

BRAD LITTLE
GOVERNOR

Wendi Secrist
Executive Director



Deni Hoehne
Chair

John Young
Vice Chair

WORKFORCE DEVELOPMENT COUNCIL

317 West Main Street, Boise, Idaho 83735-0510

Work-Based Learning Committee Meeting

Date: Tuesday, February 1, 2022

Time: 1:00 PM – 2:00 PM

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

Guests: Leslie Losh, Destinie Hart

Staff: Caty Solace, Jeffrey Bacon, Matthew Thomsen, Stacy James, Wendi Secrist

Call to Order at 1:00 p.m.

Roll call - Quorum met

Review Agenda - No changes to the agenda

Motion by Ms. Hoeper to approve the Agenda as written. Second by Ms. O'Toole. Motion carried.

January 4, 2022 Meeting Minutes Review

Motion by Ms. O'Toole to approve the November 2, 2021 Meeting Minutes as written. Second by Ms. Price. Motion carried.

Governor's FY23 Budget Recommendation

\$100MM additional ARPA funding for FY2023 workforce training to get more people into the great jobs Idaho's employers are creating. The Council may consider adapting the policy governing Launch to include "for credit" opportunities. The funding will need to be obligated by December 2024 and spent by December 2026; this will be done with the support of the Council.

- \$50MM direct investment in workforce training prioritized to in-demand occupations through a mixture of funding options including Launch, Simulators, Talent Pipeline Management, etc.
- \$50MM to increase childcare facilities capacity
 - IDOL estimates 28,000 workers have not returned to the workforce due to 20,000 childcare
 - Budgeted under WDC to foster expansion to support Idaho workforce
 - Expansion focus to increase rural area capacity
 - Boost support to employers who wish to provide on-site childcare
 - Seek out already successful employer-provided childcare facilities, such as LCSC
 - Employers commitment to providing childcare will be a recruiting benefit

Work-Based Learning Survey Discussion Continued

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

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Pre-apprenticeships

Definition: Pre-apprenticeships are designed to prepare individuals to enter and succeed in an apprenticeship and ultimately a career. Pre-apprenticeship programs offer participants structured training opportunities to prepare them for entry into a Registered Apprenticeship Program or Non-Registered Apprenticeship Programs. Pre-apprentices learn basic technical and job-readiness skills.

“Please rank the importance of each outcome for pre-apprenticeships. Individual earns wages and/or academic credit and/or industry credential.”

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

“Please rank the importance of each outcome for pre-apprenticeships. Individual increases knowledge of occupation, career field, and/or industry.”

- The committee would like to mark this item as high importance.

“Please rank the importance of each outcome for pre-apprenticeships. Individual is provided with opportunities for networking within the organization and/or industry.”

- The committee would like to mark this item as high importance.

“Please rank the importance of each outcome for pre-apprenticeships. 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 high importance.

“Please rank the importance of each outcome for pre-apprenticeships. Individual and employer have positive customer experience as evidenced in feedback and evaluations.”

- The committee would like to mark this item as high importance.

“How important is it that organization serving individuals provide the following services for those engaged in pre-apprenticeships? Work with employers to identify needed skills and develop job descriptions outlining relevant, rigorous, and age-appropriate tasks and projects which allow individual to practice a variety of professional, academic, and technical skills.”

- The committee would like to mark this item as high importance.

“How important is it that organization serving individuals provide the following services for those engaged in pre-apprenticeships? Ensure individual is prepared with regard to essential skills and required technical skills; if applicable, deliver pre-WBL curriculum and/or orientation to prepare individual.”

- “The committee would like to mark this item as high importance.”

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“How important is it that organization serving individuals provide the following services for those engaged in pre-apprenticeships? Screen applicants and facilitate interviews/placements.”

- The committee would like to mark this item as high importance.

“How important is it that organization serving individuals provide the following services for those engaged in pre-apprenticeships? Support supervisors and individual during WBL experience as primary point of contact.”

- The committee would like to mark this item as high importance.

“How important is it that organization serving individuals provide the following services for those engaged in pre-apprenticeships? Conduct a minimum of one site visit and one check-in call to ensure quality and appropriateness of placement.”

- The committee would like to mark this item as high importance.

“How important is it that organization serving individuals provide the following services for those engaged in pre-apprenticeships? Establish and make individual aware of clear process and protocol for intervention in the case of a conflict or issue.”

- The committee would like to mark this item as high importance.

“How important is it that organization serving individuals provide the following services for those engaged in pre-apprenticeships? Develop and ensure completion of supervisor and individual evaluations.”

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

“How important is it that organization serving individuals provide the following services for those engaged in pre-apprenticeships? Manage payroll and liability logistics (if applicable).”

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

“How important is it that organization serving individuals provide the following services for those engaged in pre-apprenticeships? Award academic credit to individual.”

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

“How important is it that organization serving individuals provide the following services for those engaged in pre-apprenticeships? Intentionally connect WBL experience to career education pathway, Individualized Learning Plan (ILP), and/or academic curriculum.”

- The committee would like to mark this item as high importance.

Cooperative Education

Definition: Cooperative Education (commonly known as a “co-op”) represents a cooperative agreement between an employer and an educational institution. Student receives both classroom-based education and practical work experience which is typically alternated throughout the program. A “co-op” provides academic credit for structured job experience and students are generally paid by the employer during their work time. Students graduate with significant work experience.

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“Please rank the importance of each outcome for co-ops. Individual earns wages and/or academic credit and/or industry credential.”

- The committee would like to mark this item as high importance.

“Please rank the importance of each outcome for co-ops. Individual increases knowledge of occupation, career field, and/or industry.”

- The committee would like to mark this item as high importance.

“Please rank the importance of each outcome for co-ops. Individual is provided with opportunities for networking within the organization and/or industry.”

- The committee would like to mark this item as high importance.

“Please rank the importance of each outcome for co-ops. 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 high importance.

“Please rank the importance of each outcome for co-ops. Individual and employer have positive customer experience as evidenced in feedback and evaluations.”

- The committee would like to mark this item as high importance.

“How important is it that organization serving individuals provide the following services for those engaged in co-ops? Work with employers to identify needed skills and develop job descriptions outlining relevant, rigorous, and age-appropriate tasks and projects which allow individual to practice a variety of professional, academic, and technical skills.”

- The committee would like to mark this item as high importance.

“How important is it that organization serving individuals provide the following services for those engaged in co-ops? Ensure individual is prepared with regard to essential skills and required technical skills; if applicable, deliver pre-WBL curriculum and/or orientation to prepare individual.”

- The committee would like to mark this item as high importance.

“How important is it that organization serving individuals provide the following services for those engaged in co-ops? Screen applicants and facilitate interviews/placements.”

- The committee would like to mark this item as high importance.

“How important is it that organization serving individuals provide the following services for those engaged in co-ops? Support supervisors and individual during WBL experience as primary point of contact.”

- The committee would like to mark this item as high importance.

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“How important is it that organization serving individuals provide the following services for those engaged in co-ops? Conduct a minimum of one site visit and one check-in call to ensure quality and appropriateness of placement.”

- The committee would like to mark this item as high importance.

“How important is it that organization serving individuals provide the following services for those engaged in co-ops? Establish and make individual aware of clear process and protocol for intervention in the case of a conflict or issue.”

- The committee would like to mark this item as high importance.

“How important is it that organization serving individuals provide the following services for those engaged in co-ops? Develop and ensure completion of supervisor and individual evaluations.”

- The committee would like to mark this item as high importance.

“How important is it that organization serving individuals provide the following services for those engaged in co-ops? Manage payroll and liability logistics (if applicable).”

- The committee would like to mark this item as high importance.

“How important is it that organization serving individuals provide the following services for those engaged in co-ops? Award academic credit to individual.”

- The committee would like to mark this item as high importance.

“How important is it that organization serving individuals provide the following services for those engaged in co-ops? Intentionally connect WBL experience to career education pathway, Individualized Learning Plan (ILP), and/or academic curriculum.”

- The committee would like to mark this item as high importance.

“How important is it that employers engaged in co-ops provide the following: Recruit supervisors and mentors.”

- The committee would like to mark this item as high importance.

“How important is it that employers engaged in co-ops provide the following: 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 committee would like to mark this item as high importance.

“How important is it that employers engaged in co-ops provide the following: Verify that individual meets all safety regulations and labor laws.”

- The committee would like to mark this item as high importance.

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“How important is it that employers engaged in co-ops provide the following: Help interview and select individual.”

- The committee would like to mark this item as high importance.

“How important is it that employers engaged in co-ops provide the following: Provide a supervisor to onboard individual and meet regularly with individual to provide feedback and assess progress.”

- The committee would like to mark this item as high importance.

“How important is it that employers engaged in co-ops provide the following: Complete evaluations (at least midpoint and final) tied to measurable outcomes and skills outlined in the job description to evaluate individual performance and progress.”

- The committee would like to mark this item as high importance.

“How important is it that employers engaged in co-ops provide the following: Provide individual access to a professional mentor to guide him/her in career goals.”

- The committee would like to mark this item as high importance.

“How important is it that employers engaged in co-ops provide the following: Integrate individual into company teams and facilitate regular engagement with employees.”

- The committee would like to mark this item as high importance.

“How important is it that employers engaged in co-ops provide the following: Provide opportunities for individual to have ownership of distinct projects in addition to day-to-day work.”

- The committee would like to mark this item as high importance.

“How important is it that employers engaged in co-ops provide the following: Pay wages to individual.”

- The committee would like to mark this item as high importance.

“How important is it that Individuals engaged in a co-ops receive the following: Successfully complete application and/or work readiness training prior to the WBL experience.”

- The committee would like to mark this item as high importance.

“How important is it that Individuals engaged in a co-ops receive the following: Demonstrate competency in essential skills, such as arriving to work on time, dressing and communicating professionally, adhering to deadlines, etc.”

- The committee would like to mark this item as high importance.

“How important is it that Individuals engaged in a co-ops receive the following: Reflect on experience and learning.”

- The committee would like to mark this item as high importance.

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“How important is it that Individuals engaged in a co-ops receive the following: Complete WBL evaluation.”

- 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

Idaho Department of Labor (IDOL)

Presenter: Ms. Robison

- Mentor Training system completed; working with IDOL to load program
- State Apprenticeship Expansion, Equity and Innovation Grant necessitated four new positions to be hired, one position is filled to-date – Robert Feliciano (FKA VA DOL)
- Coalition Members to identify how to streamline process
- Coalition streamline multiple lanes of funds available, clarify grant and services; and provide service providers a matrix to apprenticeship
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Idaho Business for Education (IBE)

Presenter: Ms. O’Toole

- December strategic planning meeting finalized mission statement and identified four focus areas.
- 42 apprenticeships – 3 STRAP agreements
- High interest by educators to fill para-professional positions by hiring their own students
- Hiring part time business partner next week for south central Idaho

Idaho Career & Technical Education (CTE)

Presenter: Ms. Hoeper

- Federal grant coordinator hired – Destinie Hart
- Reporting apprenticeship metrics this quarter
- Created 3 new registered apprenticeship programs
 - Career fields: IT, medical lab, and pharmacy tech

Idaho AFL-CIO

Presenter: Ms. Losh

- Presented northern Idaho high school career fairs through Zoom in partnership with IBE
- Presenting to eastern Idaho now and north in spring
- Sending invites to high schools for Plumber & pipefitter demonstrations

Motion by Ms. O’Toole to adjourn. Second by Ms. Price. Motion carried.

Adjourned at 2:00 p.m.