

BRAD LITTLE
GOVERNOR

Wendi Secrist
Executive Director



Trent Clark
Chair

B. J. Swanson
Vice Chair

WORKFORCE DEVELOPMENT COUNCIL

317 West Main Street, Boise, Idaho 83735-0510

EXECUTIVE COMMITTEE MEETING MINUTES

Date: Thursday, September 26, 2019

Time: 8:00 am – 1:30 pm

Meeting Conducted By: Trent Clark, Chairman

Council Committee Members: Trent Clark, ~~BJ Swanson~~, Jeff McCray, John Young, Deni Hoehne, Joe Maloney

Staff: Wendi Secrist, Caty Solace, Paige Nielebeck, Matthew Thomsen

Call to Order at 8:01 am

Roll Call – Quorum Met

Review Agenda

Ms. Secrist requested that the St. Vincent de Paul grant be removed from the agenda. The Grant Review Committee did not make a decision on the grant at their last meeting.

Motion by Mr. McCray to approve the agenda. Second by Mr. Maloney. Motion carried.

Approve August 8, 2019 Meeting Minutes

Motion by Ms. Hoehne to approve the August 8, 2019 minutes as written. Second by Mr. Young. Motion carried.

Budget & WDTF Balance Update

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WORKFORCE DEVELOPMENT COUNCIL OPERATING BUDGET - August 31, 2019

STATE EXPENDITURE CATEGORY	WDTF Budget	Total WDTF YTD Spent	Total Ending WDTF	WIOA Budget	Total WIOA YTD Spent	Total Ending WIOA	TOTAL BEGINNING BUDGET	TOTAL YTD Spent	TOTAL YTD Spent %	TOTAL ENDING BALANCE
Salary & Benefits	\$390,100	\$54,906	\$335,194	\$95,400	\$16,548	\$78,852	\$485,500	\$71,454	15%	\$414,046
PERSONNEL	\$390,100	\$54,906	\$335,194	\$95,400	\$16,548	\$78,852	\$485,500	\$71,454	15%	\$414,046
Administrative Services & Supplies	\$6,000	\$419	\$5,581	\$1,000	\$271	\$729	\$7,000	\$690	10%	\$6,310
Communication Costs	\$3,500	\$696	\$2,804	\$0	\$0	\$0	\$3,500	\$696	20%	\$2,804
Computer Services & Supplies	\$20,850	\$387	\$20,463	\$0	\$0	\$0	\$20,850	\$387	2%	\$20,463
Employee Development, Memberships & Subscriptions	\$7,500	\$288	\$7,212	\$19,450	\$2,200	\$17,250	\$26,950	\$2,488	9%	\$24,462
Employee Travel Costs	\$30,000	\$2,333	\$27,667	\$7,000	\$6,389	\$611	\$37,000	\$8,722	24%	\$28,278
General & Professional Services	\$271,350	\$11,671	\$259,679	\$0	\$0	\$0	\$271,350	\$11,671	4%	\$259,679
Miscellaneous Expenditures	\$8,400	\$0	\$8,400	\$22,550	\$8,990	\$13,560	\$30,950	\$8,990	29%	\$21,960
Rentals & Operating Leases	\$4,500	\$1,684	\$2,816	\$0	\$0	\$0	\$4,500	\$1,684	37%	\$2,816
OPERATING	\$352,100	\$17,477	\$334,623	\$50,000	\$17,850	\$32,150	\$402,100	\$35,326	9%	\$366,774
Grand Total	\$742,200	\$72,383	\$669,817	\$145,400	\$34,397	\$111,003	\$887,600	\$106,781	12%	\$780,819

STATE EXPENDITURE CATEGORY	TOTAL BEGINNING BUDGET	TOTAL YTD Spent	TOTAL ENDING BALANCE
TRUSTEE AND BENEFITS (Spending Authority for Grant Reimbursements)	\$7,684,500	\$217,612	\$7,466,888

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WDTF Financial Summary - August 31, 2019	
WDTF Cash Balance 8-1-19	\$16,885,379
Revenue	\$587,161
Interest	\$33,013
Payments	\$237,086
WDTF Cash Balance 8-31-19	\$17,268,467
Obligated Employer Grants	\$5,025,353
Obligated Industry Sector Grants	\$2,752,735
Obligated Innovation Grants	\$68,305
*Obligated Outreach Projects	\$1,018,547
FY 19 WDTF Admin Costs	\$669,817
WDTF Obligated Balance	\$9,534,757
Unobligated Balance	\$7,733,709
Proposals Under Review	\$1,983,256
Outreach Proposals Under Review	\$0
Unobligated Balance if all funded	\$5,750,453

*Includes all Outreach funding made available for the Committee to allocate for FY20.

WDTF FY20 Revenue	Transfer In	Interest	Collection Cost
July	\$393,367	\$34,528	
August	\$587,161	\$33,013	
September			
October			
November			
December			
January			
February			
March			
April			
May			
June			
FY20 Totals	\$980,528	\$67,542	\$0

Depending on how many grants are approved in the next few months, the WDC may have to put in a request for supplemental spending authority from the Legislature since we expect to be very close to reaching our cap. This would be a one-time supplemental for FY20.

Mr. Young has requested that the title of "Obligated Outreach Projects" on the WDTF Financial Summary be changed to "Obligated Outreach Projects and Allocated Budget" to make sure that it is clear that the amount reflects the entire Outreach Committee Budget.

FY21 Request

Ms. Secrist reviewed the FY21 budget request. See attached document.

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Discussion:

Is there an expectation in the legislature or administration that we are to use the full unobligated balance of the WDTF as quickly as possible or be more strategic with the funds? We only receive \$3.5 million into the fund annually so if we use them all we will run out of money quickly.

- Two years ago, the Legislature added \$2.5 million to the fund to cover the expected reduction in revenue based on the unemployment insurance tax rate cut. We have also been tasked with projecting what the true needs are, and if the revenue into the fund is not enough to implement our strategic plan, we would make a request of the general fund.
- For employer grants, employers have traditionally only spent 66% of the grant funds awarded to them, that is something we are working to manage, but it does cause us to over-obligate the fund.
- IDOL did a mini evaluation on the WDTF and overall the policies and the practices we have put into place are positioning us well.
- We are working to collect data on Sector and Innovation Grant Performance but it will still be another year or two (as the grants have to close out before being evaluated) to understand the return on investment.

Regarding the WIOA budget fund shift of \$3,200 – the funding comes from USDOL to IDOL to carry out the responsibilities under WIOA. Fifteen percent of the total is reserved for statewide activities and a portion of those funds are distributed to the Council to support our State Workforce Board responsibilities. The rest of those funds are used for IDOL functions. IDOL has seen a 47% decrease in their funding. Ms. Secrist has been working with IDOL to help identify savings and agreed to shift \$3,200 to our state fund to offset some of their decrease in funding. This will be a one-time transfer of funds.

We expect pushback on our line item request to increase the spending authority for the Workforce Development Training Fund. The Council does have support from the Governor's Office and the Division of Financial Management on the line item request. Ms. Secrist reviewed the projections and summary of all the Workforce Development Training Fund Grants that she used to develop the request. Ms. Hoehne asked Ms. Secrist to send her this information and to share them with the Policy and Grant Review Committees.

Ms. Secrist asked for guidance on the modification of an existing grant that she feels comes close to the limit of her authority. On December 1, 2018 the Council awarded Simplot a grant. Since the award they have had some personnel changes. The training plan that they originally submitted is not what they want to move forward with. They were awarded \$552,438 to train 490 employees. With the revised training plan, they are lowering their request to \$372,947 to train 331 employees. The cost per person will be the same as previously submitted.

- They are not changing the purpose of the training. The original grant was to train employees on new equipment and the new plan is for the exact same thing.
- It is still primarily structured on the job training. Their score on the Employer Grant Scoring Matrix would come out the same when put into the funding model.
- There is a little more external training included in the new plan.

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The Committee feels that these changes are within the scope of authority for the Executive Director and is comfortable with Ms. Secrist moving forward with the new Simplot training plan.

PAYA Meeting

The Dennis Technical Center applied for a grant from the Partnership to Advance Youth Apprenticeship (PAYA). There were over 220 applicants and 45 finalists. The Dennis Technical Center did not receive a grant but were one of 20 applicants invited to attend a PAYA Conference in Denver.

Mr. Thomsen and Sean Kelly (from the Dennis Technical Center) had the opportunity to attend the conference on Idaho's behalf and learned a lot from the other states. One of the key takeaways Mr. Thomsen shared was that it is best to start small and be flexible when creating a youth apprenticeship program. Focus should be on quality, clarity, and sustainability, not numbers of participants. Wisconsin started their program with only 17 apprentices.

Was there a program that was outstanding in success?

- North Carolina has thousands of apprenticeships and has a great program.

We need to work on getting industry engaged with apprenticeship/work-based learning programs. This is a big challenge. A lot of businesses do not want to bring on an individual who is not yet 18. Having liaisons to assist the businesses in this process would be very helpful. We could work with employers who are already doing this to build toolkits/assets for businesses who are just starting a program.

Mr. Thomsen shared a handout from the PAYA Meeting that shows a youth apprenticeship pathway example. Please see attached document.

The presentation that the Executive Committee is viewing from the US Chamber of Commerce Foundation with IACI later this morning is an opportunity to provide the platform for these local, regional efforts to take place.

Sun Valley Culinary Institute Grant Proposal

Sun Valley Culinary Institute will offer a short but intensive one-year program that provides professional culinary arts skills to entry level and career changers to prepare them for working in restaurants and other back-of-house food service establishments. They will gain a set of basic skills in preparing meals, using kitchen equipment / tools, food safety, product selection, tasting, and sustainable food practices. Students will be taught in a European-style program which builds on intensive classroom learning with extended real-world apprenticeships. All their training will be focused on making them "kitchen-ready" and highly desirable employees who can hit the ground running and make an immediate contribution in any kitchen environment. SVCI will not offer supplemental non-culinary courses required for a two-year occupational science degree and will not provide a certificate recognized by the American Culinary Federation. This is a new educational model which avoids many of the short falls in traditional U.S. culinary arts training by providing short, focused hands-on skills at a significantly lower cost and time commitment than almost all other existing culinary educational programs.

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WDTF Request: \$25,000

Motion by Ms. Hoehne to approve the Sun Valley Culinary Institute Innovation Grant in the full amount of \$25,000. Second by Mr. McCray. Motion carried.

College of Southern Idaho

Recognizing its core mission to provide quality educational, economic, and workforce development opportunities that meet the needs of the community it serves, the College of Southern Idaho (CSI) was the first to initiate an innovative, competency-based pathway to teacher certification in response to the critical teacher shortage in Region 4. Funding for this proposed project not only ensures more flexible and robust training and support for emergency hires throughout Idaho school districts but will also allow us to work toward fulfilling our vision of partnering with districts to proactively create and fill local teacher pipelines.

CSI has demonstrated remarkable success deploying a pilot version of the Competency-Based Alternative Certification Program. CSI is now seeking \$1,029,597 in grant funding to accelerate the deployment of this program by partnering with two education industry giants -Charlotte Danielson, the author of the Framework for Teaching (the foundation of Idaho's teacher evaluation and professional growth) and TeachForward to further develop the program to make it available to every school district in Idaho.

WDTF Request: \$1,114,424.70

LCSC is proposing a very similar program in the five Northern Counties. They have not requested any additional funds from the Council.

- LCSC was just approved to offer this alternative certification pathway.
- CSI will have the ability to share this framework with LCSC.

The State of Idaho has an inherent problem of not paying teachers enough to stay in the profession. Creating better pathways for teachers to join the profession may not be the only solution to keeping a sufficient supply of teachers. Furthermore, our biggest employer in Idaho is the State of Idaho which includes all the school districts. School districts do not pay into the unemployment insurance fund.

- The Policy Committee and the Council removed the requirement for grant requestors to have to pay into the unemployment insurance fund in order to be eligible to receive grants.
- Teachers are vitally important in Idaho and if we want our students to come out of high school being college and career ready, we need good teachers.
- The State Board of Education, State Department of Education, and the Governor's Office are all supportive of the Council considering this grant.
- This is a mechanism to enable people who are in more rural areas to become teachers. Not all of them have the access to the certification process now because they can't travel to the institutions offering the required classes.

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Ms. Secrist shared that within the Sector Grant contracts, the Council retains a stake in the intellectual property rights. Charlotte Danielson and TeachForward will retain the intellectual property rights of the technology platform and the framework. CSI will have the right to distribute the framework throughout Idaho. If LCSC wanted to partner with CSI, they could purchase licenses through CSI. Outside of Idaho, the Council will not have any rights to the software that will be developed with this grant. Ms. Danielson and TeachForward could license or sell it to another state. This would not prevent any teachers from accessing the training.

- There is concern about it being licensed to only one institution of higher ed. The institutions should be coming as a group to the Council with this project. It should be collaborative. This should be available to every institution in Idaho.
- Other than CSI and LCSC, Idaho's institutions are not approved to offer this alternative certification.
- The license could be assigned to the State Board of Education. This might make it easier for more institutions of higher ed in Idaho to utilize the work products developed from this grant.

The vendor who is working on the software has worked on similar projects before and CSI feels comfortable with the ability of the vendor to implement a project of this magnitude.

Ms. Secrist shared that the match that is contributing to the grant is primarily discounts from the vendor. This is acceptable within our policy and there is precedent from previous awards where the vendor/grantee is contributing funds "in-kind".

- The school districts have not officially quantified a match, but they have agreed to provide time and space for the program as needed. CSI will also have some in-kind match as they oversee the project, but they chose not to formally document it. The only match documented in the application is the discount from the vendor.
- The mentors from the School Districts are being paid by CSI.

Motion by Mr. Young to table the review of the CSI and BSU grants until the October 9 meeting.

Boise State University

Tabled until the October 9 Executive Committee Meeting.

Council Member Transitions

Ms. Secrist has been working with the Governor's Office to address appointments that were expiring and new appointments for empty seats on the Council.

Jeff McCray was reappointed, and Tom Kealey's and Jani Revier's paperwork were completed (their appointment is a function of their position). Linda Clark is in the process of being reappointed.

Angelique Rood has been moved into a private sector seat and Tom Schultz (Idaho Forest Group) is being appointed to the apprenticeship representative seat. The new State Department of Education seat is being filled by Marilyn Whitney. Mr. Maloney has been collecting nominations to fill the union representative seat. Marv Hagedorn has made a recommendation for the veteran's representative seat.

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We received notification that Steinar Hjelle will be leaving Micron and has resigned from his seat on the Council. We will be working with the Governor's office to get nominations to fill that seat.

Review Agendas for October 8 and 9

Ms. Secrist briefly reviewed the Governor's Summit and Council Meeting agendas. Please see attached documents.

Ms. Nielebeck will schedule an Executive Committee meeting following the Council meeting on October 9 in order to continue the consideration of the CSI and BSU grant proposals.

Motion by Mr. Young to adjourn. Second by Mr. Maloney.
Adjourned at 9:33 am

US Chamber of Commerce Foundation Workforce Development Initiatives

The committee adjourned to attend a presentation from the US Chamber of Commerce Foundation on their Talent Pipeline Initiative with the IACI Board of Directors.

Joint Meeting with State Board Officers & Staff

The committee joined the State Board of Education Officers and Staff to discuss items of mutual interest.

Idaho's 60% Goal

Idaho's 60% goal that was established by the Board in 2010 is a population-based goal. The State wants 60% of 25-34-year-olds to hold a degree or certificate by 2025. Data used to calculate progress towards the goal comes from the Census and is not directly tied to what our institutions are doing in terms of graduating individuals with degrees and certificates. The Board has talked about creating production-based goals that would better show progress towards the 60% goal.

A population-based goal can be problematic because there are so many variables that are out of our control. For example, Idaho has seen tremendous population growth, but a lot of people migrating into the state are retirees. They are not contributing to the 60% goal.

Does the metric include Occupational Licenses?

- The original goal was set based on the Georgetown study that indicated that Idaho would need 68% of the population to hold an associate degree or higher in order to meet the projected workforce needs. The Board adjusted the goal to include certificates of at least 9 months (an academic year).
- Apprenticeships have also been one of the missing pieces in this metric. Unless an individual self-identifies on the census that they have a credential they will not be counted towards the goal. High school students who join the military are also not counted as part of the goal, yet they are definitely building skills to help them in careers.

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- Including certificates, Idaho currently has about 43% of the population that meet the parameter of the 60% goal.

Focusing on production seems much more relevant from the Council's perspective. Following the 60% goal was the Go-On initiative. As hard as it was for the general population to understand the 60% goal, the Go-On message was very easy to grasp. High school students need to go on past high school and earn some other credential. As the Board considers a production related goal it is important to continue that Go-On message.

Reconsideration of this goal is a great opportunity to highlight the importance of all types of degrees, not just 4-year degrees. We want the percentage to reflect something that is achievable. The Board has been working on changing the message that it is not just about attending college, it is about preparing for a career. There are so many different types of career pathways that are not being accounted for in the current model.

It would be wise as the State Board and the Council talk about goals to be consistent about our messaging on what go-on means. Go-on means to go on beyond high school to some sort of training, etc. We have not been successful in communicating the broader paths (i.e. industry licenses) beyond college degrees. The Board has been working with the school districts on a different measure that includes all the alternatives like professional licensing, military, etc.

At the IACI/US Chamber of Commerce meeting that the Executive Committee just attended, the Chamber introduced the "Job Data Exchange" and the need to thoroughly evaluate what college degrees mean to employers. The US Chamber of Commerce envisions a world with more micro credentials where employers can identify the micro credentials they are searching for and more easily find people with the skills the employer needs, instead of requiring degrees which may or may not have provided the necessary skills.

- The Board has just passed a policy to ensure that individuals with Military service can crosswalk those skills into college credit. This is a critical piece to help bring those individuals into our institutions for further education. This work will be presented at the full Council meeting on October 9.

When we consider recommendations/goals based on production, what are we going to do about our out-migration?

- It would be nearly impossible to try to manage an education system that has its goal to not only produce but also keep talent in Idaho. The national economy is too diverse for that. Some companies need to be able to pull resources and skills from other places because they are just not available in Idaho. People may take paths that lead them to areas of specialty outside of Idaho.
- In defining success for the individual do we care if they are employed in Idaho or not? In the Workforce Development Training Fund Employer and Industry Sectors grants the Council does define success as the trainee being employed in Idaho whether they are still with the employer they received the training from, or not.

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Idaho has many people who have less education than what the company's job description requires. Employers are having a hard time finding the people with the credentials they need so they are hiring people knowing that they will have to train them.

- The employer needs are very different in different parts of Idaho because Idaho is so diverse economically and geographically. One area may have a large need for computer science graduates, and employers in other areas may not have that need at all.
- Employers need to define the specific skills needs they have and then partner with the higher ed institutions to design programs to meet these needs.
- IACI, as a follow-up to the presentation made by the US Chamber of Commerce, may be considering whether to adopt the Talent Pipeline Academy offered by the US Chamber. That Academy would facilitate the identification of skills needed by employers and collaboration with educational programs to align their offerings.

The institutions do have the responsibility to help a student that has a passion or talent for a discipline be successful. There are certain disciplines that would not take students very far in Idaho (because there aren't many jobs in that area, for example fine arts or performance arts). College and Career Advisors in high schools can help guide the students to understand if the careers they are interested in will be available in Idaho or if they will likely have to move out of state.

Defining High Quality Credentials

If we are going to establish production goals, one of the things that must be clarified is the credentials that matter to employers. There are many credentials offered by educational institutions, but not all of them are pertinent to what is needed by Idaho employers.

How are certificate programs governed? The Board receives a notification every time an institution wants to create a new certificate or program. Right now, institutions are not required to describe the contribution the new certificate or program will make for the workforce, or whether the program addresses an identified need in the workforce.

- With a new policy being considered by the Board, institutions will need to identify the workforce need for the certificate. It is important to ensure that they are beneficial to Idaho's workforce.

The Council, Board and 8 other agencies have been involved in the Work-Based Learning Policy Academy. We believe that this group would be the right people to tackle defining high quality credentials. All the agencies that are part of the Policy Academy, want to know that their dollars are being spent on programs that are going to benefit Idahoans. The questions are going to start being asked about these credentials. Tennessee has defined their list down to 60 credentials they consider high quality credentials for CTE programs.

Everything that has been discussed today is relevant to both CTE and academic programs. It is about transforming an entire system.

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The Policy Academy group will be meeting tomorrow to discuss if defining high quality credentials seems to fit well with their work. The State Board would like to be of assistance in this project and suggested that it be presented to the EIRSA committee that Dr. Clark chairs.