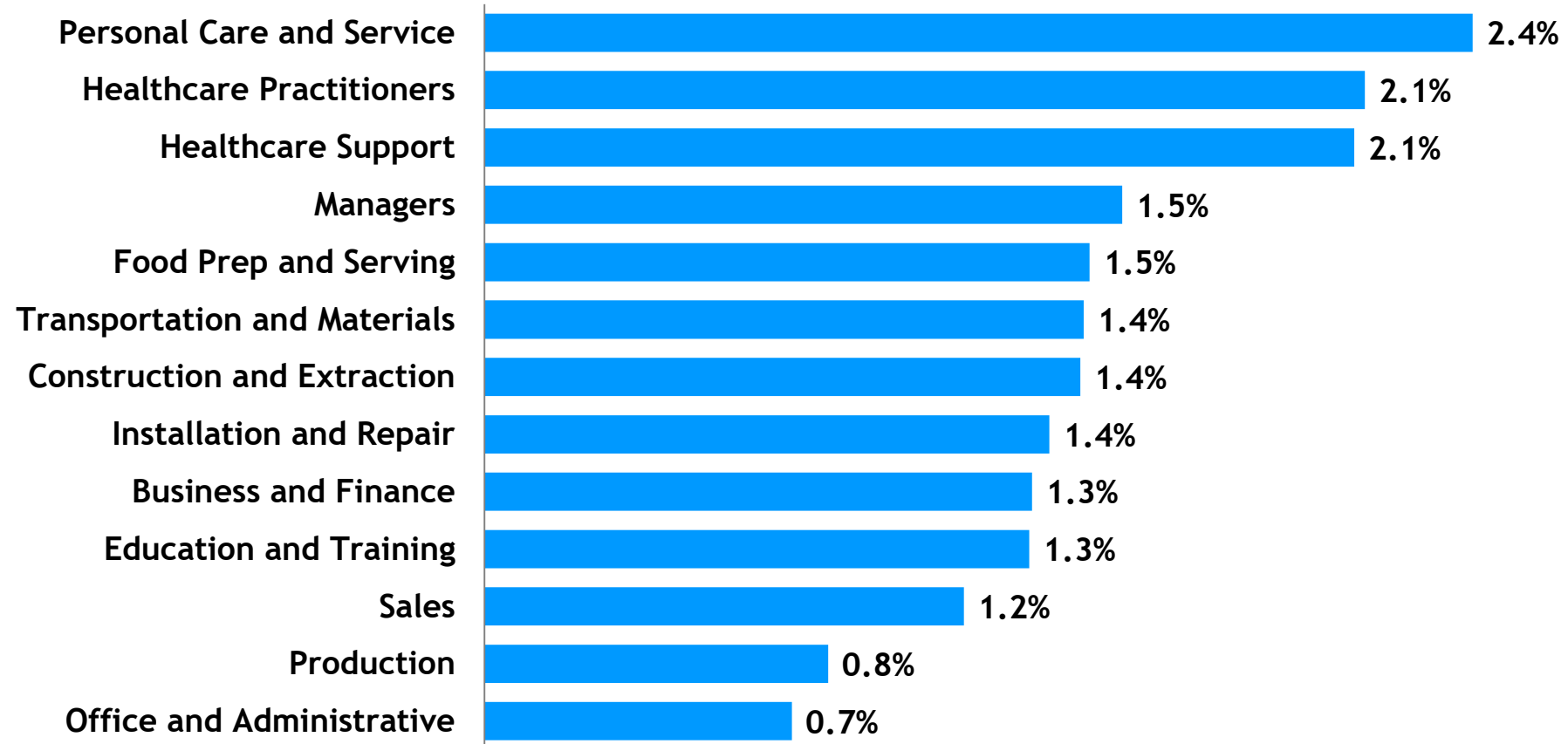
# Employment Growth by Industry

■ Current Employment ■ Projected Growth



# Employment Growth by Occupation

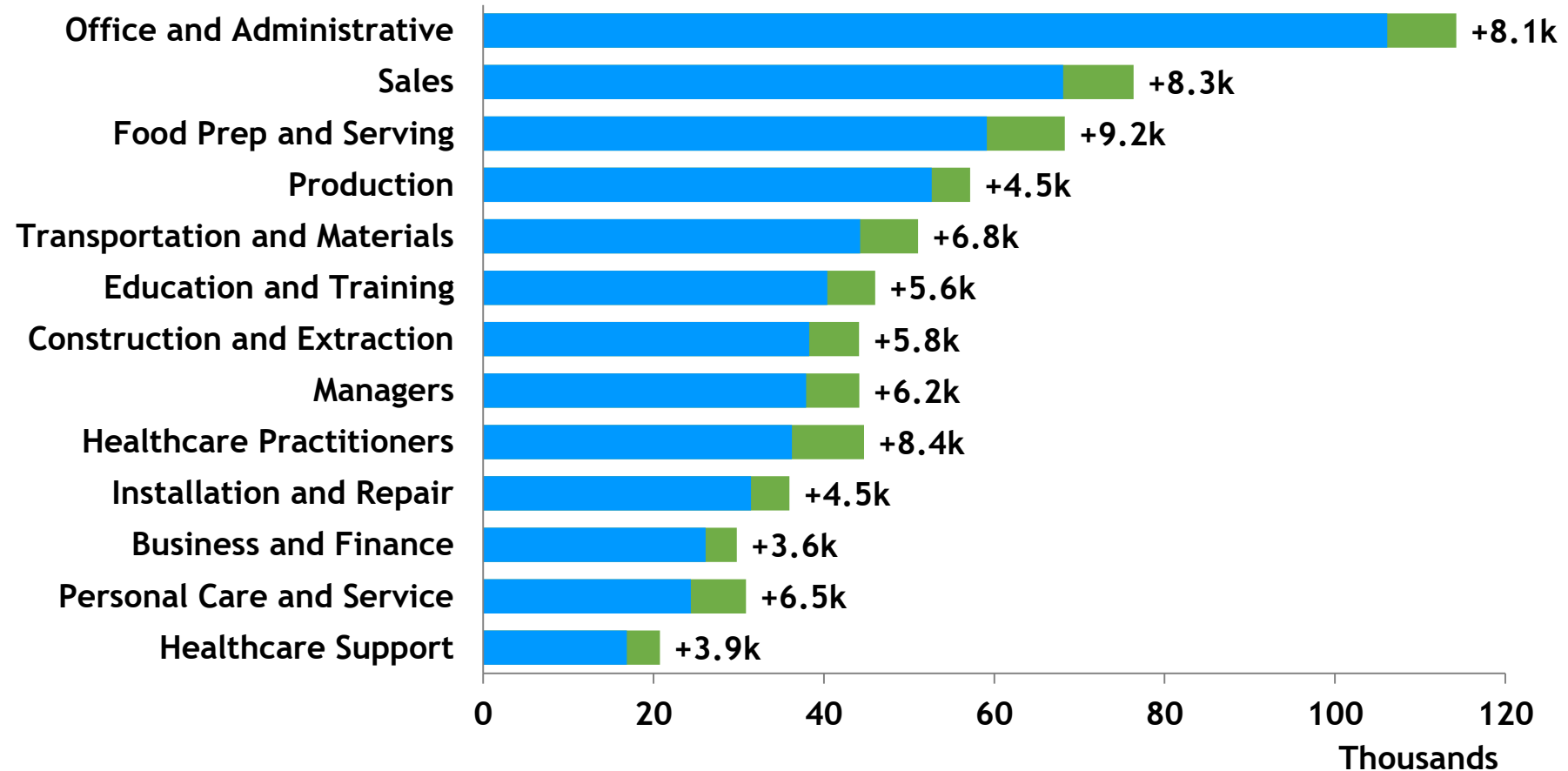
## Projected Annual Growth Rate





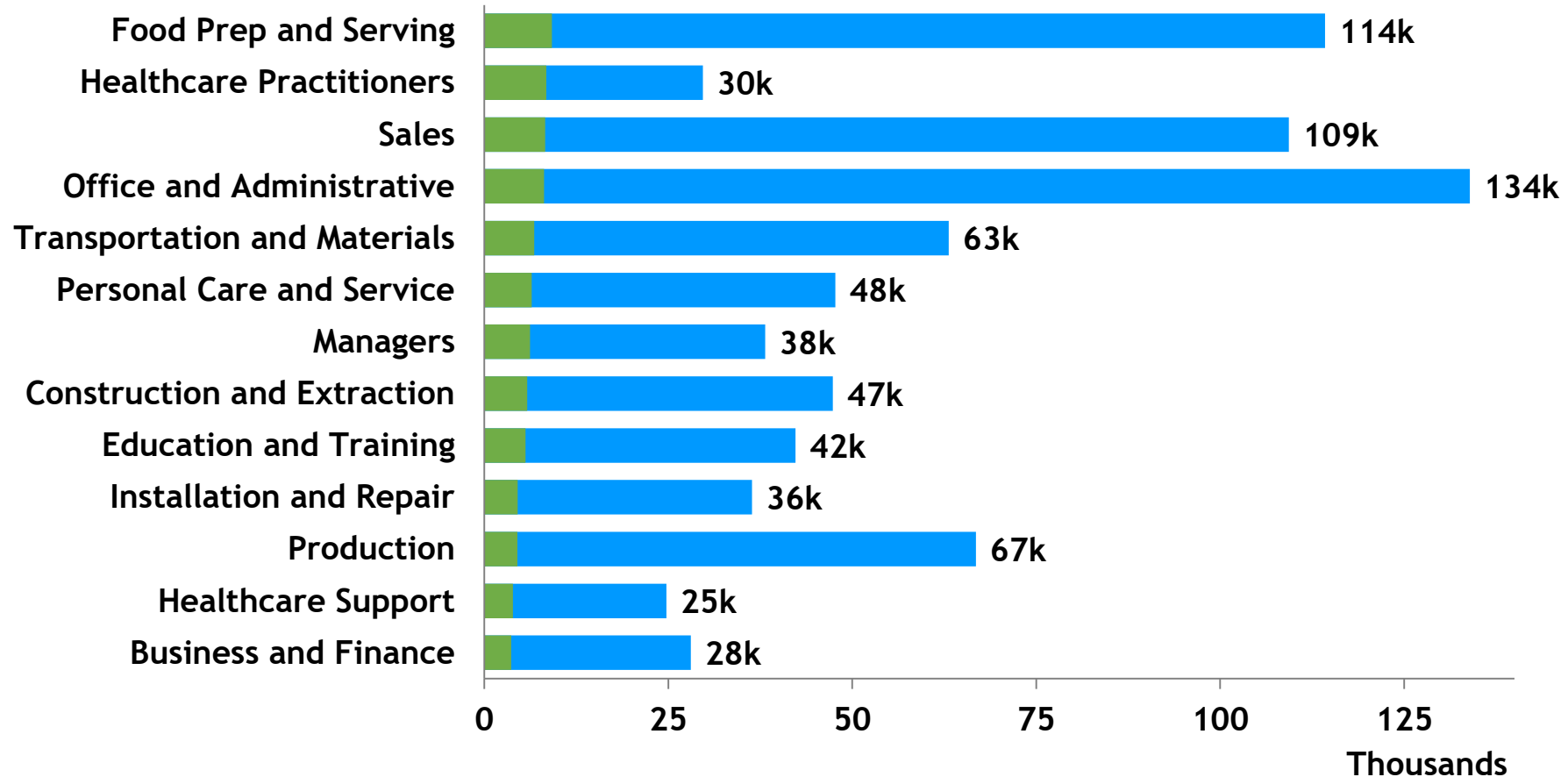
# Employment Growth by Occupation

■ Current Employment ■ Projected Growth



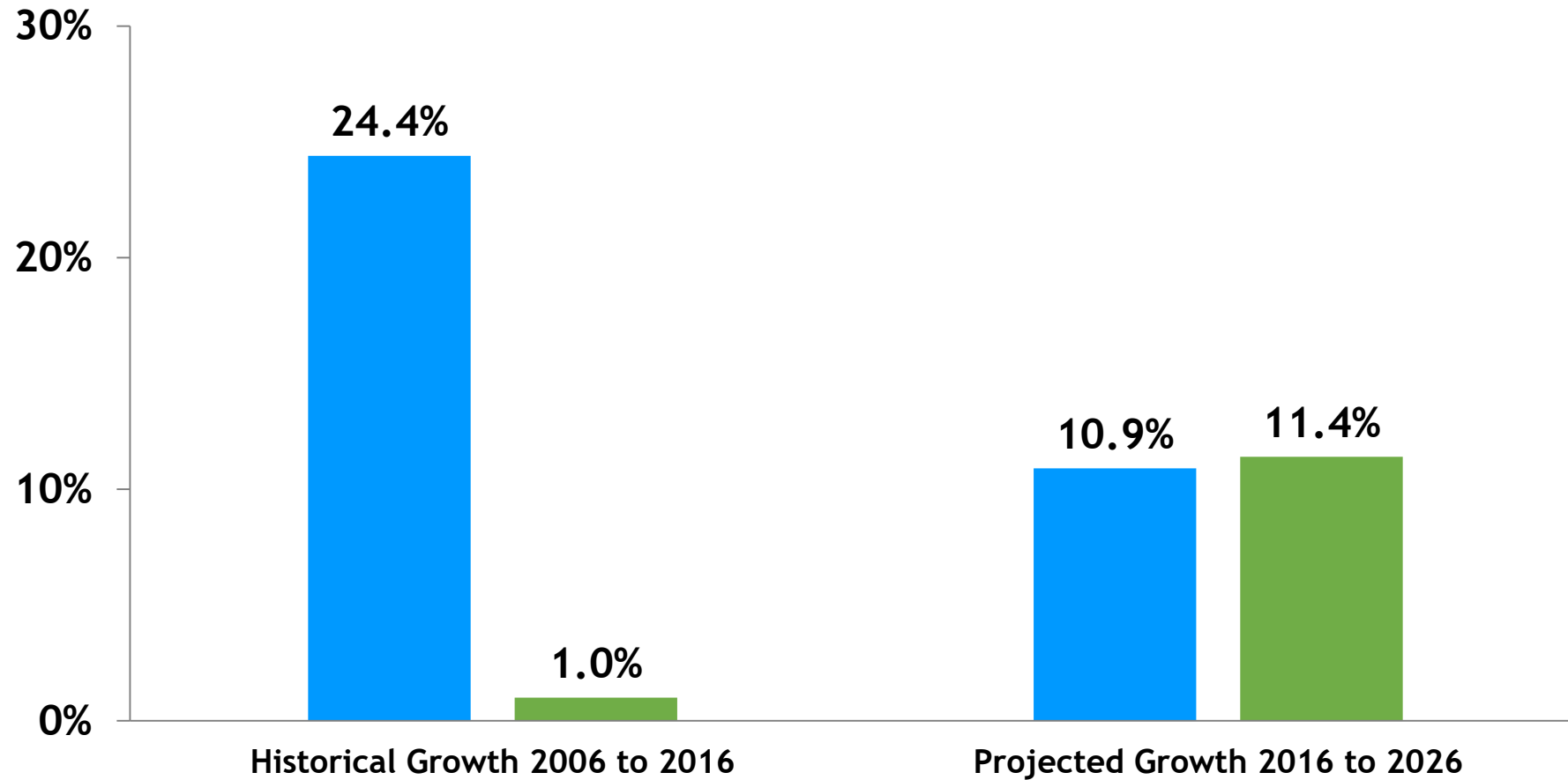
# Employment Demand by Occupation

■ Projected Growth ■ Projected Openings due to Turnover



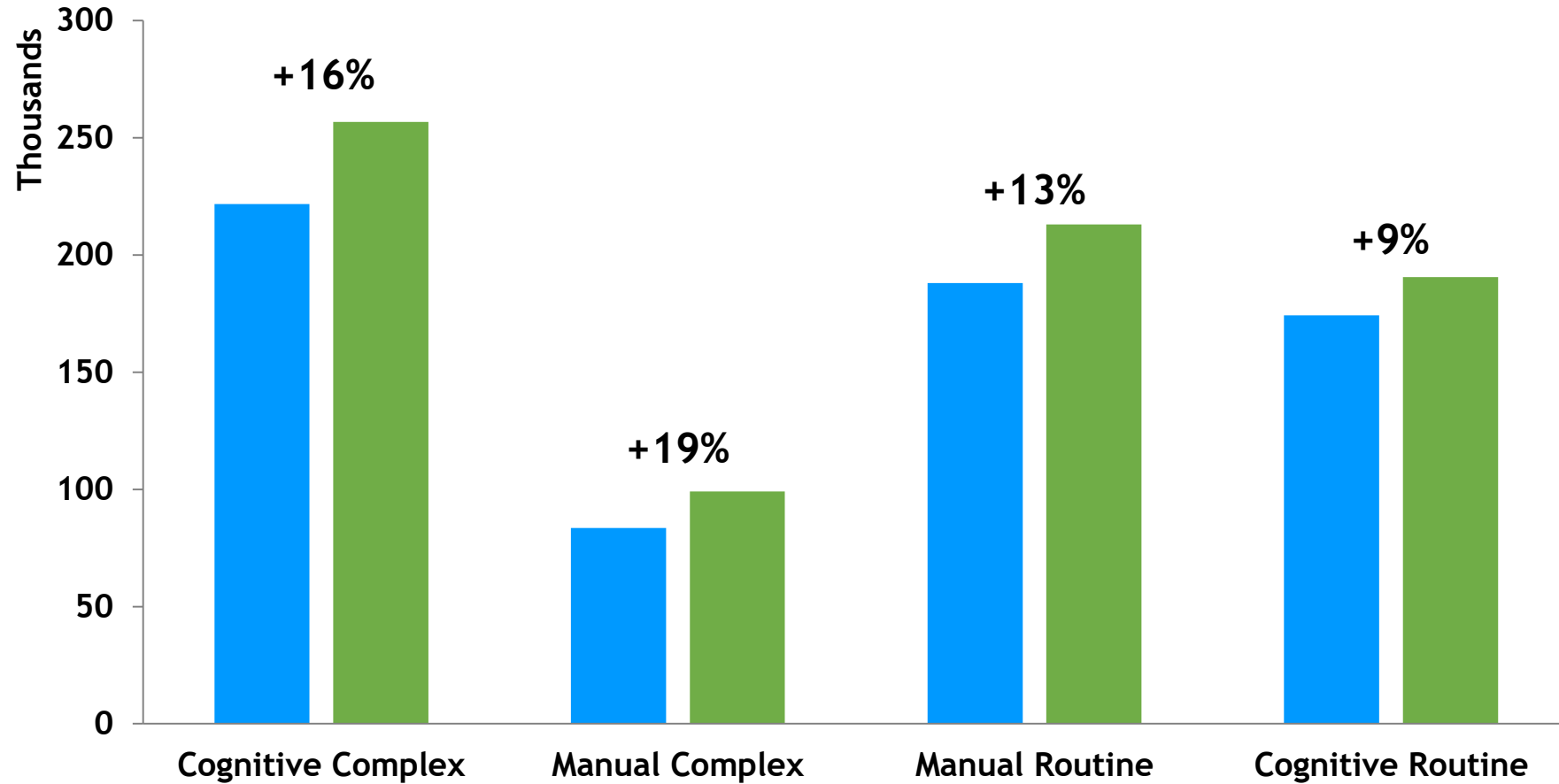
# STEM Employment Growth

■ USA ■ Idaho



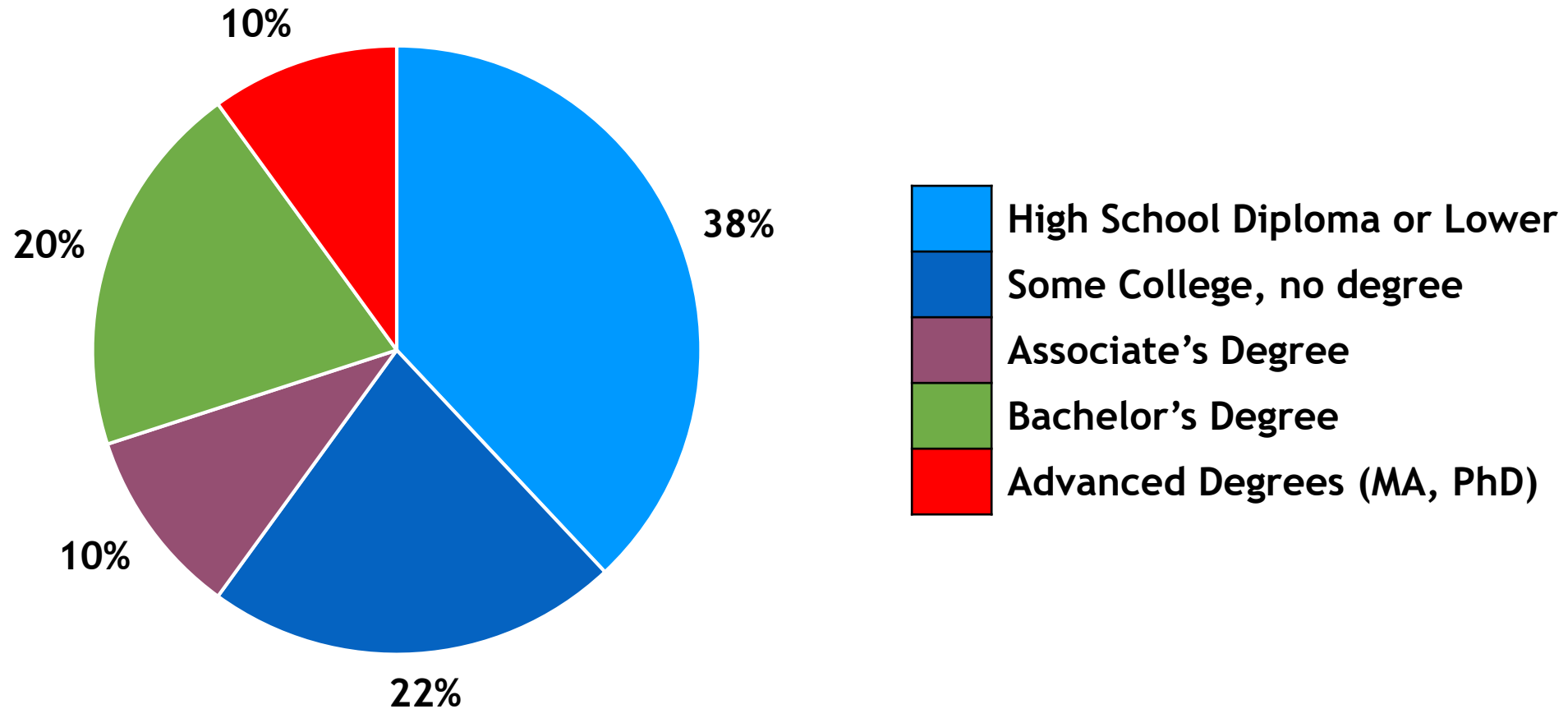
# Routine vs. Complex Employment

■ 2016 ■ 2026



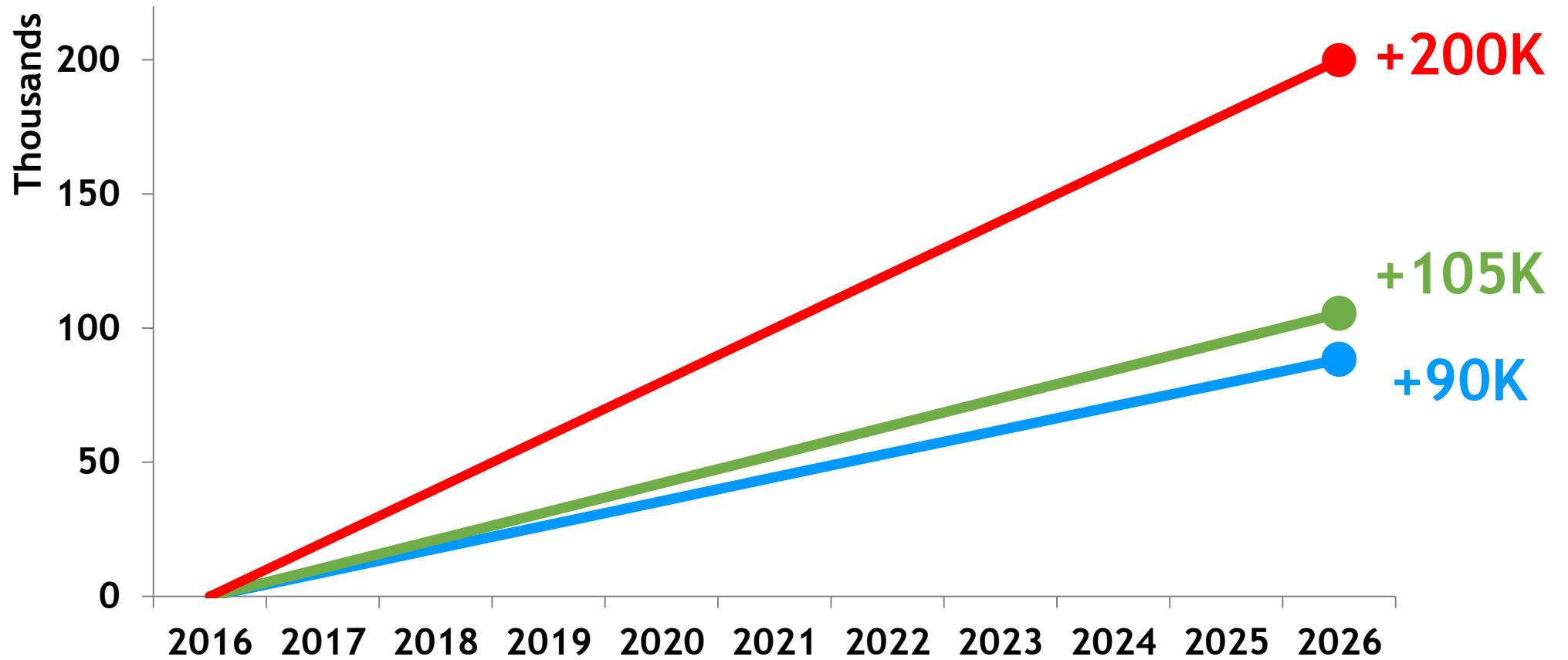
# Workforce Education

Projected 2026 Educational Requirements for Idaho



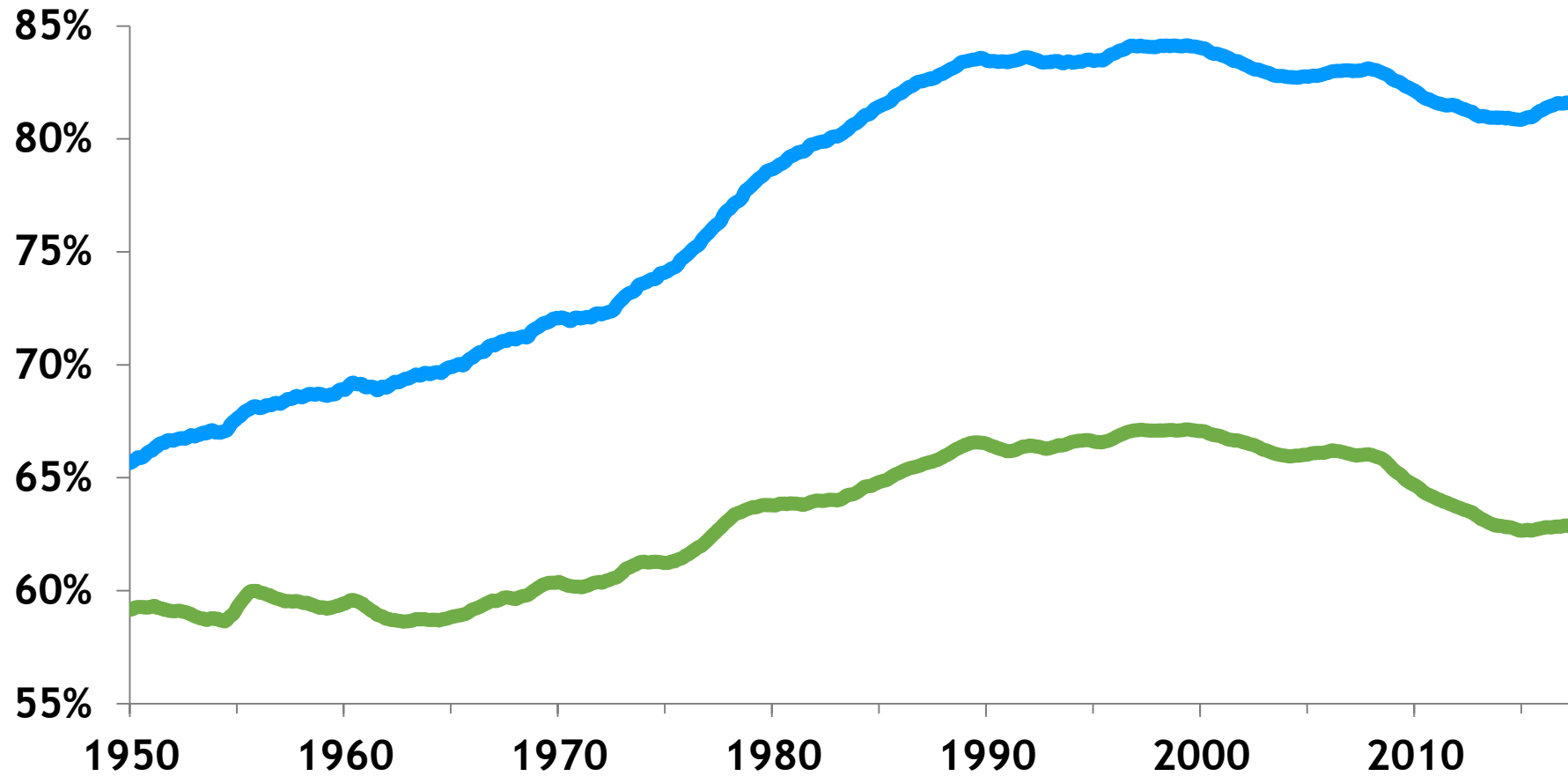
# Projected Idaho Growth

■ Employment ■ Labor Supply ■ Population



# Labor Force Participation Rates

■ All Adults ■ 25-54 Year Olds



# Idaho's Hot Jobs

Rank	Occupation Title	2026 Employment	Annual Openings	Percent Change	2014 Median Wage
1	Registered Nurses	17,045	1,148	29.3%	\$ 30.79
2	Software Developers, Applications	2,639	208	30.2%	\$ 41.19
3	Nurse Practitioners	890	60	35.1%	\$ 48.96
4	Physician Assistants	818	58	32.8%	\$ 47.89
5	Information Security Analysts	671	55	30.3%	\$ 39.39
6	Industrial Machinery Mechanics	2,927	282	23.2%	\$ 25.26
7	Market Research Analysts	1,798	192	27.7%	\$ 24.18
8	Pharmacists	1,825	98	16.7%	\$ 58.42
9	Physical Therapists	1,120	64	26.3%	\$ 36.86
10	Loan Officers	3,339	300	20.3%	\$ 26.59



# Conclusions

## **Decelerating topline growth rate**

- Projected growth rate of 1.4%, compared to 2.4% over the last five years.
- This implies a slowly tapering expansion, not an imminent recession.

## **Continued growth across a diverse range of industries**

## **Strong demand for skilled workers**

- Construction, Manufacturing, Healthcare, IT, and Financial Services.
- Complex work accounts for roughly 60% of expected new jobs.





# Build YOUR Future

Helping Idahoans Launch  
Careers in Construction

July 2018



# Agenda

Background on AGC &  
Idaho's Construction Industry



Understanding the Problem &  
Identifying Solutions



The "Build YOUR Future" Program



Next Steps

# Who We Are



The Idaho Associated General Contractors (AGC) is one of the largest of the AGC of America's 88 national chapters.

Founded in 1934, the Idaho AGC is made up of almost 600 Idaho companies who employ more than 40,000 Idahoans in every corner of our state.

## VISION

The Idaho AGC is the premier professional association representing and supporting Idaho's construction industry.

## MISSION STATEMENT

The Idaho AGC supports its members by providing unified industry leadership, superior advocacy, workforce development, meaningful education and training courses, effective programs, and beneficial services.

## VALUES

The Idaho AGC fosters the core values of **SKILL, INTEGRITY, and RESPONSIBILITY** in each of its members and reflects these values in all that it does.



# Idaho's Construction Industry



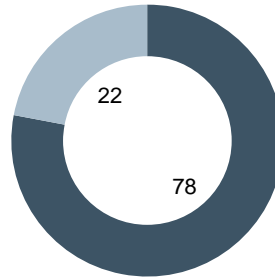
## Construction in Idaho:

- 6,000 Idaho companies – 95% are family owned
- >\$3 billion annually = 5% of Idaho's GDP
- 7% of all Idaho jobs – ranked 12 in nation
- #1 state for construction employment growth last 2 years
- Average pay = \$45,000 – 5% higher than state average
- Spending now well beyond pre-recession levels
- Forecast indicates continued growth
- Construction continues to boom in cities and towns across the entire state of Idaho

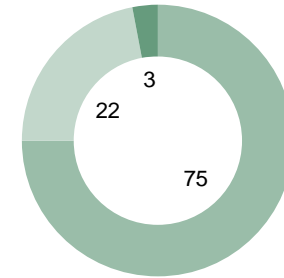
**Contractors nationwide struggle to find skilled workers and are taking steps to address the issue**

**Results from national survey conducted in fall of 2017 by AGC of America & Sage Construction and Real Estate**

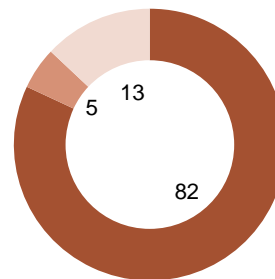
## Workforce Development Challenges



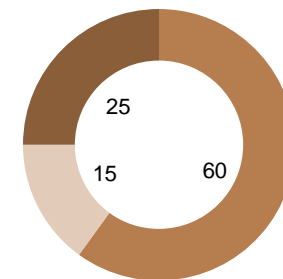
Difficulty Hiring Craft Positions



Forecasted Hiring in 2018



Getting Harder to Find Employees



Increase in Pay in 2018

# The Problem

## Idaho Construction Has a Workforce Development Problem:

1. All trained construction professionals are fully employed.
2. Despite impressive wage growth, thousands of positions are left unfilled across all sectors of the industry.
3. Too many Idahoans are trapped in low-wage, no-benefit jobs.

In spring of 2017, the Idaho AGC hosted a Workforce Development Summit that included a wide range of partners and covered more than 50 potential solutions proposed by partners or other AGC chapters.

From this wide pool, the Idaho AGC identified the following priorities:

1. Assist Idaho companies to hire available workers through the WeBuildIdaho.org website & construction specific job board.
2. Continue to support expansion of the Construction Management Program at Boise State University & BYU Idaho.
3. Import the “Construction Careers Now” program from Colorado and rebrand it “Build YOUR Future”.
4. Import the “Educator Externship” program from Oregon.





## Construction Careers Now



<https://youtu.be/gkRsrccK4Hs>

# Build YOUR Future



**Our plan is to take this successful program from 1 urban location to 6 locations across Idaho.**

4 Weeks – 3 hours per day / 4 days a week

- Week 1: Construction Basics & Career Options
- Week 2: Safety & Construction Math
- Week 3: Building Techniques & Job Types
- Week 4: Professional Development & Hiring Fair

Collaborative Approach

- AGC: Funding, Recruitment, & Program Administration
- Training Centers: Instruction & Student Management
- Contractors: Instruction, Hands-on Demonstrations, & Hiring Fair
- Workforce Development Council: Promotion & Funding

# Serving All of Idaho



LEWIS-CLARK STATE  
COLLEGE



Idaho State  
UNIVERSITY

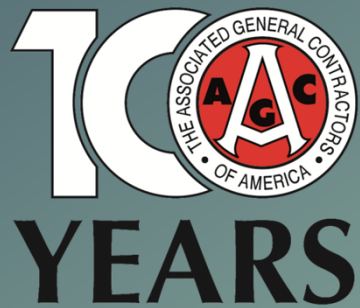
# Thanks For Your Time!

Wayne Hammon, CEO  
Idaho Associated General Contractors

[whammon@idahoagc.org](mailto:whammon@idahoagc.org)

[www.IdahoAGC.org](http://www.IdahoAGC.org)

[www.WeBuildIdaho.org](http://www.WeBuildIdaho.org)





Executive Department  
State of Idaho

State Capitol  
Boise

EXECUTIVE DEPARTMENT  
STATE OF IDAHO  
BOISE

**EXECUTIVE ORDER NO. 2018-07**

**ESTABLISHING A POLICY FOR NUCLEAR ENERGY PRODUCTION AND  
MANUFACTURING IN IDAHO**

---

*WHEREAS, the promotion and advancement of new energy technologies, particularly advanced reactors, is an important aspect of Idaho's economic development; and*

*WHEREAS, the commercialization and deployment of advanced reactor technologies, including small modular reactors, has been identified by the federal government as a means to meet clean energy targets and as a key element in the nuclear energy research and development roadmap; and*

*WHEREAS, Idaho has the potential to become a regional and global leader in the development of advanced reactors including small modular reactor technology; and*

*WHEREAS, Idaho has the Leadership in Nuclear Energy (LINE) Commission 3.0, Idaho National Laboratory (INL), and the Center for Advanced Energy Studies (CAES) which are invaluable partners in researching nuclear energy and safety; and*

*WHEREAS, the CAES brings together the INL, Boise State University, Idaho State University, the University of Idaho, and the University of Wyoming to conduct cutting-edge energy research, educate the next-generation workforce, and partner with industry to advance innovation; and*

*WHEREAS, today students are the foundation for providing the diverse and highly skilled workforce for a growing clean energy technology sector, including the manufacturing of advanced small modular reactors, it is in the public's technological and economic interest to provide students the educational opportunity to strengthen their knowledge of the fundamentals of the energy sciences, including engineering, physics, chemistry, mathematics, and related disciplines; and*

*WHEREAS, Idaho is positioned to become a significant link in a national and worldwide network of production, manufacturing and exportation of advanced reactors, including small modular reactors; and*

*WHEREAS, Idaho needs to develop a policy framework and funding system positioning our state to become a worldwide leader in the manufacturing and commercialization of advanced reactor technology, including the fabrication and manufacturing of small modular reactors;*

*NOW THEREFORE, I, C.L. "BUTCH" OTTER, Governor of the State of Idaho, by virtue of the authority vested in me under the Constitution and laws of the State of Idaho do hereby order the following:*

- 1. Idaho, through the LINE Commission 3.0, will develop new public-private programs and policy partnerships nationally and internationally that promote, establish, and grow this advanced reactor industry; and*

2. *The Idaho State Board of Education will develop career-technical education programs and training opportunities in nuclear energy and advanced reactor manufacturing; and*
3. *Idaho will partner with CAES and the INL to develop additional research for improving advanced reactor energy technology, security and safety.*



*IN WITNESS WHEREOF, I have hereunto set my hand and caused to be affixed the Great Seal of the State of Idaho in Blackfoot on this 6<sup>th</sup> day of June, in the year of our Lord two thousand and eighteen and of the Independence of the United States of America the two hundred forty-second and of the Statehood of Idaho the one hundred twenty-eighth.*

---

C.L. "BUTCH" OTTER  
GOVERNOR

---

LAWRENCE DENNEY  
SECRETARY OF STATE

<b>Workforce Development Policy Committee</b>		
<b>Date of Meeting</b>	<b>Agenda Item</b>	<b>Overview/Status</b>
April 23, 2018	Review Final Draft - Eligible Training Provider Policy	Reviewed and sent the final draft to the One-Stop Committee for input.
April 23, 2018	Brainstorm Desired Metrics for WDTF Grants	Discussed options for metrics based on grant-type; inclusion of soft skill development in grants; how metrics might look very different when funding outreach activities.
April 23, 2018	Develop stakeholder input process for the WDTF	Discussed approach to gathering stakeholder input on WDTF policies and processes.
June 19, 2018	Eligible Training Provider Policy - Feedback from the One-Stop Committee	Reviewed the suggestions made by the One-Stop Committee for the policy. Approved the final draft, with amendments from the One-Stop Committee. Policy will go to full Council in July for adoption.
June 19, 2018	WDTF Policy Review	Reviewed the existing policies for employer grants. Determined that an in-person meeting will be scheduled in August to develop policy proposals for all three grant programs.
June 19, 2018	WDTF Feedback from the Regional Business Specialists	Staff provided feedback from a facilitated conversation with the Regional Business Specialists on the WDTF policies and processes.

<b>One-Stop Committee Report</b>		
<b>Date of Meeting</b>	<b>Agenda Item</b>	<b>Overview/Status</b>
May 7, 2018	WIOA State Plan Action Items	Reviewed the list of action items from the WIOA State Plan update provided to the USDOL on April 2.
May 7, 2018	Elements of an Integrated Services System	Brainstormed goals/elements of an integrated service strategy.
May 7, 2018	Setting Integrated Services Vision	Prioritized four goals to work towards - Cross-Training of Partners/Staff, Common Systems/Sharing Data, Functional Redesign/Collaborative Triage and System Based Collaborative Business Outreach
May 7, 2018	Next Steps to Practice	Identified 1 year and 5 year "future state" along with tangible steps to achieve 1 year goals.
June 12, 2018	Eligible Training Provider Policy Review	At the request of the Policy Committee, reviewed the Eligible Training Provider Policy. Provided small amendments for the committee to consider.
June 12, 2018	One-Stop Certification Process - ADA Assessments Update	Discussed a process and timeline for the One-Stop Certification and ADA Assessments required under WIOA.
June 12, 2018	Implementation/Follow-Up from May Joint Meeting	Reviewed the Chair and Executive Director's suggestion on moving the goals developed at the May 7 meeting

<b>One-Stop Committee Report</b>		
<b>Date of Meeting</b>	<b>Agenda Item</b>	<b>Overview/Status</b>
		forward. Determined which should be led by the One-Stop Committee and which should be led by the WIOA Advisory Group.
July 10, 2018	Update on ADA Assessments Discussions	Status update on discovery of resources to conduct ADA Assessments of the comprehensive and affiliate job centers.
July 10, 2018	Expectations/Direction to the WIOA Advisory Group on Universal Intake	Provided a "charge" to the WIOA Advisory Group to begin research and discussions on a universal intake process.
July 10, 2018	Status Update for Data Sharing Agreements	Status update on data sharing agreement and testing the process for combined performance reporting.

<b>Outreach Committee</b>		
<b>Date of Meeting</b>	<b>Agenda Item</b>	<b>Overview/Status</b>
June 15, 2018	Define Mission and Goals	Adopted a mission statement to guide the work of the Outreach Committee. Wording is taken directly from the Governor's Executive Order. Reviewed the status of the 90-day action plan for Outreach developed at the April 5 Council Meeting.
June 15, 2018	Define roles and types of responsibilities to support and maximize council led outcomes	Decided to defer this discussion to the July 18 Council meeting when the committee can meet in person.

<b>Executive Committee Report</b>		
<b>Date of Meeting</b>	<b>Agenda Item</b>	<b>Overview/Status</b>
April 12, 2018	April 5 Full Council Meeting Debrief	Reviewed the team discussion notes and gave feedback on the meeting.
April 12, 2018	Cassia Joint District #151 Industry Sector Grant Application	\$248,745 grant was approved by the Executive Committee.
April 12, 2018	May Executive Committee Meeting	Reviewed dates to host joint meeting between the Executive Committee and the State Board of Education Officers.
May 10, 2018	April 5 Meeting Survey Results	Reviewed the results of the survey sent out to council members for feedback on the April 5 meeting.
May 10, 2018	NIC Sector Grant	\$207,590.19 grant was approved by the Executive Committee.



<b>Executive Committee Report</b>		
<b>Date of Meeting</b>	<b>Agenda Item</b>	<b>Overview/Status</b>
May 10, 2018	Clearwater County Micro Grant	\$7,403.25 grant was approved by the Executive Committee.
May 10, 2018	Collaboration on Outreach & Communications Manager	Discussed option to have the WDC Outreach & Communications Manager physically located at the State Board of Education office to increase collaboration and ensure alignment between the two organizations.
May 10, 2018	Outreach Funding Request - Adult Learner Scholarship	Approved a \$123,000 request from the State Board of Education to promote the Adult Learner Scholarship for the Fall 2019 semester. \$40,000 of the amount is to continue the campaign through December for Spring semester; however, it is contingent upon results.
May 10, 2018	Process for Commitment Letters	Approved a process to issue letters of intent for business attraction and expansion projects. The Chair of Grant Review Committee and either the Chair or Vice Chair must approve the project and the letter clearly states that a full application must be submitted and approved by the Council.
May 10, 2018	Conflict of Interest Policy	Reviewed and approved updated Conflict of Interest Policy for Council members.
May 10, 2018	WDC Operating Budget	Reviewed the FY19 Operating Budget for the administrative costs of the WDC. Budget reports will be available starting in August.
May 10, 2018	MOA with IDOL	Unanimous consent to go on record in support of executing the MOA with the Department of Labor to cover the research and analysis aspects of the Workforce Development Training Fund.
May 10, 2018	State Strategic Plan Requirements	Reviewed requirements for state agency strategic plans (legislative mandate). Staff will draw from existing documents to create agency plan and performance metrics. The full Council will be engaged in broader strategic planning in January in order to transition to the new Governor's vision.
May 10, 2018	Legislative Proposals	Staff update on the timeline to submit legislative ideas (July 13).
June 14, 2018	WDC Operating Policies	Reviewed and approved Operating Policies for the Executive Director and Staff. These will continue to evolve but provide clarity on responsibilities for the Workforce Development Training Fund and set expectations for financial reports, communication and personnel decisions.

<b>Executive Committee Report</b>		
<b>Date of Meeting</b>	<b>Agenda Item</b>	<b>Overview/Status</b>
June 14, 2018	Strategic Plan Overview	Reviewed the final draft of the agency strategic plan prepared by staff.
June 14, 2018	Legislative Concept - Idaho LeadEr	Discussed possible submission of a legislative concept to brand Idaho's work-based learning initiatives.
June 14, 2018	Premier Technology Employer Grant	Approved \$581,440 Employer Grant for Premier Technology to train 394 employees.
July 12, 2018	Meeting with State Board of Education Officers	Discussed common goals and opportunities to support each other's efforts. Will schedule joint working session in October.
July 12, 2018	Policy Committee Process and Timeframe for WDTF Policy Updates	Staff update on the process/timeline for updating WDTF policies. Policy Committee intends to have recommendations for the Council at the October meeting.
July 12, 2018	WDTF - Updating IDOL References to WDC	Approved the continuation of the policies set by the previous Workforce Development Council, with updates based on Executive Order 2017-13 and Idaho Code Title 72, Chapter 12.
July 12, 2018	WDTF Guidance - Proportionate Share with respect to cash and in-kind match	Provided guidance to staff to apply a working definition of "proportionate share" as "no less than 25 percent cash and no more than 100 percent in-kind match or a combination of cash and in-kind match" for industry sector grants.
July 12, 2018	WDTF Guidance - 200% cap on trainee costs	Approved the elimination of the 200% cap on trainee costs for employer grants.
July 12, 2018	WDTF Guidance - Expanding Sector and micro grants to include work-based learning components	By approving the continuation of the policies set by the previous Council with updates based on the executive order and Idaho Code, this issue was resolved.

<b>Apprenticeship Committee Report</b>		
<b>Date of Meeting</b>	<b>Agenda Item</b>	<b>Overview/Status</b>
April 25, 2018	Research the effectiveness of the apprenticeship programs that have already been funded by ApprenticeshipIdaho grant and how other states are incentivizing apprenticeships	Work is still being done to gather data on the effectiveness of apprenticeship programs funded by ApprenticeshipIdaho. Although a report on incentives was not able to pinpoint where funded comes from it is fair to say that most initiatives were found to be state funded. Additional discussion is taking place on July 17th during a 3-hour meeting that will address incentives and outreach.
April 25, 2018	Develop toolkit for employers to build apprenticeship programs quickly and efficiently	A draft toolkit has been developed. The next steps are to finalize the material and work on a communication and outreach plan for getting the information to employers.
April 25, 2018	Drive changes to education policy to create articulation pathways for related training (from registered apprenticeship programs) to college credit	A group of individuals are working on getting the state colleges to agree to a change in policy. CSI put forward a line item request for an apprenticeship associates degree and will receive funding in FY19.
May 23, 2018	Discuss pros and cons of establishing a State Apprenticeship Agency	Members shared their knowledge on working in states with and without State Apprenticeship Agencies. This is not a high-priority item for the committee at this time as it would require the Governor's approval and has funding implications.
May 23, 2018	Update on ApprenticeshipIdaho and Funding	ApprenticeshipIdaho received an additional \$847,568. \$365,587 will be used for salaries and fringe benefits, \$10,902 will be allotted for travel, \$1,500 will be used for supplies, \$407,000 for contracts with industry intermediaries and incentives and \$62,579 for indirect costs.
June 27, 2018	Final Report from Administration Apprenticeship Task Force	26 recommendations were made by the committee. A number of these recommendations are integrated into the scope of work for this committee (the articulation requirements, portability, and awareness).
June 27, 2018	WDTF Funding (for incentives and outreach)	The Policy Committee and Investment group are working towards providing policy recommendations for the October Workforce Development Council meeting. The committee scheduled an in-person meeting on July 17 to discuss.



C.L. "BUTCH" OTTER  
GOVERNOR



Trent Clark  
*Chair*  
B. J. Swanson  
*Vice Chair*

## WORKFORCE DEVELOPMENT COUNCIL

317 West Main Street, Boise, Idaho 83735-0510

### Meeting Minutes

**Date:** Thursday, April 5, 2018  
**Time:** 9:00 a.m. – 5:00 p.m. (Mountain Time)  
**Location:** Silverstone Amenity Center  
3405 E. Overland Road  
Meridian, ID 83642

**Meeting Conducted By:** B.J. Swanson, Vice Chair

**Attendees:** ~~Trent Clark~~, B.J. Swanson, ~~Shelli Bardsley~~, Donna Butler, Linda Clark, Jane Donnellan, Audrey Fletcher, Dave Hannah, Marie Hattaway, Angela Hemingway, Steinar Hjelle, Deni Hoehne, Mark Holubar, ~~Dwight Johnson~~, Kelly Kolb, ~~Kate Lenz~~, Joe Maloney, Jeff McCray, Deanna McCutcheon, Bobbi-Jo Meuleman, ~~Bret Moffett~~, Todd Monroe, ~~Jan Nielsen~~, Angelique Rood, Todd Schwarz, John Smith, Melinda Smyser, Michelle Stennett, Scott Syme, Matt Van Vleet, Steve Widmyer, Ken Wiesmore, Lori Wolff, Travis Woolsey, John Young, Adrian San Miguel (in attendance for Dwight Johnson)

\*Workforce Development Council is hereafter referred to as WDC

#### Call to order at 9:03 am

#### Welcome & Introductions

Chairman Clark sends his best wishes to the council today. Thank you to Chairman Clark and Monsanto for donating the pens, notepads and cards to the Council.

**Review Agenda** – No changes made

**Roll Call** – Quorum Met

#### Idaho Labor Market Overview – Rural vs. Urban

Ms. Swanson introduced Sam Wolkenhauer for his presentation on the Idaho's Urban-Rural Divide. See attached presentation

Things to Remember:

- Urban Idaho is booming. Rural Idaho is depressed.
- Rural Idaho is at a demographic tipping point

- Wages are very important to rural workers, who often (counterintuitively) face higher costs of living

**Questions from the Council:**

Are the patterns seen in Idaho typical across the nation or just in our state?

- It is typical for the heartland of the US. The demographics and what is happen with migration is very different on the West and East coasts than it is in the interior.

Those who are counted as a commuting county, are they only commuting to places inside Idaho?

- A commuting county does not have to be commuting to a city in Idaho. They could be commuting to a city outside of the state. The counties where there is a large commuting activity are generally urban cities.

How much workforce are we losing to other states because of these commuting counties?

- IDOL has explored this a little bit, but gets the information from the census bureau. They just received the 2015 data so it is hard to give a real-time analysis.

Have you looked at in what industries in rural areas are the millennials filling jobs?

- We have a lot of millennials working in the manufacturing industry, mining, forestry, etc. They are filling the jobs the baby boomers have, but there are not enough of them to fill the jobs because it is expensive to live in these rural areas. Millennials are moving out because of the cost of living in these areas.

Are the kids who are still in high school being counted as part of the millennials?

- A majority of the millennial generation is out of college. We are generally talking about people who are in their 20's or even early 30's.

This is a pretty stable picture of data for the next decade.

It is important to keep in mind the rural and urban nature of Idaho when we are working on developing action plans/strategies.

**Workforce Development Training Fund Report**

Ms. Secrist introduced the Workforce Development Training Fund (WDTF) Report provided to the council members in their folders. Ms. Secrist then went over the WDTF Financial Summary with the council.

As of January 31, the fund balance is just over \$17.5 million.

<b>WDTF Financial Summary for April 2018 Council Meeting</b>	
WDTF Balance 1/31/2018	\$17,595,545.45
Less Active Obligated Balance	\$6,063,235.48

Fund Balance ending 1/31/2018	\$11,532,309.97
Reimbursements to be PD 2/1 - 3/31/18	\$343,905.00
	\$11,188,404.97
Approved Awards Pending Full Execution	\$1,213,248.39
Commitment Letters	\$0.00
Balance Forward	\$9,975,156.58
Pending Applications for WDC Approval	\$2,500,000.00
Pending Apps - Grant Review Approval	\$456,335.19
Expected Apps - w/in next 30 days	\$1,747,812.75
Expected Apps - w/in next 60 days	\$25,000.00
Expected Applications by June 30, 2018	\$525,000.00
Projected Balance	\$4,721,008.64
Less Set Aside for Task Force Recommendations	\$2,500,000.00
<b>Remaining Balance</b>	<b>\$2,221,008.64</b>

Staff and the executive committee are working on a process of how to accommodate business recruitment and expansion projects to provide grant funds. They are looking at Commerce's process of issuing approval/commitment letters as a starting point.

There is an outstanding commitment letter for \$2.5 million for McCain Foods that had been written by the previous Department of Labor Director. There are a few other commitment letters that indicate support for projects, but they do not have a dollar amount attached to them. These businesses were told that they need to apply for the grant and could receive up to \$4,000 per job.

Is the expected applications number based on projects who are looking for refunding?

- No, they are new applications that are currently being worked on.

The 2017 Legislature added \$2.5 million to the WDTF to carry out the recommendation of the Workforce Development Task Force. For FY18, there is not a general fund appropriation, as we have been asked to develop a way to project workforce development funding needs and ask the Legislation for funds only when the needs are greater than the projected balance in the WDTF.

Right now, we operate under the existing programs and processes that were set by the WDC and Department of Labor. Part of our discussion today is looking at these programs and deciding if they are sufficient. We will operate under the existing programs until the Council changes them.

## Employer Grants

- Eligibility: company produces a product or service that is mainly sold outside the region where the business is located or the company is in the health care industry, starting wage is \$12 an hour or more for the new positions being created or positions being retained, company provides employer assisted medical benefits, and company is increasing its current workforce and/or retraining existing workers with skills necessary for specific economic opportunities and industrial expansion initiatives.
- Training reimbursement for new and expanding businesses.
- Prioritizes transferable skills and structured training programs with an education partner.
- Outcomes are measured as part of the application process where scores are given by evaluating:
  - the expected wage gain due to training or educational certificate, occupational license, or degree obtained
  - transferability of skills and occupation to other industries in region
  - regional unemployment rate
  - economic multiplier of industry

## Micro-Grants

- Eligible applicants: community-based organization, school, employer, local government entity or economic development organization can apply on behalf of a community partnership
- \$25,000 maximum award.
- Outcomes are flexible and can be measured by the number of:
  - participants who enter employment within 30 days of training completion
  - participants with a starting hourly wage rate of \$12 an hour or greater
  - of incumbent workers completing retraining
  - of incumbent workers receiving a wage increase with wages over \$12 an hour
  - participants attaining recognized credential/skill badge
  - participants entering postsecondary education after training

## Industry Sector Grants

- Eligible applicants: entity representing a consortium of at least three industry partners with a similar occupational training need; all partners must meet current WDTF business requirements.
- Consortium, together with its training provider, must provide 25 percent cash match of the total grant request or 100 percent in-kind match equal to the total grant request or a proportionate combination of cash and in-kind match.
- The following outcomes will be measured on an individual participant level for the entire grant AND will also be measured on a company level for each consortium partner:

For current employees of the project's business partners (incumbent workers):

- Number of incumbent workers who receive classroom training, complete classroom training, receive structured on-the-job training, complete structured on-the-job training
- Average wage prior to training/average wage after training
- Number attaining recognized credential/skill badge

For other individuals:

- Number of individuals who receive training and who entering training-related employment within 30 days of training completion



- Number of individuals entering training-related employment with one of the project's business partners
- Anticipated average hourly wage of new hires (minimum of \$12/hour)
- Number attaining recognized credential/skill badge

In the packets provided, there is a list of WDTF Applications that were not funded:

**Workforce Development Training Fund - Applications Not Funded 2014-present**

Applicant	City	Application Date	Project Type
<b>Employer Grants</b>			
AmeriBen	Meridian	6/1/2014	Employer Grant
Golden Valley Natural	Idaho Falls	8/4/2014	Employer Grant
Cougar Mountain Software Inc	Boise	1/2/2015	Employer Grant
Printcraft Press, Inc	Idaho Falls	7/13/2015	Employer Grant
Nightforce Optics, Inc.	Orofino	7/16/2015	Employer Grant
Bay Shore Systems	Rathdrum	9/4/2015	Employer Grant
Premier Performance LLC	Rexburg	9/22/2015	Employer Grant
Connexions Loyalty Travel Solutions, LLC	Boise	4/27/2015	Employer Grant
Chobani (Cho-Academy) Mgmt Training	Twin Falls	2/8/2017	Employer Grant
TRANSYSTEMS LLC - Manufacturing		4/7/2017	Employer Grant
<b>Industry Sector Grants</b>			
Boise State University	Boise	3/2/2015	Sector Grant
Idaho State University	Meridian	4/21/2016	Sector Grant
Idaho State University-College of Business	Pocatello	5/10/2016	Sector Grant
Idaho State University	Meridian	7/14/2016	Sector Grant
<b>Micro Grants</b>			
Canyon-Owyhee School Service Agency	Wilder	7/15/2015	Micro Grant
Boise State University Office of Sponsored Programs	Boise	8/5/2015	Micro Grant
Boundary County Library	Bonnors Ferry	8/5/2015	Micro Grant
Boise State University Office of Sponsored Programs	Boise	8/7/2015	Micro Grant
Canyon-Owyhee School Service Agency	Wilder	8/26/2015	Micro Grant
Lewis Clark State College	Lewiston	8/28/2015	Micro Grant
United Way of Treasure Valley	Boise	9/16/2015	Micro Grant
Valley Regional Transit	Meridian	9/16/2015	Micro Grant
Aberdeen High School	Aberdeen	9/30/2015	Micro Grant

Nell J. Redfield Memorial Hospital	Malad	9/30/2015	Micro Grant
SPOT International Services	Caldwell	10/5/2015	Micro Grant
Caribou Memorial Hospital Living Center & Clinics	Soda Springs	10/9/2015	Micro Grant
BiologiQ, Inc.	Idaho Falls	10/9/2015	Micro Grant
Lewis Clark State College	Lewiston	10/16/2015	Micro Grant
Mountain Home Chamber of Commerce	Mountain Home	10/16/2015	Micro Grant
Wayne Brown Institute	Boise	5/13/2016	Micro Grant

Council members suggested that in the future it would be useful to have something that rolls grants up to each sector to show where we are investing our money.

**\*Employer Grant Request – McCain Foods**

Ms. Meuleman gave an overview of the McCain Foods application and explained the recommendation of the Grant Review Committee.

This is a project has been worked on for about 5 years. McCain had the option of expanding their facility in Canada, but chose to expand to Idaho. They brought almost 200 jobs to Burley, Idaho. As technology advances, training is needed for all employees. The committee felt that this was a valuable project. It is great to see an existing Idaho industry grow.

There is a letter of commitment included in the packet from the previous IDOL director saying they will provide \$2.5m in Workforce Development Training Funds if McCain chose to expand to Idaho. Training includes food safety, machine operators, maintenance technicians, and many other areas where workers are in high demand in South Central Idaho.

Motion by Mr. Woolsey to approve the McCain Foods grant application. Second by Mr. Wiesmore. Mr. Schwarz and Mr. McCray shared that they would abstain from voting on this grant. Motion carried.

**Action Planning Overview**

Ms. Secrist went over the plans for the breakout groups. She explained what is expected of each group, the key questions, and how these groups will function.

There has been an amazing amount of progress on carrying out the Taskforce recommendations. The recommendations and a status update are attached to the packets provided to the council members. The Task Force considered these recommendations as a starting point. They expected the Council and other agencies to create an action plan that builds on these recommendations. We anticipate there will be some cross discussion with the groups. Any process concerns should be put in the parking lot. The purpose of the groups is not to create a perfect action plan, but to create action items for the next 90 days. We can then work on those action items and then in July we can discuss what worked, what didn't work, where we need to make adjustments, etc.

**Break: 10:00 am – 10:15 am**

**Action Planning**

The council members and guest broke into 3 groups to discuss outreach, partnerships, and investments. The goal was to come up with a 90-day action plan for each of those topics.

**Lunch: 12:00 pm – 1:00 pm**

**Action Planning Cont.**

The groups continued to work on the 90-day action plans.

**Break: 3:00 pm – 3:15**

DRAFT

### Action Plan Report Out

Each group reported out on the discussion they had and the 90-day action items they came up with in their groups.

#### Partnership Team

Action Item	Council Resources	Non-Council Resources	Metric	Notes
Design a partnership model that aligns state stakeholders in the workforce development field for effective execution of the workforce development strategic plan.	Council staff and others identify best practices	Everyone else: non-profit, community organizations, Trade unions Collective impact	Definition of partnerships created Council identify priority partners – two or three to work within the next 90 days	Partnership model completed by staff and shared with committee.
Sustain effective partnerships by continued focus on the big picture which includes critical statewide and community specifics outcome metrics.	Council may be setting some of the metrics Taskforce metrics Council monies WIOA		Council members agree to 2 outreach efforts in the first 90 days – prepared presentations	Short presentation for the Council exists: structure and what has changed, goals and feedback.  Background on the workforce in Idaho and where we are
Improve alignment between industry, stakeholders (E.G associations, trade assoc., chambers) and workforce development training centers		Directors of Workforce Training Centers Directors for JATC	WDC will organize business roundtable in selected communities Engage the grant recipient to reach out to others in their industry as part of the grant award.	

List statewide workforce development stakeholders and inventory programs and efforts regarding workforce development.	Council staff	US DOL Economic Development CTE Commerce Libraries	Selected committee will develop a method	Talked to Wendi
Inventory of the High demand and hard to fill job data (real time)	Department of Labor	Associations Idaho Leaders in Nursing	Given to responsible party	

### Investments Team

Action Item	Council Resources	Non-Council Resources	Metric	Notes
<p>Collect more data and do an analysis on the WDTF</p> <ul style="list-style-type: none"> <li>Return on investment – how many people do we train, how many do we retain, average wage at placement, wages out, etc.</li> <li>What industries did the funds go to – occupations, programs</li> <li>What is happening with our labor force? Where are the gaps we are not filling (who has not received funding that needs it)?</li> <li>Where is the workforce undertrained?</li> <li>Crosswalk of Taskforce Recommendations to find out which already have funding under the current structure</li> <li>What are the top 10 industries to target for WTF according to need?</li> <li>Where in Idaho are the funds going?</li> <li>What are the state’s ideas about where we are going to grow our economy, where we should be growing our economy?</li> <li>Information about the block chains</li> <li>Regional data on each individual region’s workforce need</li> <li>Are we creating new jobs or raising up people in lower skills jobs into higher skills jobs?</li> <li>How many people are coming into the workforce?</li> <li>What industries are those projected shortages in?</li> </ul>	WDTF Evaluation Report			Send out WDTF Evaluation Report to team members. Team members to provide specific questions for follow-up. Schedule call with IDOL staff who prepared evaluation.

Survey all council members for their opinion on the WDTF	WDC Staff			
Have a discussion with the Department of Education about what options there are for supporting mastery based education and workforce readiness	WDC Executive Committee?			Tied to Task Force Recommendation on Workforce Readiness
Develop a list of what adult short term training programs are available and the demand for those programs. How many people are already in these programs. How do the programs align with in-demand occupations?				Tied to Task Force Recommendation on Adult Short-Term Training Scholarship Program
Research the effectiveness of the apprenticeship programs that have already been funded by ApprenticeshipIdaho grant and how other states are working with apprenticeships.	Apprenticeship Committee			Tied to Task Force Recommendation on Apprenticeship

**Parking Lot Topics:**

- Making the grant application process easier and more transparent
- Policy Committee: How can we make the grant application process more timely so it moves at the pace industry wants to move at?

**Outreach**

Action Item	Council Resources	Non-Council Resources	Metric	Notes
Hire an outreach coordinator	WDC staff and executive committee	DHR	Define and prioritize audience by next council meeting; evaluate personas we have within 30 days of when we define audiences.	
Develop and prioritize audiences. Then develop personas.	Outreach coordinator	State resources – industry, agencies,	Hire as quickly as state hiring process allows	Top priority; other action items contingent on filling this position
Create asset map	Outreach coordinator, outreach committee	State resources – industry, agencies,	Completion of map	
Develop targeted message for each audience	Outreach committee	Public relations firm, PIOs at agencies, Idaho Public TV	Message completed; ready for final production	

### Notes from Discussion:

- Recommend statewide model for college/career advising (systemness)
- Prioritize funding for rural areas
- Analyze data available now to see what's working and what's not working
- **Toolkit**; best practices
- **Evaluation** needs a timeframe – how to fund, move forward (WDC has some discretionary funds)
- Engage with parents
- Transitioning adults (public campaign needs to include this audience)
- Work with academic counselors
- Easier pathway to get teachers CT endorsed
- 1, 2, 4 and more and apprenticeship
- Who are the personas? What do the audiences care about?
- Non-traditional route – vocational qualifications (educate people that nontraditional route is as valuable)
- Is the messaging industry led, sector led? What are their biggest needs?
- 1<sup>st</sup> step – identify key audiences/ personas – this could be done in 60-90 days

### Internal outreach (with other partners) – identify who is doing what; is it working?

- What = by demographic/age group (veterans, students, underemployed, adults)
- What = career development engagement
- Committee to see what other states/countries are doing for adults
- Asset map (could help show where the gaps are, who is missing)
- Council role is to coordinate and collaborate

### External outreach - identify key audiences/ personas, be strategic about advertising

- What are the stories that need to be told? (Be careful not to showcase stories where opportunities don't exist)
- Partner with YourFit? Expand statewide
- Reach out to industry – target areas we know have shortages; soft skills

### Identify audiences

- Who is going to fill the workforce?
- How do we reach them?
- What do we want them to do?
- What do they value?

### Develop personas

- What is group's goal? Develop and implement statewide public information initiative to increase awareness of career opportunities and the training/education pathways to access them.
- Build value proposition; give them data to make informed choice.

### \*Approve Minutes from January 11, 2018 WDC Meeting

Motion by Ms. Clark to approve minutes. Second by Mr. Schwarz. Motion carried.

### Update from Executive Committee

Ms. Secrist went over the sheet that showed each of the agenda items the Executive Committee has worked on. The Executive Committee wants to maintain transparency with the full council and will be reporting in this manner at each meeting.

Questions were posed about the options to write letters of commitment.

- In the past the Director of Labor or Commerce could approve these grants. With the council having the authority to approve these employer grants, we must have a process to do this in a timely manner. Staff had a discussion in March to talk about the way Commerce provides letters of commitment for the Tax Reimbursement Incentive. Please provide feedback or insight to Ms. Secrist as soon as possible. We want to make sure the council is playing an effective role in these commitments.

### **\*Bylaws Update**

The final draft of the bylaws were provided in Council packets and had been sent out in excess of 7 days in advance. In addition, Ms. Secrist met with each Council member individually and discussed questions/ideas on the bylaws.

Motion by Mr. McCray to approve the bylaws as written. Second by Mr. Young. Motion carried.

### **\*American Job Center Certification Policy**

Ms. Donnellan gave a brief overview of the AJC Policy.

WIOA requires that the state board set assessment criteria in the State Plan for the local boards to use to certify one-stop centers and one-stop delivery systems operated in the local areas. The law and regulations specify the operations of the one-stop centers and the type of criteria used to assess them.

The governance of Idaho's workforce system is centralized under the Idaho Workforce Development Council, which serves as both the state board and local board. Policies made at the state level have to be broad enough to allow flexibility in service delivery at the local level. While the one-stop delivery system is intended to be a local collaboration, Idaho proposes a statewide framework that addresses varying levels of partner coordination in different locations and still provides consistency in quality service delivery to its citizens across the state. The policy proposes that the comprehensive and affiliate centers complete a self-assessment.

Motion by Ms. Donnellan to approve the American Job Center Certification Policy as written. Second by Mr. Widmyer. Motion carried.

### **Chair's Closing Remarks**

Correction on Financial Report to Employer Grant

- The Frulact Grant was approved, but then the employer decided not to choose Idaho so the funds were never used. They had considered the Magic Valley because of Chobani, but there were a lot of issues that convinced them not to move to Idaho. This does not affect the balance sheet. The financial records do require that we show that the funds were allocated, but not spent. It was excluded from the obligated balance.



Ms. Swanson thanked everyone for coming and participating in the break out groups. It is interesting to see how all the group conversations overlapped in what we need to do.

Next meeting will be on July 18 in Boise, Idaho.

**Adjourn at 3:51**

**Motion by Mr. Schwarz to adjourn. Motion carried.**

DRAFT



**Idaho Policy for  
WIOA Eligible Training Providers  
Idaho Eligibility Criteria and Procedures**

***Adopted XXXX XX, 2018***

**References:**

WIOA Section 122

USDOL ETA Training And Employment Guidance Letter WIOA No. 41-14

USDOL ETA Training and Employment Guidance Letter WIOA No. 10-16, Change 1

20 CFR §§ 680.400 – 680.530

Idaho WIOA Transition ETPL Policy January 13, 2016

**Introduction:**

The Workforce Innovation and Opportunity Act (WIOA) requires states to approve training providers before funds can be used to pay for occupational training. The Governor (via the Idaho Workforce Development Council) is charged with developing the process for determining how training providers may qualify for inclusion on Idaho’s Eligible Training Provider List (ETPL).

This policy is intended to be provisional until such time as criteria meeting the requirements outlined in WIOA Section 122 are developed. Appendix B delineates the requisite categories from WIOA Section 122. The Council is open to suggestions on how to define these criteria.

**Eligible Providers of Training Services - WIOA 122(a)(2)**

Subject to meeting federal and state eligibility criteria, WIOA eligible training providers may include:

- Post-secondary education institutions;
- Other public or private providers of training, which may include joint labor-management organizations and eligible providers of adult education and literacy activities under WIOA title II if such activities are provided in combination with occupational skills training; and
- Community Based Organizations (CBOs) or private organizations of demonstrated effectiveness that provide training under contract with the Idaho Workforce Development Council.

U.S. Department of Labor Registered Apprenticeship programs are automatically eligible training providers under WIOA without regard to federal or state eligibility criteria.

## **Eligible Programs of Training Services** – Adapted from TEGL 41-4

The Eligible Training Provider List is composed of eligible training programs. Training provider must meet eligibility standards along with individual programs offered by the provider. A program of training services is defined as one or more courses or classes, or a structured regimen that directly leads to employment in an in-demand occupation. The training must lead to a recognized post-secondary credential, secondary school diploma or its equivalent, or demonstrate a measurable skill gain toward such a credential or employment. These training services may be delivered in person, on-line, or in a blended approach; however, the training provider must provide physical facilities and/or tools to provide a high-quality experience in meeting instructional and skills assessment needs.

## **Training Service Exceptions to Eligible Training Provider List** – WIOA 122(h)

Training services that are not subject to the requirements of the eligible training provider provisions in this policy are:

- On-the-job training; customized training; incumbent worker training; transitional employment; or
- The circumstances described at WIOA sec. 134(c)(3)(G)(ii), where the Workforce Development Council determines that:
  - There are insufficient providers, or
  - There is a training services program with demonstrated effectiveness offered in the local area by a community-based organization or other private organization to serve individuals with barriers to employment, or
  - It would be most appropriate to award a contract to an institution of higher education or other eligible provider of training services in order to facilitate the training of multiple individuals in in-demand industry sectors or occupations, and such contract does not limit customer choice.

**Note:** The Eligible Training Provider List is used only to provide occupational skills training services. Basic skills training, “soft” skills training, or other workforce preparation training services (see Appendix C for definitions and examples) do not train individuals for a particular occupation.

Not considered occupational skills training:

- Workshops or seminars provided by organizations not registered with the Idaho State Board of Education that last three (3) calendar days or less and are offered no more than four (4) times per year are not considered occupational skills training
- Intensive review courses as instruction for test preparation
- Continuing education courses for those with existing occupational skills
- Work preparation certificates such as CPR, OSHA, WorkKeys, or Food Handler Certificates

As part of a WIOA participant’s individualized employment plan, career planners may pay for these activities as career services separate from or in addition to occupational skills training.

## **Types of Eligibility – WIOA (b)(4), (c)(2)**

WIOA provides for *Initial Eligibility* and *Continued Eligibility*. Initial eligibility is for new programs who upon approval receive eligibility for one year. Continued Eligibility is for a biennial review and renewal of programs having completed initial eligibility.

Policy criteria are provided below for both initial and continued eligibility as directed in WIOA Section 122. These criteria are described in Appendix B. Until such time as data exists to inform policy development, alternate criteria may be used to determine eligibility. These alternate criteria will be used for both Initial and Continued Eligibility during the WIOA Transition.

## **Alternate Criteria for WIOA Eligible Training Providers**

### **Initial Eligibility**

#### ***Institution Criteria:***

- Provide a certificate of registration or letter of exemption from the Office of the State Board of Education or other oversight body such as the Bureau of Occupational Licensing authorizing the entity to provide training and collect tuition in the State of Idaho.
- Provide the required data elements in IdahoWorks as directed by the Idaho Department of Labor.
- Successfully complete Equal Opportunity desk review survey located here: <https://labor.idaho.gov/WIOA/WIOA-EO-Desk-Survey.pdf>
- Sign agreement to securely collect and report required information for programs.

#### ***Program Criteria:***

- Program of training leads to a high-growth/high-demand occupation listed in Appendix A. WIOA participants will be encouraged to select training for an occupation that pays at least \$12 per hour.

Note: Appendix A is updated annually in July by the Workforce Development Policy Committee of the Idaho Workforce Development Council.

- Program of training provides a high-quality experience, including leading to a recognized postsecondary credential or demonstrate a measurable skills gain toward such a credential or employment.

Notes: WIOA participants will be encouraged to select training that leads to an industry-recognized postsecondary credential.

Postsecondary credentials and measurable skills gains are further defined in Appendix C.

High quality training experience may be identified by:

- Physical facilities and/or tools appropriate to meet instructional and skills assessment needs;
- Reportable skills gain measured by assessments;
- Industry endorsement;
- Not having a high dropout rate and/or high student loan default rate and/or poor job placement rate; and
- Preferably has regional or national accreditation.

Exceptions

- U.S. Department of Labor Registered Apprenticeship (RA) Programs - Upon request from the RA program sponsor, programs are automatically placed on the Eligible Training Provider list. RA programs are encouraged to comply with the requirements in this policy, especially providing information for performance reporting; however, they are not required to do so.
- Public Postsecondary Academic Programs - Academic programs provided by Idaho's public colleges and universities will be approved for initial eligibility under WIOA. These programs will be added to the ETP list upon request of a WIOA career planner from the Idaho Department of Labor and confirmed by the Idaho State Board of Education.
- Out-of-State Providers – Out-of-state providers must be on their respective state's WIOA eligible training provider list. A reciprocal agreement must be signed with the respective state's ETP administrator or appropriate signatory.

Initial eligibility will expire 1 year from date of approval.

## **Continued Eligibility**

A training provider may have their eligibility continued by meeting the following:

- Provide evidence that the Institution Criteria described in the Initial Eligibility section above continue to be met.
- Provider has submitted the required performance data in accordance with the deadlines set by the Idaho Department of Labor.
- The occupation(s) the provider's training program(s) are aligned to continue to be included on the list provided in Appendix A, which is updated annually.

Registered Apprenticeship (RA) programs are not subject to Continued Eligibility and will continue to remain on the Eligible Training Provider list until the sponsor requests to be removed. RA programs are encouraged to comply with the requirements in this policy, especially providing information for performance reporting; however, they are not required to do so.

## **Denial or Termination of Eligible Training Provider Status**

A training provider or program may be denied initial or continued eligibility for the following reasons:

1. Required information was not provided correctly or in a timely manner.
2. The training program does not support the occupations in demand in Idaho and/or does not meet minimum entry-level wage criteria
3. The training program does not meet the WIOA definition of training services, which is a program of one or more courses or classes or a structured regimen that leads to: a. a recognized post-secondary credential, secondary school or equivalent; b. employment, or c. a measurable skill gain toward such a credential or employment.
4. The training program does not provide a high-quality educational experience in meeting instructional and assessment needs. (Could be evidenced by lack of regional or national accreditation, lack of industry endorsement, lack of skills gain measured by assessments, lack of job placement, a high dropout rate and/or high student loan default rate)
5. The training provider has not maintained required licenses and certifications or is found to be noncompliant with the training provider's assurances or certifications.
6. The training provider is not in compliance with the WIOA regulations, or any agreement executed under the WIOA.

Providers who apply will be notified if the provider does not meet the compliance standards. Each provider will be notified of the status of each requested program.

### **Formal Hearing-Appeal**

Within 14 calendar days after receipt of the Idaho Department of Labor's determination of ineligibility or termination, the training provider may file a written request to receive an appeal by formal hearing. A provider will have the option of presenting their case to a Hearing Officer or the Workforce Development Council. An appeal overseen by a Hearing Officer will be scheduled within 30 calendar days from the receipt of the request for a hearing. An appeal overseen by the Council will be scheduled at the time of the next Workforce Development Council meeting, provided there is at least 14 days before the next meeting. The hearing shall include an opportunity for the applicant to submit written and verbal information to the presiding entity. The presiding entity will issue a decision within 60 calendar days from the date the hearing takes place. The decision of the presiding entity shall be final.

# APPENDIX A

## Idaho Occupations in Demand

*Appendix A is updated annually by the Workforce Development Policy Committee in July.*

### Methodology

Idaho Department of Labor's labor market information unit has developed a comprehensive and exhaustive list that ranks Idaho's occupations in demand with entry level wages starting at \$10/hour or greater. The methodology used both quantifiable and anecdotal information to comprise the list. The three main components are Hot Jobs data, Real-Time job listings and feedback from employers gleaned from Department business specialists and Department regional economists. The Hot Job's component includes three major long-term occupational projection's variables, (1) employment abundance, (2) employment growth and (3) median wages. The list is also augmented with targeted industry cluster flags, entry level wage information and education and training requirements.

This list may be found online at:

<http://labor.idaho.gov/dnn/wia/CustomServices/EligibleProviderLists.aspx>.

### Variables Included in Occupations in Demand Analyses:

- **Hot Jobs** – employment abundance and wage levels (Occupational and Employment Statistics – OES) and employment growth (long-term occupational projections).
- **Real-Time Job Listing/Vacancy** indexed to occupational employment data to develop a proxy for demand and vacancies – Help Wanted On-Line (HWOL). The average of the last seven months were calculated to adjust for seasonality.
- **Employer Interviews and Subject Matter Expertise (SME)** from the field
- **Targeted Industry Cluster** – Technology, Healthcare, Energy and Manufacturing
- **Entry Level Wages** - mean of the lower third of the population
- **Typical education needed for entry** – Bureau of Labor Statistics
- **Work experience in a related occupation** – Bureau of Labor Statistics
- **Typical on-the-job training needed to attain competency in the occupation** – Bureau of Labor Statistics



## APPENDIX B

# Guidance for FUTURE WIOA Eligible Training Provider Criteria WIOA Section 122

*These are the requirements from the Act and the guidance from USDOL for what the final WIOA Eligible Training Provider criteria must be. Future policy will address these criteria.*

**Reference:** WIOA Section 122; USDOL ETA Training and Employment Guidance Letter WIOA No. 41-14

### Categories of Initial Eligibility Criteria

The Governor must require providers seeking initial eligibility under WIOA title I-B to provide verifiable program specific performance information. The State's initial eligibility criteria must require applicant providers to, at a minimum:

- Describe each program of training services to be offered;
- Provide information addressing a factor related to the indicators of performance, as described in WIOA sec. 116(b)(2)(A)(i)(I)-(IV), which include: unsubsidized employment during the second quarter after exit, unsubsidized employment during the fourth quarter after exit, median earnings, and credentials attainment;
- Provide information concerning whether the provider is in a partnership with business. This could include information about the quality and quantity of employer partnerships;
- Provide other information the Governor may require in order to demonstrate high quality training services, including a program of training services that leads to a recognized post-secondary credential; and,
- Provide information that addresses alignment of the training services with in-demand industry sectors and occupations, to the extent possible.

### Categories of Continued Eligibility Criteria

In establishing criteria for continued eligibility, the Governor must take into account the following factors:

- The performance of providers of training services on the performance accountability measures described in WIOA sec. 116(b)(2)(A)(i)(I)-(IV). The Governor may establish minimum performance standards, and the Department encourages Governors to do so. Until the performance data for each accountability measure is available, the Governor may take into account alternate factors related to performance for that accountability measure. In considering alternate factors related to performance the Governor may set minimal performance criteria, use existing available data, or develop other proxies as appropriate. Once training providers have two years of performance outcomes using the WIOA performance indicators specified in section 116, Governors will be expected to take them into account;

## APPENDIX B

- Access to training services throughout the State including rural areas and through the use of technology;
- Information reported to State agencies on Federal and State training programs other than programs within WIOA title I-B, including one-stop partner programs;
- The degree to which training programs relate to in-demand industry sectors and occupations in the State;
- State licensure requirements of training providers, and licensing status of providers of training services, if applicable;
- The provider's ability to offer industry-recognized certificates and/or credentials;
- The ability of providers to offer programs that lead to post-secondary credentials;
- The quality of the program of training services including a program that leads to a recognized post-secondary credential;
- The ability of the providers to provide training services that are physically and programmatically accessible for individuals who are employed and individuals with barriers to employment, including individuals with disabilities;
- The timeliness and accuracy of the eligible training provider's performance reports; and,
- Other factors that the Governor determines are appropriate in order to ensure: the accountability of providers; that one-stop centers in the State will meet the needs of local employers and participants; and that participants will be given an informed choice among providers. States are responsible for ensuring the quality and value of eligible training providers for WIOA program participants. Examples of additional factors that the Governor may consider include: the ability of a provider to partner with employers and to provide job placement services; the dropout rate of the training provider, and the student loan default rate of the provider.

## APPENDIX C

Placeholder for Credential, Measurable Skills Gain and Workforce Preparation Training Services definitions