Table of Contents

Overview ........................................................................................................................................... 3
State Plan Contents .......................................................................................................................... 4
I. WIOA State Plan Type and Executive Summary ......................................................................... 6
II. Strategic Elements ...................................................................................................................... 7
  Economic, Workforce, and Workforce Development Activities Analysis ....................................... 7
  State Strategic Vision and Goals ..................................................................................................... 8
  State Strategy ................................................................................................................................ 9
III. Operational Planning Elements ................................................................................................ 10
  State Strategy Implementation ......................................................................................................... 10
  State Operating Systems and Policies .............................................................................................. 11
IV. Coordination with Combined State Plan Programs .................................................................... 14
V. Common Assurances .................................................................................................................. 15
VI. Program-Specific State Plan Requirements for Core Programs ............................................... 17
  Adult, Dislocated Worker, and Youth Programs Activities and Assurances ................................ 17
  Wagner-Peyser Act Program and Agricultural Outreach Plan (AOP) ........................................... 23
  Adult Education and Family Literacy Program Activities and Assurances ................................ 27
  Vocational Rehabilitation Program Activities and Assurances .................................................... 33
  Appendix 1: Performance Goals for the Core Programs ............................................................... 49
VII. Program-Specific Requirements for Combined State Plan Partner Programs ...................... 55
Note: Requirements for Combined State Plan partner programs are available in a separate supplemental document.
OVERVIEW

Under the Workforce Innovation and Opportunity Act (WIOA), the Governor of each State must submit a Unified or Combined State Plan to the Secretary of the U.S. Department of Labor that outlines a four-year strategy for the State's workforce development system. The publicly funded workforce development system is a national network of Federal, State, regional, and local agencies and organizations that provide a range of employment, education, training, and related services and supports to help all job-seekers secure good jobs while providing businesses with the skilled workers they need to compete in the global economy. States must have approved Unified or Combined State Plans in place to receive funding for core programs. WIOA reforms planning requirements, previously governed by the Workforce Investment Act of 1998 (WIA), to foster better alignment of Federal investments in job training, to integrate service delivery across programs and improve efficiency in service delivery, and to ensure that the workforce system is job-driven and matches employers with skilled individuals. One of WIOA's principal areas of reform is to require States to plan across core programs and include this planning process in the Unified or Combined State Plans. This reform promotes a shared understanding of the workforce needs within each State and fosters development of more comprehensive and integrated approaches, such as career pathways and sector strategies, for addressing the needs of businesses and workers. Successful implementation of many of these approaches called for within WIOA requires robust relationships across programs. WIOA requires States and local areas to enhance coordination and partnerships with local entities and supportive service agencies for strengthened service delivery, including through Unified or Combined State Plans.

Options for Submitting a State Plan

A State has two options for submitting a State Plan—a Unified State Plan or a Combined State Plan. At a minimum, a State must submit a Unified State Plan that meets the requirements described in this document and outlines a four-year strategy for the core programs. The six core programs are—

- the Adult program (Title I of WIOA),
- the Dislocated Worker program (Title I),
- the Youth program (Title I),
- the Adult Education and Family Literacy Act program (Title II), and
- the Wagner-Peyser Act Employment Service program (authorized under the Wagner-Peyser Act, as amended by title III),
- the Vocational Rehabilitation program (authorized under Title I of the Rehabilitation Act of 1973, as amended by Title IV).

Alternatively, a State may submit a Combined State Plan that meets the requirements described in this document and outlines a four-year strategy for WIOA’s core programs plus one or more of the Combined State Plan partner programs. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. If included, Combined State Plan partner programs are subject to the
“common planning elements” (Sections II-IV of this document) where specified, as well as the program-specific requirements for that program where such planning requirements exist separately for the program. The Combined State Plan partner programs are—

- Temporary Assistance for Needy Families program (42 U.S.C. 601 et seq.)
- Employment and Training programs under the Supplemental Nutrition Assistance Program (programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))
- Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))
- Trade Adjustment Assistance for Workers programs (Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))
- Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et seq.)
- Unemployment Insurance programs (programs authorized under State unemployment compensation laws in accordance with applicable Federal law)
- Senior Community Service Employment program (programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))
- Community Services Block Grant (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))

How State Plan Requirements Are Organized.
The major content areas of the Unified or Combined State Plan include strategic and operational planning elements. WIOA separates the strategic and operational elements to facilitate cross-program strategic planning.

1 States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried out by the Department of Housing and Urban Development that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.
The Strategic Planning Elements section includes analyses of the State’s economic conditions, workforce characteristics, and workforce development activities. These analyses drive the required vision and goals for the State’s workforce development system and alignment strategies for workforce development programs to support economic growth.

The Operational Planning Elements section identifies the State’s efforts to support the State’s strategic vision and goals as identified in the Strategic Planning Elements section. This section ensures that the State has the necessary infrastructure, policies, and activities to meet its strategic goals, implement its alignment strategy, and support ongoing program development and coordination. Operational planning elements include:

- State Strategy Implementation,
- State Operating Systems and Policies,
- Assurances,
- Program-Specific Requirements for the Core Programs, and
- Program-Specific Requirements for the Combined State Plan partner programs. (These requirements are available in a separate supplemental document, Supplement to the Workforce Innovation and Opportunity Act (WIOA) Unified and Combined State Plan Requirements. The Departments are not seeking comments on these particular requirements).

When responding to Unified or Combined State Plan requirements, States must identify specific strategies for coordinating programs and services for target populations. States must develop strategies that look beyond strategies for the general population and develop approaches that also address the needs of target populations. Use of links to external websites and documents is permitted within the State Plan narrative submission, if such links remain active and adhere to Section 508 accessibility requirements.

**Paperwork Reduction Act:** The Paperwork Reduction Act of 1995 (PRA) provides that an agency may not conduct, and no person is required to respond to, a collection of information unless it displays a valid OMB control number. Public reporting burden for this information collection is estimated to be 86 hours per state; including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Responding to this collection is required to obtain or retain the Federal grant benefit. In addition, responses to this information collection are public, and the agencies offer no assurances of confidentiality. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Labor, Office of Workforce Investment, and reference OMB control number 1205-0522. Note: Please do not return the completed plan to this address.

---

2 Target populations include individuals with barriers to employment, as defined in WIOA Sec. 3, as well as veterans, unemployed workers, and youth.
I. WIOA STATE PLAN TYPE and EXECUTIVE SUMMARY

(a) Unified or Combined State Plan. Select whether the State is submitting a Unified or Combined State Plan. At a minimum, a State must submit a Unified State Plan that covers the six core programs.

☐ Unified State Plan. This plan includes the Adult, Dislocated Worker, Youth, Wagner-Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs.

☐ X Combined State Plan. This plan includes the Adult, Dislocated Worker, Youth, Wagner-Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs, as well as one or more of the optional Combined State Plan partner programs identified below. Indicate which Combined State Plan partner program(s) the State is electing to include in the plan.


- Temporal Assistance for Needy Families program (42 U.S.C. 601 et seq.)

- Employment and Training programs under the Supplemental Nutrition Assistance Program (programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))

- Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))

- X Trade Adjustment Assistance for Workers programs (activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))

- X Jobs for Veterans State Grants program (programs authorized under 38, U.S.C. 4100 et seq.)

- X Unemployment Insurance programs (programs authorized under State unemployment compensation laws in accordance with applicable Federal law)

- X Senior Community Service Employment program (programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))

- Employment and training activities carried out by the Department of Housing and Urban Development

- Community Services Block Grant (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))

- Reintegration of Ex-Offenders program³ (programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))

---

³The Reentry Employment Opportunities program (REO), formerly the Reintegration of Ex-Offenders Program (RExO), is referred to by its original name (RExO) in this document. This name change is a recent decision that was not incorporated into WIOA.
(b) **Plan Introduction or Executive Summary.** The Unified or Combined State Plan may include an introduction or executive summary. This element is optional. Not required

II. STRATEGIC ELEMENTS

The Unified or Combined State Plan must include a Strategic Planning Elements section that analyzes the State’s current economic environment and identifies the State’s overall vision for its workforce development system. The required elements in this section allow the State to develop data-driven goals for preparing an educated and skilled workforce and to identify successful strategies for aligning workforce development programs to support economic growth. Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. Where requirements identify the term “populations”, these must include individuals with barriers to employment as defined at WIOA Section 3. This includes displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families program; single parents (including single pregnant women); and long-term unemployed individuals. Additional populations include veterans, unemployed workers, and youth, and others that the State may identify.

a) **Economic, Workforce, and Workforce Development Activities Analysis.** The Unified or Combined State Plan must include an analysis of the economic conditions, economic development strategies, and labor market in which the State’s workforce system and programs will operate.

(1) **Economic and Workforce Analysis**

   (A) **Economic Analysis.** The Unified or Combined State Plan must include an analysis of the economic conditions and trends in the State, including sub-State regions and any specific economic areas identified by the State. This must include—

   (i) **Existing Demand Industry Sectors and Occupations.** Provide an analysis of the industries and occupations for which there is existing demand.

This section analyzes Idaho’s high-demand industries and provides an overview of Idaho’s Target Sectors. It also covers Idaho’s high-demand occupations, including an analysis of Idaho’s “Hot Jobs” list.

**High-Demand Industries**

High demand industries can be defined in several ways. Most commonly they are industries with the largest number of workers. However, for the purpose of analyzing Idaho’s industrial make-up
to determine what industries might be the best to target, that industry’s employment as a percentage of nonfarm employment and its rate of job growth over a period will also be part of the equation. Employment in the government sectors, excepting education, will be included graphically but excluded from the discussion of job growth and target industries. Government employment is important, but its jobs are not actively created and most often support efforts in private industry. There are industries that cross multiple sectors and are not considered formal industries in the North American Industrial Classification System, commonly known as NAICS. Two of these often referred to are tourism and high tech. These hybrid industries do have an impact on Idaho’s economy but are a combination of several industrial sectors. Just as these two industries are made up of smaller industrial classifications, specific occupations can be found in many industries. That is why it is important that the analysis of demand industries is not limited just to those with the highest number of workers.

Idaho Department of Labor 2022 data shows Idaho had a monthly average of 827,500 nonfarm payroll jobs. Total nonfarm employment is further classified in seven industry supersectors. Table 1 shows the seven highest-demand industry sectors, based on the number of jobs. The top three—trade, transportation, and utilities, education and health services, and construction—accounted for 46 percent of growth between 2020 and 2022. These other four high-demand employment industries are professional and business services; leisure and hospitality; manufacturing; and financial activities. The number of jobs in these seven supersectors range from 41,100 to 161,500.

Employment growth and trends since 2020 illustrate the recovery since the 2020 COVID-19 pandemic. Each of the industry sectors has shown significant growth since the end of the pandemic. The pandemic initially reduced jobs in Idaho, but since then Idaho’s economy has created 72,400 nonfarm jobs. Leisure and hospitality added the most jobs—13,800, while financial activities added the least, 3,700. Construction, like manufacturing, experienced job losses during the pandemic but grew after. Construction and leisure and hospitality HAVE relatively increased the most between 2020 and 2022, by 18 percent, in part due to post pandemic spending.

**Table 1: Employment in Idaho Private Supersectors Adding the Most Jobs, 2010-2022**

<table>
<thead>
<tr>
<th>Supersectors</th>
<th>2010</th>
<th>2020</th>
<th>2022</th>
<th>2010-20, Difference</th>
<th>2020-2022, Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and health services</td>
<td>83,100</td>
<td>112,600</td>
<td>121,500</td>
<td>29,500</td>
<td>8,900</td>
</tr>
<tr>
<td>Trade, transportation, and utilities</td>
<td>119,900</td>
<td>145,900</td>
<td>161,500</td>
<td>26,000</td>
<td>15,600</td>
</tr>
<tr>
<td>Construction</td>
<td>31,200</td>
<td>55,900</td>
<td>66,000</td>
<td>24,700</td>
<td>10,100</td>
</tr>
</tbody>
</table>
Another way to determine demand is by the percent increase in the number of jobs. Following the pandemic, jobs in four employment sectors grew more than 10 percent, while total nonfarm jobs grew 10 percent between 2020 and 2022. They were construction (18 percent); leisure and hospitality (18 percent); trade, transportation, and utilities (11 percent); and financial activities (10 percent). Table 2 provides information on both the numeric and percentage growth of those supersectors.

Table 2: Employment in Idaho’s Seven Fastest-Growing Private Supersectors, 2010-2022

<table>
<thead>
<tr>
<th>Supersectors</th>
<th>2010</th>
<th>2020</th>
<th>2022</th>
<th>2010-20, Numeric Change</th>
<th>2020-22, Numeric Change</th>
<th>2020-22, Percent Change (Percent rounded to the nearest percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional and business services</td>
<td>75,600</td>
<td>98,700</td>
<td>107,600</td>
<td>23,100</td>
<td>8,900</td>
<td>9%</td>
</tr>
<tr>
<td>Leisure and hospitality</td>
<td>57,900</td>
<td>75,300</td>
<td>89,100</td>
<td>17,400</td>
<td>13,800</td>
<td>18%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>53,400</td>
<td>68,700</td>
<td>73,200</td>
<td>15,300</td>
<td>4,500</td>
<td>9%</td>
</tr>
<tr>
<td>Financial activities</td>
<td>29,200</td>
<td>37,400</td>
<td>41,100</td>
<td>8,200</td>
<td>3,700</td>
<td>11%</td>
</tr>
<tr>
<td>Idaho Nonfarm Payroll Jobs</td>
<td>603,100</td>
<td>754,700</td>
<td>827,500</td>
<td>151,900</td>
<td>72,800</td>
<td>10%</td>
</tr>
</tbody>
</table>
Idaho Target Sectors
In recent years, the Idaho Department of Labor staff along with the state’s Workforce Development Council leadership began discussing potential target industries for the state. The group analyzed the number of current jobs and gross domestic product (GDP) in each supersector. Table 3 ranks the supersectors by employment and gross domestic product. While education and health care, retail trade and professional and business services ranked highest in employment; the share of GDP for finance/insurance/real estate tops all employment sectors leaving manufacturing and professional and business services the next top contributors. In the industry makeup of the state retail trade is a large industry sector and while many of its jobs are entry-level and low skill this industry sector is prime as a springboard for workforce development and skill enhancement.

Jobs in education are primarily found in the government sector and as such are typically low in both employment and contributions to GDP but remain vital for the state for they provide educational opportunities and skill development for the current and future workforce.

Table 3: Ranking of Private Supersectors by Employment and GDP: 2022

<table>
<thead>
<tr>
<th>Industry Supersector</th>
<th>Employment</th>
<th>Employment Rank</th>
<th>GDP (millions of current dollars)</th>
<th>GDP Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private industries</td>
<td>700,700</td>
<td></td>
<td>$98,585.1</td>
<td></td>
</tr>
<tr>
<td>Educational services, health care, and social assistance</td>
<td>121,500</td>
<td>1</td>
<td>$9,796.5</td>
<td>4</td>
</tr>
<tr>
<td>Professional and business services</td>
<td>107,600</td>
<td>2</td>
<td>$12,084.9</td>
<td>2</td>
</tr>
<tr>
<td>Retail trade</td>
<td>94,000</td>
<td>3</td>
<td>$9,408.4</td>
<td>5</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>73,200</td>
<td>4</td>
<td>$10,726.7</td>
<td>3</td>
</tr>
<tr>
<td>Construction</td>
<td>66,000</td>
<td>5</td>
<td>$6,942.3</td>
<td>7</td>
</tr>
<tr>
<td>Wholesale trade</td>
<td>34,800</td>
<td>6</td>
<td>$7,980.2</td>
<td>6</td>
</tr>
<tr>
<td>Finance, insurance, real estate, rental, and leasing</td>
<td>29,900</td>
<td>8</td>
<td>$19,963.9</td>
<td>1</td>
</tr>
<tr>
<td>Transportation and warehousing</td>
<td>32,600</td>
<td>7</td>
<td>$3,685.3</td>
<td>9</td>
</tr>
<tr>
<td>Arts, entertainment, recreation, accommodation, and food services</td>
<td>11,700</td>
<td>9</td>
<td>$4,878.9</td>
<td>8</td>
</tr>
<tr>
<td>Information</td>
<td>7,400</td>
<td>10</td>
<td>$2,309.9</td>
<td>10</td>
</tr>
<tr>
<td>Mining (except gas and oil)</td>
<td>3,700</td>
<td>11</td>
<td>$802.6</td>
<td>12</td>
</tr>
<tr>
<td>Utilities</td>
<td>3,000</td>
<td>12</td>
<td>$1,777.4</td>
<td>11</td>
</tr>
</tbody>
</table>

2022 Nonfarm annual average

Source: Bureau of Economic Analysis: U.S. Department of Commerce
Employment projections, wages paid and the multiplier impact of employment sectors on Idaho’s economy are also important areas to look at. Staffing patterns of the potential supersectors were analyzed by in-demand jobs and their wages. The Research and Analysis Bureau presents economic updates on a quarterly basis regarding Idaho’s target industry sectors to the Workforce Development Council. These updates and data are discussed at the Council level to monitor the continued relevance of these clusters in real time and measure their impact on Idaho’s economy and workforce.

Table 4 shows the top five supersectors projected to grow significantly during the next 10 years. Growth also will occur in other supersectors including public administration, educational services, wholesale trade as well as transportation and warehousing.

**Table 4: Private Supersector Ranked by Projected Employment Growth, 2020-2030**

<table>
<thead>
<tr>
<th>Supersector</th>
<th>2020 Jobs</th>
<th>2030 Jobs</th>
<th>Growth in Numbers</th>
<th>% Change</th>
<th>% Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Employment</td>
<td>806,943</td>
<td>933,563</td>
<td>126,620</td>
<td>15.7%</td>
<td></td>
</tr>
<tr>
<td>Health Care and Social Assistance</td>
<td>109,395</td>
<td>132,551</td>
<td>23,156</td>
<td>21.2%</td>
<td>4</td>
</tr>
<tr>
<td>Construction</td>
<td>54,337</td>
<td>75,469</td>
<td>21,132</td>
<td>38.9%</td>
<td>1</td>
</tr>
<tr>
<td>Leisure and Hospitality</td>
<td>76,748</td>
<td>91,946</td>
<td>15,198</td>
<td>19.8%</td>
<td>5</td>
</tr>
<tr>
<td>Professional and Business Services</td>
<td>97,874</td>
<td>110,711</td>
<td>12,837</td>
<td>13.1%</td>
<td>12</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>67,681</td>
<td>80,328</td>
<td>12,647</td>
<td>18.7%</td>
<td>7</td>
</tr>
</tbody>
</table>

The above table and the following table include projections from the last state plan. This is due to the 2018-2028 long-term projections developed in the midst of the COVID-19 pandemic and yielding results that seemed uncertain to the Labor Economist team of the Idaho Department of Labor at the time. The 2020-2030 long term projections were completed a year and a half earlier than typical resulting in them being the most current for the last WIOA plan. As a result, they are the most current projections for this plan. The next round, the 2022-2032 long-term projections will be completed by the Idaho Department of Labor in the first half of 2024, putting it back on the normal long-term projection schedule.

The five employment sectors in Table 4 provide more than 50 percent of Idaho jobs. The largest is health care and social assistance, currently providing 13 percent of all jobs and projected to increase to 14 percent over ten years. The smallest is manufacturing at just over 8 percent. Table 4 shows that each of the target supersectors will continue to grow and provide job opportunities for Idaho’s work force.
• **Health Care and Social Services** comprises ambulatory medical care, hospitals, nursing, residential care, childcare, vocational rehabilitation services and mental health services. Many of the services provided by this sector are delivered by trained professionals. All establishments have labor inputs of health practitioners or social workers with the necessary expertise. This supersector, which includes public and private employment, provides 12.8 percent of Idaho’s jobs. Although this sector includes only four major industry categories, it includes more than 150 occupations.

• **Construction** comprises nine industries, ranging from residential and highway construction to special trade contractors such as electricians and plumbers. Construction employment comprises 8.0 percent of Idaho’s non-farm jobs.

• **Leisure and Hospitality** comprises five industries – including accommodation, amusement, performing arts, sports and food services. This industry comprises 10.8 percent of Idaho’s non-farm jobs.

• **Professional, Scientific and Technical Services** comprises nine industries including: legal services; accounting and tax preparation; architectural and engineering; computer systems design; consulting; scientific research; and advertising. There are nearly 200 occupations in this supersector, which provides 6 percent of Idaho’s nonfarm jobs and some of the highest paid occupations.

• **Manufacturing** includes a wide range of activities—from food processing and wood processing to making computer and electronic products and transportation equipment. Food processing and transportation equipment are the fastest growing manufacturing sectors. Many of Idaho’s high-tech jobs are in the manufacturing supersector. The number of nonfarm jobs in manufacturing contributed to 8.8 percent of Idaho’s jobs.

**High-Demand Occupations**
Occupations generally cross industries. Some will be more prominent in specific industries but can be found to a lesser degree in others. For example, although most nurses work in health care, some work in manufacturing, retail, education and other supersectors. Similarly, food service workers mostly work at restaurants and related businesses, but some work at school cafeterias, retail stores, hospitals, and nursing homes.

Occupations are considered high-demand if they have at least 100 openings annually. Average annual openings reflect churn in the labor force. Openings include those individuals that left that particular occupation for some reason, those individuals that transferred out of a particular occupation to another one and then openings that are new due to growth in that particular occupation. Table 5 lists the top ten high-demand occupations, ranked by the number of annual openings—which include transfers, exits and new jobs. Table 6 lists the top ten high-demand occupations, ranked by the number of new jobs.
Table 5: Top 10 High-Demand Occupations Ranked by Annual Openings

<table>
<thead>
<tr>
<th>Occupation Title</th>
<th>2020 - 2030 Projected Growth</th>
<th>2020 - 2030 Growth Rate</th>
<th>Annual Exits</th>
<th>Annual Transfers</th>
<th>New Jobs</th>
<th>Total Annual Openings</th>
<th>Education Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpenters</td>
<td>5,460</td>
<td>45%</td>
<td>877</td>
<td>1,309</td>
<td>546</td>
<td>2,733</td>
<td>HSDE</td>
</tr>
<tr>
<td>Construction Laborers</td>
<td>3,054</td>
<td>28%</td>
<td>801</td>
<td>1,172</td>
<td>305</td>
<td>2,278</td>
<td>LHS</td>
</tr>
<tr>
<td>General and Operations Managers</td>
<td>2,179</td>
<td>15%</td>
<td>822</td>
<td>1,132</td>
<td>218</td>
<td>2,172</td>
<td>BD</td>
</tr>
<tr>
<td>Miscellaneous Assemblers and Fabricators</td>
<td>2,092</td>
<td>26%</td>
<td>582</td>
<td>929</td>
<td>209</td>
<td>1,721</td>
<td>HSDE</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>3,050</td>
<td>20%</td>
<td>351</td>
<td>809</td>
<td>305</td>
<td>1,465</td>
<td>BD</td>
</tr>
<tr>
<td>Farmers, Ranchers, and Other Agricultural Managers</td>
<td>1,143</td>
<td>13%</td>
<td>280</td>
<td>888</td>
<td>114</td>
<td>1,282</td>
<td>HSDE</td>
</tr>
<tr>
<td>Light Truck or Delivery Services Drivers</td>
<td>1,635</td>
<td>27%</td>
<td>415</td>
<td>700</td>
<td>164</td>
<td>1,279</td>
<td>HSDE</td>
</tr>
<tr>
<td>Sales Representatives, Wholesale and Manufacturing</td>
<td>1,075</td>
<td>15%</td>
<td>467</td>
<td>695</td>
<td>108</td>
<td>1,270</td>
<td>HSDE</td>
</tr>
<tr>
<td>Electricians</td>
<td>1,629</td>
<td>31%</td>
<td>421</td>
<td>591</td>
<td>163</td>
<td>1,175</td>
<td>HSDE</td>
</tr>
<tr>
<td>First-Line Supervisors of Construction Trades</td>
<td>1,755</td>
<td>39%</td>
<td>326</td>
<td>477</td>
<td>176</td>
<td>978</td>
<td>HSDE</td>
</tr>
</tbody>
</table>

*Annual Openings include openings due to exits, transfers and projected growth (New Jobs)
### Table 6: Top 10 High-Demand Occupations Ranked by Number of New Jobs

<table>
<thead>
<tr>
<th>Title</th>
<th>2020-2030 Projected Growth</th>
<th>2020-2030 Projected Growth Rate</th>
<th>Annual Change</th>
<th>Hourly Median Wage</th>
<th>Education Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpenters</td>
<td>5,460</td>
<td>44.70%</td>
<td>546</td>
<td>$18.59</td>
<td>HSDE</td>
</tr>
<tr>
<td>Construction Laborers</td>
<td>3,054</td>
<td>27.60%</td>
<td>305</td>
<td>$16.54</td>
<td>LHS</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>3,050</td>
<td>19.90%</td>
<td>305</td>
<td>$34.27</td>
<td>BD</td>
</tr>
<tr>
<td>General and Operations Managers</td>
<td>2,179</td>
<td>15.40%</td>
<td>218</td>
<td>$33.49</td>
<td>BD</td>
</tr>
<tr>
<td>Miscellaneous Assemblers and Fabricators</td>
<td>2,092</td>
<td>25.60%</td>
<td>209</td>
<td>$14.77</td>
<td>HSDE</td>
</tr>
<tr>
<td>First-Line Supervisors of Construction Trades</td>
<td>1,755</td>
<td>39.00%</td>
<td>176</td>
<td>$29.11</td>
<td>HSDE</td>
</tr>
<tr>
<td>Light Truck or Delivery Services Drivers</td>
<td>1,635</td>
<td>26.70%</td>
<td>164</td>
<td>$15.63</td>
<td>HSDE</td>
</tr>
<tr>
<td>Electricians</td>
<td>1,629</td>
<td>31.40%</td>
<td>163</td>
<td>$24.79</td>
<td>HSDE</td>
</tr>
<tr>
<td>Farmers, Ranchers, and Other Agricultural Managers</td>
<td>1,143</td>
<td>12.90%</td>
<td>114</td>
<td>$31.17</td>
<td>HSDE</td>
</tr>
<tr>
<td>Passenger Vehicle Drivers, Except Bus Drivers, Transit and Intercity</td>
<td>1,086</td>
<td>27.40%</td>
<td>109</td>
<td>$14.32</td>
<td>LHS</td>
</tr>
</tbody>
</table>

The occupations ranked in Tables 5 and 6 share several common occupations. However, occupations ranked by number of new jobs also include passenger vehicle drivers, except bus drivers, transit and intercity. These include common transportation occupations including Lyft and Uber, a passenger transportation trend which has grown in recent years.

### Table 7: Trending occupations for Idaho job seekers

<table>
<thead>
<tr>
<th>Job Seeker Rank</th>
<th>Occupation title</th>
<th>ID Employment per 1,000</th>
<th>U.S. Employment per 1,000</th>
<th>ID median annual wage</th>
<th>U.S. median annual wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Registered Nurses</td>
<td>17.15</td>
<td>20.77</td>
<td>$77,940</td>
<td>$81,224</td>
</tr>
<tr>
<td>2</td>
<td>Computer and Information Systems Managers</td>
<td>1.674</td>
<td>3.60</td>
<td>$120,650</td>
<td>$164,070</td>
</tr>
<tr>
<td>3</td>
<td>Medical Secretaries</td>
<td>2.69</td>
<td>4.61</td>
<td>$36,770</td>
<td>$38,501</td>
</tr>
<tr>
<td></td>
<td>Occupation</td>
<td>2013 Growth</td>
<td>2018 Growth</td>
<td>2013 Median</td>
<td>2018 Median</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>4</td>
<td>Licensed Practical and Licensed Vocational Nurses</td>
<td>2.53</td>
<td>4.27</td>
<td>$50,850</td>
<td>$54,621</td>
</tr>
<tr>
<td>5</td>
<td>Administrative Services and Facilities Managers</td>
<td>0.82</td>
<td>2.39</td>
<td>$103,010</td>
<td>$101,878</td>
</tr>
<tr>
<td>6</td>
<td>Network and Computer Systems Administrators</td>
<td>1.59</td>
<td>2.20</td>
<td>$76,750</td>
<td>$90,522</td>
</tr>
<tr>
<td>7</td>
<td>FirstLine Supervisors of Transportation &amp; Material Moving Workers</td>
<td>3.51</td>
<td>4.00</td>
<td>$54,980</td>
<td>$57,866</td>
</tr>
<tr>
<td>8</td>
<td>Cargo and Freight Agents</td>
<td>0.1</td>
<td>0.63</td>
<td>$48,580</td>
<td>$46,862</td>
</tr>
<tr>
<td>9</td>
<td>Industrial Engineers</td>
<td>1.73</td>
<td>2.17</td>
<td>$79,997</td>
<td>$96,346</td>
</tr>
<tr>
<td>10</td>
<td>Computer Hardware Engineers</td>
<td>0.09</td>
<td>0.50</td>
<td>$110,090</td>
<td>$132,371</td>
</tr>
<tr>
<td>11</td>
<td>Healthcare Social Workers</td>
<td>0.84</td>
<td>1.23</td>
<td>$62,630</td>
<td>$60,278</td>
</tr>
<tr>
<td>12</td>
<td>Mechanical Engineers</td>
<td>1.49</td>
<td>1.87</td>
<td>$79,061</td>
<td>$96,325</td>
</tr>
<tr>
<td>13</td>
<td>Medical Scientists, Except Epidemiologists</td>
<td>0.36</td>
<td>0.74</td>
<td>$75,330</td>
<td>$99,923</td>
</tr>
<tr>
<td>14</td>
<td>Sales Reps, Wholesale and Manufacturing, Technical and Scientific Products</td>
<td>1.58</td>
<td>1.96</td>
<td>$55,980</td>
<td>$97,698</td>
</tr>
<tr>
<td>15</td>
<td>Respiratory Therapists</td>
<td>0.59</td>
<td>0.87</td>
<td>$64,200</td>
<td>$70,533</td>
</tr>
<tr>
<td>16</td>
<td>Nurse Practitioners</td>
<td>1.46</td>
<td>1.74</td>
<td>$116,710</td>
<td>$121,618</td>
</tr>
</tbody>
</table>
Table 7 features trending occupations for Idaho job seekers based upon number of openings, wages, and employer demand. The positions in health care and technology also map to training opportunities available through the Idaho LAUNCH Program and the Idaho Opportunity Scholarship. The data indicate that for these occupations the national concentration, as measured by employment per 1000 is higher than for those same positions in Idaho, indicating that these positions could be in demand for some time. Idaho does have a wage advantage for several of these occupations in relation to the national average. Those occupations include administrative and facilities managers, cargo and freight agents, computer hardware engineers, sales engineers, and pharmacists.

The top 10 job listings for 2022 are listed below (Ranked by unique postings).

Table 8: Top job postings, 2022

<table>
<thead>
<tr>
<th>Occupation (SOC)</th>
<th>Total Postings (Jan 2022 - Dec 2022)</th>
<th>Unique Postings (Jan 2022 - Dec 2022)</th>
<th>Median Posting Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Nurses</td>
<td>35,851</td>
<td>9,100</td>
<td>29</td>
</tr>
<tr>
<td>Software Developers</td>
<td>14,859</td>
<td>8,077</td>
<td>29</td>
</tr>
<tr>
<td>Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products</td>
<td>17,863</td>
<td>6,503</td>
<td>31</td>
</tr>
<tr>
<td>Retail Salespersons</td>
<td>24,906</td>
<td>6,166</td>
<td>31</td>
</tr>
<tr>
<td>Managers, All Other</td>
<td>11,947</td>
<td>5,767</td>
<td>29</td>
</tr>
<tr>
<td>Computer Occupations, All Other</td>
<td>11,708</td>
<td>5,677</td>
<td>30</td>
</tr>
<tr>
<td>Customer Service Representatives</td>
<td>29,444</td>
<td>5,538</td>
<td>29</td>
</tr>
<tr>
<td>First-Line Supervisors of Retail Sales Workers</td>
<td>14,731</td>
<td>4,799</td>
<td>28</td>
</tr>
<tr>
<td>Laborers and Freight, Stock, and Material Movers, Hand</td>
<td>24,653</td>
<td>3,701</td>
<td>33</td>
</tr>
<tr>
<td>Marketing Managers</td>
<td>7,447</td>
<td>3,642</td>
<td>30</td>
</tr>
</tbody>
</table>

Source: Retrieved from Lightcast.io
(i) Emerging Demand Industry Sectors and Occupations. Provide an analysis of the industries and occupations for which demand is emerging.

(ii) Employers’ Employment Needs. With regard to the industry sectors and occupations identified in (A)(i) and (ii), provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

This section analyzes emerging demand industry sectors and occupations by way of examining high growth industries and occupations. In several cases, industries and occupations that have previously been discussed as high demand are also high growth. For example, construction is a high growth industrial sector, and many construction occupations are in current high demand.

However, there are some occupations that are not currently high demand but are growing—such as electronics engineers or nuclear technicians. Additionally, subsectors within a high-growth industry may be emerging. For example, more than one-half of the growth in the health care field is projected to occur in ambulatory health care services, which include doctor’s offices, outpatient care centers, home health care and laboratories. These and other trends are discussed in greater depth under “Growth Industries” and “Growth Occupations.”

Growth Industries

This section examines Idaho’s industries in terms of projected employment growth. The industrial supersectors projected to have the largest net job growth between 2020 and 2030 are:

- Health Care and Social Assistance – 23,156
- Construction – 21,132
- Manufacturing – 12,647
- Accommodation and Food Services – 11,364
- Educational Services (include private and government jobs) – 9,947
- Wholesale Trade – 2,250

The graphs in Figures 1 and 2 present data on both the net growth and relative growth of the industries listed above, as well as several other industries. Specific information for these and other high-growth industries is provided in the following graphs.
Figure 1: 2020-2030 projected growth by industry

Source: Idaho Department of Labor, 2021 statewide occupational projections
Figure 2: 2020-2030 Employment project by industry

Source: Idaho Department of Labor, 2021 statewide occupational projections

Source: https://www.bls.gov/regions/west/news-release/countyemploymentandwages_idaho.htm
Most of these industries are already among Idaho’s largest. However, the new emerging and revitalized industries could be identified as: arts, entertainment and recreation, and transportation and warehousing. Each of these emerging industries are projected to add more than 5,000 jobs to its work force by 2030. An analysis of the growth in each industry sector follows.

Construction: Construction employment is projected to have the largest percentage growth at 38.9 percent, resulting in the addition of 21,132 new jobs. Most of the new jobs created are in carpentry and general construction labor, while most of the losses in this category occur in mining and extraction. Construction employment in 2030 is projected to be 75,469. In 2021, the research and labor division conducted a survey for a major nuclear construction project in eastern Idaho, working in conjunction with the Idaho Workforce Development Council to coordinate efforts for training the thousands of construction workers projected to be needed for this project over the next 10 years.

Arts, Entertainment & Recreation: Employment in the Arts, Entertainment & Recreation industry is projected to add 1,482 new jobs by 2030. This industry includes amusement, gambling, recreation, performing arts, spectator sports, and museums/historical sites. Coaches and scouts, media and communications equipment workers, and photographers comprise the bulk of the growth in this category. As media continues to consolidate and digitize this category will continue seeing losses among news analysts, radio and television announcers, and broadcast technicians.

Health Care and Social Assistance: Over the long-term, the health care and social assistance sector is projected to add the newest jobs at 23,156. However, it ranks third in percentage growth at 21.2 percent. The aging workforce and in-migration of retirees will continue to drive significant growth in this sector. Ambulatory health care services, which include doctor’s offices, outpatient care centers, home health care and laboratories is projected to grow by nearly 27 percent, adding more than 24,000 jobs over the next 10 years. Hospitals – including general, surgical, psychiatric and substance abuse facilities – are projected to grow by 20 percent. Nursing homes and residential care facilities will add 1,422 jobs by 2030. Social assistance is projected to add 2,639 jobs, growing 16 percent, as more individuals and families are seeking counseling, services for the elderly and disabled, assistance with retraining, emergency food and shelter, and day care services. The growth and aging of Idaho’s population will foster this industry’s growth. Idaho’s health care will grow about 21 percent between 2020 and 2030. Its rapid growth has led to shortages in many health care occupations. Over 20 percent of the high demand jobs are in the health care industry with the education ranging from an associate degree to a professional degree.

Transportation and Warehousing: Transportation and warehousing—a component of the trade, transportation and utilities sector—makes up about 17 percent of the sector’s employment. Transportation and warehousing ranks fourth in percentage growth at 18.8 percent but ninth in numeric growth, projected to add just over 4,794 jobs. Most of the growth will come from the transit and ground passenger transport.

Manufacturing: Manufacturing struggled the first few years of the decade following the recession but rebounded after 2011. By 2030 employment is projected to reach over 80,328, an increase of 12,647 jobs, ranking it fifth in percentage growth. Food processing will account for 12 percent of the growth, while the computer industry’s employment is projected to increase by 21.6 percent.

Accommodation and Food Services: Accommodation and food services industries, the largest part of the leisure and hospitality sector, is projected to add more than 11,364 jobs between 2020 and 2030. Jobs in
the food services industry will account for 82.5 percent of this growth. It is estimated 9,379 job openings will include waiters and waitresses, food preparation and serving workers, counter attendants, dishwashers and cooks. Only restaurant cooks require more than short-term training. Most of these jobs require interaction with the public so good people skills are of relevant importance. Growth in Idaho’s population and increased tourism activity will contribute to the employment increase.

**Wholesale Trade:** Jobs in wholesale trade will expand by 5,250 over the next 10 years, a projected increase of 17 percent by 2030. New jobs in merchant wholesalers – which include motor vehicle parts and supplies, professional equipment, and machinery – are projected to total 5,786 by 2030. Wholesale electronic markets and merchant wholesalers of non-durable goods are both projected to experience a decline in projected jobs.

**Education Services:** Education services are forecast to add nearly 9,947 jobs, 16.7 percent increase, by 2030, in both public and private schools from kindergarten through postsecondary. Education accounts for more than half of government jobs. As Idaho’s population continues to grow, student populations will rise. Although Idaho’s economy is growing, schools continue to experience budget constraints. Some school districts have passed bond and levy elections to help ease local budgets and upgrade facilities and equipment, however, local school districts in many rural areas of Idaho continue to struggle with their budgets. Inadequate public-school facilities and overcrowding – which is expensive to address and can become a barrier to attracting new residents to an area. The current budget pressures on public education will have a direct effect on the structure of Idaho’s economy.

**Growth Occupations**

This section examines Idaho’s occupations both in terms of net growth (number) and relative growth (percentage). An occupation with large relative growth may not necessarily add a large number of jobs. Sixty-five of Idaho’s top 100 in-demand occupations are projected to experience very high relative growth between 2020 and 2030, defined as an increase of 20 percent or more in total number of jobs. However, the majority of these high-growth occupations have less than 500 annual openings. Openings do not just come from the addition of new jobs but also from the need to replace workers that are exiting the occupation or leaving the labor force. Of the sixty-five fastest growing in-demand occupations with a projected growth of 20 percent or more, only five have at least 1,000 annual openings. Of the 20 fastest growing in-demand occupations, four have more than 100 new job openings and ten require more than a high school education. The four occupations with more than 100 new job openings include: carpenters, first-line supervisors of construction trades, electricians and HVAC and refrigeration mechanic and installers.
(B) Workforce Analysis. The Unified or Combined State Plan must include an analysis of the current workforce in the State and within various state regions. Provide key analytical conclusions in aggregate as well as disaggregated among populations to identify potential disparities in employment and educational attainment and understand labor force conditions for items (i)-(iii) below. Populations analyzed must include individuals with barriers to employment described in the first paragraph of Section II. Analysis must include—

(i) Employment and Unemployment. Provide an analysis of current employment and unemployment data, including labor force participation rates, and trends in the State.

In Idaho, jobs grew at a healthy pace from 2003 through 2006. By mid-2007, the growth began to slow and ended in August when the number of people employed began to decline and continued to decline through mid-2009. The seasonally adjusted unemployment rate increased from a low of 2.9 percent in March 2007 to 9.6 percent in June 2009. However, following this sharp incline in unemployment rate, Idaho’s economy began to recover, and the unemployment rate steadily declined over the next several years to a record low of 2.5 percent in late-2019.

Following the emergence of COVID-19 in early 2020 and the Idaho Governor’s Stay-at-Home order in response, Idaho experienced a sharp spike in unemployment, reaching a record high of 11.6 percent unemployment in April 2020. By the end of 2020, Idaho’s economy showed signs of recovery, with unemployment rates declining to 3.8 percent by December. Idaho’s unemployment rate has continued to remain below the national average since 2001. Figure 3 (below) shows the comparison of Idaho’s seasonally adjusted unemployment rate to the national average.

Figure 3. Comparison of Idaho's Seasonally Adjusted Unemployment rate to the U.S. Average
Prior to COVID-19, Idaho’s economy had been exhibiting strong healthy growth. The year-over-year number of employed workers increased, and the year-over-year number of unemployed workers decreased each month since the recession ended in July 2009, with a few minor upticks early on in the recovery.

In March of 2020, when Idaho’s Governor enacted a Stay-at-Home order in response to COVID-19, Idaho’s initial unemployment claims spiked from a typical level of 1,031 to nearly 33,000 within two weeks. Idaho’s continued claims reached a peak 71,794 claimants filing in early May of 2020. The industries most affected included accommodation and food service, health care and social assistance, and retail trade, together accounting for more than half of initial claims at the peak. One year later – in March of 2021 – initial claims in those three industries returned to near pre-pandemic levels, each having more than an 80 percent reduction.

Retail trade and health care account for the top two industries by projected employment in 2030. Since 2010, employment in health care and social assistance has increased 37 percent from 72,800 to 99,800; retail trade was reported at 93,200 in January of 2021, up more than 24 percent from 75,000 in 2010. While retail trade is projected to account for the second-most employment in the state, relative growth is projected to slow down to under 10 percent, less than half the relative growth from 2010 – 2020.

Top occupations held by unemployment claimants include construction and extraction – accounting for 15 percent – building cleaning and maintenance, and transportation and material moving. Compared to the prior year, claimants in those occupations have increased by more than 10 percent.

Some characteristics of the unemployed are: 62 percent are male, 16 percent are Hispanic (by ethnicity), 53 percent are white, and 59 percent are between the ages of 25 and 54. Overall Labor Force Participation

The labor force consists of individuals who are in the workforce employed or looking for work. Idaho’s civilian labor force participation rate—percentage of civilians 16 years and over who are employed or looking or work—in 2022 was 62.4 percent, down from Idaho’s highest participation rate of 70.0 percent in 2005. Idaho’s labor force participation rates have consistently been above the national rates since 2010. In 2005 the state’s participation rate was 70.0 percent compared to the national rate of 66.0 percent. Idaho’s participation rate has been around 64.0 since 2013 except for 2014 when it was 63.1 percent. The national rate has hovered around 62.9 during the same period.
The labor force participation rate varies by age group and gender. In the 1-Year American Community Survey 2022 estimates, ages 25-54 had the highest labor participation rate at 80.9 percent. The next highest was ages 16-24 at 66.7 percent. Men had a participation rate of 83.5 percent and women 71.6 percent. Table 9 shows the labor participation rate by age and gender.

Table 9: 2022 Labor Force Participation Rates by Age and Gender

<table>
<thead>
<tr>
<th>Population 16 years and over</th>
<th>2022 Civilian Population</th>
<th>2022 Civilian Labor Force</th>
<th>2022 Labor Force Participation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-24</td>
<td>250,551</td>
<td>167,167</td>
<td>66.7%</td>
</tr>
<tr>
<td>25-54</td>
<td>867,292</td>
<td>701,383</td>
<td>80.9%</td>
</tr>
<tr>
<td>55-64</td>
<td>224,544</td>
<td>145,967</td>
<td>65.0%</td>
</tr>
<tr>
<td>65 and older</td>
<td>329,530</td>
<td>54,182</td>
<td>16.4%</td>
</tr>
<tr>
<td>Population 20 to 64 years</td>
<td>1,091,836</td>
<td>847,265</td>
<td>77.6%</td>
</tr>
<tr>
<td>Male</td>
<td>556,443</td>
<td>464,630</td>
<td>83.5%</td>
</tr>
<tr>
<td>Female</td>
<td>535,393</td>
<td>383,341</td>
<td>71.6%</td>
</tr>
</tbody>
</table>

Source: American Community Survey dataset ACSST1Y2022, Table ID S2301

Employment Trends by Population

The table below provides employment information for Idaho's labor force by age, race, and gender, taken from the American Community Survey (ACS) one-year estimates for 2022. Information provides insight into whether specific groups may face barriers to employment. Specific trends are discussed following Table 10.

The American Community Survey (ACS) data is the only source for detailed information on unemployment rate by age, race and ethnicity.

Table 10: Idaho Labor Force by Age and Gender

<table>
<thead>
<tr>
<th>AGE</th>
<th>Total</th>
<th>Civilian Labor Force</th>
<th>Employed</th>
<th>Unemployed</th>
<th>Unemployment rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 to 19 years</td>
<td>109,363</td>
<td>53,369</td>
<td>42,105</td>
<td>11,264</td>
<td>10.3%</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>141,188</td>
<td>113,798</td>
<td>105,891</td>
<td>7,907</td>
<td>5.6%</td>
</tr>
<tr>
<td>25 to 29 years</td>
<td>122,506</td>
<td>101,557</td>
<td>97,760</td>
<td>3,798</td>
<td>3.1%</td>
</tr>
<tr>
<td>30 to 34 years</td>
<td>127,837</td>
<td>101,758</td>
<td>99,202</td>
<td>2,557</td>
<td>2.0%</td>
</tr>
<tr>
<td>35 to 44 years</td>
<td>256,103</td>
<td>204,370</td>
<td>198,736</td>
<td>5,634</td>
<td>2.2%</td>
</tr>
<tr>
<td>45 to 54 years</td>
<td>219,658</td>
<td>179,900</td>
<td>176,166</td>
<td>3,734</td>
<td>1.7%</td>
</tr>
<tr>
<td>55 to 59 years</td>
<td>108,296</td>
<td>79,706</td>
<td>77,323</td>
<td>2,383</td>
<td>2.2%</td>
</tr>
</tbody>
</table>
As Table 10 shows, the largest age cohort for Idaho workers is those 25 to 54 years old. The age group experiencing the highest unemployment rate is teens 16 to 19 years old, while the group with the lowest unemployment rate are 45 to 54 years old, and those 60 - 64.

It is important to note that the youth listed in this table are those who are part of the workforce and actively looking for work. The state is implementing several strategies designed to increase employment, education and skill attainment opportunities for this youth demographic.

During the five-year 2021 estimate 63% of those in the labor force reported their ethnicity as white alone and this group has an unemployment rate of 3.9 percent. The lowest unemployment rate was among Asian

### Table 9: Labor force participation by ethnicity

<table>
<thead>
<tr>
<th>RACE AND HISPANIC OR LATINO ORIGIN</th>
<th>Total</th>
<th>Labor Force Participation Rate</th>
<th>Employment to Population Ratio</th>
<th>Unemployment rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>White alone</td>
<td>1,231,457</td>
<td>63%</td>
<td>60%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Black or African American alone</td>
<td>9,024</td>
<td>67%</td>
<td>60%</td>
<td>6.7%</td>
</tr>
<tr>
<td>American Indian and Alaska Native alone</td>
<td>17,957</td>
<td>62%</td>
<td>56%</td>
<td>9.1%</td>
</tr>
<tr>
<td>Asian alone</td>
<td>20,092</td>
<td>65%</td>
<td>62%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Native Hawaiian and Other Pacific Islander alone</td>
<td>2,524</td>
<td>64%</td>
<td>53%</td>
<td>15.8%</td>
</tr>
<tr>
<td>Some other race alone</td>
<td>57,093</td>
<td>71%</td>
<td>68%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>67,098</td>
<td>69%</td>
<td>64%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Hispanic or Latino origin (of any race)</td>
<td>157,760</td>
<td>72%</td>
<td>69%</td>
<td>4.0%</td>
</tr>
<tr>
<td>White alone, not Hispanic or Latino</td>
<td>1,161,485</td>
<td>62%</td>
<td>59%</td>
<td>3.8%</td>
</tr>
</tbody>
</table>

*Source: American Community Survey dataset ACSST5Y2021, Table ID S2301*
Native Hawaiians in Idaho experienced the highest unemployment rate of 15.8%, with the next highest rate among American Indian and Alaska Natives at 9.1%.

In the one-year 2022 data, men in the workforce were unemployed at a rate of 3.1 percent compared to 1.9 percent for women.

Veterans, another important demographic group in Idaho, totaled 58,679 according to the American Community Survey 2022 data. Nearly 95 percent of Idaho’s veterans are White, and males account for 92 percent while 36 percent are between the ages of 35 and 64. This group is well educated with nearly 30 percent having a bachelor’s degree or higher. The unemployment rate for veterans averaged 5 percent in 2022.

**Table 10: Labor force participation among veterans**

<table>
<thead>
<tr>
<th>Estimate</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total:</td>
<td>1,139,073</td>
</tr>
<tr>
<td>Veteran:</td>
<td>58,769</td>
</tr>
<tr>
<td>In labor force:</td>
<td>45,591</td>
</tr>
<tr>
<td>Employed</td>
<td>44,007</td>
</tr>
<tr>
<td>Unemployed</td>
<td>1,584</td>
</tr>
<tr>
<td>Not in labor force</td>
<td>13,178</td>
</tr>
</tbody>
</table>

Source: American Community Survey Dataset ACSDT1Y2022, Table ID C21005

**Native American Employment**

Idaho is home to five Indian reservations - the Coeur d’Alene and the Kootenai (both in northern Idaho), the Nez Perce (north central Idaho), the Shoshone-Paiute (Duck Valley on the Idaho-Nevada border) and the Shoshone-Bannock (Fort Hall in southeastern Idaho). Total statewide reservation population is 33,377 and includes a variety of races outside of Native American. The largest race is White at 21,950, or 66 percent of the total reservation population. The American Indian and Alaska Native population is second with 8,933, or 27 percent. Most of the workers are in management, business, science and arts occupations. Education services, health care and social assistance provide the largest number of jobs at 2,758. Arts, entertainment and recreation, and accommodations and food services have the second largest number of jobs with over 1,661. Four other industry groups—agriculture, forestry, fishing, hunting and mining; manufacturing; retail trade; and public administration (government) employ more than 1,000 workers. One-third of the reservations’ population 25 years and over has a high school diploma or equivalency. Over 68 percent have some college or more.

**Employment by Poverty Status**

In 2023, the federal poverty guideline is $14,580 for a 1-person household and increases by $5,140 for each additional household member. In Idaho, the 1-year 2022 ACS estimates reveal that slightly more than half (47.8 percent) of persons living below the poverty threshold were in the labor force — 91 percent of whom were actively employed and the remaining 9 percent unemployed but looking for work. Table 13 outlines the labor force participation of persons by poverty status.

**Table 11: Labor Force by Poverty Status**
The Workforce Innovation and Opportunity Act calls for enhanced services and opportunities for individuals with disabilities in the workforce system. As a result, this population has been analyzed in greater detail in Idaho’s Combined State Plan. The information below provides a deeper look at Idaho’s population of people with disabilities and the employment trends therein. Data is sourced from the American Community Survey estimates unless otherwise noted.

The number of people with disabilities in Idaho is growing. The American Community Survey 2022 one-year estimates of individuals with disabilities in Idaho increased from 241,391 in 2019, to 299,502 representing an increase of 24 percent over three years. This indicates Idaho’s population of people with disabilities is increasing at a rate faster than growth in the general population.

According to data from the 2022 American Community Survey, 16 percent of Idaho civilians living in the community report having a disability, including 14 percent of residents of working age (20-64). Estimates from 2022 indicate Idaho’s percent of population with a disability is three percentage points higher than the for the U.S. as a whole.

### Table 124: Civilians Living in the Community by Age and Disability Status

<table>
<thead>
<tr>
<th>Civilian population</th>
<th>Total</th>
<th>Population with disability</th>
<th>Percent</th>
<th>Population without disability</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. population</td>
<td>328,309,810</td>
<td>44,146,764</td>
<td>13%</td>
<td>284,163,046</td>
<td>87%</td>
</tr>
<tr>
<td>Idaho population</td>
<td>1,911,951</td>
<td>299,502</td>
<td>16%</td>
<td>1,612,449</td>
<td>84%</td>
</tr>
</tbody>
</table>

Source: American Community Survey dataset: ACSDT1Y2022, Table ID B18101
<table>
<thead>
<tr>
<th>Age Group</th>
<th>Count</th>
<th>Disability Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>65 to 74 years</td>
<td>197,939</td>
<td>25%</td>
</tr>
<tr>
<td>75 years and over</td>
<td>123,716</td>
<td>70%</td>
</tr>
<tr>
<td>75 years and over</td>
<td>86,121</td>
<td>70%</td>
</tr>
</tbody>
</table>

Source: American Community Survey dataset: ACSDT1Y2022, Table ID B18101

The table above demonstrates that the percentage of Idahoans who experience disability varies significantly by age. While this variance can be attributed to a number of factors, in general this rate increases over time with substantial increases both early in life as congenital disabilities are initially identified, and later in life as disabilities are acquired through events or emerge due to the natural aging process. This trend is illustrated in Table 13 above, with only seven percent of individuals aged 5 to 17 experiencing disability compared to 14 percent for those aged 35 to 64.

When conducting its research, the American Community Survey includes questions related to six disability categories. Residents are asked if they have difficulty in any of the following areas:

- Hearing: deaf or having serious difficulty hearing.
- Vision: blind or having serious difficulty seeing, even when wearing glasses.
- Cognitive: difficulty remembering, concentrating, or making decisions due to physical, mental, or emotional problem.
- Ambulatory: serious difficulty walking or climbing stairs.
- Self-care: difficulty bathing or dressing.
- Independent living: difficulty doing errands alone such as visiting a doctor's office or shopping due to physical, mental, or emotional problem.

Tables 14 and 15 provide information about the prevalence of these various disability types in Idaho. Self-report of disability category can include responses in multiple categories and therefore exceed 100 percent. The presence of co-occurring disabilities has a negative relationship with competitive, integrated employment.
Table 15: Civilians Aged 18 to 64, Living in the Community by Disability Type

<table>
<thead>
<tr>
<th>Disability category</th>
<th>Number Idahoans reporting a disability</th>
<th>Percent of Idaho’s total population 18-64</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hearing</td>
<td>31,665</td>
<td>2.8%</td>
</tr>
<tr>
<td>Vision</td>
<td>27,200</td>
<td>2.4%</td>
</tr>
<tr>
<td>Cognitive</td>
<td>68,579</td>
<td>6.1%</td>
</tr>
<tr>
<td>Ambulatory</td>
<td>52,424</td>
<td>4.7%</td>
</tr>
<tr>
<td>Self-care</td>
<td>21,320</td>
<td>1.9%</td>
</tr>
<tr>
<td>Independent living</td>
<td>50,883</td>
<td>4.5%</td>
</tr>
</tbody>
</table>

Source: American Community Survey dataset ACSDT1Y2022, Table B18120

Table 136: Civilians Aged 18 to 64, Employment Status by Disability Type

<table>
<thead>
<tr>
<th>Disability type</th>
<th>Total population</th>
<th>Number employed</th>
<th>Number unemployed</th>
<th>Unemployment rate for those in the labor force</th>
<th>Number not in labor force</th>
<th>Percent not in labor force</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hearing</td>
<td>31,665</td>
<td>19,627</td>
<td>767</td>
<td>3.9%</td>
<td>11,271</td>
<td>35.6%</td>
</tr>
<tr>
<td>Vision</td>
<td>27,200</td>
<td>15,708</td>
<td>1,694</td>
<td>10.8%</td>
<td>9,798</td>
<td>36.0%</td>
</tr>
<tr>
<td>Cognitive</td>
<td>68,579</td>
<td>29,867</td>
<td>2,694</td>
<td>9.0%</td>
<td>36,018</td>
<td>52.5%</td>
</tr>
<tr>
<td>Ambulatory</td>
<td>52,424</td>
<td>18,320</td>
<td>870</td>
<td>4.7%</td>
<td>33,234</td>
<td>63.4%</td>
</tr>
<tr>
<td>Self-care</td>
<td>21,320</td>
<td>4,767</td>
<td>404</td>
<td>8.5%</td>
<td>16,149</td>
<td>75.7%</td>
</tr>
<tr>
<td>Independent living</td>
<td>50,883</td>
<td>16,679</td>
<td>1,519</td>
<td>9.1%</td>
<td>32,685</td>
<td>64.2%</td>
</tr>
</tbody>
</table>

Source: American Community Survey, Dataset ACSDT1Y2022, Table B18120

Table 16 shows the employment status of Idahoans by self-reported disability type. Variation in employment between disability categories is substantial. For example, those individuals with hearing impairments and of those only 3.9 percent are unemployed. Whereas those with a cognitive disability have an unemployment rate of 9 percent. 75.7 percent of those unable to perform self-care do not participate in the labor force, representing the most impactful form of disability on the ability to participate in the labor force.

Finally, it is worth noting that a significant percent of Idaho’s growth can be attributed to people moving to the state. Further analysis of population trends by age across time suggest a significant portion of Idaho’s population growth can be attributed to people aged 65 and over moving to the state to enjoy a comparatively cheaper cost of living during retirement. These individuals, due to their age, are more likely to report experiencing a disability, and are less likely to be seeking employment than Idaho’s population on average. This trend is illustrated by a significantly reduced poverty rate for Idahoans with disabilities in retirement age.
(ii) Labor Market Trends. Provide an analysis of key labor market trends, including across existing industries and occupations.

This part of Section (II)(a)(1)(B) discusses general trends regarding Idaho’s population and workforce, a discussion of in-migration to our state, as well as trends and changes in Idaho’s population demographics. It also examines wage and income information, and finally, trends relating to Idaho’s job market.

General Population Trends

Idaho’s economy and workforce have historically been, and continue to be, impacted by the state’s geography and population distribution. Idaho is a large, sparsely populated state with a 2022 census population estimate of 1,911,951 spread across more than 82,000 square miles. Idaho’s average population density is 21.9 persons per square mile, though the population tends to cluster within the six urban counties: Ada, Canyon, Kootenai, Bonneville, Bannock and Twin Falls. The density in these counties is over 140 persons per square mile while density in the rest of the state is only 7.9 people per square mile. Ada County has the highest density at 424 persons per square mile. Camas County, one of Idaho’s smaller counties, has the smallest density at 6 persons per 10 square miles. The rural areas, often separated by large distances, mountain ranges and rivers from the nearest urban hubs, pose a challenge for service access and require special consideration in creating any statewide system.

The steady shift of Idaho's population from rural counties to urban counties continues. From 1920 until 1972, the population in rural Idaho exceeded that of urban counties. However, from the 1970s on a new demographic era began as people increasingly moved from more rural to less rural areas resulting in increased concentrations in what today are Idaho’s six most populous counties. The population of those six counties account for nearly two-third of the state’s total population while one third is distributed among the other 38 counties.

The six urban counties had a combined population of 1,198,462 in 2020, accounting for more than 75 percent of the growth in the state’s population since 2019 and 65 percent of overall population. Idaho’s largest county, Ada, is located in Southwest Idaho. It is the only county with a population over 400,000.

Idaho had four counties with a population of 10,000 or more that ranked nationally in the top 100 counties for percentage growth between years 2010 – 2020. These include Madison (41 percent), Ada (26 percent), Kootenai (23 percent) and Canyon (22 percent).

Idaho’s population and economy are expected to see continued growth. The forces that drove Idaho’s expansion prior to the recession still exist as they did in the 1990s. Population has grown primarily through in-migration of people attracted by Idaho's quality of life—despite wage and income levels that rank near the bottom of the states. Many of those coming to Idaho are retirees over the age of 65. Increasing population—and an aging population—create more demand for goods and services, which has led to the predominance of the service sector. Our aging population has also increased demand for occupations in the health care industry.

Idaho’s population has grown 44 percent since the turn of the century. The 2020 decennial census, showed the continuation of Idaho’s strong growth with a 2.9 percent increase, making it one the fastest-growing states in the US. Its growth was much faster than the national growth rate of 1.0 percentage points. It was similar to the state’s peak growth rate in the 2000-2010, occurring in 2006 just before the recession, and
more than four times the growth rate in the recession decade of the 1980s. Idaho’s population increased by 52,041 in 2020 to 1,839,106. Idaho ranks 38th among the states in overall population, up two compared to the 40th most populous ranking in 2010.

**In-Migration**

Idaho’s net migration during 2022 was 34,719. This much growth from immigration sets the state as one of the fastest-growing recipients of population from the surrounding states and California.

In-migration is expected to increase as Idaho’s economy continues its growth as the state attracts new businesses and local companies expand. With the creation of additional jobs, more local job seekers stay in Idaho, reducing out-migration. At present, there is a shortage of workers and a need for an influx of skilled workforce into the state.

The table below shows in-migration between 2010 and 2022. The recession caused the drop in net migration from 2009 to 2010. Domestic in-migration and out-migration consist of moves where both the origin and destination are within the United States. International migration accounts for any change of residence across the borders of the United States and Puerto Rico. Net international migration is estimated in four parts: foreign born, between the United States and Puerto Rico, of natives to and from the United States and movement of the Armed Forces population between the United States and overseas. The largest component, net international migration of the foreign born, includes lawful permanent residents (immigrants), temporary migrants (such as students), humanitarian migrants (such as refugees) and people illegally present in the United States. After 2011 net migration increased primarily due to the international portion. However, since 2012 net migration increases are largely due to the domestic portion; international migration has since declined significantly following 2017.

**Table 147: Idaho Net Migration, July 2010 through Jun 2022**

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Net Migration</th>
<th>Domestic</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2010</td>
<td>-194</td>
<td>-381</td>
<td>187</td>
</tr>
<tr>
<td>July 2011</td>
<td>2337</td>
<td>524</td>
<td>1813</td>
</tr>
<tr>
<td>July 2012</td>
<td>1035</td>
<td>-721</td>
<td>1756</td>
</tr>
<tr>
<td>July 2013</td>
<td>5574</td>
<td>3535</td>
<td>2039</td>
</tr>
<tr>
<td>July 2014</td>
<td>10059</td>
<td>8470</td>
<td>1589</td>
</tr>
<tr>
<td>July 2015</td>
<td>10065</td>
<td>6771</td>
<td>3294</td>
</tr>
<tr>
<td>July 2016</td>
<td>22168</td>
<td>18550</td>
<td>3618</td>
</tr>
<tr>
<td>July 2017</td>
<td>26857</td>
<td>25035</td>
<td>1822</td>
</tr>
<tr>
<td>July 2018</td>
<td>24864</td>
<td>24401</td>
<td>463</td>
</tr>
<tr>
<td>July 2019</td>
<td>29224</td>
<td>28466</td>
<td>758</td>
</tr>
</tbody>
</table>
Demographic Trends

According to Idaho Department of Labor, Idaho’s population is expected to grow by 12.1 percent from 2021 to 2031 (Table 18). In the same period, Hispanics, the state's largest minority, will grow much faster at 33 percent (Table 19).

Over the next decade however, the major demographic impact in Idaho will come from the aging of the population. Although Idaho has a higher percentage of workers aged 24 and younger than the nation as a whole, the state will not be immune from an aging labor force as workers aged 55 and older leave the workplace. This will encourage employers to provide a work environment that entices experienced and highly skilled workers to remain on the job and in the state.

The overall composition of the population is also changing. Projections indicate that Idahoans aged 60 to 64 years will increase by 2.4 percent while age groups 65 and older will all increase by 15 percent or more. The largest growth will be in the 80 to 84 group and is predicted to increase by 73.9 percent. The smallest growth rates will be in the 10 to 14-year-old at 1.3 percent, and the second smallest growth being 5 to 9-year-old at 1.4 percent. Over time, this may mean fewer workers aging into the labor force to replace those aging out. While this trend was somewhat evident between 2000 and 2010, it will become much more pronounced as the youngest in the baby boomer generation pass the threshold of 65 in the present decade. Even with an expanding cadre of older workers, Idaho has a relatively large number of young people entering or soon to enter the labor force.

Table 158: Projected Population by Age for Idaho, 2021-2031

<table>
<thead>
<tr>
<th>Age</th>
<th>2021</th>
<th>2031</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>1,888,533</td>
<td>2,116,413</td>
<td>12.1%</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 5 years</td>
<td>117,956</td>
<td>123,828</td>
<td>5%</td>
</tr>
<tr>
<td>5 to 9 years</td>
<td>128,222</td>
<td>130,053</td>
<td>1.4%</td>
</tr>
<tr>
<td>10 to 14 years</td>
<td>135,469</td>
<td>137,232</td>
<td>1.3%</td>
</tr>
<tr>
<td>15 to 19 years</td>
<td>131,454</td>
<td>136,971</td>
<td>4.2%</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>122,972</td>
<td>134,018</td>
<td>9.0%</td>
</tr>
<tr>
<td>25 to 29 years</td>
<td>125,090</td>
<td>136,057</td>
<td>8.8%</td>
</tr>
<tr>
<td>Age Group</td>
<td>2021</td>
<td>2031</td>
<td>Percent Change</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------</td>
<td>-------</td>
<td>----------------</td>
</tr>
<tr>
<td>30 to 34 years</td>
<td>124,765</td>
<td>136,562</td>
<td>9.5%</td>
</tr>
<tr>
<td>35 to 39 years</td>
<td>123,504</td>
<td>139,461</td>
<td>12.9%</td>
</tr>
<tr>
<td>40 to 44 years</td>
<td>120,104</td>
<td>136,203</td>
<td>13.4%</td>
</tr>
<tr>
<td>45 to 49 years</td>
<td>106,219</td>
<td>127,192</td>
<td>19.7%</td>
</tr>
<tr>
<td>50 to 54 years</td>
<td>105,432</td>
<td>118,215</td>
<td>13.7%</td>
</tr>
<tr>
<td>55 to 59 years</td>
<td>108,556</td>
<td>118,150</td>
<td>8%</td>
</tr>
<tr>
<td>60 to 64 years</td>
<td>115,437</td>
<td>118,215</td>
<td>2.4%</td>
</tr>
<tr>
<td>65 to 69 years</td>
<td>107,181</td>
<td>117,189</td>
<td>9.3%</td>
</tr>
<tr>
<td>70 to 74 years</td>
<td>89,868</td>
<td>107,818</td>
<td>20%</td>
</tr>
<tr>
<td>75 to 79 years</td>
<td>58,712</td>
<td>84,217</td>
<td>43.4%</td>
</tr>
<tr>
<td>80 to 84 years</td>
<td>36,146</td>
<td>58,714</td>
<td>63%</td>
</tr>
<tr>
<td>85 years and over</td>
<td>31,446</td>
<td>54,700</td>
<td>73.9%</td>
</tr>
</tbody>
</table>

SOURCE: Economic Modeling Specialist, Inc. (EMSI)

Table 20: Projected Population by Age for Idaho, 2020-2030

<table>
<thead>
<tr>
<th>Category</th>
<th>2020</th>
<th>2030</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>1,826,913</td>
<td>2,148,168</td>
<td>18%</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>1,487,564</td>
<td>1,692,466</td>
<td>14%</td>
</tr>
<tr>
<td>White, Hispanic</td>
<td>209,735</td>
<td>279,053</td>
<td>33%</td>
</tr>
<tr>
<td>Two or More Races, Non-Hispanic</td>
<td>38,476</td>
<td>53,161</td>
<td>38%</td>
</tr>
<tr>
<td>Asian, Non-Hispanic</td>
<td>27,095</td>
<td>38,617</td>
<td>43%</td>
</tr>
<tr>
<td>American Indian or Alaskan Native, Non-Hispanic</td>
<td>19,438</td>
<td>22,246</td>
<td>14%</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>13,793</td>
<td>19,841</td>
<td>44%</td>
</tr>
<tr>
<td>American Indian or Alaskan Native, Hispanic</td>
<td>12,398</td>
<td>14,366</td>
<td>16%</td>
</tr>
<tr>
<td>Two or More Races, Hispanic</td>
<td>9,137</td>
<td>13,345</td>
<td>46%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander, Non-Hispanic</td>
<td>3,275</td>
<td>5,213</td>
<td>59%</td>
</tr>
<tr>
<td>Black, Hispanic</td>
<td>2,978</td>
<td>4,618</td>
<td>55%</td>
</tr>
</tbody>
</table>
GDP and Personal Income

Another major economic factor in Idaho is wages and income. Although Idaho has a low unemployment rate, the state also tends to have lower average wages compared to the rest of the nation. Low wages may be attractive from the perspective of operating a business, but they also make it difficult to attract highly skilled workers. Idaho’s low average wages can be attributed in large part to the relatively high share of jobs in the food service and retail sectors, where pay is typically low.

Personal income and gross product are indicators for measuring the business activity in a state and a broad measure of the state’s economic wealth. The Bureau of Economic Analysis (BEA) defines personal income as “the income that people get from wages and salaries, social security and other government benefits, dividends and interest, business ownership, and other sources.” As indicated in Table 20, personal income and gross state product rebounded in 2010 with consistent annual increases. In 2020, Idaho’s gross domestic product experienced the smallest increase since 2010, at 1.7 percent. However, total personal income for 2020 increased by 9.2 percent, the highest year-over-year change in the past decade. The BEA notes that this sharp increase in personal income from 2019 to 2020 reflects the additional income received through CARES Act pandemic relief payments.

Table 21: Idaho Gross Product and Personal Income 2008-2022 (in thousands)

<table>
<thead>
<tr>
<th>Year</th>
<th>Gross Domestic Product</th>
<th>Percent Change from Previous Year</th>
<th>Total Personal Income</th>
<th>Percent Change from Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>$55,546</td>
<td></td>
<td>$50,205</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>$53,775</td>
<td>-3.2%</td>
<td>$48,477</td>
<td>-3.4%</td>
</tr>
<tr>
<td>2010</td>
<td>$55,171</td>
<td>2.6%</td>
<td>$50,197</td>
<td>3.5%</td>
</tr>
<tr>
<td>2011</td>
<td>$56,488</td>
<td>2.4%</td>
<td>$53,083</td>
<td>5.7%</td>
</tr>
<tr>
<td>2012</td>
<td>$57,764</td>
<td>2.3%</td>
<td>$56,140</td>
<td>5.8%</td>
</tr>
<tr>
<td>2013</td>
<td>$61,018</td>
<td>5.6%</td>
<td>$58,338</td>
<td>3.9%</td>
</tr>
<tr>
<td>2014</td>
<td>$63,522</td>
<td>4.1%</td>
<td>$61,827</td>
<td>6.0%</td>
</tr>
<tr>
<td>2015</td>
<td>$66,004</td>
<td>3.9%</td>
<td>$65,825</td>
<td>6.5%</td>
</tr>
<tr>
<td>2016</td>
<td>$69,029</td>
<td>4.6%</td>
<td>$68,445</td>
<td>4.0%</td>
</tr>
<tr>
<td>2017</td>
<td>$72,723</td>
<td>5.4%</td>
<td>$72,355</td>
<td>5.7%</td>
</tr>
<tr>
<td>Year</td>
<td>Gross Domestic Product</td>
<td>Percent Change from Previous Year</td>
<td>Total Personal Income</td>
<td>Percent Change from Previous Year</td>
</tr>
<tr>
<td>------</td>
<td>------------------------</td>
<td>----------------------------------</td>
<td>-----------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>2018</td>
<td>$77,052</td>
<td>6.0%</td>
<td>$77,012</td>
<td>6.4%</td>
</tr>
<tr>
<td>2019</td>
<td>$82,420</td>
<td>6.9%</td>
<td>$81,565</td>
<td>5.9%</td>
</tr>
<tr>
<td>2020</td>
<td>$83,822</td>
<td>1.7%</td>
<td>$89,078</td>
<td>9.2%</td>
</tr>
<tr>
<td>2021</td>
<td>$87,992</td>
<td>5.0%</td>
<td>$94,097</td>
<td>5.6%</td>
</tr>
<tr>
<td>2022</td>
<td>$91,683</td>
<td>4.2%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>


Job Market Trends

Idaho’s industrial make-up shifted since the 2007 recession. The jobs losses between 2007 and 2010 primarily came from construction and manufacturing, while many of the jobs gains between 2010 and 2020 came from health services and social services (25,200). This was followed by a rebound in construction (24,400) and manufacturing (14,800). Other industry sectors that have recorded job growth in excess of 10,000 are accommodation and food services (14,800), retail trade (13,500), and professional and technical services (13,200).

The bulk of the available jobs in 2020 were registered nurses, additionally impacted by the COVID-19 pandemic and the high demand for healthcare workers. Following this were low-wage low-skill jobs in the customer-service and retail industry. However, although current economic projections rank healthcare and social assistance and retail trade as holding the bulk of jobs in 2030, retail trade is projected to have the slowest growth of all industries from 2020 – 2030 at just under 5 percent. This is a significant shift from earlier years that projected large growth in retail trade, with the model conceivably now factoring in the current retail shift to online sales. The state workforce agency has provided an increasing number of rapid response services in response to a large trend of national, regional and local retail closures.

Although manufacturing jobs have increased, the types of jobs available within the industry are projected to grow at different rates. Between 2020 and 2030, computer and electronic manufacturing is projected to grow by more than 20 percent. While food manufacturing represents the largest share of job in the industry, it is projected to grow by 12 percent.

Health care has continued to grow irrespective of economic conditions. There has been a continuous need for occupations at all skill levels, from certified nursing assistants to primary care physicians. According to Help Wanted Online, heavy and tractor trailer truck drivers is the hardest job to fill in Idaho - with 3,511 openings in 2022 with an average time to fill of 36 days. Conversely, the easiest jobs to fill in 2022 were data scientists, computer user support specialists, and project management specialists, all at 27 days. Retail salespersons were high on both the annual listings and hard-to-fill lists.

(iii) Education and Skill Levels of the Workforce. Provide an analysis of the educational and skill levels of the workforce.
This part of Section (II)(a)(1)(B) outlines trends in Educational Attainment for Idaho’s general population, as well as for specific populations with barriers, where data is available. All data is obtained from the American Community Survey one-year 2022 estimates.

**Educational Attainment - General Population**

In Idaho, a sizable portion of the population completes high school education. About 87 percent of the 18-24 age group and 91 percent of 25 and older have at least a high school diploma. However, as discussed further in the following sections, the trend towards high school graduation does not necessarily apply to specific populations with barriers to employment.

While high school participation is generally high, participation drops off at the post-secondary level. About 44 percent of the 18-24 age group have some college or an associate degree, and 6.9 percent have a bachelor’s degree or higher. For those age 25 and over, 26 percent have some college but no degree, 9.8 percent have an associate degree, and 27.6 percent have a bachelors or higher. In other words, the majority of Idaho’s youth graduate from high school, while just over half (51 percent) of young adults aged 18-24 participate in post-secondary education. And a little more than one third (39 percent) of Idaho’s adults have an associate degree or higher.

**Educational Attainment - By Race**

The American Community Survey Data provides educational attainment by race for the groups listed below. While races other than white, in combination, make up about 12% percent of the state’s population over the age of 25, these groups do have significant variances in Educational Attainment that are worth noting. For example, within the group of Asians, 55 percent hold a bachelor’s degree, compared to the next highest group at 34 percent (White alone).

**Table 22: Educational attainment by race**

<table>
<thead>
<tr>
<th>Race Population 25 and Over</th>
<th>Race Population</th>
<th>% of State Population</th>
<th>% of Race with High School Diploma or Higher</th>
<th>% of Race with Bachelor's or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total State Population 25 and Over</td>
<td>1,280,178</td>
<td>67%</td>
<td>94%</td>
<td>34%</td>
</tr>
<tr>
<td>White alone</td>
<td>1,080,405</td>
<td>57%</td>
<td>94%</td>
<td>34%</td>
</tr>
<tr>
<td>Black or African American alone</td>
<td>7,133</td>
<td>0.4%</td>
<td>90%</td>
<td>25%</td>
</tr>
<tr>
<td>American Indian and Alaska Native alone</td>
<td>15,152</td>
<td>1%</td>
<td>80%</td>
<td>14%</td>
</tr>
<tr>
<td>Asian alone</td>
<td>18,594</td>
<td>1%</td>
<td>92%</td>
<td>55%</td>
</tr>
<tr>
<td>Native Hawaiian and Other Pacific Islander alone</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Some other race alone</td>
<td>58,176</td>
<td>3%</td>
<td>68%</td>
<td>12%</td>
</tr>
<tr>
<td>Hispanic or Latino origin</td>
<td>137,932</td>
<td>7%</td>
<td>70%</td>
<td>15%</td>
</tr>
</tbody>
</table>

*Source: American Community Survey, dataset ACSST1Y2022, Table ID S1501*
Educational Attainment

While older individuals participate in the workforce at a lower rate than their younger counterparts, they have a relatively comparable mix of educational attainment. The education levels of older individuals in Idaho are generally comparable with those of other age groups.

Educational attainment in Idaho remains consistent among various age groups with all age groups within 3-5 percentage points among high school graduates and those earning bachelor's degrees. Educational attainment for those 25 years and older shows that 32% of this group holds a bachelor's degree or higher and 92% graduated high school and has completed some college.

Table 23: Age by educational attainment population 18-24 years

<table>
<thead>
<tr>
<th>AGE BY EDUCATIONAL ATTAINMENT</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population 18 to 24 years</td>
<td>194,235</td>
<td></td>
</tr>
<tr>
<td>Less than high school graduate</td>
<td>25,593</td>
<td>13%</td>
</tr>
<tr>
<td>High school graduate (includes equivalency)</td>
<td>71,675</td>
<td>37%</td>
</tr>
<tr>
<td>Some college or associate degree</td>
<td>80,888</td>
<td>42%</td>
</tr>
<tr>
<td>Bachelor's degree or higher</td>
<td>16,079</td>
<td>8%</td>
</tr>
</tbody>
</table>

Source: American Community Survey, dataset ACSST1Y2022, Table ID S1501

Table 16: Percent of population graduating high school, or earning bachelor's degree by age

<table>
<thead>
<tr>
<th></th>
<th>25-34</th>
<th>35-44</th>
<th>45-64</th>
<th>65+</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school graduate or higher</td>
<td>94%</td>
<td>92%</td>
<td>91%</td>
<td>93%</td>
</tr>
<tr>
<td>Bachelor's degree or higher</td>
<td>34%</td>
<td>36%</td>
<td>31%</td>
<td>31%</td>
</tr>
</tbody>
</table>

Source: American Community Survey, dataset ACSST1Y2022, Table ID S1501

Table 17: Educational attainment population 25 and older

<table>
<thead>
<tr>
<th>Population 25 years and over</th>
<th>1,280,178</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 9th grade</td>
<td>44,365</td>
</tr>
<tr>
<td>9th to 12th grade, no diploma</td>
<td>57,919</td>
</tr>
<tr>
<td>High school graduate (includes equivalency)</td>
<td>333,105</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>305,642</td>
</tr>
<tr>
<td>Associate degree</td>
<td>125,979</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>274,409</td>
</tr>
<tr>
<td>Graduate or professional degree</td>
<td>138,759</td>
</tr>
<tr>
<td>High school graduate or higher</td>
<td>1,177,894</td>
</tr>
<tr>
<td>Bachelor's degree or higher</td>
<td>413,168</td>
</tr>
</tbody>
</table>

Source: American Community Survey, dataset ACSST1Y2022, Table ID S1501

Educational Attainment - Low-Income Individuals
About nine percent of the population age 25 and older have income levels below poverty, with 21 percent of those having attained less than high school falling into this category, more than five times the rate of those holding bachelor's degrees. These data reinforce this assumption that obtaining a high school credential is an important first step towards escaping poverty, while continuing on to post-secondary education provides important additional opportunities to improve quality of life and well-being.

Table 18: Poverty status and educational attainment

<table>
<thead>
<tr>
<th>POVERTY RATE FOR THE POPULATION 25 YEARS AND OVER FOR WHOM POVERTY STATUS IS DETERMINED BY EDUCATIONAL ATTAINMENT LEVEL</th>
<th>2019</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than high school graduate</td>
<td>21%</td>
<td>20%</td>
</tr>
<tr>
<td>High school graduate (includes equivalency)</td>
<td>10%</td>
<td>12%</td>
</tr>
<tr>
<td>Some college or associate degree</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Bachelor's degree or higher</td>
<td>4%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Source: American Community Survey, dataset ACSST1Y2022, Table ID S1501

Educational Attainment - English Language Barriers

A significant number of individuals who have less than a high school education and speak only Spanish at home are not in the labor force. However, it's important to note that this data is only a snapshot and may not fully capture the complexities of labor force participation. Factors such as age, health, and caregiving responsibilities, can also influence whether someone is in the labor force. Additionally, language skills can be a significant factor in employment opportunities.

Those individuals who have not completed high school is made up of 102,284 people. Among them, 52,223 are active in the labor force. English is the predominant language among this working population, with 26,871 individuals identifying it as their primary language. Spanish follows closely behind, spoken by 24,377 individuals. However, not everyone in this group is part of the labor force. There are 50,061 individuals who are not currently working. The majority of these individuals speak English (37,602), while a smaller portion speaks Spanish (10,365).

Those who have completed high school or an equivalent level of education is significantly larger, encompassing 333,105 individuals. Of these, 191,317 are part of the labor force. English remains the dominant language among these working individuals, spoken by 164,583 people. Spanish is the second most common language, spoken by 19,632 workers. Similar to the first group, there are those who are not in the labor force, totaling 141,788 individuals. The majority of these individuals speak English (131,160), with a smaller number speaking Spanish (7,035).

Table 27: Educational Attainment by Language Spoken at Home for those in the Workforce

<table>
<thead>
<tr>
<th>Less than high school graduate</th>
<th>%</th>
<th>High school graduate (includes equivalency)</th>
<th>%</th>
<th>Some college or associate degree</th>
<th>%</th>
<th>Bachelor's degree or higher</th>
<th>%</th>
</tr>
</thead>
</table>

37
<table>
<thead>
<tr>
<th>Language/Education</th>
<th>102,284</th>
<th>333,105</th>
<th>431,621</th>
<th>413,168</th>
</tr>
</thead>
<tbody>
<tr>
<td>In labor force</td>
<td>52,223</td>
<td>191,317</td>
<td>261,432</td>
<td>282,991</td>
</tr>
<tr>
<td>Speak only English</td>
<td>26,871</td>
<td>164,583</td>
<td>240,345</td>
<td>256,248</td>
</tr>
<tr>
<td>Speak Spanish</td>
<td>24,377</td>
<td>19,632</td>
<td>16,773</td>
<td>13,808</td>
</tr>
<tr>
<td>Speak other Indo-European languages</td>
<td>489</td>
<td>3,355</td>
<td>2,659</td>
<td>6,341</td>
</tr>
<tr>
<td>Speak Asian and Pacific Island languages</td>
<td>234</td>
<td>1,659</td>
<td>1,159</td>
<td>5,724</td>
</tr>
<tr>
<td>Speak other languages</td>
<td>252</td>
<td>2,088</td>
<td>496</td>
<td>870</td>
</tr>
</tbody>
</table>

Source: American Community Survey dataset: ACSDT1Y2022, Table ID, B16010

(iv) Comparison of Economic and Workforce Analytical Conclusion. Describe areas of opportunity for meeting hiring, education, and skills needs identified in the economy compared to the assets available in the labor force in the state.

Idaho’s Efforts to Meet Skill Gaps

Many of Idaho’s in-demand jobs are considered “entry-level,” requiring comparatively little education for attainment. In fact, out of the top ten in-demand jobs, only two require education beyond a high school diploma. Work-based learning, credentialing, and training remain important to secure employment in these in-demand jobs and industry supersectors (for instance, for Electricians and Light Truck or Delivery Services Drivers), as credentials are often necessary. Additionally, many of these jobs also lack clear opportunities for advancement, making ongoing education and training essential for workers’ economic mobility.

Idaho’s cost of living has kept pace with or outstripped wage growth in many areas of the state. Miscellaneous Assemblers and Fabricators make the lowest median hourly wage of Idaho’s in-demand jobs, at $14.77 hourly. Meanwhile General and Operations Managers make the highest wage of any in-demand job at $33.49 hourly.

To prioritize training efforts around industries and occupations that balance good wages with current or projected demand for workers, Idaho’s workforce development system uses information, access, and worker choice to support individuals’ entry into quality jobs through programs such as Idaho LAUNCH.

Access
Facing a need for education and training coupled with the high cost and limited capacity of training programs in Idaho, the Workforce Development Council created Idaho LAUNCH. LAUNCH is a grant program that pays for workers' short-term education or training for approved in-demand careers, reducing or eliminating the barrier between Idaho's workers and a quality job. This program is designed to simultaneously meet employers' and job seekers' needs and aids in creating a skilled workforce.

The correlation between higher levels of education and lower levels of poverty reinforces the state's commitment to increase educational attainment beyond high school via LAUNCH and other programs.

**Information**
The in-demand careers list that powers LAUNCH is generated and regularly updated by the Idaho Department of Labor and is visible to the public. This list provides information about the educational requirements and wage prospects of a given job, allowing members of the public to make informed career decisions.

Additionally, Combined Plan Partners leverage unemployment data from the Economic and Workforce Analysis to identify sectors of the population in need of more targeted support. These groups include:

- Youth aged 16-19 (10.3% unemployment)
- Youth aged 20-24 (5.6%)
- Black or African American individuals (6.7%)
- American Indian and Alaska Native individuals (9.1%)
- Native Hawaiian and Other Pacific Islander individuals (15.8%)
- Individuals of two or more races (5.7%)
- Individuals living below the poverty line (9.1%)
- Individuals with vision disabilities (10.8%)
- Individuals with cognitive disabilities (9.0%)
- Individuals with self-care disabilities (8.5%)
- Individuals with independent living disabilities (9.1%)

In response to this information, Combined Plan Partners created new focus areas to adapt our services to be more accessible and useful for individuals in the identified groups. Focus areas include (1) developing career pathways, (2) providing quality service to youth – particularly youth in underserved, underrepresented, and marginalized groups, (3) improving public awareness and access to the workforce system, and (4) building the workforce system's capacity to serve participants with more significant barriers to employment. These goals are described in full in Section (II)(C)(b)(2).

Combined Plan Partners are actively leveraging several strategies to close identified skill gaps. First, the WDC has funded, trained, and placed Talent Pipeline Management specialists across the state, who will leverage their roles to build sector partnerships for in-demand careers and industry supersectors. Next, the WDC will continue to support Idaho LAUNCH, which promotes a “no wrong door” approach to education and training, allowing workers to upskill and retrain at any point in their careers. Finally, partners are actively seeking additional funding to support these goals and increase the capacity of each organization to effectively reduce the skills gap and serve the State of Idaho.

**Customer Choice**
Improving Idahoans' knowledge and access to employment and training opportunities supports customer choice, helping to improve the system as Idahoans move freely to the best opportunities available.
Customers choice has been a successful component of Idaho’s model already, with Idahoans aligning their career training and goals to the state’s top six industry sectors projected to have the largest net job growth between 2020 and 2030. 13 of the top 20 trending occupations for Idaho job seekers fall directly into Idaho’s growth industries, with the remaining seven peripherally related.

The Workforce Development Council and Combined Plan Partners will take on efforts to increase the accessibility of training for in-demand careers, leveraging our services alongside germane data, information, and customer choice.

(2) Workforce Development, Education and Training Activities Analysis. The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in (a)(1)(B)(iii) above, and the employment needs of employers, as identified in (a)(1)(A)(iii) above.

This must include an analysis of—

(A) The State’s Workforce Development Activities. Provide an analysis of the State’s workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and required and optional One-Stop delivery system partners.

To provide a thorough overview of the current workforce development activities and delivery models taking place in Idaho, we have provided a program–by–program summary of core WIOA programs as well as for those programs who will be submitting as part of the Combined State Plan. Where possible, we have also solicited information from our One–Stop partners who are not submitting as part of the Combined State Plan and have included this information as well. A comprehensive discussion of strengths, weaknesses, and capacity will be covered in the subsequent sections (B) and (C).

Title I-B - Youth Programs (Idaho Department of Labor)

Funded by the U.S. Department of Labor (USDOL), WIOA Title I-B offers programs for Youth, Adult and Dislocated Workers in Idaho. These programs help eligible individuals get good jobs and stay employed and help employers by improving the skills of Idaho’s workforce.

Unless specifically directed by the Idaho Workforce Development Council to do otherwise, Idaho’s WIOA Title I-B Youth program serves out-of-school youth ages 16 to 24. Eligible young people work closely with a career planner to support them in achieving the education and skills necessary to enter the workforce. Services may include work-based learning opportunities through job shadowing, work experiences and internships, work skills training such as vocational classes or on-the-job training, and supportive services to help with the costs of transportation and other necessities.

4 Required one-stop partners: In addition to the core programs, the following partner programs are required to provide access through the one-stops: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American programs, HUD Employment and Training programs, Job Corps, Local Veterans’ Employment Representatives and Disabled Veterans’ Outreach Program, National Farmworker Jobs program, Senior Community Service Employment program, Temporary Assistance for Needy Families (TANF) (unless the Governor determines TANF will not be a required partner), Trade Adjustment Assistance programs, Unemployment Compensation programs, and YouthBuild.

5 Workforce development activities may include a wide variety of programs and partners, including educational institutions, faith- and community-based organizations, and human services.
Title I-B – Adult and Dislocated Worker Programs (Administered by the Idaho Department of Labor, operated by Equus Workforce Solutions)

The Adult and Dislocated Worker programs provide access to the same array of service categories as the state’s Title I Youth program: basic and individualized career, training, and supportive services. Services are provided at the level needed to launch the adult or restore the dislocated worker to self-sufficient employment. Equus Workforce Solutions began providing these services in Idaho in October 2021.

For the Adult program, individuals lacking basic skills or receiving public assistance may be eligible. For the Dislocated Worker program, those who have lost their job through no fault of their own may be eligible. Dislocated Worker funds also support the Rapid Response program that provides immediate assistance to employers and workers for business closings and other mass layoff events.

Both Idaho Department of Labor and Equus staff provide these program services in the state’s eight American Job Centers. The Idaho Department of Labor staffs various mobile locations, providing access to 38 additional communities across the state.

Title II - Adult Education and Family Literacy (AEFLA) (Idaho Division of Career Technical Education)

Through a variety of services leading to post-secondary schooling, workforce training, and employment, Idaho’s Adult education program supports adults with academic skills below the 12th grade level attain basic reading, writing, math, English language and digital literacy skills necessary to thrive in the state’s economy and to engage in civic participation.

Eligible participants are aged 16 or older and not currently enrolled in secondary education. Participants must be seeking to complete a high school equivalency, to increase literacy and numeracy skills needed to succeed in post-secondary education and training or to improve English language proficiency.

Under the direction of Idaho Division of Career and Technical Education (IDCTE), adult education services include literacy and numeracy instruction, preparation for high school equivalency testing, workplace literacy, English language instruction, integrated education and training, and digital skills instruction. Adult education programs also assist participants with transitions to career pathways through post-secondary education and workforce training. Services are delivered through a combination of in-person and remote learning options, often in combination with other post-secondary, business and industry, or WIOA partners.

Adult education services are carried out by local providers servicing all Idaho counties. Local providers include Idaho’s technical colleges and universities and the Department of Corrections. Local programs provide intake, orientation, initial and follow-up skills assessments, goal making, study plans, and transition services to students in their service areas. Local programs are accountable to the state office for outcomes reporting and grant compliance. The state office supports local programs through program monitoring, grant guidance, professional development, technical assistance, and federal reporting.

Title III - Wagner-Peyser/Employment Services (Idaho Department of Labor)
Employment services are designed to help connect job seekers and employers. Self-service is available at idahoworks.gov, an online labor exchange system where job seekers can register for work, search for job openings, and access a variety of job search resources. Additionally, employers can list jobs, search resumes, and link to labor market information and other resources.

Staff are available to assist job seekers with job search consulting and workshops; aptitude, interest, and proficiency tests; career guidance; and referrals to other workforce development services. Specialized services are available for veterans, migrant seasonal farm workers, and individuals with disabilities.

Employment services to employers include referring job candidates, promoting job openings, providing space at the American Job Centers for employers to conduct customized recruitment and hiring events; recruiting or matching applicants from local, state, and national labor pools; and organizing in-person or virtual job fairs. The Idaho Department of Labor provides these services in the same locations presented earlier as its Title I-B offerings.

**Title IV - Vocational Rehabilitation Services (Idaho Division of Vocational Rehabilitation and Idaho Commission for the Blind and Visually Impaired)**

Vocational Rehabilitation services in Idaho are provided through two agencies: the Idaho Division of Vocational Rehabilitation (IDVR), and the Idaho Commission for the Blind and Visually Impaired (the Commission). Both agencies serve individuals with disabilities that constitute or result in substantial barriers to employment. IDVR works with a diverse array of disabilities to include, but not limited to individuals with mental health disorders, learning disabilities, developmental disabilities, diabetes, deafness, amputation, mobility impairments, and traumatic brain injury. The Commission specifically serves individuals whose primary disability is blindness or visual impairments, including those who may experience co-occurring disabilities. Where co-occurring disabilities are present, the Commission partners with IDVR to the extent practicable.

IDVR and the Commission provide services which include counseling and guidance, assessment, vocational training, post-secondary education, transportation, personal assistance services, and job supports and placement. Through customer informed choice and in partnership with their VR counselor, individuals with disabilities are able to create an individualized plan for employment, maximize their potential, and reach the goal of competitive integrated employment. Services unique to the Commission include an Assessment and Training Center, Low Vision Clinic Services, and regional Rehabilitation Teachers who provide low vision and blind skills training to individuals in all communities in the state.

Both programs provide services to students and youth with disabilities to ensure they have meaningful opportunities to receive training and other services necessary to achieve employment. Pre-employment transition services for students and similar services for youth include job exploration counseling, work-based learning experiences (paid or unpaid), counseling on post-secondary enrollment opportunities, workplace readiness training, and instruction in self-advocacy. Students are supported by a VR counselor to determine which combination of pre-employment transition services may best meet their individual needs. Pre-employment transition services are designed to help students with disabilities begin to identify career interests that may be further explored through additional VR services. Students must be receiving transition services through an Individualized Education Program (IEP) or be eligible for a section 504 plan.
accommodation to receive these services under the banner of Pre-ETS. Similar services are available and are afforded to out-of-school youth under the age of 25.

While the services provided by these two agencies to their specific customer base are similar, the delivery systems differ slightly. IDVR provides services through eight regional offices and a series of sub-offices. Through cooperative agreements, IDVR has several staff collocated in several state program offices, such as the Idaho Department of Correction. The Commission provides services through a central office in Boise, ID and five regional offices.

**Combined Plan Partner - Jobs for Veterans State Grant Program (JVSG) (Idaho Department of Labor)**

Veterans receive priority service for all U.S. Department of Labor workforce programs. In addition, Idaho Department of Labor has dedicated staff located in select American Job Centers throughout the state to provide targeted support for veterans.

Local Veterans Employment Representatives (LVER) program staff conduct outreach to employers on behalf of veteran customers. The LVER works with employers to develop job opportunities for veterans and promote the value of hiring veterans within the larger workforce.

The Disabled Veterans Outreach Program (DVOP) staff serves veterans most in need of intensive employment and training assistance. These staff focus on veterans with barriers to employment and other special workforce needs. DVOPs offer a wide range of workforce services to veterans and other eligible persons coordinated through a case management approach.

**Combined Plan Partner - OAA Title V - Senior Community Service Employment Program (Idaho Commission on Aging)**

The Senior Community Service Employment Program (SCSEP) is funded by the USDOL and administered by the Idaho Commission on Aging (ICOA). Easterseals-Goodwill is the sub-recipient and serves seniors 55 and older, that are unemployed and have an income at 125% or less of the Federal Poverty Level. Services include paid employment training at community service assignments, employment training counselors to provide job skill training, computer skills training, paid supportive services to help overcome barriers to employment, development of an individual employment plan, and financial assistance with annual physical exams.

Enrollment priority is given to veterans and qualified spouses, then to individuals who are over 65, have a disability, have low literacy skills or limited English proficiency, reside in a rural area, are homeless or at risk of homelessness, have low employment prospects, or have failed to find employment after using services through the American Job Center system. The program is designed to foster individual economic self-sufficiency and increase the number of people in unsubsidized employment.

SCSEP participants are placed in non-profit or government agencies called, "Host Agencies". Host Agencies include senior centers, community action centers, and health clinics. These agencies agree to provide employment training through community service activities that provide the education identified in the participant's individual employment plan. The program provides minimum wage, skill enhancement or
acquisition of skills, personal and employment counseling, and assistance in obtaining unsubsidized employment.

Employment Training Counselors (ETC’s) assist seniors to develop Individual Employment Plans and teach job seeking skills such as; interviewing, job searching, setting goals, and resume building. Currently, the emphasis is to provide technology training that will assist seniors to build marketable skills that are essential to the present workforce. A participant can be in the program 48 months; however, 12-month extension waivers are allowed for specific groups.

The ICOA and Easterseals-Goodwill provide compliance, monitoring, statewide goal setting, federal reporting, and program reimbursement.

**Combined Plan Partner - Trade Adjustment Program (Idaho Department of Labor)**

The Idaho Department of Labor administers the state’s Trade Adjustment Assistance (TAA) Program, designed to assist U.S. workers who have lost or may lose their jobs because of foreign trade. This program seeks to provide affected workers with opportunities to obtain skills, credentials, resources, and support necessary to become re-employed. The program currently operates under the Trade Act 2015 Sunset provision that went into effect on July 1, 2022. Under this provision, all states continue to serve Trade Adjustment Assistance workers who qualify for benefits and services under petitions that certified prior to July 1, 2022.

Eligible workers are identified when a petition is filed with the US Department of Labor, which then investigates and determines whether the layoff meets program eligibility criteria. The petition identifies a specific worker group that may access TAA services.

Trade program services include: employment and case management services; skills assessments; individual employment plans; classroom training, on-the-job training, and apprenticeships; income support; job search cost allowance; and relocation allowance.

The Trade Adjustment Assistance Program is delivered by the Idaho Department of Labor in the American Job Centers and Idaho Department of Labor mobile locations. The program co-location allows for seamless service delivery to individuals already receiving services from programs such as the Dislocated Worker program.

**Combined Plan Partner - Unemployment Insurance (Idaho Department of Labor)**

The Idaho Department of Labor administers the state’s Unemployment Insurance (UI) program, which provides temporary cash assistance to individuals experiencing hardship during periods of involuntary unemployment.

Workers may file and check the status of UI claims through the Idaho Department of Labor’s website. Direct in-person staff assistance is available in the state’s AJCs. Claimants can also find help through the web portal’s “click to chat” feature or directly by telephone.

**One-Stop Partner - TANF & SNAP (Idaho Department of Health and Welfare)**
Both the Supplemental Nutrition Assistance Program (SNAP) and the Temporary Assistance for Needy Families (TANF) Programs are administered by the Idaho Department of Health and Welfare. Each program is discussed separately below.

**Supplemental Nutrition Assistance Program**

The Supplemental Nutrition Assistance Program (SNAP) helps low-income families maintain good health and nutrition. SNAP benefits are federally funded, but the state shares the cost of administering the program with the federal government. Benefits are provided monthly on an EBT card.

Families must live in Idaho, be U.S. citizens or meet specific criteria for lawful residency, have income at or below 130% of the Federal Poverty Limit for family size, and meet resource limits. Adult participants must participate in a work program, unless they are exempt.

All eligibility requirements are verified through electronic interfaces or documentation provided by the family. Approved families must participate in a six-month or 12-month recertification. SNAP benefit amounts are determined based on family size, income and expenses. In June 2023, the average SNAP allotment per person in Idaho was $167, or about $1.86 per meal.

Households may use SNAP benefits to purchase foods such as breads, cereals, fruits, vegetables, meats, and dairy products.

SNAP enrollment is responsive to economic conditions, expanding during recessions and contracting during improved economic times. Recently, during SFY 2023 (Idaho’s state Fiscal Year mirrors the federal Program Year), the number of individuals receiving SNAP benefits increased from 123,300 in June 2022 to 125,600 in June 2023. In 2023, most eligible Idaho families received benefits within four days of applying, with 75% of families receiving benefits the same day they applied.

**Temporary Assistance for Needy Families**

The Temporary Assistance for Needy Families (TANF), or as known in Idaho Temporary Assistance for Families in Idaho (TAFI) program provides temporary cash assistance and work preparation services for families with children under the age of 18. The program serves an average of 1,500 households and about 2,100 individuals.

Approximately 96% of households in the program are child-only cases. The remaining 4% are single or two-parent households. Child-only cases are usually relatives caring for a child whose parents cannot care for them.

Idaho TAFI beneficiaries receive a maximum of $309 per month, regardless of family size. These funds help pay for food, shelter, clothing, and other essentials. Idaho has a lifetime limit of 24 months of TAFI cash assistance for adults, however, this time limit does not apply to child-only cases. To qualify for TAFI cash assistance, a family must meet the following eligibility requirements:

- Be an Idaho resident who is either a U.S. citizen or meets specific lawful residency criteria;
- Meets income eligibility limits for family size;
- Meets personal asset limits;
- Cooperates with Child Support enforcement;
- Participates in a drug and alcohol abuse screening, and comply with a treatment plan if determined to need treatment; and
- Participate in the Enhanced Work Services program and meet strict participation requirements.

Idaho’s TAFI cash assistance program requires participation in work and education preparation activities that build or enhance the skills needed to increase participants’ income so they become self-sufficient. They are required to participate in 20-40 hours per week (depending on family composition) in approved activities, including, but not limited to: searching for a job, education directly related to employment, work experience opportunities, and treatment for substance use disorders. Failure to meet these required activities results in closure of the TAFI assistance and an additional penalty period during which the family is not eligible to receive TAFI cash. Child-only cases are not subject to work participation requirements.

(B) The Strengths and Weaknesses of Workforce Development Activities. Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A), directly above.

Strengths
The most significant strengths identified in our analysis of listening session feedback were the strong relationships between entities in the workforce development system, the adaptability of these entities, the practical programs that are run or being developed by the state, and the federal investments being leveraged to support the workforce system. Additionally, the Economic and Workforce Analysis illustrated the positive association between available education and training opportunities in Idaho and subsequent employment outcomes.

Professional Relationships
With regard to relationships, the Idaho Department of Labor, Idaho Career Technical Education, state Vocational Rehabilitation programs, the Council on Aging, and the Workforce Development Council enjoy strong and constructive professional ties which have contributed to the State Planning process. These relationships have been relied upon in bi-weekly meetings to discuss and refine State Plan deliverables from each program, and were essential when analyzing listening session information and collaboratively developing focus areas to improve Idaho’s workforce system.

Partner agencies are represented by their senior leaders on the Workforce Development Council’s committees. In addition, partner agencies such as Idaho Health and Welfare, the Idaho Department of Commerce, the Idaho Department of Labor, and the State Board of Education hold seats on the Council.
Core and One-Stop partners offer regional training and quarterly collaboration for all One-Stop/AJC staff, ensuring participating staff gain awareness of the services and activities each partner makes available to residents across the state. Annual partnership meetings are held the first quarter in the calendar year, and regional quarterly meetings are held thereafter.

**Adaptability**
The central operation of programs in a small number of agencies also reduces barriers to change and adaptation when beneficial. For example, all the WIOA Title I-B programs, as well as the UI, Trade Adjustment Assistance, and Jobs for Veterans State Grant Outreach programs are administered by the Idaho Department of Labor. The Carl D. Perkins, postsecondary workforce training, and WIOA Title II (adult education) programs are administered by the Idaho Division of Career Technical Education (IDCTE). Both IDCTE and the Idaho Division of Vocational Rehabilitation are under the administrative umbrella of the State Board of Education. Idaho’s State Board also offers a unique advantage as one of only two states in the nation with K-20 governance under a single board. The Idaho Commission for the Blind and Visually Impaired (ICBVI) and the Idaho Workforce Development Council (WDC) exist under the Office of the Governor, with the WDC operating as a coordinating body between Combined Plan Partners and allied organizations.

Having the core WIOA programs—as well as several of the optional partners—clustered within a small number of agencies makes it easier to streamline planning and policy alignment and promote robust referral processes at the state level.

**Practical Programs**
The Economic and Workforce Analysis identified good alignment between Idaho's available education and training and employment outcomes, a result of ongoing coordination between business, education, and the workforce system. There is still much more to do to support these connections, but Idaho has developed a number of strategies that provide practical bridges between workers and employment.

First, Idaho LAUNCH was deployed in late 2020 to fund short-term training opportunities that prepare Idahoans for in-demand careers. The program provides grants covering 80% of training costs up to $5,000 for select careers, and has seen profound positive results for many participants.

Due to the program's success, LAUNCH was expanded by the Idaho Legislature during the 2023 session, and now has a youth branch that offers grants of up to $8,000, or 80% of a student's education costs when they enter training for an in-demand career out of high school. Open to all graduating high school seniors beginning with the Class of 2024, this program has been received with enormous excitement from students, families, schools, local government officials, and economic development agencies.
The WDC will continue to operate, monitor, collect data on, and refine the LAUNCH programs for the foreseeable future. LAUNCH funds are available for many educational pathways, including college, community college, short-term training and certifications, and Registered Apprenticeship Programs.

Idaho’s apprenticeship environment is another practical and impactful component in the workforce system. Through deep collaboration between various state agencies and community-based organizations, the Apprenticeship Idaho Coalition has yielded positive results for employers and job seekers alike. This has included collaboration between the Idaho Department of Corrections, Vocational Rehabilitation, the Idaho Department of Labor, the Council of State Governments, the Workforce Development Council, and others as necessary.

Additionally, The Idaho Commission for Libraries has been an active facilitator for promoting and expanding the One-Stop system across the state through Idaho’s library network. Libraries partner locally with a variety of agencies within the workforce ecosystem to support the educational and employment needs of their communities. The Idaho Department of Labor partners with libraries throughout Idaho as part of their mobile service delivery model. IDOL staff visit these libraries on a set day each month to assist clients with job searches, unemployment claims, labor market information, and community referrals. Additionally, several libraries throughout the state serve as outreach locations for Title II adult education providers and meeting locations for Vocational Rehabilitation counselors and clients, with the potential to expand to more locations.

Federal Investments
The state’s Libraries continue to expand their implementation of private digitally-enabled meeting spaces which provide improved access to services such as virtual meetings with caseworkers, telehealth services, training, testing, and job interviews. Additionally, the Libraries’ work on the Digital Access for All Idahoans Plan strives to secure this access for all Idahoans, across all regions. The Digital Access for All Idahoans effort is funded through Title III of the IIJA. Aided by Federal investments such as the CHIPS and Science Act, Micron (a chip/semiconductor manufacturer headquartered in Boise) has announced a significant expansion in Idaho, and has been working collaboratively with the WDC to support the state’s child care, construction, and STEM workforce that will be necessary for a thriving semiconductor industry. This partnership has also been working collaboratively to identify opportunities for workforce training and STEM education, funded by $15,000,000 in American Rescue Plan Act funds. These projects include mechatronics programs at the College of Western Idaho, College of Eastern Idaho, and College of Southern Idaho, plus a variety of youth STEM projects funded through Idaho’s Workforce Development Training Fund grants. Additionally, Idaho now boasts two federally-designated Tech Hubs, with representation mainly located in North Idaho and Eastern Idaho, working on projects to support the aerospace and nuclear industries, respectively. The WDC along with
education, government, industry, and community partners have come together to support the multistate projects impacting Washington, Idaho, and Wyoming.

To further support improved infrastructure and broadband accessibility, the WDC and IDOL are actively applying for federal funds via the BIL that will help cultivate a workforce to implement significant transportation investments and new and expanded technologies. Fortunately, we have the infrastructure in our agencies to receive and leverage federal grant funds. However, improvement is always possible, and Combined Plan Partners will therefore continue our work to increase system capacity to both leverage federal funds and respond to a more active economy as a result of these funds.

Weaknesses/Challenges-
We have identified four major weaknesses/challenges for Idaho’s Workforce Development System. The first is in regard to staffing, the second involves quality service to youth, and the third is the awareness by individuals and employers of agencies’ services and supports, and the fourth is the need for education, training, and career pathways, which were consistently mentioned in listening sessions.

Workforce System Staffing
Several of our core and partner programs identified staff turnover, staff training, and staff retention as issues, a situation that has intensified as Idaho’s ongoing workforce shortage has met with a burgeoning cost of living and strong competition for talent. Those programs which provide direct services like education and counseling have seen the heaviest shortages.

Attracting, training, and retaining qualified staff can be difficult in a competitive wage environment with an increased cost of living, particularly in a state like Idaho where public sector wages are lower on average. For example, Vocational Rehabilitation Counselors are required to have master’s degrees, but the pay is not always commensurate with the education and training requirements. The cost of housing in communities like Coeur d’Alene has made it so difficult to fill vacancies that the local Vocational Rehabilitation office was operating at approximately half staff as of late 2023.

The State’s career and technical education programs have also experienced difficulty filling vacancies, as teachers are required to have both pedagogical and technical expertise and may have to take a pay cut when moving from a career in industry to a career in teaching.

Staffing shortages can be especially difficult in rural communities, where housing stock is even more limited and the pool of local applicants is smaller, with many qualified candidates seeking employment elsewhere. The pay is often less competitive, and may be insufficient to bring in qualified labor from outside the community.

Youth Services
Youth aged 16-19 face the single highest unemployment rate (10.3% as of November 2023) of any age group in the state, and one of the highest unemployment rates of any demographic group analyzed in the economic and workforce analysis. Youth aged 20-24 have the second highest age group unemployment rate at 5.6%. In an environment where employers are struggling to find qualified staff to fill critical positions, consistently high unemployment numbers for any demographic group clearly indicate an area for improvement in the workforce system.

In the strategic planning session, Combined Plan Partners admitted significant difficulty in reaching out to youth, and determined that a comprehensive effort to map the services and supports available to youth in Idaho had not yet been undertaken. Additionally, it can be inferred that most of Idaho’s youth exist within intersectional demographic groups, and therefore may also be female, in a racial or ethnic minority, learning English, living in a low income household, involved in or aged out of the foster care system, have a disability, or live in a rural community. Several of these intersectional groups also experienced higher than average unemployment within the time period measured, indicating a need to improve service in several demographic areas simultaneously.

Youth, who may not have a personal vehicle or a computer, experience unique structural disadvantages related to their age and the resources available to them. Young people were also affected profoundly by the COVID-19 pandemic, as is evidenced by the mental health crisis affecting many Americans – youth in particular. The CDC Youth Risk Behavior Survey indicated that the number of US high school students who “experienced persistent feelings of sadness or hopelessness” rose from 28% in 2011 to 42% in 2021. In fact, all but one long-term measure of youth mental health and suicidality worsened during the decade leading up to 2021. Mental wellbeing, access to resources, education, and job opportunities are realistically inextricable in the modern work environment, meaning that specialized services to youth from Combined Plan Partners will likely be necessary to alleviate employment disparities indicated in the analysis.

Awareness
Through the listening sessions discussed in the Strengths section and fully outlined in Section IV, Combined Plan Partners identified that awareness remains a key need in the workforce system. This need is a multifaceted one; partners expressed a desire to better understand each other’s services, local government leaders wanted school counselors to know more about career opportunities and supports for young people, and economic development agencies indicated that individuals and businesses need to understand the workforce system’s opportunities.

While Idaho’s programs are operated by a comparatively small number of agencies, each agency has significant depth in the number and type of programs, making it difficult for outside individuals – even allied agencies – to understand or navigate their services effectively. With multiple agencies, nonprofits, and community-based partners collaborating in the workforce system, this issue compounds in scale.
Limited funding for school counselors has also constrained outreach and collaboration efforts with K-12 education in the past. The workforce system has also lacked the bandwidth to create outreach collateral with mutually agreed-upon language and contact information, which would improve our ability to inform the public about our services.

**Education, Training, and Career Pathways**

Education and training was the number one topic brought up by participants in the listening sessions, often in conjunction with career pathways (the fifth most common topic). Local government representatives and economic development agencies were often pleased with the dedication and tireless efforts of K-12 educators, but stressed the importance of connecting education to careers. The lack of awareness of career pathways, real-world skills, post-secondary education and training programs, and options outside the traditional college path was concerning to most participants in the listening sessions.

This issue ties in closely with awareness, but also indicates a need for a more concerted effort not just to push education to do more, but to support educators and students more fully.

(C) *State Workforce Development Capacity*. Provide an analysis of the capacity of State entities to provide the workforce development activities identified in (A), above.

The following table provides a summary of the funding and service levels of the programs previously described in Part (A) (where available). The service levels in Table 27 reflect the number of individuals served by each program. It is likely that many Idahoans participate in multiple workforce programs at any one time. However, Idaho is currently unable to produce an unduplicated count of the total unique individuals served across programs in the workforce development system. The figures below provide a sense of the service levels and capacity of individual programs as they exist today.

Funding amounts included in the table are as reported by each program and include both administrative costs and program costs. Federal Funding includes but is not limited to WIOA authorized formula funds. The table does not include local funding, employer contributions, user fees, or entitlement payments such as Social Security reimbursements.

**Table 27: Workforce Program Capacity - Funding Levels and Participants Served by Program**

*Numbers are based on most recent annual-reporting data available for Program Year 2022 (July 1, 2022, through June 30, 2023). Those programs noted by an * show data by federal Fiscal Year 2023 (September 2020 through October 2023).*

<table>
<thead>
<tr>
<th>Program</th>
<th>Federal Funding</th>
<th>State Funding</th>
<th>Number Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I – Youth</td>
<td>$2,580,180</td>
<td>$0</td>
<td>748</td>
</tr>
<tr>
<td>Title I – Adult</td>
<td>$2,309,760</td>
<td>$0</td>
<td>561</td>
</tr>
<tr>
<td>Title I – Dislocated Worker</td>
<td>$1,847,221</td>
<td>$0</td>
<td>142</td>
</tr>
<tr>
<td>Program</td>
<td>Federal Funding</td>
<td>State Funding</td>
<td>Number Served</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Title II – Adult Education</td>
<td>$2,757,056</td>
<td>$1,273,613.03</td>
<td>4,156</td>
</tr>
<tr>
<td>Title III – Wagner-Peyser</td>
<td>$6,052,395</td>
<td>$0</td>
<td>17,943 (jobseekers) 8,337 (employers)</td>
</tr>
<tr>
<td>Title IV – Vocational Rehabilitation (IDVR)</td>
<td>$16,274,257</td>
<td>$4,404,595</td>
<td>4,323</td>
</tr>
<tr>
<td>Title IV – Idaho Commission for Blind and Visually Impaired (The Commission)</td>
<td>$2,632,771</td>
<td>$958,456</td>
<td>420</td>
</tr>
<tr>
<td>OAA Title V - Senior Community Service Employment Program (SCSEP)</td>
<td>$425,207</td>
<td>$0</td>
<td>42</td>
</tr>
<tr>
<td>Trade Adjustment Assistance (TAA)*</td>
<td>$400,00</td>
<td>$0</td>
<td>10</td>
</tr>
<tr>
<td>Jobs for Veterans State Grant (JVSG)*</td>
<td>$877,644</td>
<td>$0</td>
<td>436</td>
</tr>
<tr>
<td>Carl D. Perkins</td>
<td>$8,371,565 (includes both Secondary &amp; Post-Secondary programs)</td>
<td>$418,578</td>
<td>107,551 (Secondary programs) 5,192 (Post-secondary programs)</td>
</tr>
<tr>
<td>Temporary Assistance for Needy Families (TANF/TAFI)</td>
<td>TAFI - $5.7 Million</td>
<td>TAFI –2,235 monthly avg.</td>
<td></td>
</tr>
<tr>
<td>Supplemental Nutrition Assistance Program (SNAP)</td>
<td>SNAP - $220.6 Million</td>
<td>SNAP – 123,947 monthly avg.</td>
<td></td>
</tr>
<tr>
<td>Unemployment Insurance (UI)*</td>
<td>$14,547,992</td>
<td>$0</td>
<td>45,652</td>
</tr>
</tbody>
</table>

(b) **State Strategic Vision and Goals.** The Unified or Combined State Plan must include the State’s strategic vision and goals for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency. This must include—

(1) **Vision.** Describe the State’s strategic vision for its workforce development system.
Idaho’s Workforce Development System will: improve access to education, economic opportunity, and employment for all of Idaho’s job seekers—especially those with significant barriers to employment; develop a skilled and competitive workforce that meets the needs of Idaho’s employers; stimulate the vitality of our local communities; and promote a strong state economy.

(2) Goals. Describe the goals for achieving this vision based on the analysis in (a) above of the State’s economic conditions, workforce, and workforce development activities. This must include—

(A) Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment and other populations.

(B) Goals for meeting the skilled workforce needs of employers.

In July 2019, the Idaho Workforce Development Council, which serves as Idaho’s WIOA State Board, finalized a strategic planning process in which it developed strategies and objectives for the three goals set by the Governor. The Council developed this plan over a six-month time period with significant input from partners, employers, and industry associations.

The three goals mandated by the Governor for the State’s workforce system are outlined below. Under each of these goals, the Council identified several strategies that relate more specifically to the populations, services, policies, and priorities within the workforce development system. During the December 8th, 2023 joint meeting of One-Stop and WIOA Advisory Group partners, these strategies were affirmed as relevant and useful, and were therefore maintained.

**Goal 1 – Increase public awareness of and access to career education and training opportunities.**

*Strategy* – Identify, develop, connect, and activate a diverse network of influencers throughout the state that together can promote information and resources in a way that effectively reaches their market/membership/locale.

- Promote awareness of workforce services, education services, and information to the diverse current and potential workforce.

**Goal 2 – Improve the effectiveness, quality, and coordination of programs and services designed to maintain a highly skilled workforce.**

*Strategy* – Create, align, and sustain partnerships with stakeholders to implement workforce development programs.

*Strategy* – Create a baseline to allow for measurement of success in the future.

*Strategy* – Support development in work-based learning, and innovative programs to drive Idaho’s present and future workforce solutions.

---

6 Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; eligible migrant and seasonal farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 3514); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families Program; single parents (including single pregnant women); and long-term unemployed individuals.

7 Veterans, unemployed workers, and youth and any other populations identified by the State.
**Strategy** – Leverage existing local employer-focused initiatives to build and support effective pathways to connect Idahoans to careers.

**Strategy** – Cultivate a high-quality One-Stop Career System that connects employers and workers and facilitates access to workforce services, education services, and information.

**Strategy** – Champion public policy initiatives that enable dynamic response to evolving industry needs.

**Goal 3** – Provide for the most efficient use of federal, state, and local workforce development resources.

**Strategy** – Be objective, data driven, and accountable.

**Strategy** – Identify gaps and opportunities in the workforce system and initiate or support policy and/or allocate resources to meet them.

**Strategy** – Identify opportunities for alignment across projects and resources to enhance results across all stakeholder groups.

The economic and activities analysis conducted in Section (II) of this plan identified the following priority focus areas that are of special concern for the purposes of improving Idaho’s workforce system under WIOA. These focus areas, listed below, inform the strategies used to meet the goals listed above. These focus areas will also guide the structure of this State Plan and serve as a continuing theme that unites our goals, strategies, and operational elements.

**Improving Public Awareness and Access to the Workforce System** – The five public listening sessions conducted with the Council, local governments, and economic development agencies show several opportunities for system improvement. First, this includes actionable messaging of the services and benefits available to both jobseekers and employers, leveraging technology where appropriate to support implementation. Combined plan partners have agreed to build communication materials that are accessible and appropriately targeted to all Idahoans, with a focus on older populations, underserved groups, and individuals with significant barriers to employment. Specific goals for implementation during this state plan period include:

- **Create and implement a communications strategy targeted to specific audiences**
  - Identify audiences in need of targeted messaging
  - Collaboratively develop a communication strategy and messaging

- **Collaboratively identify key communication points**
  - Identify key audiences and messaging to ensure all materials are accessible to all audiences
  - Leverage listening session feedback to inform messaging
  - Identify teams and resources needed for development and implementation of the communication plan

- **Leverage partnerships with high-utilization resources to distribute information**
• This may include libraries, adult education centers, food banks, service providers, and others

• **Coordinating business services across partners to ensure delivery of streamlined and high-quality solutions**
  o Clearly identify the services each program has to offer
  o Develop regional goals and performance metrics
  o Implement targeted, coordinated business visits via regional teams

**Build workforce system capacity to receive participants with more significant barriers to employment** – With effective outreach as identified in Focus Area 1, Idaho’s service providers may see an uptick in the number of individuals with higher barriers to employment accessing services across the state. Building the capacity of each provider and the system as a whole to serve these individuals is a key goal identified by Combined Plan Partners. Specific goals for implementation during this state plan period include:

• **Leverage data to prepare staff and services**
  o Train frontline staff to be welcoming to all customers
  o Train frontline staff to use all available resources
  o Collaboratively develop an inter-agency resource hub
  o Develop and share trainings on the resource hub
  o Communicate expectations and rationale
  o Request meaningful engagement; interactive webinars that follow up with questions about the relevance/usefulness of information provided

• **Leverage technology to fill gaps for participants.**
  o Collaboratively identify gaps that could be filled by AI or other technology
  o Leverage technology to cover routine tasks and improve service quality to participants

• **Aligning with Digital Access for All Idahoans plan**
  o Identify funding sources
  o Include state employees in the Libraries’ Digital Access for All Idahoans Plan to build employee technological capacity
  o Build the capacity of participants, specifically older populations and individuals with limited technology proficiency, to effectively use the technology we’re leveraging

**Service to Youth** - Providing services sensitive to the needs of young people in diverse demographic groups who fall between the ages of 16 and 24. With an unemployment rate for 16- to 19-year-olds at 10.3% and 20- to 24-year-olds at 5.6%, these two groups make up two of the highest unemployment rates in the state and indicate a clear opportunity for employers in a tight
labor market. In order to adequately serve youth, Combined Plan Partners have indicated that service sensitive to the needs of intersectional groups will be essential. Specific goals for implementation during this state plan period include:

- **Service to youth within, but not limited to, the following groups:**
  - Youth with disabilities
  - Justice-involved youth
  - Hispanic youth
  - Youth within racial and ethnic minorities
  - Youth who are English language learners
  - Tribal youth
  - LGBTQ+ youth
  - Youth residing in rural or remote communities

- **Create a matrix of all the services available to youth (via agencies; additional nonprofit services to be identified as needed)**
  - Leverage high-utilization resources to conduct youth outreach and identify needs
  - Work with employers to identify barriers to youth employment

**Career Pathways/Sector Partnerships** - Our economic analysis revealed that many of Idaho’s in-demand and high-growth occupations are in industries such as manufacturing, construction, health care, and professional, scientific, and technical services. The Council, in partnership with the State Board of Education and the state’s Chamber of Commerce, is beginning to evaluate skills and certifications that are valued across industries to transform the delivery of workforce training and education. Specific goals for implementation during this state plan period include:

- **Develop career pathways via Talent Pipeline Management (TPM)**
  - Identify target industries for TPM, prioritizing those expected to see job growth due to the IIJA, CHIPS and Science act, and the BIL
  - Identify which occupations will be created and when, related to federal investments indicated above
  - Identify the necessary credentials, training, and timeline to deliver qualified individuals when they are needed
  - Train Combined Plan Partners on TPM
  - Connect TPM hosts to Combined Plan Partners
  - Provide “elevator pitch” for state plan partners to discuss TPM with their employer participants

(3) **Performance Goals.** Using the table provided in Appendix 1, include the State’s expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)
Sub-regulatory guidance addressing the four-year submission requirements for WIOA Combined State Plans for PY 2024-2027 addresses the ongoing ‘phase-in’ of negotiated targets for various programs.

(4) Assessment. Describe how the State will assess the overall effectiveness of the workforce development system in the State in relation to the strategic vision and goals stated above in sections (b)(1), (2), and (3) and how it will use the results of this assessment, which may include evaluation findings, and other feedback to make continuous or quality improvements.

The State uses the indicators of performance outlined in Section 116 of WIOA to measure and evaluate the effectiveness of individual programs and the State’s workforce development system. These indicators are well aligned with the goals described above and will allow our programs to measure how well they are serving participants and employers in both the short and long term. Progress toward these indicators will be evaluated against the performance targets negotiated by each program with their applicable federal agencies.

Section 116 indicators for measurable skill gains will inform Idaho’s workforce providers how well participants are progressing while participating in the workforce development system, as well as their likelihood of success after exit. This information will help the state measure effectiveness against Goal 2 in part II.b.2:B Improve the effectiveness, quality, and coordination of programs and services designed to maintain a highly skilled workforce. Specifically, indicators regarding measurable skill gains will be used to measure literacy skills improvement as well as technical and workplace skills development. Where applicable, these measures will help programs make real-time adjustments to ensure specific participants are making progress. They will also be used to guide program improvement efforts by providing more general information about how participants’ skills progress overall while enrolled in a program. In turn, this data will help the State evaluate the overall effectiveness of the workforce system in developing a highly skilled workforce.

Section 116 indicators regarding employment after exit, enrollment in training or post-secondary programs, and credential obtainment will help the State’s workforce development system determine whether individual programs have adequately prepared participants for the demands of the workplace and/or continued education. These indicators will help programs measure the relevance and quality of their services in the context of the larger workforce system, which will help the State measure the system’s effectiveness against Goal 3: Provide for the most efficient use of federal, state, and local workforce development resources.

Finally, the Section 116 indicator regarding employer satisfaction will help the State measure the relevance and usefulness of our workforce development system to employers. This will help the state measure its effectiveness in meeting one of the state’s objectives with an employer focus: Career Pathways/Sector Partnerships.
These WIOA indicators will be used to measure and evaluate the effectiveness of individual programs, as well as the workforce development system as a whole. By comparing performance between core programs, we can potentially identify both gaps and opportunities in the services provided. For example, if one core program has consistently high outcomes in a certain area, while other core programs struggle, this may help the State identify areas for improvement while also suggesting promising practices and strategies from those programs that are performing well. By evaluating individual programs in the context of the overall workforce system, the State will gain valuable information about how and where to improve. Additionally, now that longitudinal performance data is available for programs across the nation, Idaho’s workforce development system can compare performance to states with similar economic and demographic characteristics. These indicators will also provide opportunities to identify potential innovative approaches to incorporate in Idaho’s workforce system.

The results of these assessments and reports will be used to evaluate the effectiveness of Idaho’s workforce development system and guide program improvement efforts. To the extent that identified gaps and areas of improvement result from insufficient alignment between agencies and policies at the state level, such improvement efforts will be undertaken by state staff representing core programs, with guidance by the Council and the WIOA Advisory Group (identified in part II.c.2 of this plan). These efforts will include, as appropriate, revising existing policies and issuing clarified guidance to the field about policies, partnerships, and best practices.

Program improvement at the local level will be overseen by the agencies responsible for administering those programs. These efforts will include, as appropriate and authorized by each Title, on-site monitoring and evaluation, targeted technical assistance, professional development, and corrective action plans. The methods to improve continued poor performance will be determined by each agency, as authorized under each Title and outlined within the respective program-specific requirements for each program.

When available, the results of such local and statewide improvement efforts will be recorded and reported as part of the State’s annual report to the Workforce Development Council.

(c) **State Strategy.** The Unified or Combined State Plan must include the State’s strategies to achieve its strategic vision and goals. These strategies must take into account the State’s economic, workforce, and workforce development, education and training activities and analysis provided in Section (a) above. Include discussion of specific strategies to address the needs of populations provided in Section (a).
In Section (II)(b)(2) (State Goals) the Council’s new strategic vision and goals are described. Each goal includes specific strategies to strengthen the State’s workforce system.

Additionally, the Economic and Activities analyses conducted in Section (II)(a)(1) of this plan also identified four areas of focus that are priorities for the WIOA Combined State Plan:

- Improving public awareness and access to the workforce system
- Building workforce system capacity to receive participants with more significant barriers to employment
- Service to youth
- Creating career pathways/sector partnerships

With these priorities in mind, Idaho has identified a variety of strategies, which are outlined in the following sections as per the State Plan Information Collection Request.

1. Sector Strategies and Career Pathways

Weathering significant instability during and after the COVID-19 pandemic, Idaho’s economic analysis appears to indicate a return to “normal.” Unemployment remained under 3% throughout 2022, rising to a high of 3.3% by November of 2023, according to labor market information from the Idaho Department of Labor. Construction has added over 24,000 jobs since 2010, and is now one of the state’s five fastest-growing private supersectors, along with education and health services, professional and business services, leisure and hospitality, and financial activities.

While jobs in leisure and hospitality lean towards lower wages, they play an important role in the development of workplace skills for Idahoans with the highest barriers to employment. An opportunity exists to establish career pathways leading to higher skilled jobs or leverage entry-level employment in these industries to lead to development of workplace skills necessary for continued sector growth.

Additionally, jobs in education are increasingly appearing on state and regional “in-demand” occupation lists, signifying the need to invest in strategies that grow the talent needed and develop the workforce of the future.

Sector Strategies

As noted earlier, the Idaho Workforce Development Council, in partnership with the Idaho Association of Commerce & Industry, launched the Talent Pipeline Management Initiative (TPM), and awarded state Workforce Development Training Fund dollars to train an initial
cohort of 30 industry and educational professionals in the methodology. The TPM facilitators work with local industry cohorts (collaboratives have included food processing, health care, and construction, with industries such as transportation, technology, and manufacturing expected to be added in the coming year) and education providers (K-career) to align talent pipelines through the following steps:

1. Organize Employer Collaboratives
2. Engage in Demand Planning
3. Communicate Competency and Credential Requirements
4. Analyze Talent Flows
5. Build Talent Supply Chains
6. Continuous Improvement

The state’s Workforce Development Training Fund has also supported sector strategies by providing state-funded grants to partnerships of industry and education groups to develop or promote training in high-demand occupations. In recent years, the Workforce Development Council has shifted its investment strategy by emphasizing Industry Sector and Innovation grants, plus direct training to individuals through Idaho LAUNCH, a grant program that pays for Idahoans’ short-term training and covers 80% of training costs up to $5,000. Since the program’s inception in late 2020, the WDC has invested nearly $23.5 million in LAUNCH to help see this through, including over $6.5 million in FY24 alone. The program has served a total of 7,268 individuals, largely providing pathways into careers in transportation, construction, and the medical field.

Career Pathways
The following strategies were designed to mitigate the state’s identified weakness regarding career pathways. Through the State’s work-based learning initiative, Idaho LEADER (Learn.Do.Earn), all of the core partners, along with the State Board of Education, State Department of Education, Department of Commerce, Department of Health & Welfare, STEM Action Center, Department of Corrections, Department of Juvenile Corrections, and Idaho Public Television are working to increase the line of sight between our youth, transitioning adults, and career opportunities. The group has adopted a work-based learning continuum that categorizes opportunities for employers to engage with education and the workforce system under Learning About Work, Learning Through Work, and Learning At Work.

Scaling apprenticeship is a high priority under LEADER, and the investments made through the State Apprenticeship Expansion and American Apprenticeship Initiative grants in Apprenticeship Idaho have moved the state forward significantly. In early PY20, USDOL announced a Youth Apprenticeship Readiness Grant (YARG) award to the Idaho Workforce Development Council that has provided resources via a public-private partnership with Idaho Business for Education. With this award, it became imperative to connect IDOL’s apprenticeship grants, the WDC’s YARG grant and the State Board of Education’s Closing the Skills Gap grant through the Apprenticeship Idaho coalition to ensure that employers and apprentices experience a seamless approach to services.
This coalition has since expanded, and a funding committee now meets regularly to support the braiding of funds and success of funding recipients.

The Council’s Work-Based Learning Committee group continues to work on the following priorities in support of career pathways:

- Develop a list of high-quality degree and non-degree credentials. Processes used by Education Strategy Group, Texas CTE, Ohio’s TechCred programs, and Colorado’s Talent FOUND Network are informing our approach.
- Develop career pathways specific to rural Idaho to be housed in the Next Steps website.
- Invest in ongoing and sustainable efforts to scale Registered Apprenticeship as federal resources decline.

Idaho Division of Career Technical Education (IDCTE) continues to be the lead in researching and developing career pathways. IDCTE houses both adult education and Perkins V programs. IDCTE oversees over 1,110 secondary career technical education (CTE) programs in Idaho’s high schools, and over 200 CTE programs at six technical colleges housed within Idaho’s public higher education institutions. IDCTE launched an initiative in 2016 to create statewide alignment between secondary and postsecondary CTE programs of study. A statewide articulation is in place for 100 percent of programs that have gone through program alignment. As new programs are created, they will also go through program alignment and this allows secondary students to articulate seamlessly into any Idaho institution that offers their program of study.

To support the statewide articulation framework, IDCTE developed Idaho SkillStack® - a microcredentialing /badging platform that communicates the competencies/skills Idaho high school and postsecondary students demonstrate. The microcredentials/badges are stacked and can lead to postsecondary credit for prior learning (i.e. once a student earns predefined badges, by demonstrating competency, they are eligible to convert the badges to credit), preparation for industry certifications and the common skills required by Idaho employers for job openings.

These badges provide visual progress towards an individual’s career goals. Over 115,000 badges have been awarded to more than 32,000 unique learners since the system was implemented in the 15/16 school year.

Taking this effort to the next level, IDCTE developed career ladders for the most in-demand jobs in Idaho (where secondary and postsecondary career and technical programs are also available). The career ladders begin with core transferrable skills that students are learning through their program. Students then move from the entry level positions up through the career pathway showing what skills need to be added to move to the next level and where an individual can learn those skills. Currently, career ladders are available for the following:
**Skilled and Technical Sciences**

- Advanced Manufacturing
- Engineering Drafters and Technicians
- Transportation Equipment Repair
- Installation, Maintenance and Repair

**Health care**

- Dentistry
- Therapeutic Services
- Nursing
- Pharmacy
- Health Informatics

**Business and Marketing**

- Administrative Services (showing Finance & Accounting, Human Resources & Administrative Support and Production and Manufacturing)
- Sales and Marketing (showing Marketing and Advertising, Licensed Sales and Retail/Specialty Sales)

**Information and Technology**

- IT Support and Administration
- IT Design and Development

These career ladders are integrated into SkillStack® and the Next Steps Idaho website to provide an interactive solution for students, parents, teachers, and counselors. The technology platform will allow Idaho to add additional pathways as they are mapped and to continuously update the data so that the tool stays relevant.

(2) Describe the strategies the State will use to align the core programs, any Combined State Plan partner programs included in this Plan, required and optional One-Stop partner programs, and any other resources available to the State to achieve fully integrated customer services consistent with the strategic vision and goals described above. Also describe strategies to strengthen workforce development activities in regard to weaknesses identified in section II(a)(2).

This section addresses strategies in place to ensure alignment between core programs, Combined Plan partners, and One-Stop partners to achieve fully integrated customer services consistent with the State Plan vision and goals. It also describes strategies to strengthen the workforce development system in regard to the gaps identified in the analysis in Section (II)(a).

**Program Alignment**
Many aspects of the WIOA core and partner programs in Idaho are already aligned as a result of being clustered within a few State agencies. For example, all the Title I-B, Trade, veterans, and Unemployment Insurance programs are administered by the Idaho Department of Labor and thus have a single intake and cross-enrollment process. To ensure ongoing alignment and to guide implementation of the Combined State Plan, the Workforce Development Council coordinates a One-Stop Committee and a WIOA Advisory Group. The One-Stop Committee consists of the senior leadership level of core programs, Combined Plan Partners, and additional entities involved in Idaho’s workforce development system. The One-Stop Committee is expected to develop policies for consideration by the Council, fulfill certain responsibilities of state and local workforce boards (i.e. AJC Certification), and ensure continuous improvement of the system. The WIOA Advisory Group takes a more hands-on role in drafting policies and plans as its members work more closely with the customers of the workforce system. The WIOA Advisory Group consists of:

- Staff from the Idaho Workforce Development Council.
- Staff from the Idaho Department of Labor to represent the service delivery roles of Title I-B and Title III programs, as well as Combined State Plan programs administered by the Department.
- Staff from the Idaho Department of Labor to represent the administrative entity and fiscal agent.
- Staff from adult education to represent Title II programs.
- Staff from the Division of Vocational Rehabilitation to represent Title IV programs.
- Staff from the Idaho Commission for the Blind and Visually Impaired to represent Title IV programs.
- Staff from the Idaho Commission on Aging to represent SCSEP, a Combined Plan partner program.
- Program staff from other partner programs as necessary and appropriate.

This group ensures ongoing alignment between programs, coordinates statewide reporting, and has served (as appropriate) on the Data System Alignment working group identified in Section (III)(b)(6). The WIOA Advisory Group has been instrumental in supporting efforts to develop co-enrollment and eligible training provider performance data.

The WDC also identified the following strategies that support program alignment and the goals of the Idaho’s Combined State Plan:

- **Improving public awareness and access to the workforce system** – The five public listening sessions conducted with the Council, local governments, and economic development agencies show several opportunities for system improvement. First, this includes actionable messaging of the services and benefits available to both jobseekers and employers, leveraging technology where appropriate to support implementation. Combined plan partners have agreed to build communication materials that are accessible
and appropriately targeted to all Idahoans, with a focus on older populations, underserved groups, and individuals with significant barriers to employment.

- **Build workforce system capacity to receive participants with more significant barriers to employment** – With effective outreach as identified in the previous focus area, Idaho’s service providers may see an uptick in the number of individuals with higher barriers to employment accessing services across the state. Building the capacity of each provider and the system as a whole to serve these individuals is a key goal identified by Combined Plan Partners.

- **Service to youth** - Providing services sensitive to the needs of young people in diverse demographic groups who fall between the ages of 16 and 24 emerged as another high-priority goal. With an unemployment rate for 16- to 19-year-olds at 10.3% and 20- to 24-year-olds at 5.6%, these two groups make up two of the highest unemployment rates in the state and indicate a clear opportunity for employers in a tight labor market. In order to adequately serve youth, Combined Plan Partners have indicated that service which meets the needs of intersectional groups will be essential.

- **Career Pathways/Sector Partnerships** - Our economic analysis revealed that many of Idaho’s in-demand and high-growth occupations are in industries such as manufacturing, construction, health care, and professional, scientific, and technical services. The Council, in partnership with the State Board of Education and the state’s Chamber of Commerce, is beginning to evaluate skills and certifications that are valued across industries to transform the delivery of workforce training and education.

Specific goals for implementation during this State Plan period are included in II(b)(2) and each partner’s description of how they will implement the strategies follow in III(a)(2).

**Addressing Gaps**
In addition to implementing the state’s strategies (described above and in II(b)(2)), the needs of specific populations were identified as areas of concern in the Workforce Analysis:

- Youth
- Individuals with disabilities
- Older workers
- Formerly incarcerated individuals
- Members of racial and ethnic minorities
- Individuals living below the poverty line

Strategies to support these populations are intertwined throughout this plan, but specific efforts are described below.

- **Youth** - The economic and workforce analysis revealed that youth ages 16-24 are more likely to be unemployed than other age groups. Youth comprise a broad and intersectional group which by nature overlaps with other demographic groups, such as individuals with disabilities or those living below the poverty line. This group also includes students who are engaged in secondary education (ages 16-21), and those who
are engaged in post-secondary education (through age 24), who are employed or seeking employment. Scaling a youth apprenticeship initiative in the state will support connections between these youth and quality careers before they leave high school. As the initiative grows, it is envisioned to encompass both traditional and non-traditional apprenticeship opportunities. Some could have postsecondary components that lead to industry credentials, others could lead to a bachelor’s or advanced degree. In addition to the postsecondary credential, the initiative is designed to reduce youth unemployment.

- **Individuals with Disabilities** – Idaho’s population of persons with disabilities is increasing at a rate faster than the general population. Idahoans with disabilities participated in the labor force at a rate of 45.4%, compared to 62.4% for people without disabilities. The unemployment rate for individuals with disabilities was higher than the state’s average unemployment rate across every type of disability. Unemployment rates ranged from 3.9% for individuals who are Deaf or hard of hearing, to 10.8% for individuals with a vision disability. Additionally, the Disability Compendium’s 2023 Idaho Report for County-Level Data: Poverty indicates that 21.9% of individuals with disabilities live below the poverty line. The same report shows that the poverty rate for individuals without disabilities was 10% during the same time.

Through the delivery of the Idaho Division of Vocational Rehabilitation and Idaho Commission for the Blind and Visually Impaired’s Pre-Employment Transition Services (Pre-ETS) for students with disabilities, opportunities have been afforded to students in the areas of counseling on postsecondary education, instruction in self-advocacy, job exploration counseling, work-based learning and work readiness. Both Title IV programs are working to expand work-based learning opportunities for youth and adults with disabilities who could benefit from this type of training opportunity. Business engagement services delivered throughout the state provide technical assistance to local businesses, in addition to a) training specific to disability-related accommodations for employees on the job, b) disability etiquette, and c) connections to an untapped and diverse labor pool, and d) education on job modification and retention of employees. Agency staff continue to improve their use of regional labor market information and the various career pathways to better inform individuals with disabilities of emerging high-demand, high growth industry sectors and occupations.

- **Older Workers** - As noted in the economic and workforce analysis, Idaho’s population and economy are expected to see continued growth, and many of those moving to the state are over the age of 65. The workforce participation rate of this group is just 17.7%, providing an opportunity for employers to leverage these individuals for unfilled jobs. However, employers may need to modify their work environments or address cultural and accessibility issues to retain older workers. Idaho’s workforce system can help by educating employers on the benefits of hiring older workers and the workplace practices that would be desirable to older workers.

- **Members of racial or ethnic minorities** – The majority of racial demographics in Idaho
who do not identify as White alone face substantially higher rates of unemployment, ranging from 3.2% for people who are Asian alone, to 3.9% for White individuals, to 9.1% for American Indian and Alaska Native people, and 15.8% for individuals who are Native Hawaiian and Other Pacific Islanders alone. While there was not a substantial gap in employment rates for White and Hispanic or Latino individuals, educational attainment differs widely. Individuals who are White had the highest high school graduation rate of any racial demographic, while individuals from “some other race alone” had both the lowest high school (68%) and college (12%) graduation rates. 34% of White individuals have bachelor’s degrees or higher, while only 15% of Hispanic or Latino individuals do. Differences in education and unemployment indicate an opportunity to improve education and training leading to careers for individuals of all races, a goal that will require workforce system support to achieve equitable results.

- **Justice Involved Individuals** – A successful economy and society must by necessity offer career and training pathways to individuals who have been involved in the justice system, reducing recidivism rates, lowering the cost of incarceration to the State, and supporting each individual to achieve the most they can. Additionally, given Idaho’s low unemployment rates, employers cannot afford to overlook this talent pool. The Idaho Department of Corrections applied for, and received, a grant from the Lumina Foundation to create better pathways for justice involved individuals – starting behind the gate in providing postsecondary training programs that are aligned to in-demand occupations. The Workforce Development Council and Idaho Career Technical Education are partners in the grant. In addition, WIOA Title IB Youth funds are allocated to support a position within the Idaho Department of Corrections to meet with youth aged 18-24, who are being released to ensure they connect with career planners in the workforce system.

- **Individuals Living Below the Poverty Line** – The poverty line represented a substantial divergence for workers’ unemployment rates; people living at or above the poverty level experienced only 2.1% unemployment, while people living below that threshold experienced unemployment at 9.1%, a rate well over four times greater. Individuals with higher levels of education were much less likely to live below the poverty line. Individuals without a GED or high school diploma represented 20% of those in poverty in Idaho during 2022. These people, who often face multifaceted barriers to education and employment, merit special attention and support in the workforce system.

Other populations of special consideration:

- **Veterans** – Those who have served our country deserve additional support from the state’s workforce system. Efforts to build relationships and opportunities under the Department of Defense’s SkillBridge program have been successful, yet delays from the Department of Defense have hampered expansion. In addition, the state’s Division of Veteran Services has been a key partner in aligning with the Apprenticeship Idaho
initiative to ensure that veterans can access their benefits when participating in a Registered Apprenticeship Program. There are also initial efforts to attract separating service members to the state for unfilled jobs. Idaho continues to work with the Department of Defense to receive information from servicemembers who indicate they are relocating to Idaho before they separate, however that has also seen delays from the DoD. Finally, the State Board of Education has leveraged a Lumina Foundation grant to create a crosswalk between military training and college credit so that there is consistency statewide in how veterans receive credit for prior learning when enrolling in the state’s public postsecondary institutions.
III. OPERATIONAL PLANNING ELEMENTS
The Unified or Combined State Plan must include an Operational Planning Elements section that supports the State’s strategy and the system-wide vision described in Section II(c) above. Unless otherwise noted, all Operational Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. This section must include—

(a) **State Strategy Implementation.** The Unified or Combined State Plan must include—
   (1) **State Board Functions.** Describe how the State board will implement its functions under section 101(d) of WIOA (i.e., provide a description of Board operational structures and decision-making processes to ensure such functions are carried out).

**State Board Responsibilities**
In Executive Order No. 2019-08, Governor Brad Little reauthorized the Idaho Workforce Development Council as the state board under the Workforce Innovation and Opportunity Act. As outlined in the executive order, the council is specifically responsible for advising the Governor, Legislature and appropriate executive agencies on matters related to developing and implementing a comprehensive workforce development strategy for Idaho that:

a. Increases public awareness of and access to career education and training opportunities;

b. Improves the effectiveness, quality and coordination of programs and services designed to maintain a highly skilled workforce; and;

c. Helps provide for the most efficient use of federal, state and local workforce development resources.

The Workforce Development Council is also responsible for the development and oversight of procedures, criteria, performance measures and expenditures for the Workforce Development Training Fund, a state-funded mechanism to support workforce education and training.

Since that time, the Idaho Workforce Development Council has been tapped to provide additional workforce supports to facilitate economic growth in the state. Fifty million in ARPA funds were directed to the Council to invest in workforce training. An additional $30 million in ARPA funds were provided to establish a grant program to expand child care in Idaho.

**Implementation of State Board Functions**
The Workforce Development Council meets the membership requirements for the WIOA State Board. In addition to serving as the state board, under a waiver granted by USDOL, the Council also serves as the local board for Idaho’s two workforce areas.

The majority of the work carried out by the Workforce Development Council is through a committee structure. Quarterly meetings of the full Council are scheduled a year in advance and
committees have standing monthly meetings. Notice of meetings and materials are posted on the Workforce Development Council’s website, along with the state’s Townhall website. Council meetings are typically well attended by the public with approximately 40-50 attendees from education and workforce agencies participating in each quarterly meeting.

The Workforce Development Council also empanels ad hoc committees, appointed by the chair when needed. All committees may include members from the general public who have special knowledge and qualifications to be of assistance to the Council.

Currently, there are six standing committees: the Executive Committee, the Work-Based Learning Committee, the Workforce Development Policy Committee, the Grant Review Committee, the One-Stop Committee, and the Outreach Committee. There are three ad-hoc committees operating at this time - the Child Care Expansion Grant Committee, the CNA Advisory Committee, and the LAUNCH Key Performance Indicator Committee. As defined in the bylaws, the Executive Committee consists of five private sector members and one representative of a labor union, appointed by the Governor. The primary function of the Executive Committee is to ensure that the Governor’s directive to develop and implement a comprehensive workforce development strategy for Idaho is carried out. The Executive Committee is also empowered to conduct business in the interim between meetings and may act on behalf of the entire Council.

The remaining committees are briefly described below:

**Work-Based Learning Committee**
The Work-Based Learning Committee leads the development of replicable and sustainable work-based learning opportunities. The Committee is charged with cultivating a nimble system under the Idaho Leader framework (Learn About Work. Learn Through Work. Learn At Work) to ensure that high-quality programs are available throughout the state. They also help promote the opportunities and benefits of work-based learning to employers, individuals and influencers.

**Workforce Development Policy Committee**
The Workforce Development Policy Committee is responsible for developing most of the policies that govern council actions in carrying out its responsibilities. The committee is also charged with developing an annual projection of needs for state investment into workforce development activities.

**Grant Review Committee**
The Workforce Development Council is responsible for approving expenditures (i.e. awards) of the state-funded Workforce Development Training Fund. To maintain a separation of duties between setting the policy for the Workforce Development Training Fund and awarding grants, a Grant Review Committee reviews applications and makes recommendations to the Council. The Grant Review Committee is chaired by a member of the Executive Committee.
**One-Stop Committee**
The One-Stop Committee ensures that the Workforce Development Council assists the Governor in fulfilling the requirements of the State Workforce Investment Board as set forth in the Workforce Innovation and Opportunity Act - with an emphasis on continuous improvement, alignment and coordination. The committee develops policies as needed for WIOA and supports the coordination of procurement activities for the one-stop system.

A WIOA Advisory Group, consisting of programmatic leaders of the core and optional partners (referenced in Section II.c.2 Program Alignment, Section III.a.2.A Implementation of State Strategy, Assessment and Section III.b.4 Evaluation of Programs and One-Stop Program Partners), supports the One-Stop Committee on WIOA implementation and assisting the Workforce Development Council to fulfill its responsibilities under WIOA section 101(d) and WIOA section 107 (d).

The WIOA Advisory Group recommends actions to implement the WIOA State Plan and other provisions/requirements of WIOA. These recommendations are presented to the One-Stop Committee, where the executive leaders of the partner agencies can ensure proper resourcing and implementation needs are addressed. The One-Stop Committee then recommends measures for adoption by the full council.

**Outreach Committee**
The Outreach Committee is responsible for increasing public awareness of, and access to, career education, work-based learning, training opportunities, and supporting knowledge of workforce development training fund programs. The committee drives the coordination across state agencies, education and the private sector to meet these objectives.

**Child Care Expansion Grant Committee**
The Child Care Expansion Grant Committee exists to make recommendations on the Child Care Expansion Grant Policy to the Council, and also to accept and adjudicate child care grant applications.

**CNA Advisory Committee**
The CNA Advisory Committee is tasked with recommending a statutory framework for the governance of nursing assistants in Idaho; including talent pipeline development, education of CNAs, and a uniform disciplinary process.

**LAUNCH Key Performance Indicator Committee**
The LAUNCH KPI Committee is a temporary committee created to set performance measures that help to determine the effectiveness of Idaho LAUNCH.

**State Board Decision Making Process**
The Council has authority to make decisions regarding its functions as both the state board and the local board under WIOA. Recommendations from committees are placed on the agenda for
consideration by the full Council at its quarterly meetings. The Executive Committee, who meets monthly, can take action on items requiring more expeditious review. The Executive Committee is then required to report on its actions at the next full Council meeting.

At the quarterly meetings, the full Council reviews pertinent decision items, including supporting documentation and presentations by staff, as appropriate. The Council will deliberate if necessary, and the recommendation is either approved, or amended in a motion from a council member. A separate council member must second the motion. After being seconded, the full Council votes to approve or reject the recommendation. If the vote is unclear, a roll call vote is taken. When the Council is meeting virtually, or when a member feels the action item has the support of the Council, the member can request unanimous consent. The Chair still requires a second and provides an opportunity for discussion. The Chair then offers members the ability to object and if an objection is made, a roll call vote is taken. If no objections are made, the motion passes. In order for a decision to be binding, a quorum of members must be present at the time the vote takes place. Recommendations rejected by the council are returned to the appropriate committee for further work or revision.

(2) Implementation of State Strategy. Describe how the lead State agency with responsibility for the administration of each core program or a Combined State Plan partner program included in this plan will implement the State’s Strategies identified in II(c) above. This must include a description of—

(A) Core Program Activities to Implement the State’s Strategy. Describe the activities the entities carrying out the respective core programs will fund to implement the State’s strategies. Also, describe how such activities will be aligned across the core programs and Combined State Plan partner programs included in this plan and among the entities administering the programs, including using co-enrollment and other strategies, as appropriate.

In addition to the specific activities described in Table 28, the core and partner programs will also participate on the WIOA Advisory Group, and to the extent appropriate, participate in joint training and planning activities coordinated across programs as outlined in Section (II)(c)(2).

Where appropriate, each core and partner program specifically address the various activities they fund which are listed in the table that follows. Activities are organized under the appropriate strategy they address. However, the Idaho Department of Labor is the lead state agency for administering all Title I-B programs, Title III programs, as well as the Combined State Plan partner programs of Trade Adjustment Assistance, Jobs for Veterans State Grant, and Unemployment Insurance. As a result, the activities funded by this agency apply across multiple programs and are addressed concurrently. Therefore, this section is organized as follows:

Idaho Department of Labor Programs
As stated previously, the Idaho Department of Labor is the lead state agency for administration of four core programs: WIOA youth, adult and dislocated worker programs and the Wagner-Peyser
employment service program. The Department of Labor is also the lead agency for the following Combined State Plan partner programs: Trade Adjustment Assistance, Jobs for Veterans State Grant, and Unemployment Insurance. It funds the activities listed in the table below as a means of implementing the State’s strategies across its programs.

**Title II Programs - Adult Education**

The agency responsible for administering Title II programs is the Idaho Division of Career Technical Education (IDCTE). IDCTE, as well as local adult education programs, will invest in the activities listed in the table.

**Title IV Programs - Vocational Rehabilitation**

Title IV Programs in Idaho are carried out by two agencies: The Idaho Division of Vocational Rehabilitation (referred to below as “The Division”) and the Idaho Commission for the Blind and Visually Impaired (referred to below as “The Commission.”). This section highlights the efforts of both agencies.

**Combined Partner Program - OAA Title V - Senior Community Service Employment Program**

The following activities are funded by the Idaho SCSEP to implement the state strategies and support unemployed individuals 55+.

### Table 28: Core Program Activities Aligned with Strategy Implementation

<table>
<thead>
<tr>
<th>Core Program Activities</th>
<th>Agency/Program</th>
<th><strong>Build workforce system capacity to receive participants with more significant barriers to employment</strong></th>
<th><strong>Service to Youth</strong></th>
<th><strong>Career Pathways/ Sector Approach</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving Public Awareness and Access to the Workforce System</td>
<td>Idaho Department of Labor-WP,WIOA Title I-B, TAA, JVSG, &amp; UI</td>
<td>Continue to promote the department’s 38 mobile locations across the state, which can reach more Idaho residents than through simply the states’ 8 AJCs.</td>
<td>Encourage Title I-B participants, especially dislocated workers, to participate in work-based learning opportunities, including registered apprenticeships, on-the-</td>
<td>Utilize the state’s updated WIOA ETP policy which was developed to ensure the availability of training in the state for occupations with established career pathways.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work with State Board of Education to ensure WIOA Eligible Training provides high quality education experiences.</td>
<td></td>
<td>Expand currently successful efforts working with employers to develop registered apprenticeships for their in-demand occupations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Open appropriate work-based learning opportunities for eligible participants in each Title I-B program.</td>
<td></td>
<td>Focus on sector priorities established by the Workforce Development Council aligned with regional labor needs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Through its 38 mobile service locations, ensure reach out and consult with businesses in targeted industries</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

72
<table>
<thead>
<tr>
<th>Core Program Activities</th>
<th>Agency/Program</th>
<th>Service to Youth</th>
<th>Career Pathways/ Sector Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Improving Public</td>
<td>Build workforce system capacity to receive participants with more significant barriers to employment</td>
<td>that One-Stop services are available to youth customers in rural communities across Idaho.</td>
<td>to better understand their workforce needs and help provide solutions by coordinating education and workforce resources.</td>
</tr>
<tr>
<td>Awareness and Access</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to the Workforce</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Idaho Division of Career Technical Education-Adult Education**

- Coordinate with other WIOA partners in marketing of career services to current and prospective adult education populations;
- Coordinate training of Title II subgrantees on services provided by other WIOA partners;
- Facilitate embedding of WIOA partner services at adult education locations and within adult education programming.

- Train Title II subgrantees in the use of the statewide MIS to find and interpret data related to barriers to employment; train subgrantees on leveraging this data to better serve individuals with barriers to employment;
- Provide evidence-based training and technical assistance related to unique barriers, goals and workforce system resources for high barrier individuals.

- Fund training which focuses on evidence-based practices for serving adult education students aged 16 to 24; deliver this training to Title II subgrantees;
- Enhance career services and training resources and delivery within adult education programs, particularly for integrated education and training (IET) participants who are aged 16 to 24;
- Research and address barriers to GED.

- Invest in training and technical assistance to support development of integrated education and training (IET) in partnership with business and industry, post-secondary education, apprenticeships, and WIOA partners. IET is an evidence-based adult education delivery model for early career pathway technical skills development and is an ideal strategy for adult education participants aged 16 to 24, especially considering Idaho Launch opportunities for this same demographic.
<table>
<thead>
<tr>
<th>Core Program Activities</th>
<th>Agency/Program</th>
<th>Build workforce system capacity to receive participants with more significant barriers to employment</th>
<th>Service to Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Improving Public Awareness and Access to the Workforce System</td>
<td>Vocational Rehabilitation Programs- Idaho Division of Vocational Rehabilitation &amp; Idaho Commission of The Blind and Visually Impaired</td>
<td>• Improve program visibility including improved marketing tools for both employers and people with disabilities with core Programs, including materials for coordinating business services. • Continue to work with One-Stop partners to provide guidance on programmatic and physical accessibility to increase quality of services for people with disabilities. • Coordinate activities with One-Stop partners by sharing program contact information, eligibility criteria, and training on program services and mission.</td>
<td>attainment for participants who are aged 16-24.</td>
</tr>
<tr>
<td>* Career Pathways/ Sector Approach</td>
<td></td>
<td>• Work with WIOA Combined Plan Partners on best practices when working with individuals with disabilities by providing Title-IV expertise through the provision of customized training and technical assistance to better improve co-enrollment experiences and reduce barriers to employment for this population. • Title-IV programs have specifically committed to outreach to underserved and underserved populations with a special focus on youth and is seeking to work closely with combined plan partners and others outside the workforce development system to identify impactful and tailored methods of outreach to best promote appropriate referral at the intersection of youth and populations with significant barriers to employment. Title-IV programs will leverage specific program expertise (e.g., Title-I WIOA Youth/community youth organizations) where appropriate to identify and inform populations on available services.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Work with Combined Program Partners to provide customized training and technical assistance on working with individuals with disabilities to better improve co-enrollment experiences. • Contribute to the sector approach established by the WDC. • IDVR will Implement Key Performance Indicators by Position strategy which ties individual staff performance to employment rate, successful rehabilitation volume, and quality of LMI outcome across various indicators. This strategy contains KPIs at multiple organizational levels with the ultimate outcome of placing more Title-IV customers in Idaho in-demand positions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Continue to focus on and train staff to use IDOL or other quality sources of local area LMI (e.g., Career Index Plus,) to better inform customers’ employment goal selection using a career pathways strategy to identify in-demand quality jobs, including use of DOIs in-demand and quality jobs list, that are a match for the customer.</td>
<td></td>
</tr>
<tr>
<td>Core Program Activities</td>
<td>Agency/Program</td>
<td>Build workforce system capacity to receive participants with more significant barriers to employment</td>
<td>Service to Youth</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>* Improving Public Awareness and Access to the Workforce System</td>
<td>Build workforce system capacity to receive participants with more significant barriers to employment</td>
<td>*Career Pathways/ Sector Approach</td>
<td></td>
</tr>
<tr>
<td>Build workforce system capacity to receive participants with more significant barriers to employment</td>
<td>Identify and inform populations on available services.</td>
<td>Track business services provided/delivered by staff and report this information to WDC monthly. Use data on a regular basis to iterate strategy.</td>
<td></td>
</tr>
<tr>
<td>Identify and inform populations on available services.</td>
<td>Participate in state level quarterly meetings of the core program business service teams for an aligned coordinated business outreach approach to include a focus on local area improvements.</td>
<td>Business outreach team (BOOST) for each region has been established by IDVR and the Commission to strategize and coordinate regional services and to participate in WIOA regional employment teams.</td>
<td></td>
</tr>
<tr>
<td>Participate in state level quarterly meetings of the core program business service teams for an aligned coordinated business outreach approach to include a focus on local area improvements.</td>
<td>Business outreach team (BOOST) for each region has been established by IDVR and the Commission to strategize and coordinate regional services and to participate in WIOA regional employment teams.</td>
<td>Working with combined plan partners to advance quality and appropriate referral and outreach utilizing regional BOOST teams for ongoing communication and collaboration.</td>
<td></td>
</tr>
<tr>
<td>Business outreach team (BOOST) for each region has been established by IDVR and the Commission to strategize and coordinate regional services and to participate in WIOA regional employment teams.</td>
<td>Working with combined plan partners to advance quality and appropriate referral and outreach utilizing regional BOOST teams for ongoing communication and collaboration.</td>
<td>Leveraging IDOLs local area economists and LMI data to create Hub specific labor market information sheets to support informed counseling and guidance around quality vocational outcomes specific to the local area.</td>
<td></td>
</tr>
<tr>
<td>Working with combined plan partners to advance quality and appropriate referral and outreach utilizing regional BOOST teams for ongoing communication and collaboration.</td>
<td>Leveraging IDOLs local area economists to educate and inform IDVR staff about the labor market.</td>
<td>Leveraging IDOLs local area economists to educate and inform IDVR staff about the labor market.</td>
<td></td>
</tr>
<tr>
<td>Core Program Activities</td>
<td>Agency/Program</td>
<td>Service to Youth</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td>&quot;Improving Public Awareness and Access to the Workforce System&quot;</td>
<td>Build workforce system capacity to receive participants with more significant barriers to employment</td>
<td>*Career Pathways/ Sector Approach</td>
<td></td>
</tr>
</tbody>
</table>

- Market conditions that exist in their community, and projections that indicate which jobs will be there in the future.
- Identification of businesses for outreach which align with Title-IV quality job characteristics (quality employers).
- Title-IV programs can provide graduate training to Idahoans with disabilities. Combined plan partners are encouraged to refer individuals with disabilities who are seeking graduate or higher-level education to best promote a career pathways strategy for Idahoans with disabilities.
- Title-IV programs will continue to explore similar tools for pathways common to quality VR outcomes and those that have seen promise from other combined plan partners.
- Increase utilization of Idaho Launch and Next Steps Idaho initiatives of Idaho’s WDC. These tools and resources are intended to skill-up Idaho’s workforce and serve as comparative benefits to IDVR customers seeking a wide array of career pathways.
- Work with IDOL as sub awardee of their apprenticeship grant (SAEEI) opportunity to expand apprenticeship career pathway opportunities to Idahoans with disabilities.
### Core Program Activities

#### Agency/Program

<table>
<thead>
<tr>
<th>Core Program Activities</th>
<th>Agency/Program</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Improving Public Awareness and Access to the Workforce System</em></td>
<td>Build workforce system capacity to receive participants with more significant barriers to employment</td>
<td></td>
</tr>
<tr>
<td>Service to Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Career Pathways/ Sector Approach</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Idaho Commission on Aging - SCSEP

| *Partner with One-Stop partners on outreach campaigns to increase visibility for participants 55+/years old.* | Provide paid employment training, job skills & computer skills training. Offer supportive services, such as annual physical exams, to overcome barriers to employment |
| Continue to support new and existing participants 55+/yrs. old in attaining employment. Offer additional assistance, i.e., On-the-Job Experience (OJE) and other paid training opportunities to those experiencing barriers to employment such as those who live in rural and remote settings across the state. | |

(B) **Alignment with Activities outside the Plan.** Describe how the activities identified in (A) will be aligned with programs and activities provided by required One-Stop partners and other optional One-Stop partners and activities provided under employment, training (including Registered Apprenticeships), education (including career and technical education), human services and other programs not covered by the plan, as appropriate, assuring coordination of, and avoiding duplication among these activities.

The information in this section is organized parallel to Part (A) above and listed in Table 29, which follows on the next page:

- Idaho Department of Labor Programs - includes WIOA Title I-B and Title III, and Combined Partner programs of Trade Adjustment Assistance, Jobs for Veterans State Grant, and Unemployment Insurance
- Title II - Adult Education
- Title IV - Vocational Rehabilitation Programs
- Combined State Plan Partner - OAA Title V - Senior Community Service Employment Programs
State plan partners continually seek ways to establish partnerships with entities outside WIOA to expand programs’ reach to areas where they may have a limited presence. The state’s library system has served as prime example of this effort. The Idaho Department of Labor, Idaho Division of Vocational Rehabilitation, and adult education have all utilized the state’s library system to serve as alternative locations where outreach staff can provide services outside American Job Centers or their own program offices.

Informal agreements have also been established with other entities, such as non-profit organizations, cities, and counties across Idaho which have also served to fill this need. Many individuals seeking their specific services have also demonstrated a need for One-Stop services which partners can help meet while visiting these locations.

### Table 29: Core Program Activities Aligned with Strategy Implementation

<table>
<thead>
<tr>
<th>Activities Outside Plan Agency/Program</th>
<th>Build workforce system capacity to receive participants with more significant barriers to employment</th>
<th>Service to Youth</th>
<th>Career Pathways/ Sector Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idaho Department of Labor-WP, WIOA Title I-B, TAA, JVSG, UI</td>
<td>Promote the registered apprenticeship model across the state to help reach underserved populations across the state in an effort to address this opportunity gap that many with employment barriers face. These opportunities are available not only through various grant recipients such as the IDOL, but also the WDC. Many of their subrecipients, such as the Idaho Department of Corrections and Idaho Division of Vocational Rehabilitation, can help not only those need employment assistance but also employers willing to pursue these efforts to meet their workforce needs.</td>
<td>Although Idaho’s WIOA Youth program exclusively targets Out-of-School youth, AJC staff use an already robust referral system to provide career services for any in-school job seeker.</td>
<td>With the department’s JobScape, users can choose which career pathway to follow, based on the data it provides so one can make an informed decision about careers and education. The Idaho Department of Labor’s Research and Analysis Bureau is responsible for developing and publishing labor market information and industry scans for the targeted sectors. Designed to update policymakers, industry leaders, and those working in economic and workforce development. These industry scans are...</td>
</tr>
<tr>
<td>Activities Outside Plan Agency/Program</td>
<td>*Improving Public Awareness and Access to the Workforce System</td>
<td>Build workforce system capacity to receive participants with more significant barriers to employment</td>
<td>Service to Youth</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>necessary to meet their workforce needs.</td>
<td>- Present small- to medium-sized businesses on the topics of harassment prevention, respectful workplace and disability accommodations, including ethics and workplace conduct training with IDVR.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Idaho Division of Career Technical Education-Adult Education</td>
<td>WIOA Title II subgrantees operate in multiple off-site location in rural and underserved areas of Idaho. These include local libraries, community centers, and other outreach locations. Additionally, programs have, and will continue, to expand online program services.</td>
<td>The State Office of Adult Education and its subgrantee partners participate in the development of integrated education and training (IET) and integrated English language and civics education programming with business, industry, and post-secondary partners across the State, including within the corrections system.</td>
<td>Adult education programs in Idaho, based in community colleges and correctional facilities, partner with post-secondary institutions to assist youth in transitions to college or workforce training programs. Programs also partner with juvenile detention facilities to provide adult education services, coordinate with Trio.</td>
</tr>
<tr>
<td>Vocational Rehabilitation Programs - Idaho Division of Vocational Rehabilitation &amp; Idaho Commission of</td>
<td>VR programs are working to improve program visibility including improved marketing tools for both employers and</td>
<td>*Work with community partners, businesses, and others to provide customized training and technical assistance on working with individuals</td>
<td>*Targeted outreach to community youth organizations: Engage with community partners connected with students and youth with a focus on youth</td>
</tr>
<tr>
<td>Activities Outside Plan Agency/Program</td>
<td>Improving Public Awareness and Access to the Workforce System</td>
<td>Build workforce system capacity to receive participants with more significant barriers to employment</td>
<td>Service to Youth</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>the Blind and Visually Impaired</strong></td>
<td>People with disabilities.</td>
<td>With disabilities (e.g., IDVR’s WinCo Wins and Create Common Good projects).</td>
<td>With barriers to employment (e.g., foster care, homeless, IDJC/justice involved) to inform programs on Title-IV services and promote meaningful referral of youth.</td>
</tr>
<tr>
<td></td>
<td>* VR programs have re-engineered our ‘success stories’ process with a focus on the creation of quality products showcasing beneficial outcomes for business and customers who utilize VR.</td>
<td>IDVR specifically has committed to outreach to unserved and underserved populations and is seeking to work closely with community partners and others outside the workforce development system to identify impactful and tailored methods of outreach to best promote appropriate referral. These priorities will be informed by field management, Idaho’s SRC, Commission, and other stakeholders.</td>
<td>Continue to leverage Pre-ETS connection strategy to establish early and career long relationships with Idaho’s students.</td>
</tr>
<tr>
<td></td>
<td>* Title IV programs continue to work with Idaho school districts and LEAs to promote early involvement of students in the VR process and Pre-employment Transition Services.</td>
<td>Title IV programs have committed to outreach to unserved and underserved populations.</td>
<td>Expand WBE to youth and students via business partnership, use BET to help improve outreach and quality of summer WBEs.</td>
</tr>
<tr>
<td></td>
<td>Continued rural/statewide outreach to all LEAs.</td>
<td>Continued rural/statewide outreach to all LEAs.</td>
<td>Continued rural/statewide outreach to all LEAs.</td>
</tr>
<tr>
<td></td>
<td>This focus should help to capture more of Idaho’s young but</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities Outside Plan</td>
<td>Agency/Program</td>
<td>Build workforce system capacity to receive participants with more significant barriers to employment</td>
<td>Service to Youth</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>&quot;Improving Public Awareness and Access to the Workforce System&quot;</td>
<td><em>Improving Public Awareness and Access to the Workforce System</em></td>
<td>Build workforce system capacity to receive participants with more significant barriers to employment</td>
<td><em>Career Pathways/ Sector Approach</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>growing Hispanic population. •Monitor impact of expansion of CRP certification pathways to encourage establishment of new CRPs in remote, rural, and underserved areas. •Title-IV BOOST teams will conduct outreach with businesses and business groups to provide customized training and technical assistance on working with individuals with disabilities (e.g., reasonable accommodations, disability etiquette, and other specific training as requested by employers). •Educating businesses in on-the-job training opportunities which may meet business needs and increase relevant pathways to employment for Title-IV customers.</td>
<td>*IDVR will implement Key Performance Indicators by Position strategy which ties individual staff performance to employment rate, successful rehabilitation volume, and quality of LMI outcome across various indicators. This strategy contains KPIs at multiple organizational levels with the ultimate outcome of placing more Title-IV customers in Idaho in-demand positions. •Continue to explore similar tools for pathways common to quality VR outcomes. •Working with businesses to advance quality and appropriate referral and outreach utilizing regional BOOST teams for ongoing communication and collaboration. •Strategic targeting of businesses for outreach which align with Title-IV quality job characteristics (quality employers).</td>
</tr>
</tbody>
</table>
Activities Outside Plan Agency/Program

Idaho Commission on Aging - SCSEP

* Improving Public Awareness and Access to the Workforce System
Build workforce system capacity to receive participants with more significant barriers to employment

Service to Youth

* Career Pathways/ Sector Approach

- Provide referral information to outside organizations that provide information and assistance, such as, Centers for Independent Living and the Area Agencies on Aging.

Continue providing servicing in rural counties as identified by USDOL in the SCSEP equitable distribution (ED) report

(C) Coordination, Alignment and Provision of Services to Individuals. Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and required and optional One-Stop partner programs will coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services (e.g. transportation), to individuals, including those populations identified in section II(a)(1)(B), and individuals in remote areas. The activities described shall conform to the statutory requirements of each program.

The primary purpose of WIOA is to “increase, for individuals in the United States, particularly those individuals with barriers to employment, access to and opportunities for employment, education, training, and support services they need to succeed in the labor market.” (WIOA Sec (2)(1)). While Idaho’s workforce programs can and do address the need for supportive services, education and training, we must also serve as advocates for the populations we serve, especially with employers.

To that end, in addition to the agency-specific activities outlined below in this section, the Combined State Plan programs, via the One-Stop Committee, acknowledge the need for coordinated outreach to employers regarding the benefits of hiring employees from groups who have barriers to employment. One such option will be to integrate this outreach into the “single point of contact” model discussed in Part (D) of this section.

The remaining information in this section is organized by program, similar to Parts (A) and (B) above, without the table format:

Idaho Department of Labor Programs
As stated previously, the Idaho Department of Labor is the lead state agency for administration of four of the core programs: WIOA youth, adult and dislocated worker programs and the Wagner-Peyser employment service program. The Department of Labor is also the lead agency for the following Combined State Plan partner programs: Trade Adjustment Assistance (TAA), Jobs for Veterans State Grant (JVSG), and Unemployment Insurance (UI). The department’s primary delivery model for these services is via the One-Stop system in American Job Centers.

The One-Stop system is the ideal way to provide customer-centered services to a wide variety of individuals. A robust system of referrals and cross-training provides a seamless experience for customers. Each American Job Center has a resource list of community supportive services as well as personal connections with suppliers of supportive services in their area.

Idaho’s web-based Unemployment Insurance program (iUS) uniquely coordinates activities and resources to ensure delivery of necessary services to unemployed individuals. With information, services and resources accessible virtually anywhere, Idaho’s One Stop Centers, affiliate sites and all partner locations offer full access. UI program staff, the majority of whom are located at the central Department of Labor office, provide immediate customer service through “click to chat” from the website or by phone. Direct, in-person assistance is also available in the state’s comprehensive centers.

Robust cross-training of One-Stop system staff includes training regarding general eligibility guidelines and user training for iUS, which strengthen linkages between the One-Stop system and the UI program and increases awareness of UI issues across core programs.

The long-term unemployed have been an area of special focus at the American Job Centers. The Wagner-Peyser employment service workforce consultants have had great success in engaging those participating in the Reemployment Services and Eligibility Assessments (RESEA) program and other long-term unemployed individuals. Those that need special assistance with skills upgrading are referred to a WIOA career planner. Those with substantial cultural barriers, such as refugees resettled in Idaho, are often One-Stop center customers. The One-Stop centers in Boise and Twin Falls have strong relationships with the Center for Refugees and provide targeted services to those populations.

The WIOA and TAA career planners specifically work with a variety of special populations such as displaced homemakers, low-income individuals, trade-affected workers, veterans, and ex-offenders. WIOA Youth career planners prioritize serving youth with disabilities or those who have aged out of foster care. These customers are served not only by WIOA and TAA career planners but are often co-enrolled in appropriate programs for which they are eligible. They are also referred or provided education, workforce development or supportive services as needed. Career planners work in conjunction with Homeless Veterans Reintegration Program staff to help ensure that homeless and formerly incarcerated veterans enrolled in the program receive the services they need to help spur them towards self-sustaining employment.
**Title II - Adult Education**

Services to individuals under Title II are carried out locally by eligible providers. The lead agency administering Title II programs (Idaho Division of Career Technical Education) ensures policy alignment with other partner programs at the state level through participation on the WIOA Advisory Group. IDCTE will require that local providers coordinate services at the local level and will provide guidance and technical assistance to support such efforts. Local providers are required to demonstrate capacity for and history of (1) local coordination and (2) provision of quality services to individuals, as part of the competitive application process. Effective partnerships are pivotal to maximize resources and align services; the following examples reflect current initiatives to meet this goal:

- Adult education staff at the College of Eastern Idaho (CEI) and Lewis-Clark State College (LCSC) are collocated at the comprehensive AJC and participate in cross training to refer students to services provided by other WIOA core and One-Stop partners.

- College of Western Idaho (CWI) staff participate in Quarterly WIOA Workgroup meetings to share program resources, referrals and updates. The adult education programs partner with the Title I WIOA Youth and Adult programs to leverage resources for maximum benefit to an individual through education, support services, and employment, and training placement.

- CWI adult education instructors collaborate with WIOA Youth staff to support Canyon County Juvenile Detention youth with their educational goals and connections to training and employment opportunities.

**Title IV - Vocational Rehabilitation**

Title IV Programs in Idaho are carried out by two agencies: The Idaho Division of Vocational Rehabilitation (referred to below as “The Division”) and the Idaho Commission for the Blind and Visually Impaired (referred to below as “The Commission.”). This section addresses each agency separately.

Collectively, Title IV programs are available to provide technical assistance to WIOA program partners, Idaho’s employers, and other stakeholders on diverse aspects of disability employment.

*Idaho Division of Vocational Rehabilitation*

Coordination of service provision takes place at the local area level. Local agreements are established among One-Stop partners that facilitate cross-program communication and include arrangements for cost sharing to maximize utilization and impact. The Division supports informational training on programs. The Division continues to support coordination and co-location with the Idaho Department of Correction.
Additionally, for those that are eligible for the program, IDVR can provide supportive time-limited services, such as transportation for individuals or through vendors to provide services in rural and underserved areas identified and approved by the Division.

IDVR continues to work on the promotion of co-enrollment (where indicated) within the agency with the goal of developing plans and infrastructure to promote proper, appropriate, impactful, and frictionless co-enrollment and referral.

*Idaho Commission for the Blind and Visually Impaired*

The coordination efforts of the Commission generally reflect those described above for the Division. In addition, the Commission will:

- Work collaboratively with the Idaho Educational Services for the Deaf and Blind (IESDB) to identify students with blindness or visual impairments at an early age for Pre-Employment Transition Services.
- Provide Rehabilitation Technology services and training throughout the state via a state-wide assistive technologist.
- Provide alternative skills of blindness training via regional Instructors of the Blind and the Assessment and Training Center (ATC) in Boise.
- Increase training availability, effectiveness and access for clients, including minority, and the underserved in rural communities.

*Combined Partner Plan - OAA Title V - Senior Community Service Employment Program*

The Idaho Commission on Aging coordinates activities with one stop partners by utilizing local Employment Training Coordinators to connect participants to local one stop programs. The Commission’s SCSEP Program Manager provides One-Stop partner information to the SCSEP local regional offices to ensure participation at the local level. Participation with the One-Stop programs is reviewed through annual monitoring reviews. The Employment Training Coordinators assess participants and utilize program and community resources to meet identified supportive service needs.

Quality of service delivery will be measured by participant annual surveys. Annual survey results are assessed and shared with the local SCSEP offices. Strategies are developed and implemented to address survey concerns.
(D) Coordination, Alignment and Provision of Services to Employers. Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional One-Stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs and to achieve the goals of industry or sector partners in the state. The activities described shall conform to the statutory requirements of each program.

In addition to the agency-specific activities outlined later in this section, the Combined State Plan programs, via the One-Stop Committee, have been working towards a coordinated approach to visit/serve employers, and utilize a continuous improvement approach at the local and regional level. Regional business development teams have met and are working towards establishing action plans. Such a model will ensure more coordinated, less disruptive or duplicated outreach to employers. It will also build on existing relationships. This approach provides business assistance that streamlines communication and leverages resources to assist with workforce development.

The statewide One-Stop operator is charged with coordinating the employer outreach among the local One-Stop partner programs. This approach also helps the core programs and agencies coordinate outreach to employers in regard to the benefits of hiring people with barriers to employment. For example, about 15% of refugees living in Idaho are highly educated in their home country but are often overlooked as a source of skilled labor because of their language barriers. Additionally, individuals with disabilities make skilled and loyal employees when matched with a meaningful job that fits their skill sets.

Both individuals and employers benefit when an employee with the right skills is matched in the right job with the right employer, regardless of age, disability status, language, income, race, or other barriers. Idaho’s workforce development programs can help employers make the most of these potential employees by providing the services and support to help employers and employees succeed.

The information below describes how individual programs and/or agencies will coordinate services to employers. This section is organized similar to Part (C) above:

Idaho Department of Labor Programs
As stated previously, the Idaho Department of Labor is the lead state agency for administration of four of the core programs: WIOA youth, adult and dislocated worker programs and the Wagner-Peyser employment service program. The Department of Labor is also the lead agency for the following Combined State Plan and One-Stop partner programs: Trade Adjustment Assistance, Jobs for Veterans State Grant and Unemployment Insurance. The Department’s primary method for coordinating with employers is via the One-Stop system.
Employers are valued and important customers of the One-Stop system. The Workforce Development Council’s goals and strategies include a detailed description of the sector strategy approach offered through the American Job Centers as the state’s overarching guidance for One-Stop services to businesses.

One-Stop centers serve the business community and are routinely engaged in a variety of local activities. Staff are driven by the philosophy that quality business services ultimately facilitate connections to employment opportunities for job seekers and enhance economic growth. Such services include recruitment and labor exchange support, coordination of customized hiring events, business-related workshops, and providing connectivity to workforce training resources, tax credits, and other business resources available through the organizations such as the Idaho Department of Commerce and Small Business Development Centers.

The Idaho Department of Labor leverages WIOA Title I-B and Wagner-Peyser Employment Services program funds with other federal program funds, discretionary grants, National Dislocated Worker Grants, and state funds from the Workforce Development Training Fund to expand and enhance employer participation in the statewide workforce investment system in a variety of ways:

- Extensive WIOA staff training for business consulting techniques and connecting employers to system resources, particularly WIOA work-based learning opportunities, such as On-the-Job Training, Internships, Work Experiences, and Apprenticeships.
- Development of career pathways as described in Section (II)(c) to guide workforce, economic and education development professionals to meet the needs of employers.
- The use of the state’s Workforce Development Training Fund, via Idaho LAUNCH, is administered by the Workforce Development Council and designed to build the skills of workers in new and expanding business.
- Joint partnerships with employers and education for events such as the annual Hard Hats, Hammers & Hot Dogs event in north Idaho or the Youth Career Fair in southeast Idaho.
- Extensive enhancements to and use of technology including social media and virtual job fairs to connect employers and job seekers.
- Special surveys to identify needs and impressions of employers and inform the department of successful initiatives or areas of needed improvement.
- Development of industry-driven microsites for increasing employment opportunities and workforce development within the sector strategy approach.
- Customized recruitment for employers with high-skill and high-demand occupations
- Specialized workforce studies to identify skills gaps and partnerships.
• Local Veteran's Employer Representatives (LVER) are assigned duties that promote the advantages of hiring veterans to employers, employer associations, and business groups. When employer outreach is primarily accomplished by a "business services team" or like entity within a region or service delivery area, the LVER is included as an active member of that team. The LVER advocates for all veterans served by the AJC with business, industry, and other community-based organizations by participating in appropriate activities.

• Providing a professional setting in One-Stop facilities for employers to conduct customized recruitment and hiring events, collaborative efforts and events conducted with workforce, economic, and community partners.

As noted above, employer services are offered in tandem via the TAA, ES, WIOA Title I-B, and other programs through the state’s AJC centers. By aligning activities such as Rapid Response, trade, dislocated worker, sector strategies, career pathways, and more, the state works towards the development, improvement, and expansion of its business engagement activities. These include but are not limited to:

• Providing customized training options as a means of layoff aversion;
• Offering assistance in filing a TAA petition;
• Delivering Rapid Response services to impacted employees to maintain morale and productivity at the worksite prior to an impending layoff; or
• Securing lists of trade-affected workers to ensure they become aware of the services available to them.

Title II Programs - Adult Education
Title II programs are administered by Idaho Division of Career & Technical Education, which employs a Communications Manager. This position coordinates major initiatives with the public and with Idaho employers on behalf of IDCTE. The IDCTE administrator also sits on the Workforce Development Council, which facilitates major statewide employer outreach initiatives.

The State Director attends Council meetings and collaborates with IDCTE and Department of Labor staff to identify and understand the high-level needs of employers across the state. The State Director, in conjunction with IDCTE, uses this information, including current economic indicators provided by the Idaho Department of Labor, to prioritize services authorized under Title II. IDCTE issues policies and guidance that ensure comprehensive, high-quality services are built into and encouraged of our local service providers, in alignment with core and One-Stop partner programs.

The role of local providers is to make connections with individual employers and design quality services in response to the needs of local industries. This may include job-site classes, contextualized vocabulary, connections with occupational training, enhanced transition
programs, and other models that help build the foundational skills of students while preparing them for successful employment in the regional economy.

Historically, Title II programs in Idaho have operated on a regional basis and have been administered by the community college, technical college, or university serving each region. Many local programs have established connections with local employers through their institution, as well as convening advisory boards, establishing community partnerships, and connections with other workforce agencies.

**Title IV Programs - Vocational Rehabilitation**

Title IV Programs in Idaho are carried out by two agencies: The Idaho Division of Vocational Rehabilitation (referred to below as “The Division”) and the Idaho Commission for the Blind and Visually Impaired (referred to below as “The Commission.”). This section addresses each agency separately.

**Idaho Division of Vocational Rehabilitation**

The Division’s Business Relations Coordinator leads business engagement activities for IDVR with WIOA combined plan partners.

The Division is continuing to develop strategies internally to advance the unified approach for coordinating business engagement activities with outside agencies and partners. IDVR staff completed the Technical Assistance Training for Unified Business Services with the identified Idaho business services partners that was hosted by Idaho Department of Labor (IDOL). Through this training, IDVR staff gained information on the value and importance of coordinated efforts for business services, and information to help with identifying when to partner and how to discuss the supports of the workforce partners with businesses.

Additionally, IDVR is participating in the One-Stop teams across the state with our WIOA partners and assuring a presence within these groups. Furthermore, the Division will be coordinating with the apprenticeship program grant under Idaho Department of Labor which seeks to increase access to and the quality, and quantity of referrals to apprenticeship programs for customers with disabilities. As part of this collaboration, the project will fund an Apprenticeship Coordinator demonstration position housed at IDVR. This position will serve as a liaison between IDVR and IDOL’s Apprenticeship Team and will bring expertise on how employers can support individuals with disabilities to be successful in their apprenticeship programs.

Furthermore, the Division alongside WIOA plan partners will be moving forward with utilizing a common data HubSpot for business services data. HubSpot helps to assure that the Division can understand the efforts of partners with business, share relevant information, and to collaborate more effectively to meet business needs through the unified services strategy employed across Idaho WIOA plan partners.

**Idaho Commission for the Blind and Visually Impaired**
The Commission participates in all of the regional One-Stop activities. The Commission also provides on the job assistive technology assessment and training services for employers who have employees participating in the VR program at the Commission. The Commission also conducts regional trainings about blindness and visual impairments periodically throughout the year that employers can participate in.

In Fall 2021, the Commission entered into an agreement with the VR Technical Assistance Center (VRTAC-QE) for intensive technical assistance with Business Engagement. The Commission is committed to improving and strengthening services to businesses in Idaho. In addition, the Commission works collaboratively with the Idaho Division of Vocational Rehabilitation to ensure a unified Title IV approach to state-wide business engagement activities.

**Combined State Plan Partner Program - OAA Title V - Senior Community Service Employment Program**

Local SCSEP offices will provide government and non-profit employers with subsidized staff to work at their agency while they receive training. The host agency works with the individual and evaluate if the person can transition to a paid employment position. Employers have access to Employment Training Counselors to develop and implement employment training plans and communicate potential supportive service needs.

Quality of Service Delivery is measured by employer annual surveys. Annual survey results will be assessed by ICOA program staff and shared with the local SCSEP offices. Strategies will be developed and implemented to address survey concerns.

(E) **Partner Engagement with Educational Institutions and other Education and Training Providers.** Describe how the State’s Strategies will engage the State’s community colleges, adult education providers, area career and technical education schools, providers on the State’s eligible training provider list, and other education and training providers, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv).

Include how the State’s strategies will enable the State to leverage other Federal, State, and local investments to enhance access to workforce development programs at these institutions.

Idaho’s workforce development system engages the State’s six technical colleges (located at Idaho’s four Community Colleges, Lewis Clark State College, and Idaho State University) and secondary career and technical programs as partners in the workforce development system to create a job-driven education and training system. At the strategic level, this engagement will be carried out by three main entities: the Idaho Workforce Development Council, Idaho Division of Career Technical Education, and the Office of the State Board of Education. The specific efforts of these three entities are provided in more detail below.
Idaho’s STEM Action Center also plays an important role in engaging Idaho’s schools with science and technology through teacher professional development, connecting schools and students with grants and scholarships, and hosting educational camps and events.

**Idaho Workforce Development Council**
Several of Idaho’s workforce development strategies—as specified in the Idaho Workforce Development Council’s Strategic Plan—are focused on education and training. Their goals include:

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

It is no coincidence that the state’s workforce development goals target education and training. As the WIOA State Workforce Development Board, the Idaho Workforce Development Council includes a representative of the State Board of Education, the Administrator of Career Technical Education, a community college representative, two representatives of Registered Apprenticeship Programs, and a representative of a community-based organization for out-of-school youth. These Council members directly connect the Council to Idaho’s education institutions, supporting the creation of job-driven education.

The Workforce Development Council has also directed the investment of Industry Sector Grants, Employer Grants, Innovation Grants, and Idaho LAUNCH using state Workforce Development Training Funds. These grants support job-driven training for in-demand occupations by requiring the collaboration of employers and education to identify and meet gaps in the workforce. Industry Sector Grants are awarded to industry partnerships consisting of education providers and at least three employers within the industry providing a cash and/or in-kind match. These grants are used to develop training programs at educational institutions to provide industry with the skilled workforce it needs. Innovation Grants are awarded to community-based teams representing employers, education, and other community partners to provide training for specific in-demand skills in the local area. Idaho LAUNCH began in November 2020 to provide an opportunity for any Idahoan to access short-term workforce training, aligned to employer needs. LAUNCH pays 80% of the cost of the training, up to $5,000. The only requirement is that the individual plan to work in Idaho after completion of training. Employer grants provide customized training for expanding Idaho businesses.

**Idaho Division of Career Technical Education**
Idaho Division of Career Technical Education (IDCTE), which administers both the WIOA Title II and Perkins V programs, is essential in connecting workforce programs with career and technical
education (CTE), engaging the State’s technical colleges, and guiding the development of meaningful career pathways. IDCTE also coordinates with the state’s Workforce Training Centers, which includes the directors of the Workforce Training Centers located at Idaho’s six technical colleges. The Workforce Training Centers leverage best practices and develop statewide solutions to meet the talent needs of Idaho’s employers.

IDCTE supports CTE programs at Idaho’s technical colleges through both state and federal funds. For the past four years, IDCTE has used in-demand occupations to drive its postsecondary budget request to the State legislature. To guide this request, technical colleges identified programs where all graduates were being placed in in-demand, high-wage occupations and where extensive student wait lists existed to access these programs. Based on this request, the Governor supported the request to have the Idaho State legislature provide an additional $4.75 million for adult education during FY21.

At the secondary level, IDCTE expanded an incentive program driven by program quality metrics and alignment to industry needs. Within the efforts to improve program quality is an emphasis on technical advisory committees (TACs). All CTE programs (secondary and postsecondary) are required to have technical advisory committees; however, the effectiveness of these committees varies. IDCTE is providing professional development for CTE faculty on creating high-impact TACs and created a mechanism to allow for state-level review of the activities of local TACs to inform its strategic planning.

Idaho Commission for the Blind and Visually Impaired
The Commission participates in all of the regional One-Stop activities. The Commission also provides on the job assistive technology assessment and training services for employers who have employees participating in the VR program at the Commission. The Commission also conducts regional trainings about blindness and visual impairments periodically throughout the year that employers can participate in.

In Fall 2021, the Commission entered into an agreement with the VR Technical Assistance Center (VRTAC-QE) for intensive technical assistance with Business Engagement. The Commission is committed to improving and strengthening services to businesses in Idaho. In addition, the Commission works collaboratively with the Idaho Division of Vocational Rehabilitation to ensure a unified Title IV approach to state-wide business engagement activities.

The Idaho Office of the State Board of Education
The Idaho Office of the State Board of Education plays an important role in ensuring that workforce training programs at Idaho’s colleges are eligible for Title I-B individual training accounts, and to serve as Eligible Training Providers (ETPs). A group of education stakeholders from the board’s jurisdiction representing IDCTE, private and proprietary schools, and the Workforce Training Network collaborated to develop WIOA ETP policies and data reporting requirements.
The postsecondary institutions expressed interest in continuing to provide occupational skills training under WIOA but faced challenges in implementing the Act’s more stringent performance reporting requirements for ETPs. In particular, the workforce training programs, preferred by employers, did not collect the level of student information required for WIOA reporting. The stakeholder group met for over a year to write policy and develop technical solutions. Most importantly, this group generated buy-in for the much-resisted data collection requirement.

State education staff worked to ensure that all programs within the state’s designated career pathways were included on the Eligible Training Provider List. The Office of the State Board of Education leveraged Statewide Longitudinal Data Systems grant funds to assist the schools in developing data collection systems for WIOA reporting.

Multi-Agency Coordination
Earlier this year, the Workforce Development Council and Administrative Entity staff within the Idaho Department of Labor updated and finalized ETP criteria. These criteria are to be implemented in January 2024, and serve to ensure that providers are WIOA compliant to meet the needs of Idaho residents seeking training through Title I-B services.

Currently, 88.8% of the state’s WIOA eligible training provider programs are provided through Idaho’s community colleges and technical education schools. As noted earlier, these programs are well integrated into the workforce development system. The remaining programs listed are offered by state universities, out-of-state providers, approved in-state providers, and Registered Apprenticeship Programs.

The Workforce Development Council, Idaho Department of Labor and the Office of the State Board of Education work with other providers, such as proprietary schools and non-public training programs, to provide technical assistance as part of implementing WIOA reporting requirements for eligible training providers. These schools have agreed to provide participant and program information for their programs in a manner consistent with the public institutions. The result is a comprehensive, comparable list of program outcomes across all programs in the workforce development system.

The WIOA State Plan partners have a strong relationship with the apprenticeship programs in the state. Union-based apprenticeship programs are available on the WIOA Title IB Eligible Training Provider list and the Idaho AFL-CIO’s president is represented on the Workforce Development Council. In addition, the state has three federally-funded apprenticeship grants under the umbrella of Apprenticeship Idaho, including the State Apprenticeship Expansion, Equity, and Innovation grant; the Youth Apprenticeship Readiness Grant; and the Closing the Skills Gap grant. Each one involves employers, unions and many other stakeholders, including traditional and nontraditional training providers, including online training opportunities.
As a One-Stop partner, Idaho Department of Health and Welfare encourages partners to leverage its SNAP 50-50 matching funds for training opportunities, having developed relationships with many community-based organizations that provide training with non-federal funds.

Idaho’s State Plan strategies are well positioned to leverage the state’s Workforce Development Training Fund. This fund is supported by 3% of the unemployment insurance taxes collected in Idaho. From this fund, the Workforce Development Council approves Industry Sector, Employer, and Innovation grants to increase the pipeline for a variety of in-demand occupations. Many of the funds have directly fortified the post-secondary education opportunities in the state. Some examples include doubling the capacity of the Computer Science program at Boise State University, launching the BSU Cyber Operations and Resilience program (available as an undergraduate certificate, and undergraduate degree, a graduate certificate, and a graduate degree), providing state of the art medical equipment to Idaho State University, supporting hybrid training opportunities for water systems operators, and training incumbent workers with technical skills to receive a license in log scaling and badges in programmable logic control.

Additionally, the state’s strategy to develop and align career pathways with our target sectors has encouraged additional support from employers and the private sector in the form of investments in Idaho’s post-secondary institutions and technical schools. Through the state’s apprenticeship efforts, many sector employers have demonstrated their interest in establishing their own means of training new employees. And the state’s strategy to improve rural service delivery has also helped to leverage existing resources and innovations in the private sector, such as with apprenticeship—especially regarding remote delivery—which our post-secondary institutions can adapt for educational purposes.

Research and implementation of promising delivery models for distance education and remote service delivery has been shared among workforce development partner programs to improve knowledge of, and access to, alternative learning modalities. For example, the Legislature, through Idaho Career Technical Education, continues to invest in CTE Digital through online career-and-technical education courses to serve rural students who don’t have access to live CTE programs.

(F)  Improving Access to Postsecondary Credentials. Describe how the State’s strategies will improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry-recognized certificates, licenses or certifications, and that are portable and stackable.

The four strategies described in Section (II)(c)(1) and (II)(c)(2) of this plan directly enhance access to post-secondary education and credentials. These strategies include (1) improving public awareness of and access to the workforce system, (2) service to youth, (3) refining career pathways/sector partnerships, and (4) building workforce system capacity to serve individuals with high barriers to employment.
Each item above is closely related. With an already low unemployment rate, efforts to improve public awareness of and access to the workforce system may result in an opportunity to serve individuals who have higher barriers to employment than those we have typically served in the past. Enhancing our ability to provide that service in advance will improve outcomes for the public. Youth, including youth in intersectional demographics, are one specific group with higher barriers to employment that Combined Plan Partners have determined to provide more targeted support for. Given Idaho’s low go-on rate (37% in 2021), this focus is expected to yield improved connections to college and career training, therefore improving access to postsecondary credentials.

Additionally, program participants of all ages can benefit from career pathways and sector partnerships, which support both their entrance and success in a given career. These career pathways will include Registered Apprenticeship Programs and are likely to involve Quality Pre-Apprenticeships as a method to simultaneously meet the needs of employers and individuals.

As outlined in Section (II)(c)(1), the State’s strategy for implementing well-aligned career pathways relies collaboratively on efforts of Talent Pipeline Management specialists and work by the Idaho Division of Career Technical Education (IDCTE). These efforts include articulation between secondary and postsecondary technical programs across the state, including pre-apprenticeship and Registered Apprenticeship training opportunities, as well as the ongoing support of SkillStack®, IDCTE’s microcredentialing/badging platform. Information about these projects is reiterated below, for ease of reference:

IDCTE oversees over 1,110 secondary career technical education (CTE) programs in Idaho’s high schools, and the six technical colleges housed within Idaho’s public higher education institutions. A statewide articulation is in place for 100 percent of programs, allowing secondary students to articulate seamlessly into any Idaho institution that offers their program of study.

To support the statewide articulation framework, IDCTE developed Idaho SkillStack® - a microcredentialing/badging platform that communicates the competencies/skills that Idaho high school and postsecondary students demonstrate. The micro credentials/badges are stacked and can lead to postsecondary credit for prior learning (i.e. once a student earns predefined badges, by demonstrating competency, they are eligible to convert the badges to credit), industry certifications and common skills required by Idaho employers for job openings. These badges provide visual progress towards an individual’s career goals.

UI claimants have the opportunity to receive postsecondary credentials while attending WIOA Title I-B or TAA training programs. UI claimants retain eligibility for UI benefits when attending these approved training programs as verified by an AJC career planner.

TANF/SNAP recipients have the opportunity to receive postsecondary training and education to
obtain necessary credentials for employment. Once an individual is determined eligible for TANF or SNAP benefits, they referred to the E&T program. The E&T program will then refer eligible individuals to community-based organization, providers, and state and local college partners who offer specialized training and education programs.

IDVR Title IV continues to adapt approaches to increase access to postsecondary credential opportunities including providing up to full support for tuition and books for two-year, four-year, and graduate degree programs. Furthermore, the Division is advancing its approach to postsecondary credentialing through:

- IDVR is involved with SAEEI to further apprenticeship opportunities and is also working on a Pre-Apprenticeship program to demonstrate the benefits of apprenticeship pathway to students.
- Continued evaluation and collaboration with multiple school districts and the IDVR Transition Team in conjunction with Title II CTE to improve access and utilization of CTE tools and services (including those leading to postsecondary credentials). Districts involved in contracted CTE agreements include Blackfoot School District, Boise School District, College of Eastern Idaho, Madison School District, Nampa School District, Snake River School District, and Sugar Salem School District.

The Idaho Commission for Libraries continues to be a valuable partner toward expanding options for workforce participants, especially in rural communities, across the state. Libraries continue to invest in building digital access spaces to provide even greater access to those residents working to fulfill their education requirements, trying to ensure that all Idahoans have the skills, equipment, and support to participate fully in the digital economy.

(G) **Coordinating with Economic Development Strategies.** Describe how the activities identified in (A) will be coordinated with economic development entities, strategies, and activities in the State.

To better understand and support the needs of Idaho’s diverse regions while also leveraging the integral involvement of economic development agencies, four of the five listening sessions conducted in 2023 were held with regional economic development agencies. These include the Clearwater Economic Development Association, the Region IV Economic Development Association, the Southeast Idaho Council of Governments, and the East-Central Idaho Planning and Development Association dba Altura. Additionally, representatives of local and state government who often engage with economic development were involved in listening sessions via the Workforce Development Council itself. To ensure ongoing collaboration between the workforce system and economic development, the Director of Idaho Commerce is involved as a council member.

**Improving Public Awareness and Access to the Workforce System**
Partners plan to collaboratively create an outreach package with mutually agreed upon messaging and contact information. Afterward, each partner will deploy the collateral using the channels most appropriate to the individuals and employers they serve. These packages will be shared with economic development agencies to distribute locally relevant information with each region. Two-way communication from economic development agencies that clarifies the needs of each region will be used to refine outreach methods and identify gaps in service. Outreach via high-utilization resources such as food banks and libraries across the state may also be used to improve reach.

Further, the WDC has placed eight Talent Pipeline Management (TPM) professionals across the state’s six regions, with two additional managers providing statewide support. These individuals coach employers through the TPM process and have already begun work with over a dozen companies in the food processing, health care, and construction industries.

**Service to Youth**

Young people and their career readiness were the sixth most mentioned topic in the listening sessions, coming in above both housing and wages, and Idaho’s youth aged 16-19 presently face one of the highest unemployment rates of any demographic group in the state. With an ongoing worker shortage that is only expected to grow as Idaho’s largest generation of workers retires, economic development has a vested interest in the upskilling and employment of youth. Service to youth will be coordinated with economic development agencies using Idaho LAUNCH, the in-demand careers list, regionally based education and training through the community colleges, and through inter-agency collaboration with Combined Plan Partners.

Now that Idaho LAUNCH has been expanded to fund education and training for graduating high school seniors pursuing an in-demand career, the program is prepared to serve Idaho’s youth directly. Local government representatives and economic development agencies have expressed a strong interest in the program, as it has the potential to improve Idaho’s go-on rate, keep youth in their local communities, and prepare a workforce ready for Idaho’s jobs. The WDC will continue to administer the program and actively collect data to support program improvement.

LAUNCH relies on the in-demand careers list, which is updated regularly by the Idaho Department of Labor to identify which educational pathways are covered under the program. This list is designed to ensure that students and trainees receive training for jobs that actually exist, meeting the needs of Idaho’s employers. Finally, through grants and professional collaborations with Idaho’s colleges and universities, region-specific education and training will be developed.

Partnerships with training providers and educational institutions will become even more important as Idaho begins training individuals to fill jobs created by Idaho’s two Tech Hubs in nuclear energy and aerospace technology, plus the jobs created by CHIPS funding and other recent federal investments.
Finally, service to youth in intersectional demographics (for instance, a sixteen-year-old English language learner or a nineteen-year-old with a disability) will be supported by ongoing collaboration between combined plan partners, by identifying and better coordinating all services and supports relevant to youth.

**Career Pathways**

Education and training came up frequently in listening sessions with economic development groups, often in conjunction with career pathways. To satisfy Idaho’s dual need for skilled workers and quality jobs, Talent Pipeline Management will be leveraged to better connect education with employment to create career pathways in top industry sectors in health care, technology, and construction.

Grants through the Workforce Development Training Fund continues to connect employers, job seekers, education, and economic development. Grants from the WDTF are available in four categories:

- **Employer Grants** – these grants help Idaho employers (along with companies starting or expanding in Idaho) to train new and incumbent employees to meet specific economic opportunities and industrial expansion efforts, and may serve as a beneficial layoff aversion tool.
- **Industry Sector Grants** – these sector-partnership based grants are designed to increase the talent pipeline for in-demand occupations. A minimum of three employers and an educational or training entity may apply for grant funds for specific occupational training.
- **Innovation Grants** – targeted to rural communities, these grants provide significant flexibility for educational institutions, community-based organizations, economic development organizations, local government entities, and/or employers to increase employment and wages within the community's workforce.
- **Outreach Projects** – these grants fund proposals that provide public information and outreach on career education and workforce training opportunities, including opportunities not funded by the Workforce Development Training Fund.
- **LAUNCH grants** – Idaho LAUNCH has been deployed to connect workers to in-demand careers by paying for short term training that yields the skills and credentials employers need. Members of local governments and economic development agencies expressed enthusiasm and support for the program in several listening sessions.

**Build workforce system capacity to receive participants with more significant barriers to employment**

Recognizing that Idaho has experienced consistently low unemployment during our recovery from the COVID-19 pandemic, Combined Plan Partners have determined a need to improve outreach to marginalized, underrepresented, and underserved individuals who may not have accessed or had access to the workforce system in the past, and who may have more significant
barriers to employment. Partners will actively collaborate to provide quality service that meets the needs of both individuals and employers.

This effort is particularly important as the workforce shortage was the second most mentioned challenge in the listening sessions, largely by economic development agencies. A shortage of skilled workers has begun to impact businesses’ capacity and hours of operation, therefore affecting their bottom line.

Research and implementation of promising delivery models for distance education and remote service delivery has been shared among workforce development partner programs to improve knowledge of, and access to, alternative learning modalities. For example, the Legislature, through Idaho Division of Career Technical Education, continues to invest in IDCTE Digital through, online career-and-technical education courses to serve rural students who don’t have access to live IDCTE programs.

(b) State Operating Systems and Policies. The Unified or Combined State Plan must include a description of the State operating systems and policies that will support the implementation of the State strategy described in section II Strategic Elements. This includes—

(1) State operating systems that support coordinated implementation of State strategies (for example labor market information systems, data systems, communication systems, case management systems, job banks, etc.).

WIOA emphasizes the importance of labor market and system performance information in driving strategic and operational decision-making within a state’s workforce development system. Idaho subscribes to this approach as it confirms data plays a key role in its strategic development and oversight processes.

System of Communication
To ensure ongoing alignment of WIOA programs and the state’s workforce development system, and to guide implementation of the Combined State Plan strategies and goals, the Idaho Workforce Development Council utilizes numerous subcommittees and working groups that meet regularly to discuss state plan goals and priorities. Several of these groups, such as its standing One-Stop Committee and the WIOA Advisory Group, report to the WDC to assist in advancing the goals of WIOA. A brief description of each group follows:

- The One-Stop Committee consists of the senior leadership level of core programs, combined plan partners and other stakeholders in Idaho’s workforce development system. The Committee develops policies for consideration by the WDC, communicates guidance and expectations on policy development and state strategies to Idaho’s American Job Centers and WIOA program staff across the state, and engages in discourse with the WDC on goal progress and decisions within their charter.
- The WIOA Advisory Group is a hybrid working group with representation from all WIOA core programs, WDC staff, other combined plan partner programs and
stakeholders. This group consists of principal contributors towards the development of Idaho’s Combined State Plan and works to align policy and planning with the WDC’s goals, all while meeting the regulatory requirements of WIOA. Advisory group members also help to promote the alignment of programs with the overall goals and strategies found in the Common Elements portion of Idaho’s Combined State Plan, communicating decisions and strategies with program leadership.

The WDC’s Executive Director serves as a member of these groups, acting as a primary liaison between the WDC and the working groups. Additionally, a Project Coordinator has been added to the WDC’s staff to increase capacity to support and lead collaborative efforts to achieve the goals identified in the Combined State Plan. Members of both the WIOA Advisory Group and the One-Stop Committee participated in an all-day State Plan strategic planning session, where results from the five listening sessions and the Economic and Workforce Analysis were presented and discussed. This group then developed focus areas under each goal based on this collaborative sharing and analysis of information.

**Data Systems**

Idaho maintains a federated statewide longitudinal data system (SLDS) with several participating state agencies housing primarily educational data and incorporating a limited scope of workforce data by way of participant wage matching. These systems are currently designed to assist agencies in meeting their individual state and federal reporting requirements for program participants and allow analysis of individual wage outcomes. Idaho’s federated model was adopted to align with the state’s data sharing culture and to address issues such as a state prohibition on permanently establishing a linkage between certain data. Under Idaho’s federated SLDS, each agency retains control of the personal information in its records and safeguards the data according to its own needs and requirements.

Through an earlier Workforce Data Quality Initiative (WDQI) grant, the state rallied its core WIOA programs to coalesce various data sets for the purposes of program evaluations, outcomes reporting, and predictive analysis. Building upon the existing SLDS, WDQI allows for data exchange between disparate MISs while maintaining appropriate data security and compliance requirements. Core program partners came together to establish a shared data validation policy, incorporating procedures unique to each agency’s program design. This project concentrated on two fronts –interagency policy development and technical development – to assist Idaho’s core partners under WIOA in the exchange of limited data. With core partners working together, Idaho leverages resources to enhance performance outcomes, improve federal reporting, and ensure timely communication of achievements.

IDOL’s *IdahoWorks* houses multiple workforce programs’ longitudinal datasets, including case management data for multiple programs (WIOA Titles I, III [Wagner-Peyser, Employment Services (ES), Registered Apprenticeship], and Trade Adjustment Assistance (TAA)), and
employment and wage records (inclusive of Unemployment Insurance (UI) wage and benefits data). Also included is LAUNCH, the Workforce Development Council’s grant program for short-term training opportunities. *IdahoWorks* is a web-based, all-in-one labor exchange, reporting and case management solution; a data warehouse and multi-program management information system that collects program participants’ data.

The Office of the State Board of Education (OSBE) houses all K-20 data in the SLDS, with case management systems maintained at the WIOA agency level, for example, the Idaho Division of Vocational Rehabilitation (IDVR) utilizes one proprietary system (AWARE) and its sister agency, the Idaho Commission for the Blind and Visually Impaired (the Commission) utilizes their own customized case management system (ORION). In an effort to streamline service, the Commission is requesting funds from Idaho’s Joint Finance and Appropriations Committee to begin using Aware as well; this will be determined in spring of 2024. Through the SLDS, OSBE serves as a larger data conduit for public K-20 education (from kindergarten through post-graduate), Idaho Division of Career Technical Education (IDCTE), and IDVR.

Idaho’s segmented approach to data sharing allows each agency to retain control over the sensitive personal information in its records and safeguard data according to its own needs and requirements. Idaho WIOA partners maintain separate data systems because each partner has invested significant funds, time, training, and other resources into each of their existing programmatic management information systems, built to meet agency/program designs consistent with WIOA reporting elements. This approach incorporates these concerns, as Idaho’s One Stop system works within the federated structure rather than against it, ensuring a better fit for the state.

The state’s education and wage record data feeds into IDOL’s Labor Market Information (LMI) tool known as JobScape. JobScape is an easy-to-use, mobile-friendly career and educational training search tool that provides occupation descriptions, wages, worker demand, current employment, and the number of certificates and degrees awarded from Idaho’s public postsecondary for-credit programs. Users, including Idaho students and job seekers, can search by keywords, occupation/job titles, military occupation titles or codes, or commonly used job title acronyms. JobScape enhancements would include non-credit program and aggregate ETP participant rates of wages, employment, graduation/program completion, and credential attainment. With this easily accessible data, customers can make more informed career and educational training decisions.

Along with Jobscape, Idahoans can also tap into Next Steps, a comprehensive clearinghouse of information and resources for college and careers. A product of Idaho’s Office of the State Board of Education, it offers career assessments, college and career planning, and financial aid resources. Next Steps is designed to support and guide Idahoans at different stages of life as they seek education, training, career changes or advancement, and pursue their “dream job.”
Each WIOA core program utilizes its own Management Information System (MIS) to collect and report data for program management, case management, and federal reporting purposes. Listed on the following table are these various MISs and the respective agencies and programs that use them:

<table>
<thead>
<tr>
<th>MIS</th>
<th>Agency (WIOA Title)</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>AWARE – Alliance Enterprise Incorporated</td>
<td>Idaho Division of Vocational Rehabilitation (Title IV)</td>
<td>Primary case and information management system</td>
</tr>
<tr>
<td>ORION</td>
<td>Idaho Commission for the Blind and Visually Impaired (Title IV). Note: the Commission may transition to Aware in spring of 2024, depending on funding decisions by Idaho's Joint Finance and Appropriations Committee.</td>
<td>Primary case and information management system</td>
</tr>
<tr>
<td>LACES (Literacy, Adult, and Community Education System)</td>
<td>Adult education, via Idaho Division of Career-Technical Education (Title II)</td>
<td>Information management system</td>
</tr>
<tr>
<td>IdahoWorks – America’s Job Link Alliance</td>
<td>Idaho Department of Labor (Title I-B, Title III &amp; Unemployment Insurance-Combined Plan Partner)</td>
<td>Primary case and information management system for Titles I-B &amp; III; MIS for veterans and TAA programs. Labor exchange system for job seekers and employers. Used by unemployment insurance claimants to determine eligibility and file claims, and by staff to process and track claims.</td>
</tr>
<tr>
<td>iUS - Internet Unemployment System</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPARQ &amp; Web Data Collection System (WDCS)</td>
<td>Idaho Senior Community Service Employment Program – Combined Plan Partner</td>
<td>Primary case and information management system</td>
</tr>
</tbody>
</table>

As specified in Section (III)(b)(6) of this State Combined Plan, Idaho will continue to use these existing systems as the core infrastructure for our data collection and reporting processes under
WIOA. Please refer to that section for more information regarding our plans for linking and integrating these systems.

(2) The State policies that will support the implementation of the State’s strategies (for example, co-enrollment policies and universal intake processes where appropriate). In addition, provide the State’s guidelines for State-administered One-Stop partner programs’ contributions to a One-Stop delivery system and any additional guidance for One-Stop partner contributions.

General Policy Process
Most policies that support the implementation of the State’s strategies in the Combined State Plan are currently determined at the agency or provider level based on the statutory requirements for each Title (for example, program intake and assessment policies). Although the statute changed several years ago, the state agencies responsible for the various programs continue to review their existing policies to ensure compliance with WIOA, alignment with the strategies identified in this Combined Plan, and to identify potential logistical complications across programs. State agencies are expected to communicate these policies to local programs, provide applicable training so that program staff have a full understanding of the most current policies, and establish methods to monitor local compliance. It is important that such policies be developed with full input from local providers, as applicable, to ensure that policies are reasonable, necessary, and provide adequate flexibility for local and regional implementation.

Since the development of the 2020 State Plan, the State of Idaho, along with several other states, was selected to participate in Georgetown University’s DataLabs: Roadmap to Recovery program. Idaho sought to obtain technical assistance to explore available solutions to address its struggles in implementing a universal or common intake process for participants in the workforce ecosystem. Along with this, it also sought to discover data sharing and co-enrollment options which other states had implemented, solidifying Idaho’s commitment to a solution to make the referral process more efficient and customer-focused. The project lasted from the fall of 2021 through the late spring of 2022. By the program’s end, one participating state found success; but, as the remaining states’ projects did not succeed, Idaho’s work group came to realize they had to completely reevaluate the starting point in the pursuit of a common intake process. They determined that the successful state’s intake process was not financially feasible for Idaho’s One-Stop Partners. The partners, instead, continue to focus on staff training, quality referrals, efficient use of available resources, and data sharing agreements and processes. By improving the existing coordination between partners to better facilitate referrals, the state’s partners can continue to provide excellent service with fewer resources.

Idaho has several co-enrollment policies in place, primarily for programs housed with the Idaho Department of Labor (Title I-B, Title III, TAA, JVSG, Registered Apprenticeship). For example, the Department requires co-enrollment of Trade Adjustment Assistance recipients with WIOA Title I-B Dislocated Worker whenever they are eligible to receive assistance or services from WIOA staff. The Department utilizes a single management information system (MIS) for both fiscal and case
management for WIOA Title I-B and III programs, as well as Trade and JVSG programs. Unemployment Insurance has a policy that job-seeking UI claimants must enroll in the Wagner-Peyser labor exchange. IDVR and the Commission address Title IV co-enrollment through an MOU, but this understanding is currently only between the two programs.

Guidelines for the One-Stop system in Idaho are developed by the One-Stop Committee of the Workforce Development Council, comprised of decision-makers for the state administrative entities for the core partners and One-Stop partners. This committee provides active oversight for the state’s One-Stop delivery system and makes policy recommendation to the Workforce Development Council, utilizing WIOA as a foundation for policy development in combination with specific program regulations to ensure partners have a thorough understanding of any potential impacts. The committee developed the following policies, approved by the Council, to facilitate WIOA implementation across the state.

- Executed a new statewide One-Stop MOU (link) that outlines the expected policies and standards for service delivery.
- Provided an Eastern Idaho One-Stop MOU (link) and a North Central Idaho One-Stop MOU (link) which together contain infrastructure funding guidelines.
- Developed a policy for One-Stop certification and assessments (link)
- Maintained the policy for selecting service providers under WIOA Title 1-B (link), including the One-Stop Operator.
- Updating and Implementing Idaho’s One-Stop branding requirements: (link).
- Updated the policy for the state’s Eligible Training Provider list (link). as approved by the state Workforce Development Council.

Through the statewide One-Stop MOU, the Workforce Development Council provides the following guidance for state-administered One-Stop partner programs’ contributions to a One-Stop delivery system:

Cost sharing for the Idaho American Job Center Network will be negotiated at the service delivery area level. Partners at comprehensive AJC (and affiliate AJCs as appropriate) agree to enter into a cost sharing agreement on an annual basis to support the cost of shared services and jointly occupied facilities. All parties to this MOU recognize infrastructure costs are applicable to all required One-Stop partners, whether they are physically located in the AJC or not. Each partner’s contributions to these costs, however, may vary, as these contributions are based on the proportionate use and relative benefit received, consistent with the Partner programs’ authorizing laws and regulations and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards at 2 CFR Part 200, state rules and policy guidelines and any local program policies regarding cost sharing.
(3) State Program and State Board Overview.

(A) State Agency Organization. Describe the organization and delivery systems at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.

In Idaho, many of the WIOA core and Combined Plan programs are consolidated into a few core agencies. Below is a list of the agencies and the applicable programs which they oversee:

- **Idaho Department of Labor**
  - WIOA Title I-B - Youth, Adult, Dislocated Workers
  - WIOA Title III - Wagner-Peyser Employment Services
  - Combined Partner - Trade Adjustment Assistance
  - Combined Partner – Jobs for Veterans State Grant
  - Combined Partner - Unemployment Insurance

- **Idaho Division of Career & Technical Education**
  - WIOA Title II - Adult Education
  - One-Stop Partner - Carl D. Perkins
  - Other - Workforce Training programs

- **Idaho Division of Vocational Rehabilitation**
  - WIOA Title IV - Vocational Rehabilitation (except for the blind)

- **Idaho Commission for the Blind and Visually Impaired**
  - WIOA Title IV - Vocational Rehabilitation for the Blind and Visually Impaired

- **Idaho Commission on Aging**
  - Combined Partner - OAA Title V - Senior Community Service Employment Program

The agencies listed above report to a number of entities, including their federal funding stakeholders, the governor, and commissions or boards as appropriate.

Program services for the WIOA Core and Combined partner programs are provided locally through a variety of delivery systems. These systems are described in detail for each program under Section (II)(a)(2) State Workforce Development Activities. A high-level summary of these delivery systems is included below:

**Title I-B, III, Trade, Veterans, and UI:** WIOA Title I-B and other programs administered by the Idaho Department of Labor are provided through the American Job Centers. Although
Unemployment Insurance is centralized at the State office via an online application system, in-person staff assistance is available in the state’s comprehensive One-Stop offices, while online staff assistance is available throughout the state. The Department of Labor also uses the IdahoWorks system to provide online services such as job-search and streamlined applications.

**Title II - Adult Education:** Title II programs are carried out locally through Idaho’s Technical College system as well as the Idaho Department of Corrections. Colleges and the Department of Corrections provide classes and other instructional services on their main campuses as well as more than 40 outreach sites throughout the state.

**Title IV - Vocational Rehabilitation:** Counseling services and programs are carried out locally by the Idaho Division of Vocational Rehabilitation (IDVR) and the Idaho Commission for the Blind and Visually Impaired (the Commission). The IDVR provides services through eight regional offices and a series of sub-offices. Through cooperative agreements, IDVR has staff collocated with the Idaho Department of Correction. The Commission provides services through a central office in Boise, ID and five regional offices.

**OAA Title V - Senior Community Service Employment Program:** Counselors are available via the Commission on Aging’s local offices. Seniors are also placed at non-profit host agencies throughout the state to obtain job training.

An organizational chart of Idaho’s Workforce Development System follows in Figure 4 below.

**Figure 4: Org Chart for Idaho Workforce Development System - All programs**

IDAHO WORKFORCE DEVELOPMENT SYSTEM - STATE AGENCY ORGANIZATION

---

106
State Board. Provide a description of the State Board activities that will assist State Board members and staff in carrying out State Board functions effectively. Also, provide a membership roster for the State Board consistent with 20 CFR 679.110-120, including members’ organizational affiliations and position titles.

Idaho’s Workforce Development Council serves as the State Workforce Board under section 101(a). The Council’s membership brings together a well-integrated mix of business and industry, education, labor, community, and government representatives to establish the vision and plan for Idaho’s workforce development system. Executive Order No 2019-08 provides for council membership as follows:

- 17 positions appointed by the Governor representing industry and nominated by statewide and regional business organizations;
- Seven positions appointed by the Governor representing the workforce, including two labor union representatives, two registered apprenticeship program representatives, one representative of a community-based organization for veterans, one representative of a community-based organization for individuals with disabilities, and one representative of a community-based organization for out-of-school youth;
- Ten positions appointed by the Governor representing government, including representatives from the Department of Labor, State Board of Education, State Department of Education, Division of Career-Technical Education, Division of Vocational Rehabilitation, Department of Health and Welfare, Department of Commerce, an elected city official, an elected county official, and a community college representative.
- One member from each chamber of the Idaho Legislature, including a member of the Senate appointed by the Senate President Pro Tem, and a member of the House of Representatives appointed by the House Speaker;
- The Governor or his designee. Further, the order requires that the chair, vice chair and executive committee be from the private sector, except for one position representing a labor union. A roster of the Workforce Development Council membership and their affiliations is listed below. This roster may also be found on the Council’s Website at: https://wdc.idaho.gov/who-we-are/#councilmembers.

IDAHO WORKFORCE DEVELOPMENT COUNCIL MEMBERSHIP

<table>
<thead>
<tr>
<th>Representing the Governor</th>
<th>Russ Barron</th>
<th>ID Division of Occupational &amp; Professional Licenses</th>
<th>Emmett</th>
<th>Region 3</th>
<th>Governor’s Representative</th>
</tr>
</thead>
</table>

Representing the State Legislature
<table>
<thead>
<tr>
<th>Carrie Semmelroth</th>
<th>Idaho State Legislature - Senate</th>
<th>Boise</th>
<th>Region 3</th>
<th>Legislature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lori McCann</td>
<td>Idaho State Legislature - House</td>
<td>Lewiston</td>
<td>Region 2</td>
<td>Legislature</td>
</tr>
</tbody>
</table>

**Members appointed by the Governor, representing Business**

<table>
<thead>
<tr>
<th>Deni Hoehne</th>
<th>WinCo Foods</th>
<th>Eagle</th>
<th>Region 3</th>
<th>Industry, Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Young</td>
<td>Young Construction</td>
<td>Coeur d'Alene</td>
<td>Region 1</td>
<td>Industry, Vice Chair</td>
</tr>
<tr>
<td>Kelly Kolb</td>
<td>Vista Outdoor</td>
<td>Lewiston</td>
<td>Region 2</td>
<td>Industry, Executive Committee</td>
</tr>
<tr>
<td>Sarah Griffin</td>
<td>Idaho Power</td>
<td>Boise</td>
<td>Region 3</td>
<td>Industry, Executive Committee</td>
</tr>
<tr>
<td>Bill Reagan</td>
<td>Coeur d'Alene Resort</td>
<td>Coeur d'Alene</td>
<td>Region 1</td>
<td>Industry</td>
</tr>
<tr>
<td>Brian Cox</td>
<td>Collective Data Solutions</td>
<td>Sandpoint</td>
<td>Region 1</td>
<td>Industry</td>
</tr>
<tr>
<td>Daniel Puga</td>
<td>In Time Tec</td>
<td>Nampa</td>
<td>Region 3</td>
<td>Industry</td>
</tr>
<tr>
<td>Jeff Greene</td>
<td>Trinity Health</td>
<td>Boise</td>
<td>Region 3</td>
<td>Industry</td>
</tr>
<tr>
<td>Scott Bedke</td>
<td>Cattle Rancher</td>
<td>Oakley</td>
<td>Region 4</td>
<td>Industry?</td>
</tr>
<tr>
<td>Sergio Mendoza</td>
<td>The Liquidation Center</td>
<td>Jerome</td>
<td>Region 4</td>
<td>Industry</td>
</tr>
<tr>
<td>Ben Davidson</td>
<td>Idaho Central Credit Union</td>
<td>Chubbuck</td>
<td>Region 5</td>
<td>Industry</td>
</tr>
<tr>
<td>Amanda Logan</td>
<td>Ball Ventures</td>
<td>Idaho Falls</td>
<td>Region 6</td>
<td>Industry</td>
</tr>
<tr>
<td>Hope Morrow</td>
<td>Idaho National Lab</td>
<td>Boise</td>
<td>Region 3</td>
<td>Industry</td>
</tr>
<tr>
<td>Todd 3 Vacancies</td>
<td>Putren</td>
<td>Private Sector/Business Representatives Northwest Specialty Hospital</td>
<td>Dalton Gardens</td>
<td>Region 1</td>
</tr>
<tr>
<td>Stephanie Pfiefer</td>
<td>Nightforce Optics</td>
<td>Cottonwood</td>
<td>Region 2</td>
<td>Industry</td>
</tr>
<tr>
<td>2 Vacancies</td>
<td>Private Sector/Business Representatives</td>
<td></td>
<td></td>
<td>Industry</td>
</tr>
</tbody>
</table>

**Members appointed by the Governor, representing Workforce**

<table>
<thead>
<tr>
<th>Anna Almerico</th>
<th>Idaho Out-of-School Network</th>
<th>Boise</th>
<th>Region 3</th>
<th>Workforce serving out-of-school youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donna Butler</td>
<td>Dawn Enterprises</td>
<td>Blackfoot</td>
<td>Region 5</td>
<td>Workforce serving individuals w/ disabilities</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Vacant</strong></td>
<td></td>
<td></td>
<td></td>
<td>Workforce serving veterans</td>
</tr>
<tr>
<td><strong>Vacant</strong></td>
<td></td>
<td></td>
<td></td>
<td>Workforce – Joint Apprenticeship Training Center</td>
</tr>
<tr>
<td>Joe Maloney</td>
<td>Idaho State AFL-CIO</td>
<td>Boise</td>
<td>Region 3</td>
<td>Workforce – labor organization, Executive Committee</td>
</tr>
<tr>
<td>Marie Price</td>
<td>Idaho Forest Group</td>
<td>Dalton Gardens</td>
<td>Region 1</td>
<td>Workforce – Registered Apprenticeships</td>
</tr>
<tr>
<td>James Smith</td>
<td>Idaho Falls Power</td>
<td>Iona</td>
<td>Region 6</td>
<td>Workforce – labor organization</td>
</tr>
</tbody>
</table>

**Representatives of Government**

<table>
<thead>
<tr>
<th>Linda Clark</th>
<th>ID State Board of Education</th>
<th>Boise</th>
<th>Region 3</th>
<th>Government – higher education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Donnellan</td>
<td>ID Division of Vocational Rehabilitation</td>
<td>Boise</td>
<td>Region 3</td>
<td>Government – WIOA Title IV</td>
</tr>
<tr>
<td>Tom Kealey</td>
<td>ID Department of Commerce</td>
<td>Boise</td>
<td>Region 3</td>
<td>Government – economic development</td>
</tr>
<tr>
<td>Clay Long</td>
<td>ID Division of Career and Technical Education</td>
<td>Boise</td>
<td>Region 3</td>
<td>Government – WIOA Title II</td>
</tr>
<tr>
<td>Jani Revier</td>
<td>ID Department of Labor</td>
<td>Boise</td>
<td>Region 3</td>
<td>Government – WIOA Titles I and III</td>
</tr>
<tr>
<td>Name</td>
<td>Role</td>
<td>Location</td>
<td>Region</td>
<td>Government Type</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------</td>
<td>-------------------------------</td>
<td>--------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Lori Barber</td>
<td>College of Eastern Idaho</td>
<td>Idaho Falls</td>
<td>Region 6</td>
<td>community colleges</td>
</tr>
<tr>
<td>Jeff Hough</td>
<td>Bannock County</td>
<td>Pocatello</td>
<td>Region 5</td>
<td>elected County official</td>
</tr>
<tr>
<td>Debbie Critchfield</td>
<td>Superintendent of Public Instruction</td>
<td>Oakley</td>
<td>Region 4</td>
<td>K-12 Education</td>
</tr>
<tr>
<td>Sean Coletti</td>
<td>Mayor – City of Ammon</td>
<td>Ammon</td>
<td>Region 6</td>
<td>elected City official</td>
</tr>
<tr>
<td>Jennifer Palagi</td>
<td>Idaho Department of Health and Welfare</td>
<td>Boise</td>
<td>Region 3</td>
<td>TANF &amp; SNAP</td>
</tr>
</tbody>
</table>

The WDC members affiliated with the core programs are:
- WIOA Title I-B & Title III (Wagner-Peyser) – Jani Revier, Director of Idaho Department of Labor
- WIOA Title II (Adult Education) – Clay Long, Administrator, Idaho Division of Career & Technical Education,
- WIOA Title IV (Vocational Rehabilitation) - Jane Donnellan, Administrator, Idaho Division of Vocational Rehabilitation

Board Activities

The WIOA Advisory Group supports the Workforce Development Council and its One-Stop Committee by bringing forth issues, sharing vital information about policy changes and making recommendations to the council. This group also contributes to the development and execution of the State Plan.

The Council receives, via quarterly meetings, regular updates about the activities taking place in the workforce development system around the state. When setting the agenda for Council meetings, the executive committee makes a concerted effort to include all workforce development activities, including those not funded under WIOA. This ensures that efforts with the state’s limited resources are not duplicated and work in tandem to further the state’s goals.

Committees, described in Section III(a)(1), work to ensure that all of the board’s functions are met. The committee members attend to functional details, provide recommendations, and ensure action taken by the full council is well informed.
(4) Assessment and Evaluation of Programs and One-Stop Program Partners.
(A) Assessment of Core and One-Stop Program Partner Programs. Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. Describe how other One-Stop delivery system partner program services and Combined State Plan partner programs included in the plan will be assessed each year. This State assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider. Such state assessments should take into account local and regional planning goals.

Core Partner Assessment
The State will use the indicators of performance outlined in Section 116 of WIOA to measure and evaluate program effectiveness at both the local and state level. Please refer to Section (II)(b)(4) of this plan (Assessment), for an overview of how WIOA Section 116 performance data will generally be used to evaluate program and system effectiveness. This section deals more specifically with how programs will be assessed based on performance targets and projected levels of performance submitted with this plan.

Establishing Performance Levels - The agency administering each core program will be expected to negotiate performance targets with its federal office per applicable guidelines for each core program. The One-Stop Committee identified in Section (II)(c) has established a process to monitor performance levels across the core programs. The WIOA Advisory Group will be responsible for coordinating with the appropriate federal office to negotiate and report statewide performance levels as required by WIOA and applicable regulations.

Local Provider Assessment - Each agency administering a core program will be responsible for establishing a system for collecting, reviewing, and evaluating performance from local providers’ data pursuant to the applicable WIOA Title and Regulations, and in alignment with the strategies and processes outlined in this Combined State Plan—including data alignment strategies outlined in Section (III)(b)(6). Each agency will also be responsible for: establishing or negotiating local performance levels or targets as appropriate; ensuring local compliance; and guiding local improvement efforts related to the evaluation of local data.

Core Program Assessment - Each agency administering a core program will be responsible for compiling statewide performance data for that program according to applicable WIOA Title and Regulations and will be responsible for submitting applicable program reports to the appropriate federal office. Each agency will also be expected to establish and implement statewide improvement plans for its applicable programs based on the evaluation of performance data.

One-Stop Partner Assessment
One-Stop Partners and other Combined Plan partners that are not authorized under WIOA will be assessed against their statutory performance and reporting requirements through the process established by the appropriate federal office. Idaho’s workforce system will request that such
reports and assessments be made available to other One-Stop partners, the Workforce Development Council, the WIOA Advisory Group, and other stakeholders as appropriate.

Idaho functions as a single statewide planning region and as such the State Workforce Development Council serves as both the State Board and the Local Board for each local area. Although performance goals are reported only at the state level, the performance of different local areas is regularly monitored to ensure they are contributing to the overall statewide/regional goals.

To ensure local input into planning processes the State has conducted listening sessions in four of the six service delivery areas; economic development entities in North Idaho and the Treasure Valley did not respond to attempts to schedule a listening session. These sessions were used to establish the service delivery design that are outlined in the One-Stop Memorandums of Understanding (MOUs) and may be reinstituted and/or provide additional goals as determined by the service delivery area stakeholders.

(B) Previous Assessment Results. For each four-year state plan and state plan modification, provide the results of assessments of the effectiveness of the core programs and other One-Stop partner programs and Combined State Plan partner programs included in the Unified or Combined State plan during the preceding 2-year period (i.e. the 2-year period of the plan modification cycle), in accordance with methods described in 4(A). Describe how the State is adapting its strategies based on these assessments.

The following assessment results reflect the actual performance of Idaho’s workforce programs at the program level. The performance of each program is directly affected by, and thus reflects, the opportunities, barriers, strengths, and weaknesses identified in the analysis in Section (II) of this plan. As a result, these strategies are based on the factors that currently affect program performance. Therefore, implementing the strategies identified in Section (II) should inherently lead to improved performance outcomes.

For example, attracting and retaining qualified program staff in an effort to build programmatic capacity should lead to higher levels of participation, retention, and outcomes for participants. Similarly, targeting youth and youth in marginalized, underrepresented, and underserved groups may initially decrease certain aspects of program performance, as individuals in these communities likely face multiple barriers to employment and education. However, over the long-term, this strategy should improve outcomes as Combined Plan Partners and Idaho’s communities build the capacity to support each other through continued economic growth.

During WIOA’s initial implementation, certain primary indicators of performance were designated as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. The federal agencies designated indicators as baseline based on the likelihood of a State having insufficient data with which to
make a reasonable determination of an expected level of performance. Due to unforeseen circumstances impacting the natural flow of operations, Title II and IV programs have been extended transitional delay in the imposition of sanctions on existing PY data when available baselines are not sufficient to produce reliable estimates using the Statistical Adjustment Model (RSA-FAQ-22-01 & RSA-TAC-20-02). The Primary Indicators of Performance for all programs under the Workforce Innovation and Opportunity Act are:

1. Percentage of program participants who are in unsubsidized employment (and/or education or training, for Title I-B Youth) during the second quarter after exit. (Employment Rate – ER Q2)
2. Percentage of program participants who are in unsubsidized employment (and/or education or training, for Title I-B Youth) during the fourth quarter after exit. (Employment Rate – ER Q4)
3. Median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program. (Median Earnings - ME Q2)
4. Percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent during participation in or within 1 year after exit from the program. (Credential Attainment Rate – CAR)
5. Percentage of program participants in an education or training program that led to a recognized postsecondary credential or employment and achieved a measurable skill gain, noting progress towards such a credential or employment. (Measurable Skill Gain – MSG)

Title I-B - Youth, Adult, Dislocated Worker

The performance reports for the previous three program years for each of the youth, adult and dislocated worker programs are included in the three tables that follow.

Table 30: Previous Assessment Results for WIOA Title I-B Youth

<table>
<thead>
<tr>
<th>WIOA Indicator/Measure</th>
<th>PY20 Negotiated</th>
<th>PY20 Actual</th>
<th>PY21 Negotiated</th>
<th>PY21 Actual</th>
<th>PY22 Negotiated</th>
<th>PY22 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>ER Q2</td>
<td>76.50%</td>
<td>72.20%</td>
<td>76.5%</td>
<td>81.4%</td>
<td>75.0%</td>
<td>80.7%</td>
</tr>
<tr>
<td>ER Q4</td>
<td>78%</td>
<td>77.60%</td>
<td>78.0%</td>
<td>80.9%</td>
<td>78.6%</td>
<td>83.0%</td>
</tr>
<tr>
<td>ME Q2</td>
<td>$3,991</td>
<td>$4,274</td>
<td>$3,991</td>
<td>$4,277</td>
<td>$4,350</td>
<td>$5,862</td>
</tr>
<tr>
<td>CAR</td>
<td>58%</td>
<td>46.90%</td>
<td>58.00%</td>
<td>32.1%</td>
<td>51.5%</td>
<td>42.1%</td>
</tr>
<tr>
<td>MSG</td>
<td>50%</td>
<td>49.60%</td>
<td>50.0%</td>
<td>72.0%</td>
<td>50.0%</td>
<td>80.7%</td>
</tr>
</tbody>
</table>

Table 31: Previous Assessment Results for Title I-B Adult Programs

<table>
<thead>
<tr>
<th>WIOA Indicator/Measure</th>
<th>PY20 Negotiated</th>
<th>PY20 Actual</th>
<th>PY21 Negotiated</th>
<th>PY21 Actual</th>
<th>PY22 Negotiated</th>
<th>PY22 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>ER Q2</td>
<td>81.50%</td>
<td>73.60%</td>
<td>81.5%</td>
<td>75.4%</td>
<td>81.4%</td>
<td>73.1%</td>
</tr>
</tbody>
</table>
Title II - Adult Education and Family Literacy

The Agency administering Title II Program (Idaho Division of Career &Technical Education) is required to negotiate performance targets with the Office of Career, Technical, and adult education at the US Department of Education each year.

The following table shows target and actual Measurable Skill Gains (MSG) for PY21 and PY22.

Table 33: Previous Assessment Results for Title II, Adult Education Programs
**Measurable Skill Gain Assessment**

The overall Measurable Skill Gain (MSG) gain rate for Idaho’s adult education programs was 32.89% for PY21 and 33.43% for PY22. Both years are an improvement over the PY19 rate of 29% and the PY20 rate of 22%, indicating a positive trend after the impact of the pandemic in 2020. Comparisons between PY21 and PY22 also indicate a rebound from the impact of the pandemic, particularly in ABE levels 3 through 6 and ESL Levels 1 through 3. Idaho’s adult education State leadership has identified trends and performance improvement strategies related to MSG rates:

- The low unemployment rate in Idaho continues to be a challenge for retaining adult education students. Additionally, adult education students are balancing classes, childcare, personal, and professional responsibilities. The opportunity cost of attending classes is particularly challenging for many adult education students, as students have significant financial burdens of providing for their families’ immediate needs. In addition, some employers are accepting applicants with less than a high school diploma or GED, and this contributed to lower outcomes.

- Two of the largest adult education programs in Idaho experienced an influx of English language learners from Ukraine and Afghanistan in PY22. The demographic shift affected program priorities and required rapid adjustments to course offerings, curriculum and instruction, and intake capacity. High persistence rates, as measured through student contact hours, had a positive impact on ESL Levels in PY22.

- Since 2020, there has been an increase in demand for remote learning, particularly from students in rural areas and from students who lack transportation in urban areas. The pandemic fast-tracked local programs’ capacity and expertise for remote adult education instruction, which has been a positive development. In order to capitalize on the momentum of remote program development, the state will provide robust leadership and professional development to ensure quality instruction and to improve MSGs, which can be more challenging to achieve through remote learning. The state will continue to provide professional development for high quality instruction, technical support for remote and in-person learning, and best practices for retention and engagement of remote adult learners. The state will leverage Digital Access for All Idahoans to help achieve these objectives.

**Table 34: Previous Post-Exit Outcomes for WIOA Title II Adult Education**

<table>
<thead>
<tr>
<th>WIOA Indicator/Measure</th>
<th>PY21 Negotiated</th>
<th>PY21 Actual</th>
<th>PY22 Negotiated</th>
<th>PY22 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>ER Q2</td>
<td>60%</td>
<td>31.73%</td>
<td>35%</td>
<td>35.55%</td>
</tr>
<tr>
<td>ER Q4</td>
<td>45%</td>
<td>40.43%</td>
<td>36%</td>
<td>41.03%</td>
</tr>
<tr>
<td>ME Q2</td>
<td>$4,600</td>
<td>$5,456.65</td>
<td>$4,900</td>
<td>$5751.37</td>
</tr>
<tr>
<td>CAR</td>
<td>40%</td>
<td>41.46%</td>
<td>43%</td>
<td>56.73%</td>
</tr>
<tr>
<td>MSG</td>
<td>43%</td>
<td>32.89%</td>
<td>29%</td>
<td>37.83%</td>
</tr>
</tbody>
</table>
Idaho adult education post-exit outcomes for PY22 exceed negotiated performance levels for all indicators and increased over PY21.

**Title III - Wagner-Peyser**
The performance reports for the previous program years for the Wagner-Peyser program are included below. Under the Workforce Innovation and Opportunity Act, Title III programs are considered to have met the performance goals if the actual results are at least 90% of the negotiated goal. Idaho’s performance results indicate a very high-quality Wagner-Peyser program. Wagner-Peyser is currently not required to include CAR and MSG as active program measures.

**Table 35: Previous Assessment Results for WIOA Title III, Wagner Peyser Program**

<table>
<thead>
<tr>
<th>WIOA Indicator/Measure</th>
<th>PY20 Negotiated</th>
<th>PY20 Actual</th>
<th>PY21 Negotiated</th>
<th>PY21 Actual</th>
<th>PY22 Negotiated</th>
<th>PY22 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>ER Q2</td>
<td>70.1%</td>
<td>64.4%</td>
<td>70.1%</td>
<td>62.2%</td>
<td>65.7%</td>
<td>69.7%</td>
</tr>
<tr>
<td>ER Q4</td>
<td>70.0%</td>
<td>65.3%</td>
<td>70.0%</td>
<td>63.9%</td>
<td>66.2%</td>
<td>67.2%</td>
</tr>
<tr>
<td>ME Q2</td>
<td>$5,800</td>
<td>$6,135</td>
<td>$5,800</td>
<td>$6,922</td>
<td>$6,175</td>
<td>$8,319</td>
</tr>
</tbody>
</table>

**Title IV - Vocational Rehabilitation**
Title IV Vocational Rehabilitation programs set levels of performance for all primary performance indicators under this Combined State Plan. RSA-TAC-20-2 released May 10, 2023, provided guidance on the requirements for these indicators for PYs 2024 and 2025.

All performance indicators, except MSG were baseline for PY 2021. For the first time in PY 2022, RSA negotiated targets for all PPIs.

Title IV programs exceeded all negotiated targets for PYs 2021 and 2022. Performance across all indicators continues to be strong.

**Table 36: Previous Assessment Results for WIOA Title IV VR Programs**

<table>
<thead>
<tr>
<th>WIOA Indicator/Measure</th>
<th>PY21 Negotiated</th>
<th>PY21 Actual</th>
<th>PY22 Negotiated</th>
<th>PY22 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>ER Q2</td>
<td>NA</td>
<td>63.1%</td>
<td>59.5%</td>
<td>64.9%</td>
</tr>
<tr>
<td>ER Q4</td>
<td>NA</td>
<td>57.2%</td>
<td>57.8%</td>
<td>62.7%</td>
</tr>
<tr>
<td>ME Q2</td>
<td>$4,523</td>
<td>$4,400</td>
<td>$4,950</td>
<td>$4,950</td>
</tr>
<tr>
<td>CAR</td>
<td>NA</td>
<td>53.3%</td>
<td>42.8%</td>
<td>62.1%</td>
</tr>
<tr>
<td>MSG</td>
<td>41.0%</td>
<td>58.3%</td>
<td>55.1%</td>
<td>56.1%</td>
</tr>
</tbody>
</table>

**OAA Title V – Senior Community Service Employment Program (SCSEP)**
Performance level goals for each core indicator are agreed upon by USDOL and the grantee before the start of each program year (PY). USDOL evaluates the goals and performance of each grantee annually, making both available for public review. SCSEP performance is measured by
seven core performance measures, subject to goal setting and corrective action. These performance measures, along with a description of each, are listed below.

1. **Service Level**: The number of participants who are active on the last day of the reporting period or who exited during the reporting period divided by the number of modified community service positions.

2. **Community Service**: The total number of hours of community service provided by participants divided by the number of hours of community service funded by the grant.

3. **Service Most in Need**: Average number of employment barriers per participant. Barriers include having a severe disability; frail; age 75 or older; meet the eligibility requirements related to age for, but do not receive, benefits under title II of the Social Security Act (42 U.S.C. 401 et seq.); live in an area with persistent unemployment; have limited English proficiency; have low literacy skills; reside in a rural area; veteran; have low employment prospects; have failed to find employment after using services through the American Job Center system; or are homeless or at risk for homelessness.

4. **Employment Rate – 2nd Quarter after Exit**: The number of participants employed in the second quarter after the exit quarter divided by the number of participants who exited two quarters earlier.

5. **Employment Rate – 4th Quarter after Exit**: The number of participants employed in the fourth quarter after the exit quarter divided by the number of participants who exited four quarters earlier.

6. **Median Earnings**: Of those participants who are employed in the second quarter after the quarter of program exit, the median value of earnings in the second quarter after the exit quarter.

7. **Effectiveness in serving employers, participants and host agencies**: Customer satisfaction surveys for the SCSEP are distributed to all parties involved in SCSEP efforts (i.e., employers, participants, and host agencies). Easterseals-Goodwill and ICOA are communicating the purpose of the survey to respondents and ensuring that they are being completed appropriately and mailed back on time.

Table 37: Previous Assessment Results for the SCSEP Program

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>PY 20 Goal</th>
<th>PY 20 Actual</th>
<th>PY 20 % Met</th>
<th>PY 21 Goal</th>
<th>PY 21 Actual</th>
<th>PY 21 % Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Level</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>123.4%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Community Service</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>73.9%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Service to Most in Need</td>
<td>2.9</td>
<td>3.66</td>
<td>126.2%</td>
<td>2.9</td>
<td>3.32</td>
<td>114.4%</td>
</tr>
</tbody>
</table>
The Department of Labor’s Employment and Training Administration adopted as a final rule, without change, the interim final rule (IFR) published by the Department in the December 1, 2017, Federal Register. The IFR revised performance accountability measures for the Senior Community Service Employment Program (SCSEP). The Older Americans Act (OAA) Reauthorization Act of 2016 amended the measures of performance for the SCSEP program in large part to align them with the performance measures mandated for programs under WIOA (listed earlier) and required implementation, including through regulation by December 31, 2017. Below are the core performance measures for PY22 with the newly revised performance measures:

Table 38: Previous Assessment Results for SCSEP Program – WIOA Basis

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>PY 22 Goal</th>
<th>PY 22 Actual</th>
<th>PY 22 % Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Level*</td>
<td>125.2%</td>
<td>97.7%</td>
<td>78.0%</td>
</tr>
<tr>
<td>Community Service*</td>
<td>70.0%</td>
<td>53.6%</td>
<td>76.6%</td>
</tr>
<tr>
<td>Service to Most in Need</td>
<td>3.1</td>
<td>3.86</td>
<td>124.5%</td>
</tr>
<tr>
<td>Employment Rate – Q2</td>
<td>30.2%</td>
<td>22.2%</td>
<td>73.5%</td>
</tr>
<tr>
<td>Employment Rate – Q4</td>
<td>22.8%</td>
<td>13.6%</td>
<td>59.6%</td>
</tr>
<tr>
<td>Median Earnings</td>
<td>3274</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Employers</td>
<td>***</td>
<td>***</td>
<td>***</td>
</tr>
<tr>
<td>Participants</td>
<td>86.0%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Host Agencies</td>
<td>81.7%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*Because of the pandemic, USDOL determined that Service Level and Community Service measures would not be tracked due to host agency shutdowns.

Note: the SCSEP employer surveys are administered throughout the year. However, there are very few placements taking place now, and those employers that are hiring have many more
urgent issues to attend to than responding to surveys. Also, because the current approach to the employer survey does not yield sufficient replies to generate ACSI scores for each grantee, the SCSEP National Office intends to pilot a new approach to these surveys that will include employers that do not receive a substantial service in connection with the placement and host agencies that hire SCSEP participants into unsubsidized employment. The pilot project will be conducted centrally through a mail house, using a process similar to the one Idaho SCSEP uses for the participant and host agency surveys. For these reasons, effective immediately and until further notice, Idaho SCSEP has discontinued delivering the employer survey.

SCSEP Strategies to Improve Performance Measures

Community service and Service Level: The U.S. Department of Labor determines every year how many positions will be available for the SCSEP on a national and state level. After negotiations and or funding changes, positions may get modified. The assessment results above show that the performance measures for “Service Level” and “Community Service” were not taken into account due to the effect that the COVID-19 pandemic had on SCSEP participation.

The employment rate after 2nd quarter measure did not meet the project goal of 30.2% (actual: 22.2%); The employment rate after 4th quarter (goal: 22.8%) was not achieved (actual: 13.6%).

The median earnings goal (goal: $3274) for PY 22 was not met (actual: $0). ICOA’s subrecipient, Easterseals-Goodwill, will continue working with participants in searching for and securing employment that compensates adequately to maintain this goal.

The service to most in need performance measure (goal: 3.1) exceeded the PY goal (actual: 3.86). As positions open, Easterseals-Goodwill will prioritize participants with barriers to employment first. Easterseals-Goodwill will also ensure that priority of service is given to veterans and ensure positions are filled in rural areas where employment opportunities are limited.

SCSEP Customer Satisfaction Surveys – American Customer Satisfaction Index (ACSI) for employers, participants, and host agencies: Customer satisfaction surveys for the SCSEP are distributed to all parties in involved in SCSEP efforts (i.e., participants and host agencies). Easterseals-Goodwill and ICOA are communicating the purpose of the survey to respondents and ensuring that they are completed appropriately and mailed back on time.

Trade Adjustment Assistance

The Trade Adjustment Assistance (TAA) program does not have state negotiated performance measures. The Trade Adjustment Assistance program previously reported two sets of measures - those defined by the Trade Adjustment Assistance Act (aligned with WIOA under TAARA 2015) and Common Measures. USDOL only established TAA program goals under Common Measures
and not, however, for the TAA measures. The program now reports solely under the first three WIOA primary indicators of performance listed at the beginning of this section. The TAA performance measure period is based on federal fiscal year (FY), which ranges from October through September. The outcomes listed in the table below reflect the state’s program performance during each respective federal fiscal year.

Table 39: Previous Assessment Results for TAA Program

<table>
<thead>
<tr>
<th>Measure</th>
<th>FY20 Actual</th>
<th>FY21 Actual</th>
<th>FY22 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>ER Q2</td>
<td>73.7%</td>
<td>82.1%</td>
<td>86.0%</td>
</tr>
<tr>
<td>ER Q4</td>
<td>81.7%</td>
<td>78.2%</td>
<td>77.4%</td>
</tr>
<tr>
<td>ME Q2</td>
<td>$9,629</td>
<td>$8,437</td>
<td>$8,457</td>
</tr>
<tr>
<td>CAR</td>
<td>82.4%</td>
<td>79.0%</td>
<td>68.4%</td>
</tr>
<tr>
<td>MSG</td>
<td>25.8%</td>
<td>48.2%</td>
<td>79.3%</td>
</tr>
</tbody>
</table>

Since the U.S. Department of Labor tabulates states’ FY TAA performance and has not yet provided FY23 data, Idaho is not able to present its performance during that period.

Veterans’ Employment

JVSG did not initially require states to report on all five WIOA measures since it did not collect all the data necessary to complete reporting on each measure. However, since then, it began data collection for all five which are shown in the table below. This now mirrors reporting for most WIOA Title I-B and TAA programs.

Table 40: Previous Assessment Results for JVSG Program

<table>
<thead>
<tr>
<th>Measure</th>
<th>PY21 Goals</th>
<th>PY21 Actual</th>
<th>PY22 Goals</th>
<th>PY22 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>ER Q2</td>
<td>63.0%</td>
<td>59.4%</td>
<td>63.0%</td>
<td>62.1%</td>
</tr>
<tr>
<td>ER Q4</td>
<td>61.0%</td>
<td>54.1%</td>
<td>61.0%</td>
<td>60.8%</td>
</tr>
<tr>
<td>ME Q2</td>
<td>$5,500</td>
<td>$6,924</td>
<td>$5,500</td>
<td>$7,035</td>
</tr>
</tbody>
</table>

Unemployment Insurance

The Unemployment Insurance program has approximately 30 reports that reflect various aspects of the program performance. However in the context of the One-Stop service delivery system, the Unemployment Insurance program will be assessed by evaluating its performance in service delivery to claimants. The cores measure for services to claimants in the UI program are: “All First Payments 14/21-day Timeliness” and “Nonmonetary Determinations 21-day Timeliness.” These performance measures reveal the timeliness of processing and paying UI claimants’ claims.

The standard for first unemployment insurance payments made within 14 days is 87%. Idaho not only exceeds the standard but ranks among the highest in the nation in its percent.

A second core measure is the timeliness of nonmonetary determinations. A nonmonetary determination is a written notice to the worker and other interested parties which advises of the
worker’s eligibility with respect to acts or circumstances which are potentially disqualifying. The standard for these decisions to be made is 80% within 21 days.

Table 41: Previous Assessment Results for Unemployment Insurance-First Payments within 14 Days

<table>
<thead>
<tr>
<th>Federal Fiscal Year</th>
<th>First Payments within 14 days</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFY 2013</td>
<td>90.5%</td>
<td>10th</td>
</tr>
<tr>
<td>FFY 2014</td>
<td>87.2%</td>
<td>25th</td>
</tr>
<tr>
<td>FFY 2015</td>
<td>96.5%</td>
<td>2nd</td>
</tr>
<tr>
<td>FFY 2016</td>
<td>96.5%</td>
<td>1st</td>
</tr>
<tr>
<td>FFY 2017</td>
<td>97.0%</td>
<td>2nd</td>
</tr>
<tr>
<td>FFY 2018</td>
<td>97.1%</td>
<td>2nd</td>
</tr>
<tr>
<td>FFY 2019</td>
<td>93.1%</td>
<td>8th</td>
</tr>
<tr>
<td>FFY 2020</td>
<td>64.7%</td>
<td>38th</td>
</tr>
<tr>
<td>FFY 2021</td>
<td>70.6%</td>
<td>16th</td>
</tr>
<tr>
<td>FFY 2022</td>
<td>93.8%</td>
<td>3rd</td>
</tr>
<tr>
<td>FFY 2023</td>
<td>92.6%</td>
<td>3rd</td>
</tr>
</tbody>
</table>

Table 42: Previous Assessment Results for Unemployment Insurance-Nonmonetary Determinations within 21 Days

<table>
<thead>
<tr>
<th>Federal Fiscal Year</th>
<th>Determinations within 21 days</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFY 2013</td>
<td>69.8%</td>
<td>28th</td>
</tr>
<tr>
<td>FFY 2014</td>
<td>68.5%</td>
<td>35th</td>
</tr>
<tr>
<td>FFY 2015</td>
<td>75.4%</td>
<td>35th</td>
</tr>
<tr>
<td>FFY 2016</td>
<td>79.6%</td>
<td>28th</td>
</tr>
<tr>
<td>FFY 2017</td>
<td>79.5%</td>
<td>27th</td>
</tr>
<tr>
<td>FFY 2018</td>
<td>80.9%</td>
<td>27th</td>
</tr>
<tr>
<td>FFY 2019</td>
<td>78.9%</td>
<td>32nd</td>
</tr>
<tr>
<td>FFY 2020</td>
<td>76.2%</td>
<td>7th</td>
</tr>
<tr>
<td>FFY 2021</td>
<td>65.4%</td>
<td>9th</td>
</tr>
<tr>
<td>FFY 2022</td>
<td>81.7%</td>
<td>11th</td>
</tr>
<tr>
<td>FFY 2023</td>
<td>81.7%</td>
<td>17th</td>
</tr>
</tbody>
</table>

Performance went down substantially during the COVID-19 pandemic for all states due to the immense increase in claims volume and implementation of prevention techniques to thwart coordinated attempts by fraudsters and fraud rings to obtain benefits. Most states have returned to regular workloads and have sufficient fraud prevention techniques in place, while also allowing legitimate claimants to still file and access the claims process.
Approximately ten years ago, the state modified its unemployment insurance program service delivery strategy. Piloting a change in FY 2014, Idaho centralized its unemployment insurance processing. The results of this change showed cost savings, but also resulted in the standardization of procedures, improved individual performance and policy consistency. The cost savings has been invested in technology towards the development and modification of a new unemployment insurance system.

The centralization strategy also produced improved staff outcomes through consistent training, leading to higher quality levels of service to claimants throughout the state, including those in rural areas. While most customers file online claims, claims are also taken over the phone for those that request it. There are also ten UI navigators located in the Comprehensive One Stop Centers. Three of these navigators also visit our mobile sites, to provide assistance to rural Idahoans.

(C) Evaluation. Describe how the State will conduct evaluations and research projects of activities carried out in the State under WIOA core programs; how such projects will be coordinated with, and designed in conjunction with, State and local boards and with State agencies responsible for the administration of all respective core programs; and, further, how the projects will be coordinated with the evaluations provided for by the Secretary of Labor and the Secretary of Education under WIOA (WIOA Section 116(e)).

Given that each program has expertise in its own operations, Idaho’s Combined Plan Partners will use individual evaluations shared and analyzed as a group. These evaluations will be presented and discussed on a quarterly basis by the WIOA Advisory Committee, which monitors WIOA performance measures across programs. Challenges, interesting results, and promising opportunities can be effectively shared using this method that relies on each program’s strengths and knowledge. This method was used during the development of the 2024 State Plan and showed tremendous promise in its efficiency and collaborative potential.

All partners in the One-Stop system will work with their federal oversight agencies to participate in evaluation projects as requested.

Additional evaluations may be developed as necessary under the direction of the Idaho Workforce Development Council. In this process, the One-Stop Committee will create evaluation strategies and processes per Section 116e of WIOA. These strategies and processes will establish, implement, and utilize methods for continuously improving core programs in order to achieve high-level performance within, and high-level outcomes from, the workforce development system. These additional evaluations, if created, will be designed with input from the Workforce Development Council and in conjunction with the state agencies responsible for the administration of the core programs.
The frequency, scope, and content of such evaluations may be determined by several factors, including but not limited to: performance gaps identified in program assessments, compliance with federal regulations, and the feasibility of such evaluations based on resources and funding.

Below is a summary of an example individual evaluation conducted by the Idaho Department of Labor to assess potential impacts on the WIOA Title I-B program and the establishment of its new mobile locations.

**PY22-23 Evaluation - Idaho Department of Labor Service Delivery Model Transition**

The Idaho Department of Labor (IDOL) began a transition in its service delivery model near the end of 2019 that resulted in the closing of many brick-and-mortar offices in the state in favor of a “multiple hub-and-spoke” model. Whereas the older model had offices maintaining regular business hours throughout the week in major urban areas as well as more rural areas, the new model has one or more regional offices serving as the regional hub(s) and a network of “mobile offices” propagating to the more rural localities on a less frequent basis, typically sharing office space with local governments, school districts, libraries, or chambers of commerce. These mobile offices would provide similar services to area residents including employment services like assisting job seekers and employers with labor needs as well as enroll eligible individuals into IDOL programs including the Workforce Innovation and Opportunity Act (WIOA) Adult, Dislocated Worker, and Youth programs. If individuals could not make it to their local mobile office the days IDOL staff were available, they could contact staff over the phone or online to get information, apply for benefits, enroll into eligible programs, etc.

For the state’s most recent effort, IDOL’s Research and Analysis division conducted an evaluation that sought to answer whether the change in service delivery model affected which individuals would enroll into the WIOA Adult program based on their area of residence. While the final report is still being compiled for publication, a summary of methodology and findings is below:

The roll-out of the new model began near the end of calendar year 2019 and took full effect in 2020, so 1 January 2020 was selected as the beginning of the post-change period. Due to small enrollments in many parts of the state, six months was chosen for each pre- and post-change period to ensure a sample size large enough to permit a chi-squared test based upon its asymptotic properties. Two post-change periods were considered: the first half of 2020, which would have captured the brief period after the change in service delivery but before the disruptions of COVID-19, as well as the second half of 2020 to help account for potential seasonality effects in WIOA enrollment.

The data used for the analysis was obtained from a registry of all IDOL services and program enrollments in the state between 2019 and 2023, WIOA Adult enrollments being a sample of this universe. The dataset contains anonymized person-level data on program enrollment, residence
down to the county and zip code, where services were delivered down to the county and local IDOL office (or mobile office), labor market area, and program enrollment date. 

As seen in the tests conducted during the evaluation, the closure of brick-and-mortar offices in some of the lesser populated and more rural areas of Idaho did not appear to shift enrollment in the WIOA Adult program away from these areas towards the regional hubs that kept their brick-and-mortar offices (region two, North Central Idaho, being one notable exception). However, the distribution of enrollments across regions did shift in a significant way with all regions except for three (Southwestern Idaho) and six (Eastern Idaho) either maintaining their enrollment shares or gaining a larger share. 

The explanation for these observed changes can boil down to three broad types: changes owing to the policy change, changes owing to the COVID-19 pandemic, and changes owing to longer structural shifts in the Idaho labor market and economy. At present, it is impossible to disentangle these competing hypotheses from one another given the paucity of data and credible identification strategy for each one. However, we may briefly speculate about each and how much it may be contributing to these observed regional shifts.

Given the data limitations, it is difficult to say with any certainty what accounts for the observed regional shifts in WIOA Adult enrollment, but accounts based upon the effects of the COVID-19 pandemic and more long-run structural shifts in the Idaho economy seem much more plausible than changes by IDOL in how services are delivered.

Upon completion, the final report will be published on the Publications page of Idaho Department of Labor’s website.

(5) Distribution of Funds for Core Programs. Describe the methods and factors the State will use in distributing funds under the core programs in accordance with the provisions authorizing such distributions.

(A) For Title I programs, provide a description of the written policies that establish the State’s methods and factors used to distribute funds to local areas for—

(i) Youth activities in accordance with WIOA section 128(b)(2) or (b)(3),

All Youth program funds will be allocated using the three required factors of substantial unemployment, excess unemployment, and economically disadvantaged individuals.

- 1/3 of the funds allocated on the number of unemployed residing in areas of substantial unemployment (6.5% or higher unemployment)
- 1/3 of the funds allocated on excess unemployment (number of unemployed over 4.5%)
- 1/3 of the funds allocated on the number of economically disadvantaged youths
The hold-harmless provisions defined under WIOA are applied to the Youth program allocations. Hold-harmless levels are based on 90% of an area's average relative share of the previous two years of funding.

The state Workforce Development Council has updated the policy for “Distribution of WIOA Title I-B Formula Funds, Recapture and Reallocation”. It was approved by the Council’s One-Stop Committee and approved by the full Council on October 13, 2021. The policy ensures that the state's fund distribution model first allocates funding to the state’s two local areas. Within the largest local area, funds will be further distributed among the five service delivery areas. The policy directs the state to follow WIOA fund distribution requirements at WIOA Sec. 128(b) and Sec. 133(b) and can be found on the Council’s website at: ID Workforce Development Council Funds Distribution, Recapture, and Reallocation Policy (link)

(ii) Adult and training activities in accordance with WIOA section 133(b)(2) or (b)(3),

All Adult program funds will be allocated using the three required factors of substantial unemployment, excess unemployment, and economically disadvantaged individuals.

- 1/3 of the funds allocated on the number of unemployed residing in areas of substantial unemployment (6.5% or higher)
- 1/3 of the funds allocated on excess unemployment (number of unemployed over 4.5%)
- 1/3 of the funds allocated on the number of economically disadvantaged adults

The hold-harmless provisions defined under WIOA are applied to the Adult program allocations. Hold-harmless levels are based on 90% of an area's average relative share of the previous two years of funding.

See Section III (b)(5)(A)(i) Youth Activities for information about and link to Idaho's policy on fund distribution.

(iii) Dislocated worker employment and training activities in accordance with WIOA section 133(b)(2) and based on data and weights assigned.

As authorized by WIOA, up to 25% of the state’s Dislocated Worker budget will include a set-aside for “Rapid Response” funds. These funds are used to assist local areas with supplemental funds to support services for layoffs that occur throughout the program year.

The state allocates the remaining Dislocated Worker funding to the service delivery areas based upon information that includes insured unemployment data, unemployment concentrations, plant closing and mass layoff data, declining industries data, farmer/rancher economic hardship data and long-term unemployment data. Given that plant closure and mass layoff data is no
longer produced by the U.S. Bureau of Labor Statistics, the state will use the sub-state data set of the number of employers with 50 or more initial unemployment insurance claims in their stead. No other informational factors will be used. The data used and weight factors are:

- 0.320 Average number unemployed
- 0.320 Average number unemployed over the state’s rate
- 0.320 Number of Unemployment Insurance (UI) claimants with 15 weeks claimed
- 0.020 Number of employers with 50 or more initial unemployment insurance claims
- 0.010 Industry employment declines by annual average monthly employment
- 0.010 Number of USDA Farm Loan borrowers who are bankrupt or delinquent
- 1.000 Total

To mitigate significant shifts in funding for service delivery areas, the Governor defined hold-harmless levels for the WIOA Dislocated Worker funds. Hold-harmless levels are based on 90% of an area’s relative share of the previous two years of funding.

See Section III (b)(5)(A)(i) Youth Activities for information about and link to Idaho’s policy on fund distribution.

(B) For Title II:

(i) Describe the methods and factors the eligible agency will use to distribute title II funds.

The Eligible Agency administering Title II programs is the Idaho Division of Career Technical Education. Title II funds are awarded on a competitive basis as multi-year grants to eligible providers, as described below. These competitions adhere to the provisions set forth in WIOA Title II, Section 203(5) - Eligible Providers, and Section 231 - Grants and Contract for Eligible Providers.

The application packet for Title II funds for Sections 231 (Adult Education and Literacy, English Language Acquisition Activities, and Integrated Education and Training), 225 (Corrections Education and the Education for Other Institutionalized Individual), and 243 (Integrated English Literacy and Civics Education) will be released in the spring of 2025. IDCTE will provide technical assistance after the release of the application packet through in-person meetings and online webinars (to ensure statewide accessibility). All applications will be reviewed by a committee using a rubric; scores will be a major consideration in awarding the final contracts, in addition to the review and input of the Idaho Workforce Development Council (serving as Idaho’s local board).
Applicants will be notified of IDCTE’s decision and awarded funds on July 1, 2025. Initial grants are awarded for a period of two years. Following this two-year period, grantees receiving funds under the initial competition are required to submit annual renewal plans and negotiate budgets and performance targets each year.

Because of Idaho’s large geographic size, small population, and relatively low funding levels, the State provides grants for activities defined in Section 231 (Adult Education and Literacy, English Language Acquisition Activities, and Integrated Education and Training), on a regional basis, with one eligible provider per each of the State’s six service regions. A single applicant may apply for grants in multiple regions, but must submit separate applications for each, and each regional application will be reviewed and considered separately. The amount of available funds for each region is determined in advance and is based on census data regarding low-skilled populations in each region, historical service levels of each region, and historical funding levels for each region.

Corrections education programs, as defined in Section 225 use the same application as defined above, but are exempt from the regional service provision, and may apply to serve larger or smaller geographic areas. The Section 225 funding amounts are based on historic service and funding levels of incarcerated programs, and shall not exceed statutory limitations, defined as 20% of funds available for local grants in the state.

The Integrated English Language and Civics programs funded under section 243 are exempt from the regional service provision. Section 243 grants may be awarded to multiple providers serving larger or smaller geographical areas than any of the six regions. The amount of funding available for activities under Section 243 for each state is determined at the national level by the US Department of Education.

All applicants may submit for grants under any or all sections 231, 225, and 243.

All applicants (or members of an applying consortium) must meet the requirements of an “eligible provider” defined in section 203(5) of Title II and which includes: a local educational agency; a community-based organization or faith-based organization; a volunteer literacy organization; an institution of higher education; a public or private nonprofit agency; a library; a public housing authority; a nonprofit institution that is not listed in this paragraph but which has the ability to provide adult education and literacy activities to eligible individuals; or a consortium of or coalition of the eligible providers listed here.

Eligible providers must provide evidence of demonstrated effectiveness in providing services to improve the literacy skills of eligible individuals in order to be considered in the grant application process. Idaho scored first for demonstrated effectiveness and only those that passed the criteria were forwarded to the review committee. All applications that passed the screening for demonstrated effectiveness were sent to the Idaho Workforce Development Council to

127
provide feedback on alignment to the State Plan. This feedback will be used by the review committee in making final decisions.

(ii) Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds and how the eligible agency will ensure that it is using the same grant or contract announcement and application procedure for all eligible providers.

The Eligible Agency administering Title II programs in Idaho is Idaho Division of Career Technical Education. IDCTE oversees all outreach and notification processes, as well as submission and review processes to ensure consistency and fairness. The announcement, due dates, application submission procedure, and review process is the same for all applicants and across all regions. The same process will be used for reviewing applications. The same application form and rubric is used for all applicants seeking to provide services under Section 231 and Section 225, as described in part (i) above.

A separate, but substantially similar, application form and rubric is used for all applicants seeking funds under Section 243. This application only differs in that it solicits additional information regarding the Integrated English Language and Civics Education and Integrated Education and Training components to ensure compliance with the requirements set forth in Section 243 and related regulations.

IDCTE issued a Notice of Grant Availability (NGA) in each of the major newspapers serving Idaho. This NGA contains general information about the grant and directed interested parties to IDCTE for further information and application materials. Information about the grant was posted on the Division’s website and distributed to other core WIOA programs and partners, One-Stop providers, regional planning groups, other state and local stakeholders, as well as groups representing other types of eligible providers such as non-profit and library associations.

Promotional materials directed entities wishing to apply for funding to contact IDCTE for a complete grant application packet or packets, including an electronic copy of the application in Word or another format to be completed by the applicant.

(C) Vocational Rehabilitation Program:
In the case of a State that, under section 101(a)(2)(A)(i) of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the Unified or Combined State Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

Activities authorized under Title IV of WIOA are carried out by two agencies in Idaho. The first is the Division of Vocational Rehabilitation (IDVR) and the second is the Idaho Commission for the
Blind and Visually Impaired (the Commission). The Rehabilitation Services Administration (RSA) distributes funds directly to each VR agency in Idaho.

A Memorandum of Agreement (MOA) between the two agencies determines the percentage to be distributed to each agency from RSA, upon which separate awards are made to each agency. The current distribution is as follows:

**Table 43: Funding Distribution for Idaho Vocational Rehabilitation Agencies**

<table>
<thead>
<tr>
<th>Funds</th>
<th>Portion to IDVR</th>
<th>Portion to the Commission</th>
</tr>
</thead>
<tbody>
<tr>
<td>General VR Program</td>
<td>86.0%</td>
<td>14%</td>
</tr>
<tr>
<td>Supported Employment</td>
<td>100% - TBD (will determine prior to March 1)</td>
<td>0%</td>
</tr>
<tr>
<td>Independent Living</td>
<td>79% (All IL funds are reallocated to Centers for Independent Living (CILs) and the State Independent Living Council (SILC))</td>
<td>21%</td>
</tr>
</tbody>
</table>

Both Title IV programs must reserve 15% of the total General VR grant awarded to the State of Idaho for the delivery of pre-employment transition services.

Additionally, 50% of the Supported Employment funds are reserved for youth with the most significant disabilities. The Commission and IDVR work together on cases where SE and co-enrollment are indicated.

[[Note: IDVR will determine if it will accept SE funds before March 1, 2024]

(6) Program Data

(A) *Data Alignment and Integration.* Describe the plans of the lead State agencies with responsibility for the administration of the core programs, along with the State Board, to align and integrate available workforce and education data systems for the core programs, unemployment insurance programs, and education through postsecondary education, and to the extent possible, the Combined State Plan partner programs included in this plan. The description of the State’s plan for integrating data systems should include the State’s goals for achieving integration and any progress to date. Describe data-collection and reporting processes used for all programs and activities, including the State’s process to collect and report data on co-enrollment, and for those present in the One-Stop centers.

(i) Describe the State’s plans to make the management information systems for the core programs interoperable to maximize the efficient exchange of common data elements to support assessment and evaluation.
Idaho maintains a federated data systems approach with core WIOA programs, consistent with the development of Idaho’s Statewide Longitudinal Data System (SLDS) housing primarily educational data and incorporating a limited scope of workforce data by way of participant wage matching. These systems are currently designed to assist agencies in meeting their individual state and federal reporting requirements for program participants and allow analysis of individual wage outcomes through a manual process.

The results of Idaho’s recently completed Workforce Data Quality Initiative grant allows WIOA core programs to coalesce data sets, based upon the WIOA Joint Performance Report template, for the purposes of program evaluations, outcomes reporting, and predictive analysis. Building upon the existing SLDS, data exchange between disparate MISs while maintaining appropriate data security and compliance requirements can now take place.

With the implementation of WIOA, Idaho’s core programs have been working to update data elements within each agency’s MIS, consistent with corresponding PIRL elements. Core program partners have come together to establish a shared data validation policy which incorporates procedures unique to each agency’s program design.

IDOL’s IdahoWorks houses multiple workforce programs’ longitudinal datasets, including case management data for multiple programs such as WIOA Titles I and III, Trade Adjustment Assistance (TAA), with employment and wage records originating from Unemployment Insurance (UI) wage data. Developed and administered by America’s Job Link Alliance (AJLA), IdahoWorks is a web-based, all-in-one labor exchange, reporting and case management solution - a data warehouse and multi-program management information system that collects program participants’ data.

The Office of the State Board of Education (OSBE) houses all K-20 data in the SLDS, with case management systems maintained at the agency level, for example, the Idaho Division of Vocational Rehabilitation (IDVR) and its sister agency, the Idaho Commission for the Blind and Visually Impaired (the Commission). Through the SLDS, OSBE serves as a larger data conduit for public K-20 education (from kindergarten through post-graduate), Idaho Division of Career Technical Education (IDCTE), and IDVR. Under Idaho’s federated SLDS, each agency retains control of the personal information in its records and safeguards the data according to its own needs and requirements.

While the SLDS is a significant accomplishment, the ability to collect and combine certain Participant Individual Record Level (PIRL) elements to meet joint federal reporting requirements between WIOA Title programs has been missing. Additionally, the reporting tools capable of automatically coalescing the state data and preparing it for direct upload into the federal Workforce Integrated Performance System (WIPS) does not currently exist in Idaho.
Embedded in the WDQI project’s design to meet federal reporting objectives was the access to comprehensive Eligible Training Provider data, another federal reporting requirement of WIOA. The project’s platform extends the automation of data exchange and reporting to address both public and private providers, which contrasted with the SLDS’ limitation to only public postsecondary providers, lacking a means of reliably calculating performance of proprietary schools or training programs. A thorough assessment of the state’s training providers to ascertain their impact on Idaho’s workforce and economy includes all public and private, educational and training sources.

(ii) Describe the State’s plans to integrate data systems to facilitate streamlined intake and service delivery to track participation across all programs included in this plan.

Upon passage of the Workforce Innovation and Opportunity Act, the Idaho Department of Labor implemented a new MIS for its WIOA Title I-B, Wagner-Peyser, Trade Adjustment Assistance, and discretionary grant programs. Provided by America’s Job Link Alliance, this system integrates labor exchange, case management, and reporting functions. The system also provides a common exit for individuals in the WIOA Title I-B and III programs.

The core and partner programs have invested considerable funds, time, training, and other resources into each of their existing programmatic management information systems, consistent with WIOA reporting elements. In an effort to update data collection processes, the state’s core program partners conducted an analysis of each programs’ MISs as well as the data collection and reporting needs of individual programs and the workforce system as a whole. This has led core programs to continue to fine tune their individual data systems to ensure alignment with WIOA requirements.

Through late 2020 and all through late spring of 2022, the WIOA Advisory Group convened a working group for data integration, consisting of program staff, IT staff, and vendors for existing systems. They conducted an analysis of applicable intake processes across the system with a goal of creating a framework to connect individual MISs. This included participating in the Data Labs: Roadmap to Recovery program, as noted in Sec. III (b)(2), along with exploring several other proposed concepts for a common intake system. The WIOA partners concluded that a third party secure, web-based portal for common WIOA joint intake which networked individual MISs and performance reporting was not a financially feasible option for Idaho.

Having determined the various solutions researched were not cost-effective for Idaho’s workforce development system, One-Stop partners have instead focused on staff training, ongoing partner meetings, quality referrals, and efficient use of available resources. Each program continues to collect data via their unique MIS, utilizing an ad-hoc data sharing process for exporting, sharing, matching, and importing data, all while allowing core programs to report required elements under WIOA. This cost effective and secure means of data transfer is designed to meet Idaho’s most pressing needs through the use of Secure File Transfer Protocol site (SFTP – a network protocol for securely accessing, transferring and managing large files and sensitive data).
Use of the SFTP ad-hoc data sharing process remains predominantly a manual process, and relies on the work and knowledge of collaborating partners. Idaho persists in its commitment to pursue and evaluate applications or systems that will address the state’s changing needs. Idaho’s goals for data-integration, whether via the current process or a new streamlined, single intake and service tracking application, include:

- Identifying low-cost solutions
- Enhancing the quality of existing data sharing
  - Eventually improving the quality of referrals, and
- Improving the value of relationships used to create and implement solutions

(iii) Explain how the State board will assist the governor in aligning technology and data systems across required One-Stop partner programs (including design and implementation of common intake, data collection, etc.) and how such alignment will improve service delivery to individuals, including unemployed individuals.

The Workforce Development Council, appointed by the Governor, will provide leadership for data integration efforts through its One Stop Committee. Agency leaders from WIOA core and optional partners participate in the One Stop Committee and have the ability to identify resources and expertise to support efforts brought forth by the WIOA Advisory Group.

As noted earlier, the state’s previous efforts to implement a common intake system via a single technological solution have stalled. Through these investigative efforts, the state came to realize that it sought quality referrals and understood that this was also affected its reporting outcomes. Qualitative data from Idaho One-Stop partners indicates that it has excellent relationships between each; however, the differing metrics for each program partner adds to the difficulty in counting any program “completions” as co-enrollments within the state’s One Stop system. Prior to looking at data integration, the questions of how many individuals would be impacted and whether it would improve service delivery need to be answered.

Idaho acknowledges that quality referrals are taking place within the system, as partners continually interact with each other to ensure participants are able to receive the full complement of services necessary to achieve successful results from the efforts of the multiple programs involved. Idaho does not track partner referrals, concentrating its efforts on capturing program outcomes. As described in the previous response, this may be a consideration for the state when it comes to selecting a One-Stop system application.

(iv) Describe the State’s data systems and procedures to produce the reports required under section 116, performance accountability system. (WIOA section 116(d)(2)).
Idaho’s core programs are presently able to report all primary performance indicators required under Section 116 of WIOA. Individual reports meet FERPA, education, and wage data reporting requirements. Through the processes developed from the state’s recently completed WDQI grant, core program partners work together by using SLDS database processes to address the requirements under the Family Educational Rights and Privacy Act (FERPA), which incorporate education, state wage, and WIOA cases management data into the PIRL file schema to exchange, merge and report on behalf of all Idaho WIOA Title IB, II, III and IV grantees.

The state’s SWIS data sharing Memorandum of Understanding between combined plan partners, incorporates unemployment insurance data for performance reporting and allows for additional options to collect, exchange and report required data. This process involves individual programs sending their performance information to the Idaho Department of Labor, which compiles and submits the State Annual Report to the US Department of Labor.

As noted earlier, the processes developed as a result of the WDQI grant help to facilitate partners’ abilities to meet WIOA quarterly and year-end reporting requirements through its automated data exchange process.

The agencies administering core programs are responsible for submitting program-specific reports in accordance with applicable Titles under WIOA, federal guidance from their respective Departments, and other statutes to which they are accountable (for example, the Rehabilitation Services Administration and The Rehabilitation Act for Title IV programs). In addition, activities generated under this plan will lay the foundation to incorporate additional Idaho-based WIOA partner program reporting via automated, electronic means.

(B) **Assessment of Participants’ Post-Program Success.** Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.

Idaho’s workforce system primarily measures participant progress using the indicators defined in WIOA Section 116 and subsequent guidance. Many of the data elements required to track participant progress in employment and post-secondary education are collected in some fashion by at least one of the lead State agencies administering a core program. These performance indicators track participants’ post-program employment in the second quarter and fourth quarter after exit, as well as credential attainment up to one year after program exit.

For example, The Idaho Department of Labor administers all of the WIOA Title I-B programs, as well as Wagner-Peyser, and the Unemployment Insurance program. As a result, they are able to provide other core partners with wage and employment records. Both Title II (adult education) and Title IV (Vocational Rehabilitation - IDVR) programs are housed in separate divisions of the
State Board of Education, allowing them access to post-secondary enrollment data via the National Student Clearing House, as well as the State’s Longitudinal Data System for Education.

Currently, the established data sharing agreements allow core programs to share and report measures’ progress for WIOA participants. Data sharing agreements negotiated under WIOA follow a similar structure as before. For example, the adult education program presents its Employment cohort lists to the Department of Labor to determine employment status of students after exit. As noted earlier, these processes will continue.

(C) Use of Unemployment Insurance (UI) Wage Record Data. Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with Federal and State law. (This Operational Planning element applies to core programs.)

As mentioned in the previous section (III)(b)(6)(B), Assessment of Participants’ Post-Program Success, the Idaho Department of Labor administers both WIOA Title I-B and Title III programs, as well as the Unemployment Insurance program for Idaho. All of the core partners currently have an MOU with the Unemployment Insurance program via the Idaho Department of Labor to use wage records from the UI system for WIOA performance reporting and evaluations. These records are used to determine the employment status of program participants after exit from their respective WIOA programs, as well as other federally funded opportunities, including IIJA, CHIPS, and IRA. The results then guide program improvement and system alignment, as well as federal reporting purposes under Section 116.

The Department of Labor’s Communication and Research Division utilizes Idaho’s UI data to conduct a labor market information analysis, which supports the findings under Section (II)(a) of this Plan - Economic, Workforce, and Workforce Development Activities Analysis.

(D) Privacy Safeguards. Describe the privacy safeguards incorporated in the State’s workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

Currently, each of the core programs under WIOA maintains its own management information system (MIS) and adheres to the standards and laws which are applicable to the population being served and the data being collected therein. Participants (or their legal guardians where applicable for those under 18 years of age) are asked to sign release of information waivers, as appropriate, and are advised of their right to decline to share their information outside of the program to which they are applying. Provision of information is voluntary except where such information is necessary to determine program eligibility.
Additionally, data-sharing agreements between core and optional partners will provide specific and explicit instructions as to which data can and cannot be shared between programs, and under which circumstances.

The Idaho Data Management Council (DMC) was established with oversight and approval of development of the federated Idaho K-20 SLDS (Education Analytics System of Idaho [EASI]) and oversees the enhancements, maintenance and usage of said system. EASI—the Educational Analytics System of Idaho—is a collaborative tool that can be used to match information from the K-12 SLDS – Idaho System for Education Excellence (ISEE), the Idaho State Board of Education – Postsecondary Measures of Academic Performance (PMAP), and the Idaho Department of Labor’s SLDS. This important resource provides data about Idaho schools as well as what experiences Idahoans have as they transition from K-12 into postsecondary education/training and, ultimately, the workforce.

The Idaho Department of Labor maintains the Labor portion of EASI, following Council and agency policies and procedures for secure data sharing.

The purpose of EASI is to allow longitudinal tracking of students from kindergarten through all levels of the public education system (elementary, middle schools, and high schools, college and graduate school) and into the workforce. To reflect this scope, EASI is referred to as a K-20W system.

The privacy of all student level data that is covered by EASI is protected. A list of all data fields (but not the data within the field) is publicly available. Only student identifiable data that is required by law is shared with the federal government.

In order to advise and make recommendations to the Board on the implementation of EASI, the DMC will report to the Board through the Planning, Policy and Governmental Affairs Committee. The scope of responsibilities of the DMC includes the following:

1. Data Standards and Quality
   • Ensure that all data elements within EASI are clearly and unambiguously defined and used consistently throughout the system.
   • Ensure that the data within the EASI framework is as complete and accurate as possible and complies with the agreed upon definitions.

2. Access and Security
   • Establish parameters for security and encryption of data uploads, data storage, user roles and access, privacy protection, and appropriate use of data.
   • Review and approve mechanisms (technical and procedural) for implementing the required security and access rights.
   • Establish guidelines for responding to requests for data access by various stakeholders, including school, district and college/university staff, education researchers, and the public.
3. Change Management and Prioritization
   - Propose enhancements to EASI, review enhancements proposed by other groups, and set priorities for the development of those enhancements.
   - Review and approve or deny any proposed changes to existing functionality, data definitions, access and security policies, etc.
4. Training and Communication
   - Establish guidelines for training of EASI users, and review and approve specific training plans.
   - Ensure adequate communication concerning EASI.
In each of these areas, the DMC shall develop policies and procedures for Board approval as appropriate.

Members of the Data Management Council include representatives from the Office of the State Board of Education, the Idaho Department of Labor, the Division of Career Technical Education, the Idaho Department of Education, public school districts, and public postsecondary institutions.

(7) Priority of Service for Veterans.

   (A) Describe how the State will implement the priority of service provisions for covered persons in accordance with the requirements of the Jobs for Veterans Act, codified at section 4215 of 38 U.S.C., which applies to all employment and training programs funded in whole or in part by the Department of Labor.
   (B) Describe how the State will monitor priority of service provisions for veterans.
   (C) Describe the triage and referral process for eligible veterans and other populations determined eligible to receive services from the Jobs for Veterans State Grants (JVSG) program’s Disabled Veterans’ Outreach Program (DVOP) specialist/Consolidated Position.

As outlined in Section (II)(a)(2) State Workforce Development Activities, the Jobs for Veterans State Grant program is operated by the Idaho Department of Labor (IDOL), which also administers all Title I-B and Title III programs, as well as Unemployment Insurance and Trade Adjustment Assistance programs. More information about the specific activities and services available through these programs are outlined in the Activities Analysis. Because these programs are administered by the same agency, the department has policies in place that ensure consistency in providing appropriate priority of service for veterans across all of these programs. This also ensures effective referrals and co-enrollment where appropriate. A copy of the department’s Priority of Service Policy can be found as an appendix to this modification.

Wagner-Peyser and Veteran State Plans both outline veterans’ priority of service and are also highlighted in the WIOA Title I-B Eligibility Technical Assistance Guide (TAG) for career planning staff throughout the state. Updates to the Wagner-Peyser and Veteran State Plans are included in this Combined State Plan under “Program Specific Requirements.”
The Idaho Department of Labor requires all American Job Center (AJC) managers attend the annual state veterans’ training where a significant amount of time is spent discussing priority of service for veterans and eligible spouses. These staff are able to share this information with partners within AJCs to ensure they have an understanding of the priority veteran customers reserve.

**Implementation and monitoring of the state’s Priority of Service Policy**

American Job Center staff are frequently reminded that Priority of Service (POS) for covered persons is mandated for any services funded entirely, or in part, by the USDOL. The most basic Priority of Service measure is extended to covered persons by notifying them that they are entitled to priority of service. Signage in Idaho’s AJCs informs covered persons that they have Priority of Service before non-covered persons and encourages them to identify themselves as veterans in the automated system and to office staff. This is also noted on the covered person’s registration. AJCs have incorporated a questionnaire into the front desk duties. This questionnaire is given to covered persons and helps staff determine the appropriate service and service provider. (See bulleted list below).

Historically, Idaho has not encountered any issues with providing priority to covered persons in these programs. However, if resources become scarce and more competitive, covered persons will be accepted before qualified non-veterans as noted in the Priority of Service policy as mentioned earlier.

The State Veterans’ Coordinator (SVC) provides quality control and ensures that Priority of Service processes and procedures are implemented. The SVC reviews the entire AJC office veterans’ operations, analyzing data on services and outcomes for veterans. The SVC provides a written report to Idaho management staff that evaluates the office’s implementation of priority of service measures.

Monthly veteran program meetings with local management and veteran staff are conducted on a statewide basis to review processes and identify necessary improvements in which Priority of Service is discussed. If necessary, process improvement or corrective action plans are developed.

Additionally, the state’s Recently Registered Veterans report is periodically reviewed. When an eligible person is identified, a DVOP sends an introductory email listing IDOL’s services, and the eligible person is encouraged to contact the DVOP for additional services. Otherwise, an ES staff member contacts them. The covered persons receive various informational handouts, resume assistance, job search strategies, and information on community resources. They are also provided a review of the veteran section of the IDOL web page showing a list of veterans services offered by IDOL. If a covered person does not qualify for DVOP services, an Employment Services staff member will review the covered person’s IdahoWorks registration.
In addition to the items listed on the previous page, the state has taken these additional steps to ensure priority of service for covered persons:

- Idaho has designated Local Veteran Employment Representatives (LVERs) and the Consolidated Positions to provide Priority of Service training in their local American Job Centers as often as needed. LVERs will also provide training to smaller offices that do not have a Jobs for Veterans State Grant (JVSG)-funded staff member.

- Signage is posted in all American Job Centers asking veterans to identify themselves to any local office staff.

- Front desk staff are instructed to ask the covered person to complete an intake form that lists all the Significant Barriers to Employment (SBEs) recognized by USDOL JVSG. Completion of this form helps to determine eligibility for DVOP services or if a referral to an Employment Services consultant is appropriate.

- All American Job Centers have pamphlets outlining the department’s promise to covered persons, including Priority of Service, how the state administers this preference, and other useful information.

- Recently separated veterans are the first priority in the referral of UI claimants for the RESEA program.

IDVR has a cooperative agreement with the U.S. Department of Veterans Affairs (VA) Veterans Readiness and Employment (VR&E) Program, the purpose of which is to ensure seamless, coordinated, and effective vocational rehabilitation services to Idaho’s veterans with disabilities and dependents with disabilities, improving cooperation and collaboration between the two agencies, avoiding duplication of services, improving inter-agency communication, and to establish staff cross-training opportunities.

(8) Addressing the Accessibility of the One-Stop Delivery System for Individuals with Disabilities. Describe how the One-Stop delivery system (including One-Stop center operators and the One-Stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. This also must include a description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State’s One-Stop center certification policy, particularly the accessibility criteria.

In order to fully address the various components of accessibility, this section is broken into four main topics:

- Internal policies and procedures that ensure compliance, accessibility, and effectiveness

- Training and professional development available to program staff and One-Stop staff
• Accommodations available to individuals with disabilities to ensure accessibility

• One-Stop Certification Policy

Policies and Procedures
All core and combined plan partners, in conjunction with the state's equal opportunity (EO) officer, work to maintain a Non-Discrimination Plan that provides a comprehensive set of actions to ensure that the American Job Centers in Idaho address the needs of customers with disabilities, to include the full array of available services. All of the state’s One-Stop centers comply with ADA Amendments Act (ADAAA) legislation to ensure access for persons with disabilities, providing for the most integrated setting practicable. The state’s facilities procurement process incorporates ADAAA guidelines to ensure access to new or renovated One-Stop center facilities.

The state’s EO officer works with the Idaho Department of Labor EO officer, who acts as the liaison with other units of the department such as the Disability Determinations Service and the Human Rights Commission, as well as other disability support organizations such as the Vocational Rehabilitation programs and the Council on Developmental Disabilities, to ensure policies are communicated and to foster these groups as resources for customers with disabilities.

American Job Center program service delivery staff provide individuals with disabilities special consideration for labor exchange services. WIOA Title I-B program policies consider an individual with disability as having a verifiable impediment to employment. The programs treat individuals with disabilities as a family of one in determining income for program eligibility, giving them an additional opportunity for participation in intensive and training services. Youth with disabilities are given the highest priority of service within Idaho's youth programs.

Through an earlier and very successful Disability Employment Initiative (DEI) grant, the Idaho Department of Labor facilitated the development of training to One-Stop staff across the state and laid a foundation of resources and practices for continuous improvement of services to and employment outcomes of individuals with disabilities. Through information and materials gathered from expert local and national sources, these efforts are sustained through publications such as the comprehensive job search handbook, Willing and Able: A Job Hunting Guide for Idahoans with Disabilities (link) and its subsequent companion handbook, Willing and Able: A Job Hunting Guide for Idaho Veterans with Disabilities (link). Disability etiquette guides, local resource flyers, referral information and other materials remain available to Idaho Department of Labor staff and are shared with other American Job Center program staff and other WIOA One Stop partners.

Despite the DEI grant's end, the knowledge imparted through various trainings and tools developed as a result of the grant continues to be the cornerstone of services to individuals with disabilities throughout the One-Stop system. This has resulted in improved coordination with,
and referral to partner services and community resources, enhanced understanding of the needs of those with disabilities and improved ability to develop employment opportunities. In addition, each AJC maintains at least one staff member who is well equipped to provide the unique level of support needed by individuals with disabilities seeking entry or re-entry into the workforce.

Idaho’s Vocational Rehabilitation programs also provide technical assistance where needed, and can provide or connect other core WIOA and partner programs to additional training available through national resources. A brief list of additional resources compiled by the Idaho Division of Vocational Rehabilitation is available below:

- National Clearinghouse of Rehabilitation Training Materials provides resources on accessibility to meet requirements of Section 508 (accessible electronic and information technology for federal agencies) of the Rehabilitation Act of 1973. [link]

- The ADA National Network Centers made up of ADA professionals and experts charged with assisting businesses, state and local governments, and people with disabilities as they manage the process of changing our culture to be user friendly to disability and the effect the variety of health conditions can have on society. Training on all aspects of the ADA is one of the major tasks of the Northwest ADA Center. [link]

- The Idaho affiliate of the Northwest ADA Center—Idaho is formerly known as the Idaho Task Force on the ADA. There are four partners in the ADA coalition composed of the three Idaho Centers for Independent Living (CIL) and a state coordinator.

- The Job Accommodation Network (JAN) is the leading source of free, expert, and confidential guidance on workplace accommodations and disability employment issues. Working toward practical solutions that benefit both employer and employee, JAN helps people with disabilities enhance their employability, and shows employers how to capitalize on the value and talent that people with disabilities add to the workplace. askjan.org

### Accessibility and Accommodations

All of Idaho’s eight comprehensive and affiliate American Job Centers are equipped with accessible computers built primarily with accessible peripherals and software to accommodate a variety of disabilities. Customers with disabilities can come to the centers during office hours and access center programs and information sources. And, with the Idaho Department of Labor’s transition to its new service delivery model, any customers with specific accommodations who finds that an advertised location, for some reason, does not meet their need, can rest assured that remote staff will meet them in a location that does. In addition, state policy requires all partner programs that provide services at the One-Stop centers do so in a manner that meets requirements of Section 188 affording programmatic and physical access to services.
Partner-provided services are also available to meet specific One-Stop customer needs. The One-Stop staff collaborate with the Commission and/or the Deaf and Hard of Hearing to obtain information for customers in Braille, tape or large print versions or access to the qualified Sign Language Interpreter directory.

As core partners, both the Commission and IDVR’s goal is to provide all individuals, regardless of disability, with equal access to its program. Individuals who have complaints or wish to provide input on accessibility issues associated with the Commission may contact the Administrator or the Rehabilitation Services Chief. Furthermore, if customers wish to report an issue related to the accessibility of the IDVR program, they may do so by submitting a complaint to IDVR’s Section 504 Coordinator via e-mail or written correspondence. Contact information is posted on the Division’s website. Complaints may also be sent to the Office of Civil Rights. Contact information is available at ed.gov/ocr. The Division conducts programmatic and physical accessibility evaluations of all regional offices for Section 188 compliance and is working to make its website accessible.

Through the Ticket to Work program, core WIOA partners have certified Work Incentives Benefits Practitioners to offer benefits counseling to participant ticketholders on how employment affects Social Security benefits.

To ensure appropriately service levels to those who need them, Idaho’s Governor requires all state agencies work to employ accessible web products and publications wherever possible. As a result, One-Stop programs administered by state agencies include alternative text capability to ensure clear communications regardless of the process utilized by the customer. The state EO officer coordinates with WIOA core partners to ensure alternative text and other appropriate information are included and in effect on electronic publications.

The State Workforce Development Council’s One-Stop certification policy includes annual physical and programmatic accessibility for individuals with disabilities. The certification criteria reference the ADA Checklist for Existing Facilities as recommended by the Northwest ADA Center. The full checklist is located here (link). The state’s EO office developed a checklist for programmatic accessibility along with an updated EO Survey. All WIOA funded programs are required to report annually to the state EO Officer the results of their physical and programmatic assessments and survey results which will better inform WIOA programs where accessibility improvements need to be made.
Addressing the Accessibility of the One-Stop Delivery System for Individuals who are English Language Learners. Describe how the One-Stop delivery system (including One-Stop center operators and the One-Stop delivery system partners) will ensure that each One-Stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials. Describe how English language learners will be made aware of the opportunity to enroll and/or co-enroll in all the core programs for which they are eligible.

The state workforce system provides a variety of services to those with limited English proficiency (LEP). Staff at Idaho American Job Centers have two primary means of providing language assistance: oral interpretation, either in person or via a telephone interpretation service such as the LanguageLink, or written translation. One-Stop staff receive training on how to use the LanguageLink as part of their initial staff training. At a minimum, LEP customers will be offered oral interpretation services to help them access and understand recipient programs. This service ranges from onsite interpreters for critical services provided to a high volume of LEP customers, to accessing assistance through commercially available telephonic interpretation services. Written translation, which is provided as necessary, can range from translation of an entire document to translation of a short description of the document. In addition, the Idaho Department of Labor’s website offers a Translate feature, in which users can select a language from up to nine options. All of the department’s webpages are then translated to that language while the user accesses the information.

The Idaho Department of Labor is the primary service provider and location manager of all comprehensive and affiliate American Job Center locations in Idaho. The Idaho Department of Labor maintains a comprehensive policy clarifying the Department’s responsibility for providing persons with limited English proficiency meaningful access to agency programs and services as required by Executive Order 13166, Title VI of the Civil Rights Act of 1964 and Section 188 of the Workforce Innovation and Opportunity Act. This policy not only includes instructions on reasonable steps to provide meaningful access, but it also describes potential discriminatory practices, staff training and processes for monitoring and complaints.

Alongside the agency’s policy for Serving Limited English Proficient customers are training materials and resources available for AJC staff. The resources include instructions and tips for using the LanguageLink service for interpretation services and process for agency translation requests. WIOA Title II providers also use the LanguageLink service to support limited English proficient students when needed. Alongside this service, staff members participate in professional development training on serving limited English proficient students.

In addition, with advance notice, core partners ICBVI and IDVR provide interpreter services for their clients and customers, in the customer’s preferred language, to meet their needs as they seek services. Both agencies utilize state contract providers for these services. In addition, IDVR also uses CTS LanguageLink to assist with real-time interpretation when advance notice is not provided. ICBVI has a staff member who is fluent in Spanish and provides assistance, when
IV. COORDINATION WITH STATE PLAN PROGRAMS. Describe the methods used for joint planning and coordination among the core programs, and with the required One-Stop partner programs and other programs and activities included in the Unified or Combined State Plan.

Description of the 2024 State Planning Process
For the 2024 WIOA Combined State Plan, the WDC convened several series of meetings and listening sessions across the state with goals to a) understand the effectiveness of the workforce system as it presently exists and b) collaborate with partners to identify gaps and plan strategic improvements. The effort began with five listening sessions that took place between June and September of 2023. The WIOA Advisory Group then pivoted from its usual advisory role and intensified its meeting schedule to twice monthly, where partners refined deliverables and developed the collaborative elements of the plan.

The WDC also hosted a joint meeting with both the WIOA Advisory Group and the One-Stop Committee on December 8th, 2023 to discuss the Economic and Workforce Analysis and the results from the listening sessions, as well as to develop focus areas based on that data. Partners discussed progress towards implementation of the 2020 WIOA Combined State Plan focus areas and noted successes, challenges, and changes.

Contents of this plan derive from findings by the WIOA Advisory Group and One-Stop Committee, along with ongoing input from employers, workforce partners, state agencies, and others. Core and partner program staff will continue to meet after the completion of the State Plan to implement the plan and explore and enhance best practices for connecting job seekers to employment and employers to well-trained candidates.

Meetings of the WIOA Advisory Group were posted in accordance with Idaho Open Meeting Law on Idaho’s Townhall website. The agendas specified which sections of the plan were going to be reviewed and updated.

The 2024 Combined WIOA State Plan was created through coordination and collaboration of all the strategic and core partners and the programs each partner represents (see section on initial state plan process below): Idaho Workforce Development Council, Idaho Commission on Aging, Idaho Commission for the Blind and Visually Impaired, Idaho Department of Labor, Idaho Division of Career Technical Education, and Idaho Division of Vocational Rehabilitation. It also includes input and contributions from: Idaho Department of Health and Welfare, Idaho Commission for Libraries, Easterseals-Goodwill, East Central Idaho Planning and Development Association dba Altura, and the Idaho Data Management Council.

Input from the public and other stakeholders was solicited as part of Idaho’s Public Comment Process. The comment period for the plan was available from February 1, 2024 through
February 22, 2024. The plan was housed on the Idaho Workforce Development Council’s website, with core and One-Stop partners including links to the plan on their own websites. Three reminder posts regarding the state plan which linked to the plan location and identified how to comment were posted on the WDC’s social media pages on Facebook and LinkedIn. The information was also shared statewide through both the Idaho Association of Counties and the Idaho Association of Cities and their respective membership.

**Inter-Agency Coordination**

The WIOA State Plan partners (known as the WIOA Advisory Group) developed the WIOA 2024 Combined State Plan between June 2023 and January 2024, with a public comment period held in February 2024. The Workforce Development Council’s executive director Wendi Secrist led the plan development process through a series of public meetings. This includes five listening sessions that were held in:

- Region II – Clearwater Economic Development Association
- Region VI – East-Central Idaho Planning and Development Association dba Altura
- Region IV – Region IV Development Association
- Various Regions – Workforce Development Council Members
- Region V – Southeast Idaho Council of Governments

Following the listening sessions, an all-day strategy session was held on December 8th, 2023 to develop the goals and strategies for the WIOA State Plan under the umbrella of the Council’s strategic plan which was approved on July 14, 2021. Over 20 representatives of the workforce system partners attended and contributed. The WDC provided facilitation for the session.

The following individuals, representing the partners participating in the WIOA Combined State Plan contributed to and were responsible for its program-specific content.

- **Idaho Workforce Development Council** – Wendi Secrist, Executive Director; Elaine Zabriskie, Project Coordinator; Matthew Thomsen, Business Partnership Manager. Council staff represented the State Workforce Board. Elaine Zabriskie coordinated meetings and provided editing support for group sections of the plan. Denise Hill, Management Assistant ensured that plan development complied with Idaho’s Open Meetings Law.

- **Idaho Commission on Aging** – Admir Selimovic, SCSEP Program Specialist. Admir represented the Combined Partner program of Senior Community Service Employment Program.

- **Idaho Commission for the Blind and Visually Impaired** - Mike Walsh, Rehabilitation Services Chief. Mike represented Title IV programs administered by the Commission. Nick Jorgensen, Business Analyst, edited ICBVI’s individual portions of the plan.

- **Idaho Department of Labor** – Kristyn Carr, Workforce & Commissions Administrator; Danilo Cabrera, Workforce Programs Administration, Bureau Chief; Rico Barrera,
Workforce Programs Administration, Grants/Contracts Officer; Craig Shaul, Communications & Research, Research Analyst Supervisor; Summer MacDonald, Workforce Programs Administration, Program Manager; Joshua McKenna, Unemployment Insurance/Benefits, Bureau Chief; and JoAnna Henry, Unemployment Insurance/Compliance, Bureau Chief. Kristyn and Rico represented all core and partner programs (except for Unemployment Insurance) administered by the Department, including Title I-B, Title III, Jobs for Veterans State Grant, and Trade Adjustment Assistance as the administrative entity and fiscal agent. Summer MacDonald represented the Title I-B programs as a service provider. Craig Shaul provided all of the updated labor market information in the economic and workforce analysis section of the plan. Joshua McKenna and JoAnna Henry represented input from the Unemployment Insurance program.

- **Idaho Career & Technical Education (IDCTE)** – Trevi Hardy, State Director for adult education and GED Administrator. Trevi serves as the State Plan Lead, represented Title II programs, and also provided a link to Perkins V programs via the Division (the Perkins program did not participate in the Plan, but is a close partner in the workforce development system).

- **Idaho Division of Vocational Rehabilitation** – Jane Donnellan, Administrator of Idaho Division of Vocational Rehabilitation; Teresa Pitt, Planning and Evaluation Manager; and Matt Markve, Program Evaluation Analyst. Teresa and Matt represented the Title IV general VR program administered by the Idaho Division of Vocational Rehabilitation.

Other WIOA partners, while not participating in the combined plan, contributed to the development of the state’s strategies and goals. They include:

- the Idaho Division of Career & Technical Education representing Perkins,
- the Idaho Commission for Libraries,
- Easterseals-Goodwill as state and federal service providers, respectively, for the Senior Community Service Employment Program, and
- East-Central Idaho Planning and Development Association dba Altura as a local workforce development board.

V. COMMON ASSURANCES (for all core programs)

<table>
<thead>
<tr>
<th>The Unified or Combined State Plan must include assurances that:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts;</td>
</tr>
</tbody>
</table>
2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes;

3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs;

4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administering the core programs, required One-Stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public;

(b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board;

5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities;

6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3);

7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable;

8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program;
<table>
<thead>
<tr>
<th></th>
<th>The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs;</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>The State has a One-Stop certification policy that ensures the physical and programmatic accessibility of all One-Stop centers with the Americans with Disabilities Act of 1990 (ADA);</td>
</tr>
<tr>
<td>11.</td>
<td>Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and</td>
</tr>
<tr>
<td>12.</td>
<td>Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor.</td>
</tr>
</tbody>
</table>