

BRAD LITTLE
GOVERNOR

Wendi Secrist
Executive Director



Deni Hoehne
Chair

B. J. Swanson
Vice Chair

WORKFORCE DEVELOPMENT COUNCIL

317 West Main Street, Boise, Idaho 83735-0510

Work-Based Learning Committee Meeting

Date: Wednesday, July 28, 2021

Time: 2:00 PM – 3:00 PM

Committee Members: Audrey Fletcher, David Moore, Sean Kelly, Ed Huskey, Gina Robison, Marie Price, Maureen O'Toole, Debbie Ronneburg, Jan Nielsen, Sherry Maupin, Elizabeth Hoeper, Vicki Isakson, Ryan Gravette

Guests: Gina Cabrera, John Russ, Leslie Losh

Staff: Matthew Thomsen, Caty Solace, Paige Nielebeck, Jeffrey Bacon

Call to Order at 2:01 p.m.

Roll call - Quorum Met

Review Agenda – No changes to the agenda

Approve June 23, 2021 Meeting Minutes

Motion by Ms. Robison to approve the June 23, 2021 Meeting Minutes as written. Second by Ms. O'Toole. Motion carried.

Committee Meeting Date Discussion

Mr. Thomsen would like to propose moving the monthly WBL meeting from the 4th Wednesday of the month to sometime the first week of the month. This would allow staff more time to prepare for the meeting as the Committee meeting falls right after Grant Review Committee. There are often issues with timing and capacity.

Ms. Nielebeck will send out a survey to find out if there is a time that works for everyone to meet.

Work-Based Learning Survey Discussion Continued

Mr. Thomsen reviewed the WBL survey. Please see attached document.

Discussion:

If an item is ranked as low, will that item be pulled off the survey?

- The item will be kept on the survey regardless of the ranking. The ranking will be used as guidance to show what the WBL Committee views as important.

Job Shadowing

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“Individual is provided with opportunities for networking within the organization and/or industry.”

- Job shadowing is not intended to lead to a job opportunity. Job shadows are used for individuals to discover what a job is like.
- The Committee would like to mark this item as low importance.

“Individual demonstrates growth in industry knowledge, technical skills required for an occupation, and essential skills (such as teamwork, communication, and accountability) according to assessments, reflections, portfolios, performance evaluations, and/or other tools.”

- The Committee would like to mark this item as low importance.

“Screen applicants and facilitate interviews/placements.”

- If the job shadow leads to an apprenticeship, the job shadow can be used as a level of screening/interview for the student. A lot of companies like using the job shadow as a running interview before committing to an apprentice.
- The Committee would like to mark this item as high importance.

“With assistance from individual-serving organization and/or intermediary, develop clear job description outlining relevant, rigorous, and age-appropriate tasks and projects which allow individuals to practice a variety of professional, academic, and technical skills.”

- The student is not being asked to complete technical tasks. This is just exposure to a career.
- The Committee would like to mark this item as low importance.

“Provide a supervisor to onboard individual and meet regularly with individual to provide feedback and assess progress.”

- The instructors who are helping with job shadows want feedback on how the job shadow went, how the student did, etc. It is important to have feedback.
- The Committee would like to mark this item as medium importance.

“Complete evaluations (at least midpoint and final) tied to measurable outcomes and skills outlined in the job description to evaluate individual performance and progress.”

- There are not measurable outcomes or skills gained from a job shadow.
- The Committee would like to mark this item as low importance.

“Provide individual access to a professional mentor to guide him/her in career goals.”

- Is professional mentor getting its own definition?
 - Mentorship will get its own definition.
- It is unclear how this might work for such a short experience. It makes more sense for an intern, etc. to have a mentor.
- The Committee would like to mark this item as low importance.

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“Integrate individual into company teams and facilitate regular engagement with employees.”

- This is applicable to longer term experiences.
- The Committee would like to mark this item as low importance.

Externships

“Conduct a minimum of one site visit and one check-in call to ensure quality and appropriateness of placement.”

- Who would conduct the monitoring/site visit?
 - The STEM Action Center or the WDC conducts the check-ins. Both the educator and the employer are interviewed.
- Check-in meetings are very helpful to ensure everyone is on the same page, no one feels their time is being wasted, etc.
- The Committee would like to mark this item as high importance.

“Award academic credit to individual.”

- Do externs get credit currently?
 - It is an option for the externs.
 - It is nice to give the externs credit to give them something more than just the experience. Teachers are always looking for ways to get credits. It might encourage participation in the program.
 - If the Committee would like to provide credit to the teachers, then a clear pathway needs to be created. External entities might see this as a barrier.
- Who awards the credit?
 - The credits are CEU credits. It requires a partnership with one of the institutions. STEM assists with that part of the collaboration.
- The Committee would like to mark this item as medium importance.

“Provide opportunities for individual to have ownership of distinct projects in addition to day-to-day work.”

- It is important to have the externs work on their own projects at a higher level and bring the information back to their classrooms.
- It is important for them to have a sense of ownership.
- The Committee would like to mark this item as high importance.

This discussion will be continued at the next Committee meeting.

Idaho Apprenticeship Coalition Update

IBE

IBE is doing strategic planning with the WDC, CTE, and IDOL. There are now 4 grants related to apprenticeships in Idaho. Each grant has specific goals, but all are working towards the ultimate goal to create apprenticeships in Idaho.

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IBE is now using Apprenticescope. CTE will be utilizing this system as well. Mr. Bacon has been working hard to make it a functional system for Idaho.

CTE

CTE, IDOL, and the WDC all have technical advisors from USDOL. On the 19th of July all three grantees along with the advisors met to do a joint strategy session. This meeting is to ensure all the grants are making the greatest collective impact. All the technical advisors are now oriented on each of the Idaho apprenticeship grants. The three agencies will conduct a second session in August to continue these conversations.

Now that Ms. Hoeper is on board, this will be Ms. Cabrera's last meeting with the WBL Committee.

IDOL

At the end of June, IBE, CTE, and IDOL went to Idaho Falls for a week. They met with CEI, ISU, INL, Shoshone-Bannock Tribe, etc. There were a total of 13 meetings that week on apprenticeships. IDOL followed up that meeting with a trip to Lewiston to do the same work with LCSC.

IDOL conducted a bi-monthly training to the statewide stakeholders. The training included information on the co-enrollment process and the Registered Apprenticeship Incentive.

**Motion by Ms. O'Toole to adjourn. Second by Mr. Kelly. Motion carried.
Adjourned at 3:00 p.m.**