

IDAHO

WORKFORCE INNOVATION AND OPPORTUNITY ACT

COMBINED STATE PLAN

Modification

for PY2026 and PY2027

OVERVIEW

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.

How State Plan Requirements Are Organized.

The major content areas of the Combined State Plan include strategic and operational planning elements. WIOA separates the strategic and operational elements to facilitate cross-program strategic planning.

- 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.

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.

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.*

- Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (20 U.S.C. 2301 et seq.)*
- 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.))*

- 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.))*

(b) **Plan Introduction or Executive Summary.** *The Unified or Combined State Plan may include an introduction or executive summary. This element is optional.*

No narrative is included for this optional element.

II STRATEGIC ELEMENTS

The 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); 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 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 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.

Analysis conducted by the Idaho Department of Labor.

This must include—

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

Over the past decade, Idaho's total private employment has grown by 37.4% and total nonfarm employment (private + public) has grown by 32.2%, ranking it in the top 5 states for percentage of total employment growth. Table 1 presents total employment by industry and growth over the past 10 years, which provides insight into existing employment demand. Appendix 1 provides industry definitions. In terms of overall employment numbers, health care and social assistance, retail trade, and accommodation and food services continue to dominate the employment landscape. However, in terms of employment growth, construction grew significantly with a growth rate of over 100%. Apart from construction, professional, scientific, and technical services (67.7%) and arts entertainment, and recreation (61.9%) have experienced high growth over the past decade. Retail trade has not been growing as fast as most other sectors yet still employs many Idahoans. Information is the only

negative growth industry with less employment in 2024 as compared to 2014. In terms of existing demand, focusing on the high growth industries will be beneficial.

Table 1: Idaho's Private Employment and Growth by Industry

Industry	2014	2024	2014-2024 Difference	Growth
Mining and Logging	3,900	4,200	300	7.7%
Construction	35,800	71,800	36,000	100.6%
Manufacturing	61,500	75,600	14,100	22.9%
Durable Goods	35,900	42,800	6,900	19.2%
Non-Durable Goods	25,500	32,800	7,300	28.6%
Trade, Transportation, and Utilities	129,500	164,200	34,700	26.8%
Wholesale Trade	27,000	36,000	9,000	33.3%
Retail Trade	80,000	94,400	14,400	18.0%
Transportation, Warehousing, and Utilities	22,400	33,800	11,400	50.9%
Information	9,300	9,100	(200)	-2.2%
Financial Activities	32,200	41,500	9,300	28.9%
Finance and Insurance	24,800	30,000	5,200	21.0%
Real Estate and Rental and Leasing	7,500	11,500	4,000	53.3%
Professional and Business Services	81,900	110,200	28,300	34.6%
Professional, Scientific, and Technical Services	31,900	53,500	21,600	67.7%
Management of Companies and Enterprises	6,100	8,600	2,500	41.0%
Administrative and Support and Waste Management and Remediation Services	43,900	48,100	4,200	9.6%
Private Education and Health Services	93,100	135,800	42,700	45.9%
Private Educational Services	10,700	16,400	5,700	53.3%
Health Care and Social Assistance	82,500	119,400	36,900	44.7%
Leisure and Hospitality	65,900	94,200	28,300	42.9%
Arts, Entertainment, and Recreation	9,700	15,700	6,000	61.9%
Accommodation and Food Services	56,200	78,500	22,300	39.7%
Other Services	22,600	29,300	6,700	29.6%
Total Private Employment	535,700	736,000	200,300	37.4%
Total Nonfarm Employment	653,800	864,200	210,400	32.2%

Source: U.S. Bureau of Labor Current Employment Statistics (CES).

Table 2 provides a snapshot of public sector employment in Idaho. Government employs many Idahoans, particularly local government. While overall government employment has increased, Table 5 will provide more context with respect to emerging demand. Federal

employment grew the most between 2014 and 2024, although it is likely that this number will decrease in 2025 given federal government reforms under the Trump Administration. State and local government employment have grown at a more moderate pace.

Table 2: Idaho’s Public Sector Employment

	2014	2024	2014-2024 Difference	Growth
Government	118,200	128,200	10,000	8.5%
Federal Government	12,300	14,400	2,100	17.1%
State Government	29,000	31,400	2,400	8.3%
Local Government	76,800	82,300	5,500	7.2%
Total Nonfarm Employment	653,800	864,200	210,400	32.2%

Source: U.S. Bureau of Labor Current Employment Statistics (CES).

In addition, Lightcast provides analysis of job postings online. Figure 1 shows a snapshot of jobs posted over the past year by industry and the posting intensity. Note this analysis is limited to jobs that are posted online – not all industries post jobs online to the same extent so this analysis will be limited. Health care and social assistance has the most unique postings and the highest posting intensity, followed by retail trade and manufacturing. This trends with the fact that these three industries employ the most people in Idaho -and will always have employment demand; however, they are not the fastest growing industries in Idaho.

Figure 1: Top Industries in Idaho Oct 2024 – Sep 2025

Industry	Total/Unique (Oct 2024 - Sep 2025)	Posting Intensity	Median Posting Duration
Health Care and Social Assistance	102,297 / 27,964	4 : 1	26 days
Retail Trade	62,580 / 19,719	3 : 1	27 days
Manufacturing	45,800 / 16,598	3 : 1	26 days
Finance and Insurance	35,372 / 16,068	2 : 1	24 days
Professional, Scientific, and Technical Services	35,256 / 15,836	2 : 1	24 days
Administrative and Support and Waste Management and Remediation Services	27,085 / 8,000	3 : 1	24 days
Wholesale Trade	20,880 / 7,953	3 : 1	28 days
Accommodation and Food Services	23,105 / 7,855	3 : 1	27 days
Educational Services	21,540 / 7,076	3 : 1	30 days
Construction	15,494 / 6,364	2 : 1	31 days

Source: The Conference Board-Lightcast Help Wanted OnLine 2025.

Table 3 examines how much the different industries and sectors contributed to Idaho’s gross domestic product (GDP) in 2014 and 2024 (using current U.S. dollars). In 2024, real estate, rental, and leasing industry contributed the most to Idaho’s GDP, followed by professional and business services (a supersector, which includes professional, scientific, and technical services), and government. While employment

in construction and arts, entertainment, and recreation (a subset of the leisure and hospitality supersector) have seen high real growth, their contribution to Idaho's GDP is not as high, but has grown the most over the past decade.

Table 3: Industry contribution to Idaho's GDP

Industry / Supersector	2014 GDP (Adj. to 2024 \$)	2014 Rank	2024 GDP (2024 \$)	2024 Rank	Real Growth (2014–2024)
Real estate and rental and leasing	\$11,182,100,000	1	\$19,740,200,000	1	76.50%
Professional and business services	\$7,649,800,000	4	\$14,603,800,000	2	90.90%
Government	\$10,832,500,000	2	\$13,674,800,000	3	26.20%
Manufacturing	\$8,967,700,000	3	\$11,143,000,000	4	24.30%
Health care and social assistance	\$6,558,200,000	6	\$11,089,600,000	5	69.10%
Retail trade	\$6,654,800,000	5	\$10,360,800,000	6	55.70%
Wholesale trade	\$5,049,800,000	7	\$8,981,900,000	7	77.80%
Construction	\$4,002,200,000	9	\$8,477,500,000	8	111.90%
Leisure and hospitality	\$2,653,800,000	10	\$5,539,000,000	9	108.70%
Agriculture, forestry, fishing and hunting	\$5,017,900,000	8	\$5,153,300,000	10	2.70%
Transportation and warehousing	\$2,386,300,000	11	\$3,802,700,000	11	59.30%
Information	\$1,786,000,000	12	\$3,153,700,000	12	76.60%
Other services (except government)	\$1,576,600,000	15	\$2,588,400,000	13	64.20%
Utilities	\$1,671,100,000	14	\$1,797,700,000	14	7.60%
Mining, quarrying, and oil and gas extraction	\$1,787,600,000	13	\$1,648,000,000	15	-7.80%
Educational services	\$657,500,000	16	\$1,112,900,000	16	69.30%

Source: U.S. Bureau of Economic Analysis, Regional Data: GDP, July 1, 2025.

Compared to 2014, government was ranked second and is now ranked third. The government sector saw low real GDP growth and experienced a declining share of employment. Similarly, manufacturing has fallen from third to fourth and saw low real GDP growth. Agriculture, forestry, fishing and hunting (fueled by farms) and mining, quarrying, and oil and gas extraction (fueled by mining), both experienced very low or negative real GDP growth.

Industry Analysis: Emerging Demand Industry Sectors

Over the past 10 years, there has been a shift in the *share* of private employment in certain industries. Table 4 analyzes the share of private employment by dividing industry employment by the total private employment in the given year highlighting the relative importance of industries. This analysis can help us better understand the emerging demand industry areas. Consistent with the existing demand analysis,

construction has increased its share of private employment and will likely continue being a demand industry/ supersector. Another supersector with emerging demand is private education and health services, particularly employment in health care and social assistance, reflecting sustained demand. While the professional and business services supersector has seen an overall decline in employment share, professional, scientific, and technical services has grown and is an emerging demand industry. Industries that are declining in employment shares are retail trade, administrative and support and waste management and remediation services, and manufacturing. Declines in manufacturing as a share of total private employment over the past structural changes in the economy and faster growth in other industries rather than an absence of future opportunity. Recent and anticipated investments in advanced manufacturing, nuclear energy, and domestic mineral extraction points to concentrated demand for highly skilled workers.

Table 4: Share of Total Private Employment in 2014 and 2024 by Industry

Industry	Share of 2014 private employment	Share of 2024 private employment	Difference
Mining and Logging	0.7%	0.6%	-0.2%
Construction	6.7%	9.8%	3.1%
Manufacturing	11.5%	10.3%	-1.2%
Durable Goods	6.7%	5.8%	-0.9%
Non-Durable Goods	4.8%	4.5%	-0.3%
Trade, Transportation, and Utilities	24.2%	22.3%	-1.9%
Wholesale Trade	5.0%	4.9%	-0.1%
Retail Trade	14.9%	12.8%	-2.1%
Transportation, Warehousing, and Utilities	4.2%	4.6%	0.4%
Information	1.7%	1.2%	-0.5%
Financial Activities	6.0%	5.6%	-0.4%
Finance and Insurance	4.6%	4.1%	-0.6%
Real Estate and Rental and Leasing	1.4%	1.6%	0.2%
Professional and Business Services	15.3%	15.0%	-0.3%
Professional, Scientific, and Technical Services	6.0%	7.3%	1.3%
Management of Companies and Enterprises	1.1%	1.2%	0.0%
Administrative and Support and Waste Management and Remediation Services	8.2%	6.5%	-1.7%
Private Education and Health Services	17.4%	18.5%	1.1%
Private Educational Services	2.0%	2.2%	0.2%

Industry	Share of 2014 private employment	Share of 2024 private employment	Difference
Health Care and Social Assistance	15.4%	16.2%	0.8%
Leisure and Hospitality	12.3%	12.8%	0.5%
Arts, Entertainment, and Recreation	1.8%	2.1%	0.3%
Accommodation and Food Services	10.5%	10.7%	0.2%
Other Services	4.2%	4.0%	-0.2%

Source: U.S. Bureau of Labor Current Employment Statistics (CES).

With respect to government employment, Table 5 shows total employment in government divided by the total nonfarm employment for the given year. Across the board, the share of government employment has declined. While government remains a key employer, it is not an emerging growth area. The share of local government employment (which includes public education teachers) has decreased the most from 2014 to 2024. As mentioned previously, in 2025, it is likely that federal and state government shares will also decline more sharply.

Table 5: Share of Government Employment in 2014 and 2024

	Share of 2014 employment	Share of 2024 employment	Difference
Government	18.1%	14.8%	-3.2%
Federal Government	1.9%	1.7%	-0.2%
State Government	4.4%	3.6%	-0.8%
Local Government	11.7%	9.5%	-2.2%

Source: U.S. Bureau of Labor Current Employment Statistics (CES).

Idaho’s Department of Labor releases industry projections every two years. Table 6 shows that construction is projected to be the highest growing industry, followed by health care and social assistance and durable goods manufacturing. Apart from manufacturing, which considers future projected jobs, this is consistent with what the current data is showing in terms of emerging industries. Government employment is included in the industry analysis and is a part of the relevant industry (such as educational services and health care and social assistance).

Table 6: Projected Public and Private Employment by Major Industry Sector for 2022-2032

Industry	Employment		Share of Total		Projected Growth	
	2022	2032	2022	2032	Number	Percentage
Total Employment	875,946	996,885	100.00%	100.00%	120,939	13.80%
Self Employed & Unpaid Family	56,738	57,500	6.50%	5.80%	762	1.30%
Goods Producing	163,759	193,080	18.70%	19.40%	29,321	17.90%
Natural Resources & Mining	26,769	28,690	3.10%	2.90%	1,921	7.20%
Agriculture, Forestry, Fishing & Hunting	23,929	25,670	2.70%	2.60%	1,741	7.30%

Industry	Employment		Share of Total		Projected Growth	
	2022	2032	2022	2032	Number	Percentage
Mining	2,840	3,020	0.30%	0.30%	180	6.30%
Construction	64,237	80,700	7.30%	8.10%	16,463	25.60%
Manufacturing	72,753	83,690	8.30%	8.40%	10,937	15.00%
<i>Durable Goods Manufacturing</i>	32,612	39,650	3.70%	4.00%	7,039	21.60%
<i>Nondurable Goods Manufacturing</i>	40,142	44,040	4.60%	4.40%	3,899	9.70%
Service Producing	655,449	746,305	74.80%	74.90%	90,856	13.90%
Utilities	3,788	4,100	0.40%	0.40%	312	8.20%
Wholesale Trade	34,268	38,300	3.90%	3.80%	4,032	11.80%
Retail Trade	94,558	103,500	10.80%	10.40%	8,942	9.50%
Transportation and Warehousing	30,587	36,075	3.50%	3.60%	5,488	17.90%
Information	9,907	10,650	1.10%	1.10%	743	7.50%
Financial Activities	39,321	43,780	4.50%	4.40%	4,459	11.30%
Professional and Business Services	105,871	119,600	12.10%	12.00%	13,729	13.00%
Educational Services	66,572	76,950	7.60%	7.70%	10,378	15.60%
Health Care and Social Assistance	114,057	139,600	13.00%	14.00%	25,543	22.40%
Leisure and Hospitality	89,969	102,450	10.30%	10.30%	12,481	13.90%
Other Services (except Government)	21,474	24,800	2.50%	2.50%	3,326	15.50%
Public Administration	45,078	46,500	5.10%	4.70%	1,422	3.20%

Source: Idaho Department of Labor, April 2024 <https://lmi.idaho.gov/data-tools/occupational-industry-projections/>.

Overall, when looking at existing and emerging demand in industries, the following industries should be focused on: (1) construction, (2) health care and social assistance, (3) professional, scientific, and technical services. Even though the overall employment numbers may seem low, and the share of employment is not changing, the leisure and hospitality supersector has grown over the past decade and will likely continue to grow as Idaho grows and transitions from a resource-based economy to a skills-based economy, driven by more diverse industries. The arts, entertainment, and recreation industry has grown rapidly in the past decade, and the accommodation and food services industry continues to employ many Idahoans.

In addition, Idaho is benefitting from several large-scale investments in advanced manufacturing, nuclear energy, and domestic mineral extraction. These efforts align with national initiatives to expand domestic production of semiconductors, mining, and nuclear energy, including the Tech Hubs programs established under the CHIPS and Science Act. To fully realize these investments, Idaho must expand its construction and skilled trades workforce, while simultaneously building technician and engineering programs. The Workforce Development Council is facilitating the development of a talent pipeline by convening employers, trade unions, and education and training providers to support these projects.

Occupations Analysis: Existing Demand in Occupations

When considering occupations, there is considerable overlap with the industry analysis; however, many occupations cross industries. Table 7 presents total employment by occupation in 2014 and 2024 and is sorted by growth rate. Healthcare support occupations experienced the highest growth (105.4%) over the past decade. Other occupations with high demand are management (85.9%), business and financial operations (83.8%), and construction and extraction (81.3%). When looking at the overall numbers, office and administrative support occupations continues to employ the most Idahoans, but this occupation has grown at a much lower rate, 11.7%.

Table 7: Employment by Occupation at the two-digit level in 2014 and 2024

Occupational Group	2014	2024	Difference	Growth
Healthcare Support Occupations	17,780	36,520	18,740	105.4%
Management Occupations	33,180	61,680	28,500	85.9%
Business and Financial Operations Occupations	22,320	41,030	18,710	83.8%
Construction and Extraction Occupations	30,220	54,780	24,560	81.3%
Transportation and Material Moving Occupations	42,310	72,580	30,270	71.5%
Computer and Mathematical Occupations	12,190	18,770	6,580	54.0%
Healthcare Practitioners and Technical Occupations	34,340	48,840	14,500	42.2%
Legal Occupations	3,830	5,420	1,590	41.5%
Installation, Maintenance, and Repair Occupations	26,790	37,020	10,230	38.2%
Building and Grounds Cleaning and Maintenance Occupations	20,660	28,180	7,520	36.4%
Food Preparation and Serving Related Occupations	55,970	73,240	17,270	30.9%
Architecture and Engineering Occupations	11,800	15,180	3,380	28.6%
Life, Physical, and Social Science Occupations	9,710	11,870	2,160	22.2%
Production Occupations	41,830	48,140	6,310	15.1%
Protective Service Occupations	12,950	14,880	1,930	14.9%
Arts, Design, Entertainment, Sports, and Media Occupations	8,140	9,180	1,040	12.8%
Education, Training, and Library Occupations	39,990	44,930	4,940	12.4%
Office and Administrative Support Occupations	101,340	113,220	11,880	11.7%
Sales and Related Occupations	64,320	71,180	6,860	10.7%
Personal Care and Service Occupations	19,840	19,970	130	0.7%
Community and Social Service Occupations	12,810	12,780	-30	-0.2%
Farming, Fishing, and Forestry Occupations	5,830	5,520	-310	-5.3%
All Occupations	628,140	844,910	216,770	34.5%

Source: U.S. Bureau of Labor Statistics Occupations, Employment and Wages Statistics.

When looking at Lightcast's top posted occupations (at the four-digit level), it follows a similar trend. Figure 2 shows that jobs for registered nurses were the most posted, followed by driver/sales workers and truck drivers and retail salespersons. Similarly to industries, certain occupations that do not hire through online job posts, are underrepresented here. This likely includes construction-related occupations.

Figure 2: Top Posted Occupations (4-digit SOC level) in Idaho Oct 2024 – Sep 2025

Occupation (SOC)	Total/Unique (Oct 2024 - Sep 2025)	Posting Intensity	Median Posting Duration
Registered Nurses	34,252 / 7,372	5 : 1	26 days
Driver/Sales Workers and Truck Drivers	16,107 / 6,166	3 : 1	29 days
Retail Salespersons	18,954 / 5,852	3 : 1	29 days
Sales Representatives, Wholesale and Manufacturing	12,513 / 4,849	3 : 1	28 days
Laborers and Material Movers	13,837 / 4,615	3 : 1	28 days
Customer Service Representatives	12,888 / 4,099	3 : 1	24 days
First-Line Supervisors of Sales Workers	9,745 / 3,470	3 : 1	25 days
Software and Web Developers, Programmers, and Testers	7,365 / 3,442	2 : 1	23 days
Building Cleaning Workers	9,061 / 3,401	3 : 1	31 days
Marketing and Sales Managers	7,609 / 3,339	2 : 1	24 days

Source: The Conference Board-Lightcast Help Wanted OnLine 2025.

Occupations Analysis: Emerging Demand in Occupations

Along with industry projections, the Idaho Department of Labor produces long-term occupational projections every two years. Table 8 is linked to Table 6 and projects occupations that are linked to industry projections. Based on this, construction and extraction occupations are projected to grow the most, followed by healthcare support occupations and healthcare practitioners and technical occupations.

Table 8: Projected employment by major occupation group for 2022-2032

Occupational Code and Title	Employment		Change, 2022-2032	
	2022	2032	Number	Percentage
Total, All Occupations	901,235	1,029,742	128,507	14.3%
Management Occupations	54,119	63,633	7,555	14.0%
Business and Financial Operations Occupations	34,552	39,131	2,691	7.8%
Computer and Mathematical Occupations	17,385	20,496	1,972	11.3%
Architecture and Engineering Occupations	15,382	18,302	2,502	16.3%
Life, Physical, and Social Science Occupations	11,493	12,767	149	1.3%
Community and Social Service Occupations	13,088	15,695	1,780	13.6%
Legal Occupations	5,296	5,953	261	4.9%
Education, Training, and Library Occupations	46,281	53,869	6,810	14.7%

Arts, Design, Entertainment, Sports, and Media Occupations	12,490	14,430	1,482	11.9%
Healthcare Practitioners and Technical Occupations	46,924	57,822	8,742	18.6%
Healthcare Support Occupations	37,557	47,491	7,165	19.1%
Protective Service Occupations	14,039	14,803	254	1.8%
Food Preparation and Serving Related Occupations	71,261	79,417	10,430	14.6%
Building and Grounds Cleaning and Maintenance Occupations	30,317	34,287	4,162	13.7%
Personal Care and Service Occupations	17,961	22,241	3,323	18.5%
Sales and Related Occupations	127,741	139,250	5,847	4.6%
Office and Administrative Support Occupations	110,954	115,736	13,155	11.9%
Farming, Fishing, and Forestry Occupations	11,137	11,672	1,854	16.6%
Construction and Extraction Occupations	67,045	83,362	18,384	27.4%
Installation, Maintenance, and Repair Occupations	38,955	45,104	5,166	13.3%
Production Occupations	52,897	58,888	8,533	16.1%
Transportation and Material Moving Occupations	64,361	75,393	7,749	12.0%

Source: Idaho Department of Labor, April 2024 <https://lmi.idaho.gov/data-tools/occupational-industry-projections/>.

Another projected high growing employment area is personal care and service occupations. This occupational group includes animal care and service workers, entertainment attendants, funeral service workers, personal appearance workers, baggage portages, bellhops, and concierges, tour and travel guides, childcare workers, personal care aides, recreation and fitness workers, and residential advisors. As Idaho’s population and wages (and disposable income) grow, it’s natural that employment in this occupational group also grows.

Impact of AI on Industry and Occupations

Artificial intelligence (AI) is poised to transform employment across all industries, automating repetitive tasks, augmenting human capabilities and productivity, and creating new roles. While it is too early to clearly understand how AI will change employment in Idaho, the transition is happening and it’s important to keep this aspect in mind when designing workforce programs. The labor market five years from now has the potential to look very different to how it does today due to AI’s potential. The specific impacts will vary significantly by industry and will depend on how the sector adopts and adapts AI technology. The five industries AI is impacting the most (not necessarily through job reductions) in 2025¹ are healthcare, financial services, information, manufacturing, and education. The occupations at the highest risk of being displaced² are the ones that have a high degree of automation:

¹ Brenner, M. Five Industries Where AI Is Having an Impact Today. Aug 6, 2025. <https://www.workday.com/en-us/perspectives/ai/5-industries-where-ai-is-having-an-impact-today.html>.

² How Will AI Affect the Global Workforce? Aug 13, 2025. <https://www.goldmansachs.com/insights/articles/how-will-ai-affect-the-global-workforce>.

computer programmers, accountants and auditors, legal and administrative assistants, customer service representatives, telemarketers, proofreaders and copy editors, and credit analysts.

While AI, particularly generative AI, is impacting early-career software development and customer support jobs³, it's thought that AI will not be able to recreate the interpersonal skills that are valuable in building relationships and creating culture that enable success in workplace. AI will not be able to provide hospitality and experiences. While AI may replace some jobs, it will create new jobs, which will require the workforce to adapt and re/upskill to be AI literate. Data from LinkedIn's Economic Graph shows a 70% year-on-year rise in job postings requiring AI literacy, highlighting the demand for this skill.

Recent studies⁴, using predictive analysis, find that there is more potential for AI to influence white-collar or professional jobs, which require high levels of education, while the least exposed occupations tend to be physical and/or outdoor occupations, which involve manual labor. They also find that, on average, urban areas are more highly exposed to AI than rural areas.

Employers' Employment Needs

The needs and concerns of employers are important indicators of current and future labor market needs. Unfortunately, no government agency publishes data highlighting concerns and needs of employers. Considering this data gap, the Idaho Department of Labor produces the Idaho Business Climate Survey, which allows for the collection of multiple data points – from current business concerns to projected future needs. Table 9 highlights the top business concerns for Idaho employers and their change from 2023 to 2024. Concerns involving labor (supply or cost of workers and high labor turnover) were the largest concern for employers in both years but decreased in share from 2023 to 2024. Taxes, regulations, or other public policies, economic uncertainty, and declining demand were the concerns that grew the largest year over year.

Table 9: Top business concerns, 2023 and 2024

Top Business Concerns	2023	2024	Year over Year Change
Supply or Cost of Workers	31.30%	30.50%	- 0.80%
High Labor Turnover	22.20%	16.27%	- 5.93%
Economic Uncertainty	15.70%	18.31%	2.61%
Supply or Cost of Non-Labor Inputs	11.50%	7.46%	- 4.04%
Taxes, Regulations, or Other Public Policies	9.40%	14.24%	4.84%
Other	4.80%	5.76%	0.96%
Declining Demand	4.10%	6.10%	2.00%

³ Brynjolfsson, E. et al. Canaries in the Coal Mine? Six Facts about the Recent Employment Effects of Artificial Intelligence. Aug 26, 2025. https://digitaleconomy.stanford.edu/wp-content/uploads/2025/08/Canaries_BrynjolfssonChandarChen.pdf.

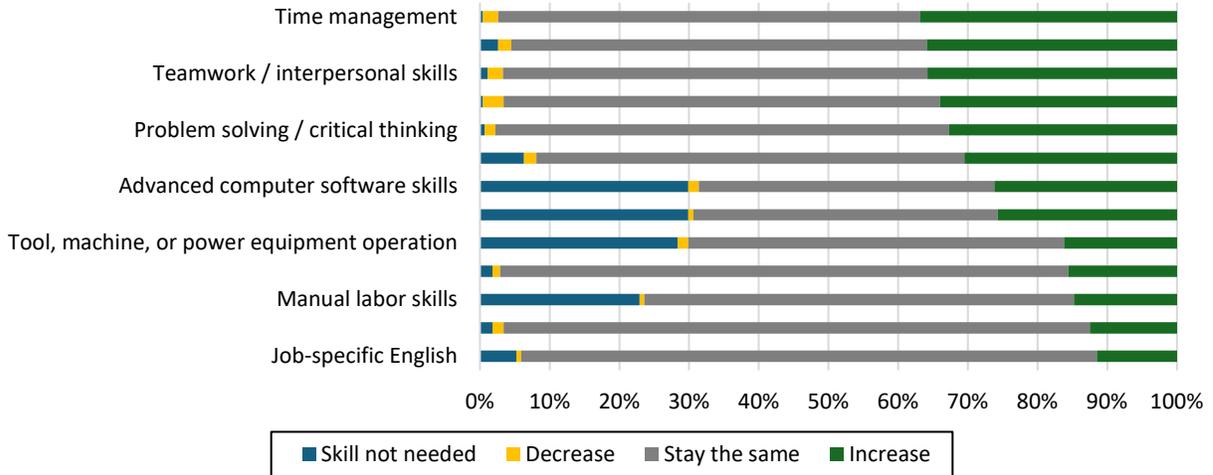
⁴ Felten, E., Raj, M., & Seamans, R. (2021). Occupational, industry, and geographic exposure to artificial intelligence: A novel dataset and its potential uses. *Strategic Management Journal*, 42(12), 2195–2217. <https://doi.org/10.1002/smj.3286>.

Declining Productivity	1.10%	1.36%	0.26%
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Source: Idaho Business Climate Survey, 2024.

The Idaho Business Climate Survey also asks questions to assess the current and future need for selected skills. As shown in Figure 3, the skills with the highest projected growth (green bar) from Idaho employers are concentrated in soft skills and social skills. Social and soft skills are useful in almost all industries, highlighted by the elevated demand compared to more specialized skills like manual labor skills or advanced computer software skills.

Figure 3: Expected Need for Skills, 2024



Source: Idaho Business Climate Survey, 2024.

In addition, like Figure 2, Lightcast also provides a list of the top posted occupations using the ONET classification, along with the median duration and how many times the job is posted. This can provide an overview of the top needs of employers in Idaho (based on what is posted online) but may also skew towards jobs with high turnover rates and require frequent replacement (such as retail jobs). Figure 4 provides this list from Oct 2024 – Sept 2025. Registered nurses and retail salespersons top the list.

Figure 4: Top Posted Occupations (ONET) in Idaho

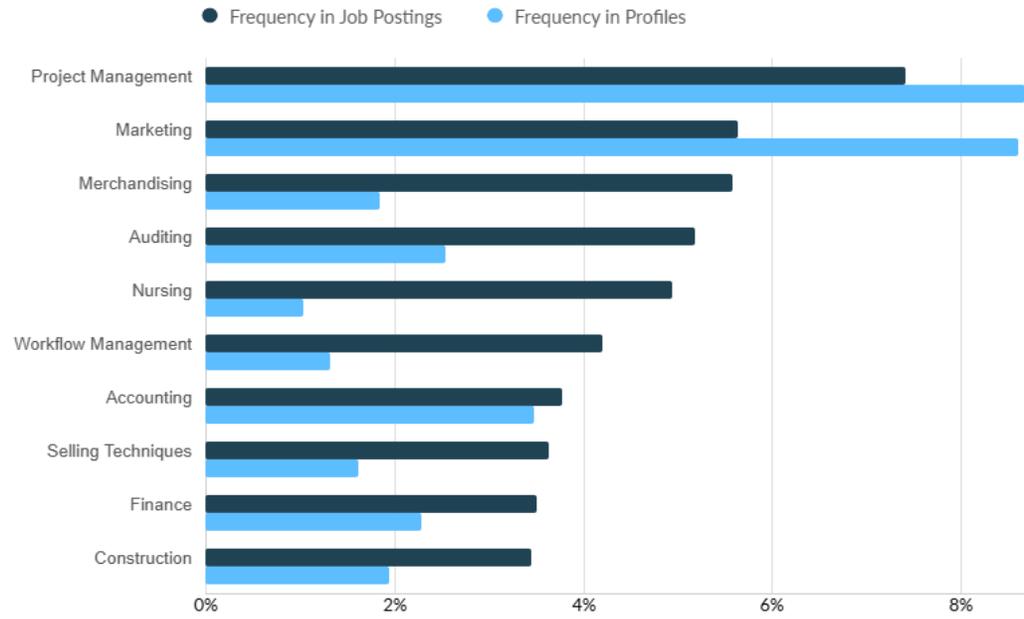
Occupation (O*NET)	Total/Unique (Oct 2024 - Sep 2025)	Posting Intensity	Median Posting Duration
Registered Nurses	30,381 / 6,900	4 : 1 	26 days
Retail Salespersons	19,120 / 5,795	3 : 1 	29 days
Customer Service Representatives	13,035 / 4,077	3 : 1 	24 days
Heavy and Tractor-Trailer Truck Drivers	10,018 / 4,030	2 : 1 	31 days
First-Line Supervisors of Retail Sales Workers	9,211 / 3,183	3 : 1 	25 days
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	7,561 / 2,979	3 : 1 	26 days
Medical and Health Services Managers	6,928 / 2,773	2 : 1 	24 days
Software Developers	5,453 / 2,572	2 : 1 	22 days
Personal Care Aides	6,156 / 2,336	3 : 1 	30 days
General and Operations Managers	5,551 / 2,311	2 : 1 	25 days

Source: The Conference Board-Lightcast Help Wanted OnLine 2025.

Lightcast also provides insights into the supply and demand of relevant skills by comparing the frequency of skills present in job postings against skills present in today’s workforce. Along with employer job posting analytics, Lightcast scans online resumes and profiles that have been updated within the last three years. For this analysis, the timeframe has been set to the past year (Oct 2024-Oct 2025). Figure 5 presents specialized skills and the projected⁵ skill growth. Skill projections provide a national estimate of demand for skills 2-years in the future (this is not Idaho specific). Nursing and business-related skills top the list.

Figure 5: Top Specialized Skills in Idaho

⁵ Learn more about Lightcast’s skill projections here: <https://kb.lightcast.io/en/articles/8496296-what-are-lightcast-skill-projections>



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Project Management	17,464	7%	54,279	9%	+19.8%	Rapidly Growing
Marketing	13,297	6%	53,850	9%	+23.0%	Rapidly Growing
Merchandising	13,170	6%	11,591	2%	+15.0%	Growing
Auditing	12,223	5%	15,911	3%	+21.8%	Rapidly Growing
Nursing	11,668	5%	6,501	1%	+20.1%	Rapidly Growing
Workflow Management	9,911	4%	8,251	1%	+18.0%	Growing
Accounting	8,917	4%	21,750	3%	+24.0%	Rapidly Growing
Selling Techniques	8,575	4%	10,158	2%	-1.2%	Lagging
Finance	8,281	4%	14,334	2%	+27.3%	Rapidly Growing
Construction	8,152	3%	12,159	2%	+10.5%	Growing

Source: Lightcast 2025.

Table 10 provides insight into the top 15 specialized skills by projected skill growth in Idaho for September 2025. Specialized skills with the highest projected growth are concentrated in data and financial skills, with automation, which includes AI, topping the list.

Table 10: Specialized Skills by Projected Skill Growth, September 2025

Skills	Postings	% of Total Postings	Projected Skill Growth
Automation	551	2%	30.5%
Restaurant Operation	482	2%	28.0%
Finance	834	4%	27.3%
Process Improvement	859	4%	27.0%

Computer Science	595	3%	26.8%
Data Analysis	796	4%	25.8%
Scalability	435	2%	25.2%
Accounting	820	4%	24.0%
Continuous Improvement Process	710	3%	23.4%
Marketing	1,216	5%	23.0%
Customer Relationship Management	743	3%	22.1%
Auditing	1,284	6%	21.8%
Cash Register	466	2%	21.4%
Nursing	1,204	5%	20.1%
Billing	636	3%	20.0%

Source: Lightcast 2025.

Figure 6 reveals the top qualifications that employers are looking for in Idaho. After a valid driver’s license, registered nurse (RN) is the second most sought after qualification. Most of the top qualifications demanded by employers are in the healthcare space. This correlates to the fact that the health care industry is the largest employer in Idaho, but these qualifications may overrepresent the health care space as this industry relies more heavily on online methods to recruit workers.

Figure 6: Top Qualifications (demand-side) in Idaho

Qualification	Postings with Qualification
Valid Driver’s License	27,282
Registered Nurse (RN)	12,147
Basic Life Support (BLS) Certification	10,747
Cardiopulmonary Resuscitation (CPR) Certification	5,827
Advanced Cardiovascular Life Support (ACLS) Certification	3,568
Commercial Driver’s License (CDL)	3,228
First Aid Certification	3,131
Licensed Practical Nurse (LPN)	2,932
Certified Nursing Assistant (CNA)	2,490
American Red Cross (ARC) Certification	2,370

Source: Lightcast 2025.

Overall, the supply and cost of workers remain a top concern for employers, and there’s a growing need for soft skills and specialized business skills in the workforce.

Summary: Economic Analysis

Idaho has experienced strong and sustained labor market growth over the past decade, ranking among the top five states nationally for employment growth. While health care and social assistance, retail trade, and accommodation and food services remain the largest employers, the fastest growth has occurred in construction—where employment more than doubled—along with professional, scientific, and technical services and arts, entertainment, and recreation. In contrast, information is the only sector that experienced net job losses. Government employment has grown

modestly in absolute terms but now represents a smaller share of total employment, indicating it is not a primary growth engine.

Economic output trends reinforce these shifts. Real estate, professional and business services, and government are the largest contributors to Idaho's GDP, but the most rapid GDP growth has come from construction and leisure and hospitality. Traditional resource-based sectors such as agriculture and mining have seen limited or negative real growth. Employment projections through 2032 align with recent trends, showing the strongest future job gains in construction, health care and social assistance, and durable goods manufacturing, reflecting Idaho's ongoing transition toward a more diverse, skills-based economy.

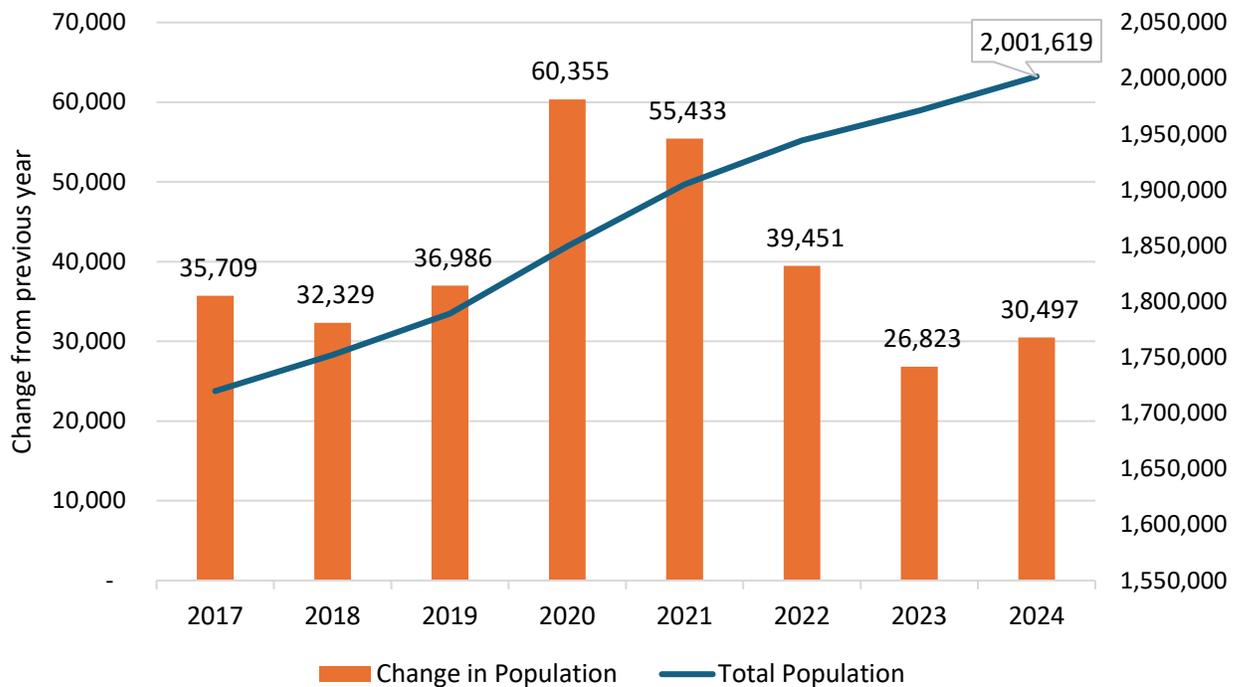
Occupational and skills data mirror these industry patterns. The fastest-growing occupations over the past decade include health care support, construction and extraction, management, and business and financial roles, with continued strong growth projected through 2032. Employers consistently cite labor supply and cost as their top concerns and report increasing demand for soft and social skills, alongside specialized skills in health care, data analysis, finance, process improvement, and automation. Artificial intelligence is expected to further reshape the labor market, particularly in white-collar and administrative roles, underscoring the importance of workforce strategies that prioritize healthcare capacity, skilled trades, business and management skills, and AI literacy.

Workforce Analysis

Employment and Unemployment

Over the past five years, Idaho has experienced rapid changes in population, labor force, and job growth. In 2025, Idaho experienced labor market cooling and moderate growth – still outperforming the national average. In 2024, Idaho’s population hit a new milestone of two million people. The state added roughly 30,500 new residents - a 1.5% increase from 2023, ranking 7th nationally in population growth. From 2020 to 2024, Idaho’s total population grew by 152,280 (8.2%) and while the urban areas experienced larger growth, all counties in Idaho have experienced population growth since 2020⁶. Figure 7 shows the population growth and the boom from 2019 – 2021. The past few years have been more stable but reveals an upward trajectory for the state.

Figure 7: Idaho’s population, 2017 - 2024



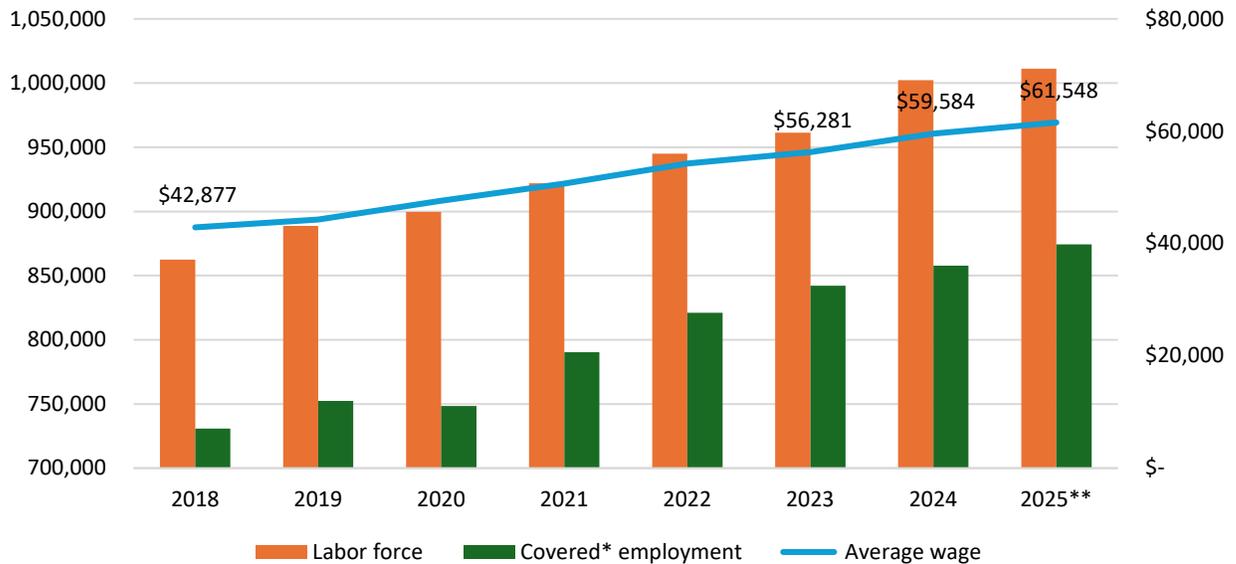
Source: U.S. Census Bureau via FRED® <https://fred.stlouisfed.org/series/IDPOP> Accessed October 2025.

In 2025, Idaho’s civilian labor force held steady at over one million individuals, with fluctuations throughout the year. The labor force is the total count of people who are either employed or unemployed but actively looking for work, typically aged 16+, excluding institutionalized individuals and the military. Retirees, students, stay-at-home parents, or others not working and not seeking work are not a part of the labor force. By August 2025, the labor force population contracted slightly by 0.2%. As shown in Figure 8, the number of employed individuals and average wages increased in 2025, although at a slower rate than in past years. Between January 2024 and

⁶ Idaho Department of Labor, *Population Estimates by County*, accessed October 2025, <https://lmi.idaho.gov/data-tools/labor-force-statistics/>.

January 2025, Idaho saw a 2.8% increase in nonfarm payroll employment, the highest in the nation tied with Alaska⁷.

Figure 8: Idaho's labor market, 2019 - 2025



⁷ <https://www.bls.gov/news.release/pdf/laus.pdf>

*Covered employment is work that qualifies an individual for protections or benefits under specific laws, most commonly Unemployment Insurance (UI) or labor regulations like the Fair Labor Standards Act (FLSA).

**2025 Idaho labor force data is averaged using seasonally adjusted labor force data from Jan – Aug 2025. 2025 employment and average wage data is estimated using finalized 2025 Q1 and preliminary Q2 QCEW data and past trends.

In 2025, Idaho's labor force participation⁸ saw a gradual decline: In January 2025, labor force participation was 63.9% and by August, it decreased to 63.1%. This marks a shift from 2024 and could be linked to demographics, family care barriers, and slower job growth. Nationally, labor force participation also slightly declined and was reported as 62.3% in August 2025. Idaho ranks 24th in the nation.

The seasonally adjusted unemployment rate⁹ held relatively constant through 2025, averaging 3.7% from January to August 2025, with no change from last year. During this period, the total number of unemployed individuals declined by 3.4%. This decline, and the fact that Idaho's unemployment rate is consistently lower than the national average, continues to signal a relatively tight labor market.

⁷ U.S. Bureau of Labor Statistics. *The Economics Daily*. March 26, 2025, <https://www.bls.gov/opub/ted/2025/nonfarm-payroll-employment-up-in-17-states-from-january-2024-to-january-2025.htm>

⁸ The labor force participation rate is the percentage of the civilian noninstitutional population (aged 16+) that is in the labor force (employed or unemployed).

⁹ The unemployment rate is the percentage of the labor force that is unemployed (unemployed/labor force).

From August 2024 to August 2025, Idaho added roughly 12,900 jobs, a 1.5% increase¹⁰, which was a decline from the job growth experienced in 2024. In this timespan, leisure and hospitality added roughly 6,500 jobs and construction added 4,900, whereas state and local government lost 1,700 jobs and trade, transportation, and utilities lost 1,100. Nationally, job growth for 2025 showed signs of slowing with a notable decline in monthly gains compared to previous years. Idaho is tied for 7th in the nation for job growth over the past 12 months¹¹.

At the county level, the two largest counties, Ada and Canyon, contain nearly half of the state’s civilian force. As shown in Table 11, Ada’s unemployment rate is slightly lower than the state average for August 2025, while Canyon’s is slightly higher. In August 2025, Adams and Clearwater had the highest unemployment rates for the state but represent a small proportion of the state’s labor force.

Table 11: Labor force information by county sorted by civilian labor force size in August 2025

Location	Civilian Labor Force	Total Employment	Unemployment	Unemployment Rate
United States	170,778,000	163,394,000	7,384,000	4.3%
Idaho	1,009,419	972,377	37,042	3.7%
ADA	297,519	287,273	10,246	3.4%
CANYON	135,882	130,632	5,250	3.9%
KOOTENAI	90,706	86,516	4,190	4.6%
BONNEVILLE	66,378	64,247	2,131	3.2%
TWIN FALLS	47,924	46,276	1,648	3.4%
BANNOCK	41,661	39,938	1,723	4.2%
MADISON	28,038	26,716	1,322	4.8%
BINGHAM	24,323	23,541	782	3.2%
BONNER	22,705	21,530	1,175	5.1%
NEZ PERCE	20,967	20,160	807	3.9%
LATAH	20,683	19,926	757	3.6%
JEFFERSON	17,679	17,170	509	2.9%
BLAINE	14,052	13,622	430	3.0%
JEROME	13,046	12,592	454	3.5%
PAYETTE	12,769	12,225	544	4.3%
CASSIA	12,126	11,720	406	3.3%
MINIDOKA	11,993	11,574	419	3.5%
ELMORE	11,608	11,110	498	4.2%
GEM	10,539	10,138	401	3.8%
GOODING	8,453	8,175	278	3.2%
TETON	8,324	8,112	212	2.6%
IDAHO	7,555	7,199	356	4.7%

¹⁰ U.S. Bureau of Labor Statistics, *Change in nonfarm employment by state, seasonally adjusted*, accessed October 2025, <https://www.bls.gov/charts/state-employment-and-unemployment/change-in-nonfarm-employment-by-state-map.htm>.

¹¹ U.S. Bureau of Labor Statistics, “Economic News Release: State Employment and Unemployment – August 2025,” Department of Labor, September 2025, <https://www.bls.gov/news.release/pdf/laus.pdf>.

FRANKLIN	7,205	6,967	238	3.3%
FREMONT	6,664	6,402	262	4.0%
OWYHEE	6,419	6,162	257	4.0%
BOUNDARY	5,896	5,596	300	5.1%
SHOSHONE	5,887	5,571	316	5.4%
VALLEY	5,694	5,425	269	4.5%
POWER	4,963	4,797	166	3.4%
WASHINGTON	4,673	4,467	206	4.3%
BOISE	4,178	4,003	175	4.2%
BENEWAH	4,123	3,886	237	5.8%
LEMHI	3,836	3,684	152	3.9%
BEAR LAKE	3,517	3,418	99	2.9%
CLEARWATER	3,464	3,250	214	6.2%
CARIBOU	3,415	3,277	138	4.1%
LINCOLN	2,835	2,722	113	4.0%
ONEIDA	2,607	2,532	75	2.8%
CUSTER	1,898	1,810	88	4.8%
ADAMS	1,890	1,762	128	6.6%
LEWIS	1,456	1,380	76	5.2%
BUTTE	1,250	1,200	50	4.1%
CAMAS	556	532	24	4.4%
CLARK	356	340	16	4.5%

Source: Idaho Department of Labor, Oct 2025.

Labor Force Insights

In 2024¹², Idaho’s civilian labor force participation (LFP) rate was 63.2%, which was up from 2022. Table 12 provides insights in how the LFP rate varies between different age groups and between males and females. Males have a higher labor force participation rate than females, which is a trend throughout the U.S. Idaho’s female LFP rate remains higher than the U.S. average (57.5% in 2024). Looking at age groups, unsurprisingly, the 25–54-year age group has the highest LFP rates – this is even higher than 2022. The LFP rate has increased across all age groups since 2022, except in the 16–24-year age group. The young adult LFP rate was 66.7% in 2022 and slightly decreased to 66.3% in 2024 – this is still higher than the U.S. average for this age group. Even modest increases in labor force participation can have meaningful impacts on labor supply. For Idaho, a one-percentage-point increase in the LFP rate would translate into approximately 16,000 additional individuals participating in the workforce, helping to ease labor constraints across multiple industries. Overall, this increase makes sense as flexible work arrangements made it possible for certain groups to participate in the labor force and rising inflation likely kept more people in the labor force, particularly those older than 25.

¹² The analysis in this section uses 2024 data since 2025 data will not be finalized at the time of writing this report.

Table 12: 2024 labor force participation rates by age and gender

Age/Gender	Civilian Population	Civilian Labor Force	Labor Force Participation Rate
Population 16 years and over	1,593,794	1,007,851	63.2%
16-24	258,387	171,219	66.3%
25-54	752,286	625,799	83.2%
55-64	227,570	150,457	66.1%
65 and older	355,551	60,216	16.9%
Population 20 to 64 years	1,121,579	889,492	79.3%
Male			
Male	569,360	483,956	85.0%
Female			
Female	552,219	405,881	73.5%

Source: American Community Survey dataset ACSST1Y2024, Table ID S2301.

Table 13 provides additional insight by looking at the employment and unemployment figures for different age groups. Overall, the unemployment rate for 2024 was 3.7%, which is higher than the 2022 unemployment rate (3.0%). The unemployment rate increased across all age groups and genders from 2022, except among the 65-74-year age group. Males have a higher rate than women, and unemployment tends to be higher for younger age groups. The 16-19-year age group has the highest unemployment rate at 13.3% (10.3% in 2022). Based on 2024 data, the youth and the elderly (75+) have the highest unemployment rates. While both the male and female unemployment increased over the past two years, the female one increased by much more – almost a full percentage point. More females are joining the labor force, but they are also increasingly having a tougher time finding employment.

Table 13: 2024 Idaho unemployment rate¹³ by age and gender

Age/Gender	Civilian Labor Force	Unemployment rate
Population 16 years and over	1,007,851	3.7%
16 to 19 years	57,982	13.3%
20 to 24 years	113,237	7%
25 to 29 years	107,867	3.3%
30 to 34 years	107,601	3.1%
35 to 44 years	222,168	2.9%
45 to 54 years	188,163	1.8%
55 to 59 years	79,795	3.4%
60 to 64 years	70,662	1.9%
65 to 74 years	51,083	1.7%
75 years and over	9,133	5.2%
Population 20 to 64 years	889,492	4.0%
Male		
Male	483,956	3.5%
Female		
Female	405,881	2.8%

Source: American Community Survey dataset ACSST1Y2024, Table ID S2301.

¹³ The unemployment rate represents the share of the labor force that is jobless yet available and actively searching for work.

Table 14 provides insight into LFP and unemployment rate by race and ethnicity. The category 'Black or African American alone' has the highest LFP rate and the highest unemployment rate in Idaho. The category 'White alone' has the lowest LFP rate and the lowest unemployment rate.

Table 14: Labor force participation and unemployment by race and ethnicity

Race and Hispanic or Latino Origin	Total	Labor Force Participation Rate	Employment to Population Ratio	Unemployment rate
White alone	1,309,543	61.8%	59.4%	3.4%
Black or African American alone	11,476	77.3%	68.6%	8.8%
American Indian and Alaska Native alone	17,511	66.0%	61.8%	6.4%
Asian alone	25,919	63.5%	59.4%	5.7%
Some other race alone	76,301	75.2%	72.0%	3.7%
Two or more races	150,183	68.2%	64.0%	5.5%
Hispanic or Latino origin (of any race)	201,053	73.1%	69.9%	4.0%
White alone, not Hispanic or Latino	1,271,568	61.5%	59.2%	3.4%

Source: American Community Survey dataset ACSST5Y2024, Table ID S2301.

Table 15 highlights the labor force participation rate by poverty status. The 2024 federal poverty guidelines for the contiguous 48 states and D.C. start at \$15,060 for a one-person household and increase by \$5,380 for each additional person¹⁴. For a four-person household, the guideline is \$31,200. The one-year census estimates from the 2024 American Community Survey indicate that 58% of Idahoans living below the poverty threshold were in the labor force – 89% of whom were actively employed and the remaining 10.8% unemployed but looking for work. The LFP rate has increased over the past year for people below the poverty level.

Table 15: Labor force participation by poverty status

Poverty status (in past 12 months)	Total	Labor Force Participation Rate	Employment/Population Ratio	Unemployment rate
Below poverty level	204,268	58.0%	48.9%	10.8%
At or above poverty level	990,845	77.9%	74.3%	3.6%

Source: American Community Survey, dataset ACSST1Y2024, Table S1701.

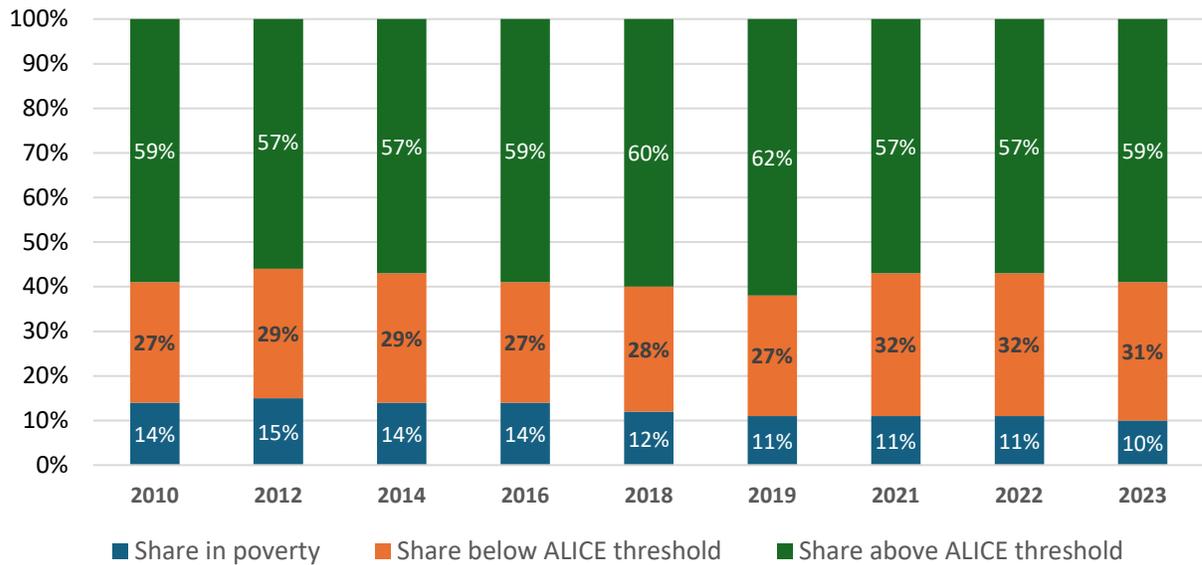
Idahoans living below the poverty line faced a much higher unemployment rate—10.8% compared to just 3.6% for those at or above the poverty threshold. Those with higher educational attainment were significantly less likely to experience poverty,

¹⁴ 2024 HHE Poverty Guidelines. <https://acf.gov/sites/default/files/documents/ocs/2024%20HHS%20Poverty%20Guidelines.pdf>

while individuals without a high school diploma made up 19% of Idaho’s impoverished population in 2024. It’s likely that there are limited workforce opportunities for those without a high school diploma. Given the complex barriers to education and employment encountered by this demographic, they require more targeted support within the workforce system.

Beyond simple poverty cutoff lines, it’s important to consider households that are asset-limited and income-constrained. Asset-limited, income-constrained households (ALICE), as defined by the United Way Research Center, are working households struggling to meet the minimum income level of economic survival to budget and pay for goods and services necessary to live and work in today’s economy. These necessities include housing, childcare, food, transportation, technology, health care and other essential expenses. Figure 9 reveals that while households in poverty are declining, households below the ALICE threshold have increased, signaling the rise of the working poor in Idaho.

Figure 9: Idaho households by poverty, ALICE and above ALICE thresholds



Source: United Way Research Center.

In 2023, financial hardship for Idaho households was attributed to rising inflation, particularly related to housing, childcare, health care, and transportation costs. Other factors such as limited access to affordable credit and low wage growth also contributed to financial hardship.

Veteran Employment

When examining veterans, Table 16 reveals data about veterans in the 18-64-year age group. Of this group that is in the labor force, there is a high employment rate. Veterans Data Central states that there are 117,609 veterans in Idaho of all ages (using the 2019-2023 5-year ACS)¹⁵. 8.3% of Idaho’s adult population are veterans of

¹⁵ Supporting Veteran’s in Idaho. Housing Assistance Council. 2024. <https://veteransdata.info/states/2160000/IDAHO.pdf>.

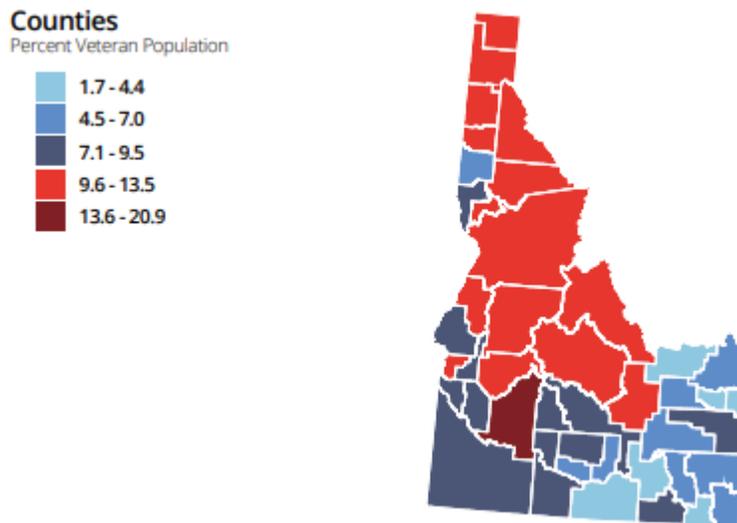
the U.S. military. Figure 10 provides a visual of veterans as a share of the adult population in Idaho. This demographic is more dominant in the panhandle and northern parts of Idaho, and Ada County. The unemployment rate of veterans is relatively low – 3.1%. Younger persons have the highest rates of unemployment among veterans. Despite this, it is estimated that 6.0% of Idaho’s veterans live in poverty. 29% of Idaho’s veterans have a service connect disability.

Table 16: Labor force participation among veterans

	Estimate	Percent
Total 18-64-year-olds	1,173,610	
Veteran (18-64-year-old)	60,642	5%
In labor force	47,658	79%
Employed	46,170	97%
Unemployed	1,488	3%
Not in labor force	12,984	21%

Source: American Community Survey Dataset ACSDT1Y2024, Table ID C21005.

Figure 10: Veterans as a percentage of the adult population in Idaho’s counties



Source: Housing Assistance Council tabulations of the 2019-2023 American Community Survey (ACS).

Idahoans with Disabilities

In 2024, as compared with the general U.S. population, Table 18a reveals that Idaho had a lower share of individuals with disabilities. This is a change from 2022, when Idaho had a greater share. This may be due to changing demographics related to immigration to Idaho. When looking at disability by age, as expected, Table 18b reveals that there’s a higher proportion of disabilities in the older age groups. The largest number of disabled are in the 35-64 age group. In 2024, there are significantly fewer disabled in the 75 years and over age group when compared to two years ago.

Table 18a: Civilians by reported disability status

Civilian population	Total	Population with disability	Percent	Population without disability	Percent
U.S. population	340,110,988	44,741,326	13.2%	295,369,662	86.8%
Idaho population	2,001,619	257,114	12.8%	1,744,505	87.2%

Source: American Community Survey, dataset ACSDT1Y2024, Table B18101

Table 18b: Disability status by age group in Idaho

Civilian age group	Total	Population with disability	Percent	Population without disability	Percent
Under 5 years	113,266	692	.6%	112,574	99.4%
5 to 17 years	349,365	21,197	6.1%	328,168	93.9%
18 to 34 years	421,780	37,678	8.9%	384,102	91.1%
35 to 64 years	675,857	92,742	13.7%	583,115	86.3%
65 to 74 years	190,780	48,637	25.5%	142,143	74.5%
75 years and over	115,767	56,288	48.6%	59,479	51.4%

Source: American Community Survey, dataset ACSDT1Y2024, Table B18101

The American Community Survey includes questions related to six disability categories: hearing difficulty, vision difficulty, cognitive difficulty, ambulatory difficulty, self-care difficulty, and independent living difficulty. Table 18c reveals that cognitive difficulties are the most prevalent. This includes difficulties remembering, concentrating, or making decisions due to physical, mental, or emotional problems. The second most prevalent is independent living, which includes difficulties doing errands alone, such as visiting a doctor's office or shopping due to physical, mental, or emotional problems. Table 18d reveals that people with these two disability types (cognitive and independent living) have the highest unemployment rates.

Table 18c: Idaho civilians aged 18-64 by disability type

Disability type	Number Idahoan's reporting a disability	Percent of Idaho's total population (18-64)
Cognitive	71,657	6.5%
Independent living	47,889	4.4%
Ambulatory	46,253	4.2%
Hearing	31,194	2.8%
Vision	24,380	2.2%
Self-care	18,249	1.7%

Source: American Community Survey, dataset ACSDT1Y2024, Table B18120

Table 18d: Labor force participation by disability type

Disability type	Total population	Total in labor force	Labor force participation rate	Unemployment rate
Independent living	47,889	19,483	40.7%	11.5%
Cognitive	71,657	38,894	54.3%	10.1%
Vision	24,380	14,589	59.8%	6.4%

Ambulatory	46,253	18,646	40.3%	5.2%
Self-care	18,249	4,194	23.0%	4.8%
Hearing	31,194	21,372	68.5%	4.2%

Source: American Community Survey, dataset ACSDT1Y2024, Table B18120

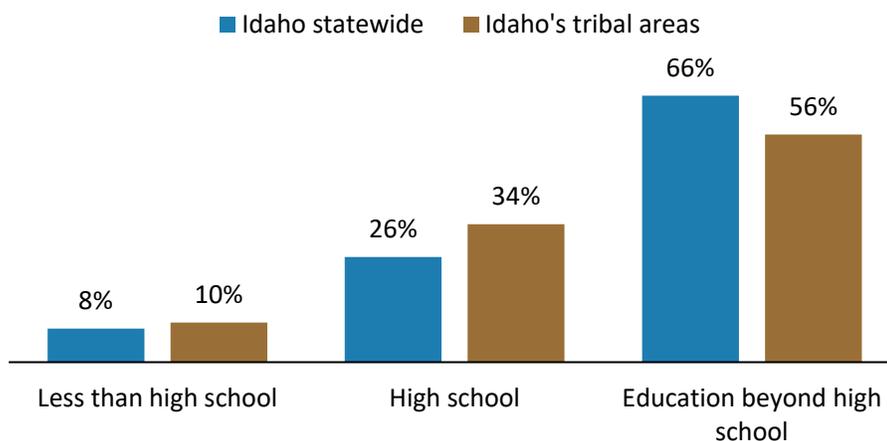
Native American Employment

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 estimated to be 32,008 and has greater racial diversity than the statewide population. The single-race American Indian and Alaska Native population comprises 21% of the reservation's residents (compared to less than 2% statewide). The most populous single race is White at around 22,068, or 69% of the total reservation population. 11% of reservation population are also veterans and 20% have a disability.

The residents of tribal areas tend to be older than statewide averages as 24% of the tribal area population is over the age of 65 compared to 17% statewide. Compared to statewide levels, labor force participation rates for tribal areas are lower (51% in 2019-2023) while unemployment rates are slightly higher (4.9% in 2019-2023). More than half of workers are in management, business, science, arts or service occupations. Nearly one of every four industry jobs (2,951) are found in educational services, health care and social assistance. This is followed by 11% of jobs within leisure and hospitality (1,393) with manufacturing employment close behind (1,348). Four other industry groups—public administration (government); retail trade; construction; and natural resources each employ more than 1,000 workers that live within reservation boundaries.

As shown in Figure 11, 34% of residents aged 25 and over living within a reservation have attained a high school diploma or equivalency as their highest educational completion. Over 56% of residents living within a reservation's boundaries have some college or more, compared to 66% for residents statewide.

Figure 11. Share of resident population by educational attainment



Source: U.S. Census Bureau, "American Community Survey, 2019-2023".

Returning Citizens

As of mid-2025, Idaho has approximately 9,900 incarcerated individuals in 10 state-owned prisons and five community reentry centers. The majority (>85%) are male, but the female population is increasing. Idaho has the highest female incarceration rate in the country¹⁶. The largest age group is 35-44, which is prime working age. Idaho has one of the highest incarceration rates in the U.S. and nonviolent offenses make up a large portion of the prison population. Given this, there is an estimated 3,000 returning citizens or individuals reentering their communities and seeking employment in Idaho.

Idaho has two programs that deal directly with returning citizens: (1) work opportunity tax credit and (2) Prison Industries Enhancement (PIE) program. The Work Opportunity Tax Credit (WOTC) is a federal tax credit co-administered by the Internal Revenue Service and U.S. Department of Labor. It is for those hiring a released felon within one year after successfully completing their prison term. The employer can receive up to \$2,400 tax credit. This other program is administered by Idaho Department of Corrections for inmates to work directly for businesses. Idaho Correctional Industries administers about 600 men and women to leave the prison compound each day to work in various industries across Idaho. These opportunities develop hard and soft skills that significantly improve the prospects of reintegrating into the community after release.

Table 19 lists most of the occupations that were filled by inmates across Idaho in the last 12 months. The inmates assist employers in filling jobs that are usually lower wage, may be temporary due to the seasonal nature of the job or part-time making it harder to fill. Frequently, these occupations experience significant turnover. Some of the industries hiring inmates include manufacturing, agriculture, other services such as car washes, warehousing and construction.

Table 19: Current occupations in Idaho's PIE program

Geography	Occupation
Boise MSA	Graphic designers
Boise MSA	Janitors and cleaners, except maids and housekeepers
Boise MSA	Telemarketers
Boise MSA	Sales and related workers, all other
Boise MSA	Office and administrative support workers, all other
Boise MSA	Graders and sorters, agricultural products
Boise MSA	Agricultural equipment operators
Boise MSA	Farmworkers and laborers, crop, nursery and greenhouse
Boise MSA	Farmworkers, farm, ranch and agriculture animals
Boise MSA	Farm equipment mechanic and service tech
Boise MSA	Maintenance and repair workers, general

¹⁶ Boise State Public Radio. Jan 13, 2022. <https://www.boisestatepublicradio.org/news/2022-01-13/idaho-has-the-highest-female-incarceration-rate-in-the-country>.

Boise MSA	Helpers, installation, maintenance and repair workers
Boise MSA	Food processing workers, all other
Boise MSA	Packaging and filling machine operators and tenders
Boise MSA	Helpers, production workers
Boise MSA	Industrial truck and tractor operations
Boise MSA	Laborers and freight, stock, and material movers, hand
Boise MSA	Packers and packagers, hand
Eastern Idaho	Janitors and cleaners, except maids and housekeepers
Eastern Idaho	Graders and sorters, agricultural products
Eastern Idaho	Agricultural equipment operators
Eastern Idaho	Farmworkers and laborers, crop, nursery and greenhouse
Eastern Idaho	Maintenance and repair work
Eastern Idaho	Helpers, installation, maintenance and repair workers
Eastern Idaho	Inspectors, testers, sorters, samplers
Eastern Idaho	Packaging and filling machine operators and tenders
Eastern Idaho	Helpers, production workers
Eastern Idaho	Production workers, all others
Eastern Idaho	Industrial truck and tractor operators
Eastern Idaho	Laborers and freight, stock, and material movers, hand
Eastern Idaho	Packers and packagers, hand
Idaho	Agricultural workers, all other
Idaho	Laundry and dry-cleaning workers
Idaho	Pressers, textiles, garments & related materials
Idaho	Inspectors, testers, sorters, samplers
Lewiston MSA	Helpers, production workers
Lewiston MSA	Laborers and freight, stock, and material movers, hand
Lewiston MSA	Packers and packagers, hand
Southeast-Central Idaho Non-metro area	Supervisor, agricultural, forestry, aquacultural and related

Source: Idaho Correctional Industries (data provided to Idaho Department of Labor).

Remote Workers

A new trend since 2020 is the rise of remote work and telework. This trend has enabled migration within the state and in-migration from other U.S. states. Based on the 2019-2023 Census 5-year ACS, Table 20 presents the remote work rates for the top 15 counties in Idaho. In the 5-year ACS, a remote worker is defined as someone who works from home because their primary workplace is their home, rather than a separate, traditional office. Overall, all counties have some amount of remote work, with the least being 3.2% in Elmore County to the highest being 25% in Custer County. 12.2% of workers in Idaho are remote workers. In the top 15 list, it appears as though the most remote work happens in scenic parts of Idaho or around the Boise MSA. For context, region three is southwestern Idaho and region six is eastern Idaho.

Table 20: Share of remote workers by county

Region	County Name	Urban/Rural	% Remote Workers	Approx. Numbers
6	Custer County, ID	Rural	25.0%	460
3	Valley County, ID	Rural	23.5%	1,170
3	Boise County, ID	Rural	17.8%	620
3	Ada County, ID	Urban	16.8%	43,360
3	Adams County, ID	Rural	15.3%	260
6	Teton County, ID	Rural	14.4%	970
4	Camas County, ID	Rural	14.4%	60
1	Kootenai County, ID	Urban	14.0%	11,460
6	Butte County, ID	Rural	13.5%	140
4	Blaine County, ID	Rural	13.3%	1,740
6	Fremont + Yellowstone Park County, ID	Rural	13.3%	780
3	Gem County, ID	Rural	12.6%	1,090
5	Oneida County, ID	Rural	12.3%	280
4	Gooding County, ID	Rural	12.0%	840
3	Canyon County, ID	Urban	11.7%	13,220

Source: U.S. Census Bureau, "American Community Survey, 2019-2023".

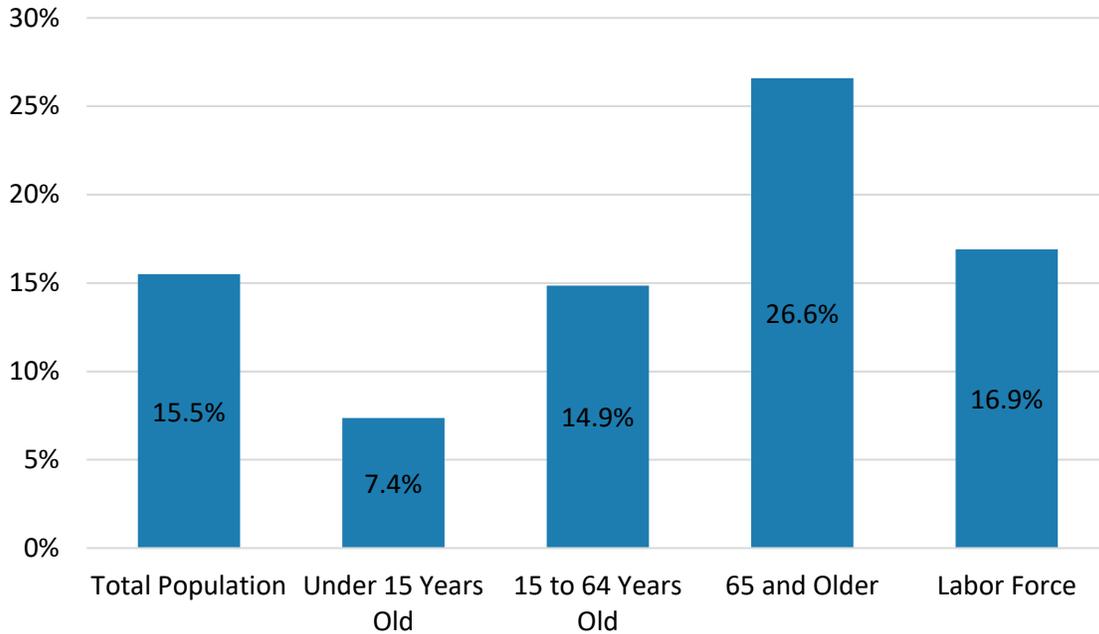
Labor Market Trends

Population Growth

Idaho continues to rank among the leading states in population growth, which provides an important underlying source of economic strength. Population growth has declined modestly in recent years, consistent with a nationwide decline in household mobility due to higher mortgage rates and general housing unaffordability. This decline, however, is only relative to unusually high population growth in 2020 and 2021. Although population growth in 2024 was nearly 50% lower than in 2020 (see Figure 7), it remains in line with pre-pandemic averages. The short-term decline should be interpreted as a return to the pre-pandemic normal.

The regularity and strength of Idaho's population growth has been substantial over time and is expected to continue according to the Idaho Department of Labor population projections. The most recent forecasts expect the state's total population to increase to over 2.3 million by 2034, for a net increase of more than 300,000 residents over the decade. As shown in Figure 12, population growth is expected to be weighted disproportionately towards older adults, with the 65 and older population forecasted to grow by 26.6% through 2034, compared to just 15.5% of the total population. However, due to a general trend toward later retirements (manifested in higher labor force participation for individuals over the age of 65), Idaho's labor force growth is forecasted to keep pace with general population growth.

Figure 12: Forecasted Idaho population growth rates, 2024-2034



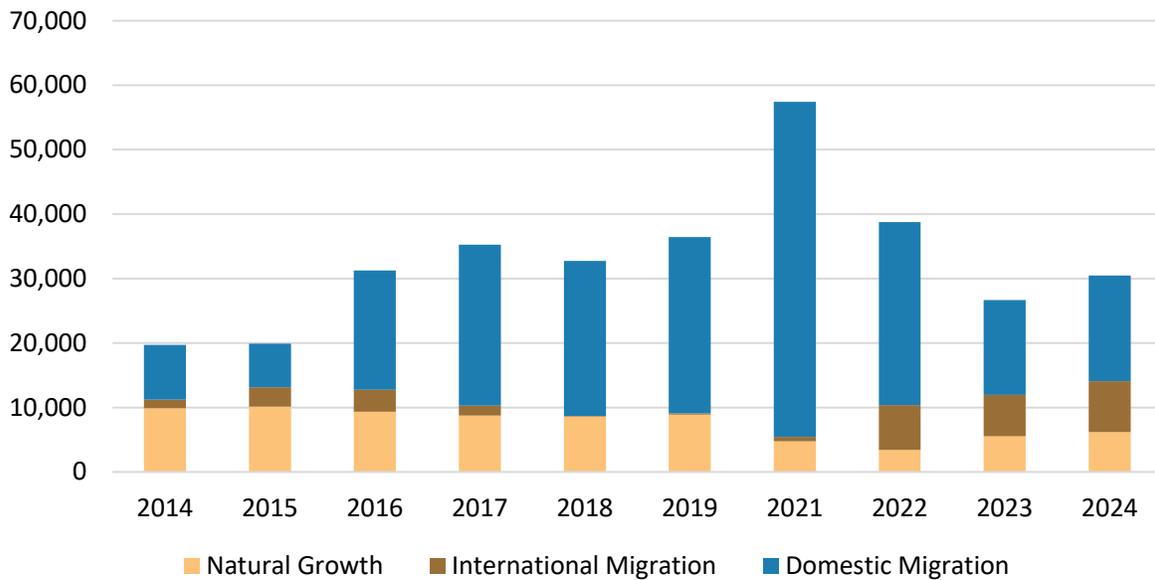
Source: Idaho Department of Labor, 2024.

In-Migration

Due to a long-running pattern of declining birthrates and shrinking family sizes, in-migration forms the main basis of population growth for both the United States as a whole and individual states. In the case of Idaho, net in-migration accounts for a significant majority of the state's population growth (77% of growth since 2014). As shown in Figure 13, roughly 88% of Idaho's net migration is domestic migration from other U.S. states, with the remaining 12% coming from international immigration.

In recent years, population growth has shifted somewhat towards a higher proportion of older adults. In 2020 and 2021, adults over the age of 65 accounted for 18.3% and 25.5% of Idaho's population growth, respectively. Over the last three years, however, higher mortgage rates and general housing unaffordability have suppressed mobility for younger residents, while boosting the relative mobility of older Americans. As a result, adults 65 and older accounted for 47.1% of Idaho's population growth in 2023 and 42.5% in 2024.

Figure 13: Sources of Idaho's population growth¹⁷

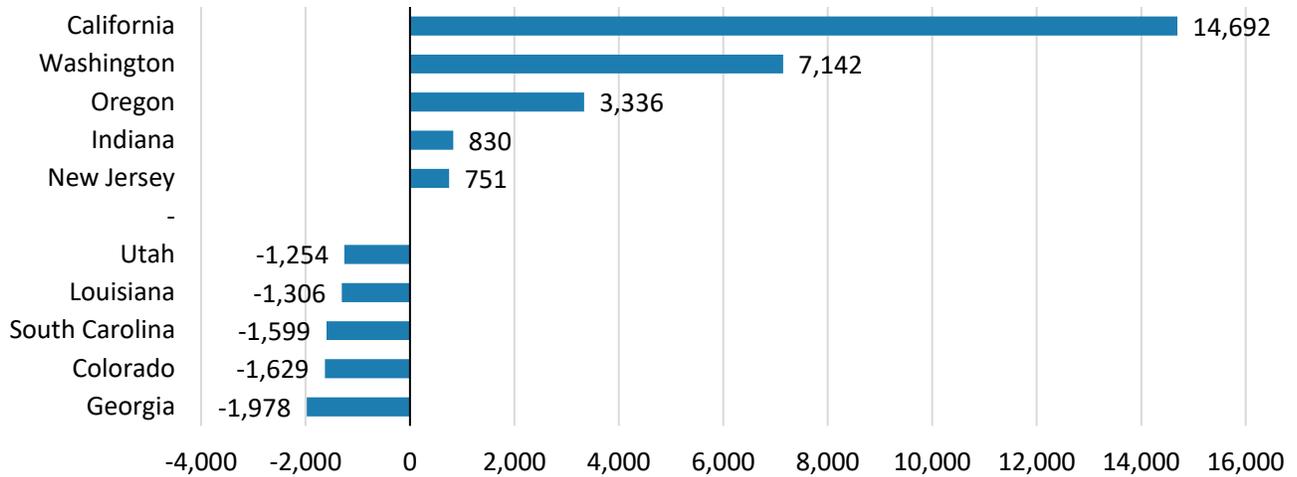


Source: U.S. Census Bureau, 2024.

Figure 14 shows that the largest source of in-migration to Idaho is California. In 2023 (the most recent year of data), net in-migration to Idaho from California was roughly 14,700 individuals, which was more than twice that of Washington, which was the second largest source, with 7,100 net migrations to Idaho. Idaho's balance of population flows was evenly split in 2023, with positive and negative net migration to exactly 25 states each. The largest net outflow states for Idaho included Georgia (net migration of -1,978 residents) and Colorado (-1,629). However, the magnitude of Idaho's net inflow states was significantly larger than its outflow states, and the aggregate balance of net migration was strongly positive.

Figure 14: Idaho's five largest population in- and out-flow states

¹⁷ Note: No data for 2020 due to pandemic related data collection disruptions.



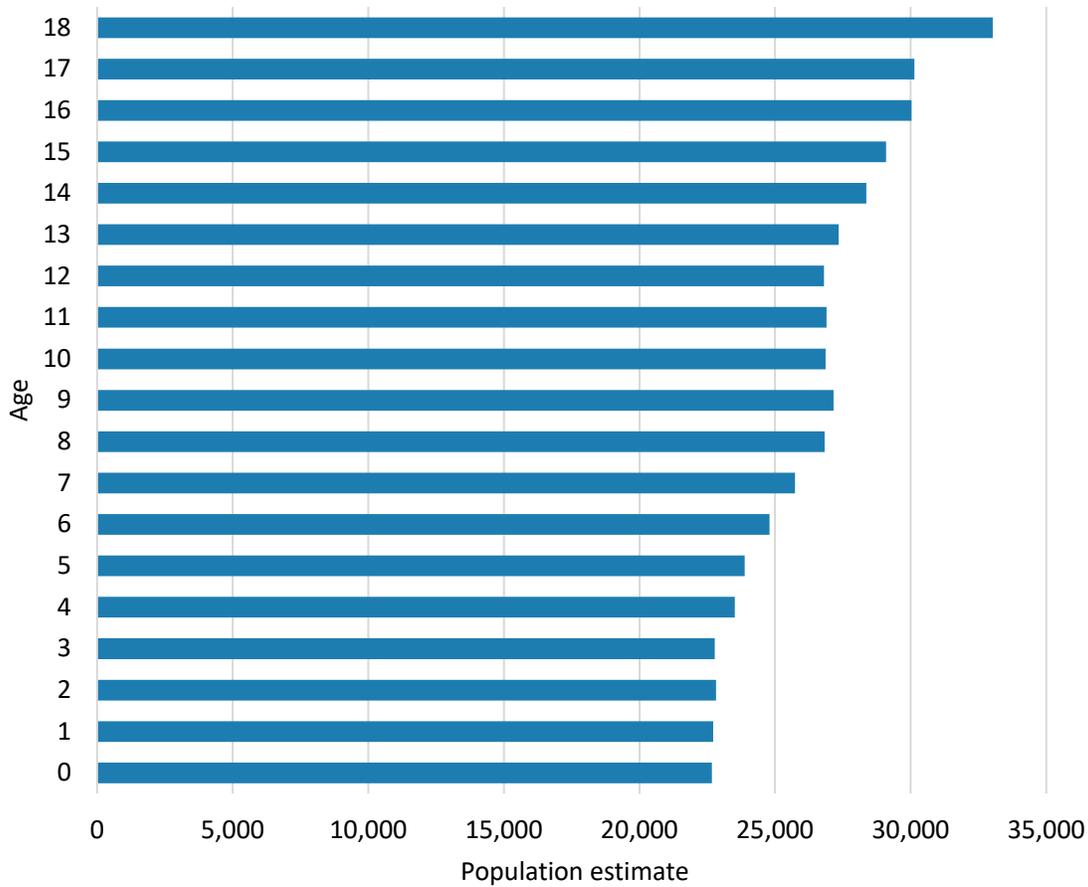
Source: U.S. Census Bureau, 2024.

Demographics

Idaho’s demographics are broadly shaped by two important trends which are occurring simultaneously: the rapid growth of the 65 and older population as the Baby Boomer generation reaches retirement age, and the tapering youth population due to declining birth rates and family sizes. These trends synergize with important implications for the workforce and economy: a growing retiree population will fuel continued demand growth, particularly for services like healthcare and social assistance, while the tapering youth population indicates a declining supply of young workers.

The long-term decline in family sizes and birth rates is a well-known phenomenon in American demography. In Idaho, this trend is now easily observable in the youth population, which exhibits a tapering pattern in which younger ages are generally smaller than those that preceded them. On average, as shown in Figure 15, each youth age cohort in Idaho is 2% smaller than the age cohort that immediately follows it. The aggregate effect of this is significant; for example, there are approximately 20% fewer 8-year-olds in Idaho than there are 18-year-olds.

Figure 15: Idaho youth population by age



Source: U.S. Census Bureau, 2024.

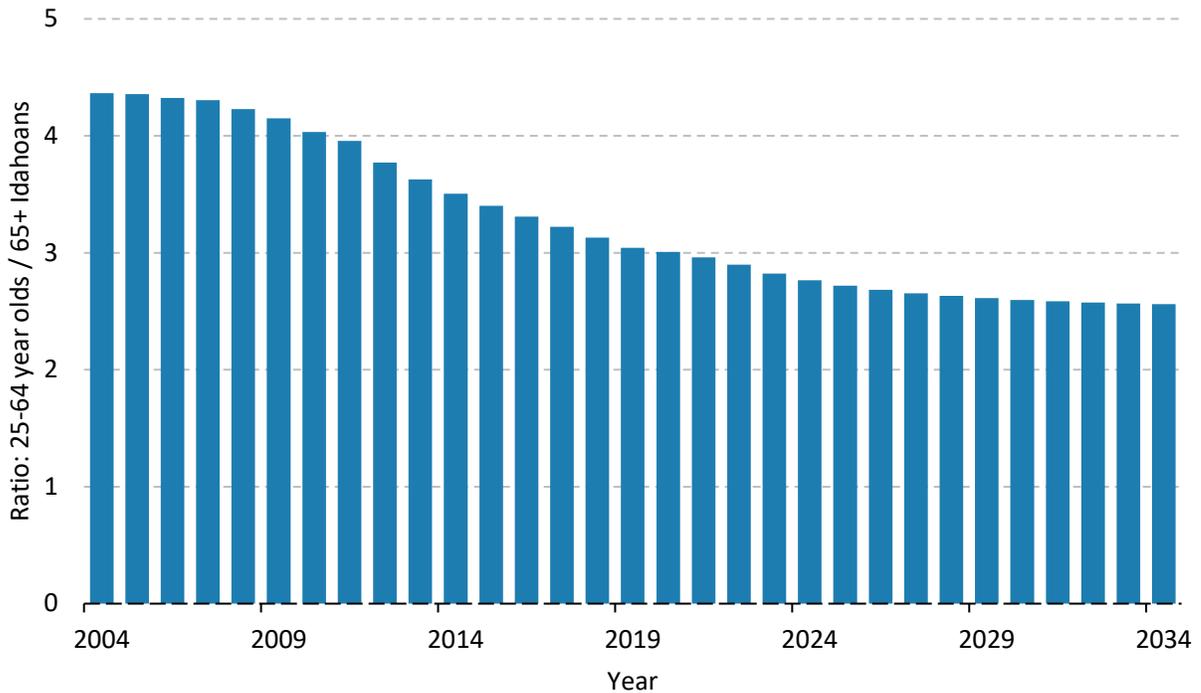
The implication is that, barring significant levels of in-migration by families with children to Idaho, the state’s emerging labor pool (roughly analogous to the high school and college age population) is on a trajectory to shrink over time. Idaho currently has a high school aged (14-18 years old) population of 150,659, however, the young child population (0 to 4 years old) is just 114,514. This suggests a potential decline of 25% in the high school population, which materially reduces the in-flow of young workers into the labor force down the line.

At the same time, Idaho’s senior population continues to grow rapidly, due to both the aging of Idaho’s existing Baby Boomer population and high levels of in-migration of seniors from other states. With the growth of the 65 and older population forecasted to substantially outpace the growth of the labor force (projected growth of 27% and 17% respectively through 2034), Idaho’s workforce demographic ratios (that is, the ratio of working age individuals to retirees) is expected to decline over time.

As shown in Figure 16, these demographic ratios have already declined significantly, falling from roughly 4.4 (indicating ~4.4 working age adults for every retiree in the state) in 2004 to just 2.8 in 2024. Per Idaho Department of Labor forecasts, this ratio

will decline further to 2.6 by 2034. This means there will be roughly 2.6 working aged adults per retiree in the state – or less working age people to support the elderly population in the state. In the long run, this ratio has the potential to deteriorate even further as Idaho’s labor force begins to feel the impact of the tapering youth population.

Figure 16: Ratio of prime working age (25-64) resident per 65-and-older resident in Idaho



Source: Idaho Department of Labor, 2024.

Wages and Incomes

Although Idaho consistently ranks among the top U.S. states for population and employment growth, and has a persistently low unemployment rate, the state generally has lower wages and incomes than the national average. Over the last decade, Idaho incomes have grown considerably, and the state has made ground converging towards national averages. Idaho’s ranking among states for per capita personal income rose from 46th in 2014 to 42nd in 2024, and the state ranked 1st in wage growth last year.

One notable trend, however, has been the rapid increase in income sources which are not tied to employment. Personal income is classified into three categories: (1) net earnings, which includes employment-derived income like wages and salaries, (2) dividends, interests, and rents, which captures investment related income, and (3) personal current transfer receipts, which include payments made in the absence of work or exchange, including income from sources like Social Security or Medicare.

As shown in Table 21, since 2014, all three sources of income have increased on a per capita basis, but investment income (grew by 97.4%) and transfer payments (68.3%) both grew faster than employment related earnings (57.7%). This indicates that, although wages and salaries are rising in Idaho, income which is not related to work is becoming more and more prevalent as the state’s retiree population grows. In 2004, 65.3% of income in Idaho was net earnings from work, but this proportion had declined to just 56.8% by 2024.

Table 21: Per capita personal income in Idaho by source

Year	Per Capita Personal Income	Net Earnings	Dividends, Interest, and Rents	Personal Current Transfer Receipts
2014	\$37,107	\$22,449	\$7,745	\$6,913
2015	\$38,813	\$23,319	\$8,262	\$7,231
2016	\$39,653	\$23,723	\$8,523	\$7,406
2017	\$41,197	\$24,700	\$8,890	\$7,608
2018	\$43,254	\$26,086	\$9,225	\$7,943
2019	\$45,880	\$27,626	\$9,862	\$8,392
2020	\$49,724	\$29,098	\$10,183	\$10,443
2021	\$55,603	\$31,176	\$12,600	\$11,827
2022	\$57,034	\$32,860	\$13,132	\$11,042
2023	\$59,201	\$33,685	\$14,632	\$10,884
2024	\$62,323	\$35,407	\$15,284	\$11,631

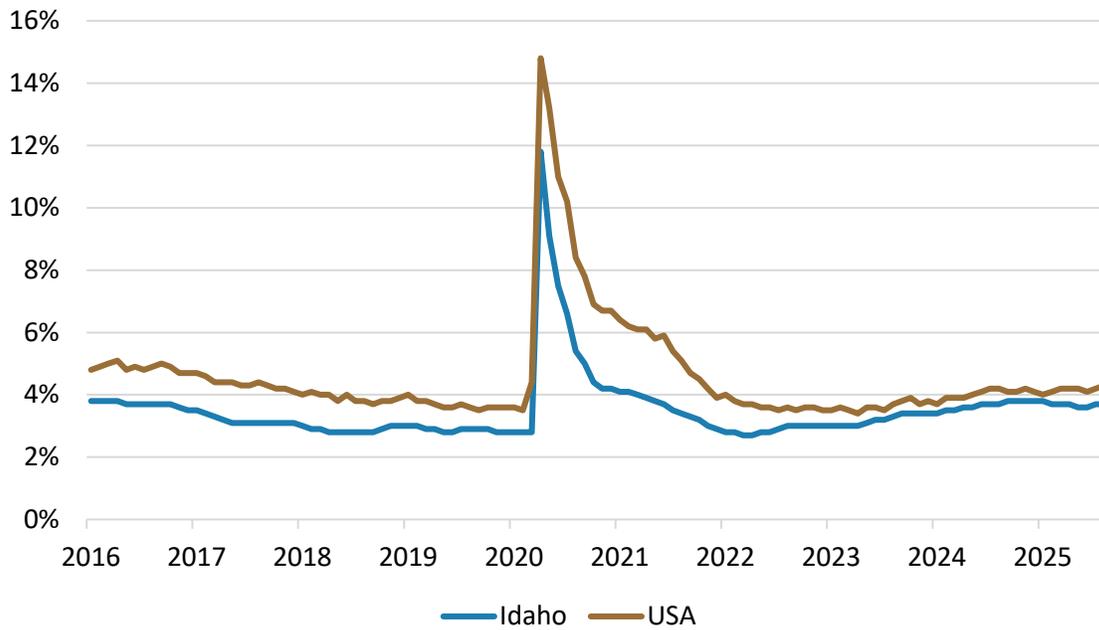
Source: U.S. Bureau of Economic Analysis, 2024.

Labor Market

As shown in Figure 17, Idaho’s labor market has exhibited broad strength for well over a decade, with strong employment growth and unemployment rates that have been well below the national average. Even during periods of duress – most notably the COVID-19 pandemic – Idaho’s unemployment rates did not rise as high as national averages, and employment levels recovered faster than the rest of the nation.

Labor markets have exhibited recent signs of softening, with unemployment rates increasing slightly from historic lows in 2022. However, the unemployment rate in Idaho remains below national averages and in line with the state’s longer term historical averages; like the decline in population growth, this softening statistically appears to be a return to pre-pandemic averages.

Figure 17: Unemployment Rates in Idaho and the U.S.



Source: US Bureau of Labor Statistics

Long-term, Idaho’s labor market is expected to maintain its strength and produce robust growth in a variety of industries, with more than 120,000 new jobs expected to be created during the current ten-year forecasting window (see Table 6). In addition, Idaho can be expected to face nearly 50,000 annual labor force exits (due primarily to retirements); however, with the population forecasts, the labor force will grow in net. The challenge will be to ensure the new entrants in the labor force have the relevant skills.

Major sources of expected growth include Construction (2.3% projected annual growth), Health Care and Social Assistance (2.0%), Durable Goods Manufacturing (2.0%), and Transportation and Warehousing (1.7%). These projections imply a continued robust demand for skilled tradesmen, health care providers, nurses, and technologists, truck drivers, and skilled manufacturing labor. Idaho is projected to require a robust labor pipeline supplying skills from many educational avenues, including not only conventional four-year degrees but also a variety of critical trades and CTE.

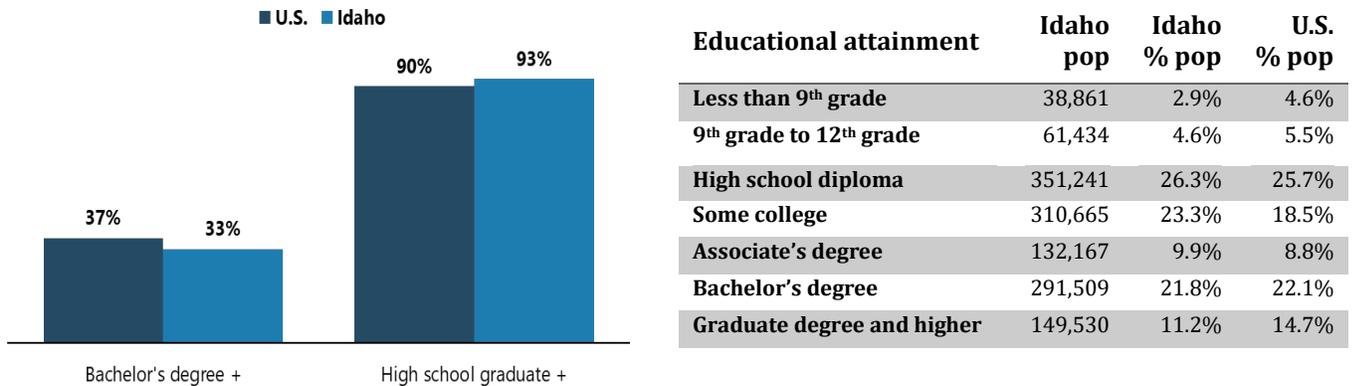
Education and Skill Levels of the Workforce

Idaho’s educational attainment data reveals that most of the population over age 18 has completed a high school education. In 2024, while 88% of the 18-24 population has achieved this milestone, the percentage was even higher for Idahoans aged 25 and over at 92%.

Figure 18 is a snapshot of education attainment in Idaho based on the 2024 American Community Survey (ACS). Educational attainment data indicates the highest level achieved for the resident population over the age of 25. The U.S. average for high school diploma or higher is 90%, which is slightly lower than Idaho. 33% of

Idahoans have completed some college or an associate’s degree, which is higher than the US average of 27%. This group has likely attained a certification or trade skill to enter the workforce. With respect to higher education (completing a bachelor’s or higher), Idaho is lower (33%) than the U.S. average (37%). Overall, education levels have gradually increased in Idaho over time as only 25% of Idaho residents had completed a minimum of a bachelor’s degree in 2014.

Figure 18: Educational attainment in Idaho for residents age 25+ (2024)



Source: U.S. Census Bureau American Community Survey, 2024.

Educational attainment in Idaho varies by age group. In 2024, for the 25-39 age group, 42.8% have a bachelor’s degree of higher, decreasing to 41.5% for the 40-54 group and 34.2% for those 55 and older. Another aspect of Idaho’s education levels is migration. In-migrants, those moving to Idaho from other U.S. states, have higher educational attainment than native Idahoans, on average¹⁸. Given this, it is expected that demand for post-secondary education among Idaho high school graduates will increase. Based on Table 22, certain race/ethnic groups have lower rates of achieving a high school diploma and higher education. Table 23 shows that women over the age of 25 had higher educational attainment than men for education beyond high school in 2024. Despite women’s labor force rates (age 16+) increasing each year from 55% in 2021 to 58% in 2024, female labor force participation rate continues to lag the male labor force participation rate of 71%.

Table 22: Educational attainment by race and ethnicity, 2024

Race and ethnicity	Statewide population	% with high school diploma +	% of group with bachelor’s degree +
Total state population, age 25+	1,335,407	92%	33%
White alone	1,111,444	95%	35%

¹⁸ Van Doorn, Bas. *No Cliff in Sight? Idaho K-12 Enrollment Trends and Patterns and Their Potential Effect on Enrollment at Public Post-Secondary Institutions*. Idaho State Board of Education. June 5, 2024. <https://boardofed.idaho.gov/wp-content/uploads/2024/06/Demographic-Projections-Final-B-van-Doorn-June-2024.pdf>

Black or African American alone	8,208	88%	38%
American Indian and Alaska Native alone	14,583	81%	16%
Asian alone	22,720	90%	55%
Native Hawaiian and Other Pacific Islander alone	2,371	96%	23%
Some other race alone	61,949	68%	18%
Hispanic or Latino origin	152,396	71%	16%

Source: American Community Survey, 2024. Table ID S1501.

Table 23: Educational attainment by gender, 2024

Gender	Statewide population	% with high school diploma +	% with any postsecondary education	% of group with bachelor's degree +
Total state population, age 25+	1,335,407	92%	66%	33%
Male	667,130	92%	64%	33%
Female	668,277	93%	68%	33%

Source: American Community Survey, 2024. Table ID B15002.

Along with demographics of gender and race/ethnicity, resident educational attainment levels vary for whether a county in Idaho is urban or rural. The nine counties classified as urban all contain a principal city of at least 20,000 residents. These nine urban counties are also the home of the primary campus for each of the state's public institutions offering 2-year and 4-year postsecondary degrees. The remaining 35 counties are classified as rural.

Table 24 reveals that people living in urban countries have higher percentage of educational attainment relative to rural counties.

Table 24: Educational attainment by resident location, 2019-2023

Resident location, urban and rural counties in Idaho	Statewide population	% with high school diploma +	% with any postsecondary education	% with bachelor's degree +
Total state population, age 25+	1,244,319	92%	66%	33%
Urban counties (Ada, Bannock, Bonneville, Canyon, Kootenai, Latah, Madison, Nez Perce, Twin Falls)	893,483	93%	69%	34%
Rural counties (35 remaining counties)	350,836	88%	58%	23%

Source: American Community Survey, 2019-2023. Table ID S1502.

In terms of qualifications and skills, Figure 19 reveals the top listed qualifications from online job profiles in Idaho. This data comes from Lightcast, which scrapes online profiles and has limitations as it skews towards relatively more senior-level positions, those with higher education and those with an online presence. Like the demand-side qualifications, medical qualifications top the list for Idaho.

Figure 19: Top Qualifications (supply-side) in Idaho

Qualification	Profiles with Qualification
Cardiopulmonary Resuscitation (CPR) Certification	9,815
Registered Nurse (RN)	8,804
Basic Life Support (BLS) Certification	6,838
Certified Nursing Assistant (CNA)	5,537
Automated External Defibrillator (AED) Certification	3,747
First Aid Certification	3,716
Security Clearance	3,685
Advanced Cardiovascular Life Support (ACLS) Certification	3,627
Project Management Professional Certification	2,773
Emergency Medical Technician (EMT)	1,924

Source: Lightcast 2025.

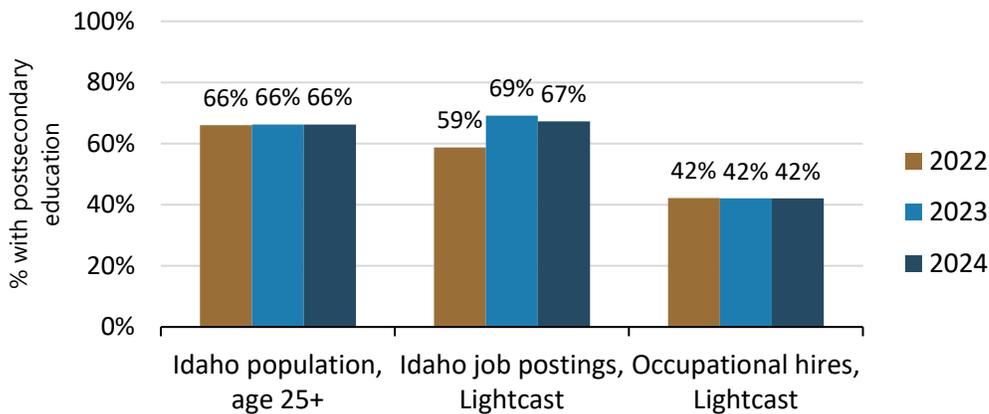
Education and workforce needs

This section of analysis will use job postings, occupational projections and online profiles to assess education/skills. There are some limitations to job postings data as companies may advertise in a single posting but hire multiple employees while others may post jobs multiple times to secure a single long-term employee.

As shown in Figure 20, during 2024, 67% of job postings required postsecondary education, compared to 66% of the population age 25 and over that had completed educational attainment beyond high school¹⁹. For job postings that listed wages, listings seeking postsecondary education had a median annual wage of \$91,000 compared to \$45,000 for those listings requiring either a high school education or had no formal education listed. While 67% of postings listed a formal education requirement beyond high school, only 42% of annual hires were in occupations that generally require education beyond high school. All occupations paying median annual wages exceeding \$90,000 per year require either formal postsecondary education or moderate to long-term on the job training beyond high school.

¹⁹U.S. Census Bureau, “American Community Survey”, 2024. Lightcast, “Job Posting Analytics”, 2024.

Figure 20: Education of Idaho’s population and minimum education for job postings and



hires

Source: U.S. Census Bureau, “American Community Survey” and Lightcast, “Job Posting Analytics”.

Total hires by occupation in 2023-2024 tell a disconnected story between higher education and employee demand. Lightcast estimates that nearly 74% of hires within Idaho over 2023 and 2024 were in occupations that generally required no formal education credential or a high school diploma/equivalent. As shown in Table 25, of those occupational postings that required at least a high school diploma, 42% were likely to need additional education for an entry level position. This compares to nearly 70% of Idaho’s population over the age of 25 that had completed education beyond high school.

Table 25: Population and 2024 occupational hires by highest educational attainment

Highest educational attainment	% of Idaho population, age 25+ that completed high school or above (2024)	% of occupational hires by general entry level education requirement (2024)
High school only	28%	58%
Some college, no degree	25%	13%
Associate’s degree	11%	2%
Bachelor’s degree+	36%	27%

Source: U.S. Census Bureau, “American Community Survey” and Lightcast, “Job Posting Analytics”.

At first, it appears that Idaho’s populace may be over educated compared to the level of jobs that are projected to becoming available. This may be true when looking at total job openings, but the interplay between job availability and demand of postsecondary education becomes significantly more complex when aspects such as wage rates, turnover replacement and job creation are considered.

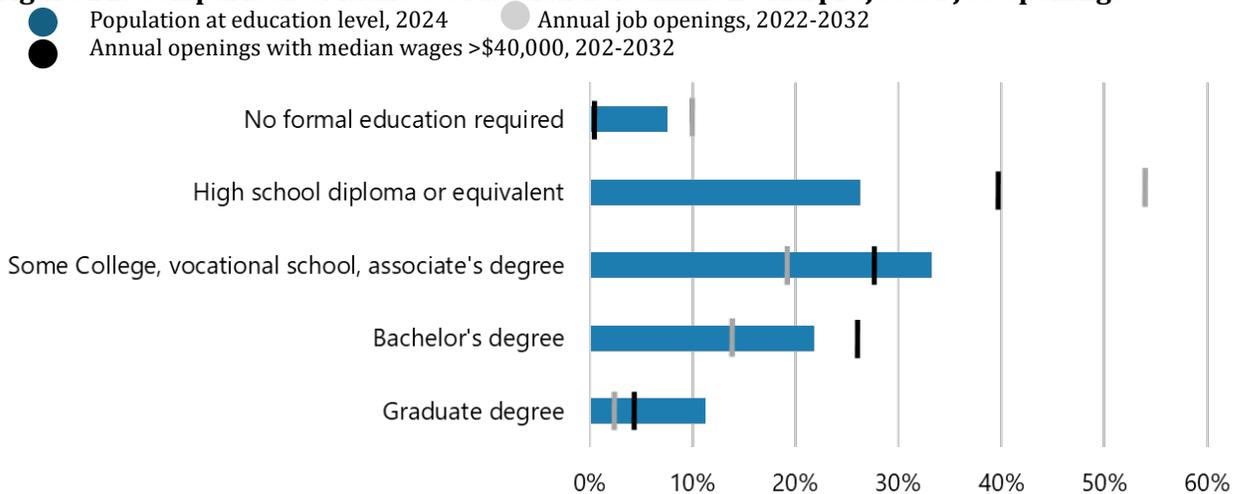
There is a certain degree of underemployment in the economy, but this is not unique to Idaho. Labor market friction can result in workers with advanced education assuming roles with minimal educational requirements. This appears to be a trend nationwide as more people attend and achieve higher education degrees. In 2024, there were 5,404,404 graduates in the United States – this pipeline has grown by 4%

over the last 5 years. ONET data classifications for entry-level education levels and occupational projections are combined to present the snapshot in Figure 21 for Idaho.

Figure 21 highlights that although the highest number of annual openings (gray vertical bars) are in occupations that do not require specialized education beyond high school, the story changes significantly when annual openings in occupations with median annual wages of at least \$40,000 are considered. This wage level was selected as the current ALICE household income for a family of four (two working adults, two children) in Idaho was approximately \$80,000 in 2023.

The black vertical bars in Figure 21 compare the educational distribution for annual openings in occupations that generally paid a minimum of \$40,000 in median wages during 2024. With this baseline established, an estimated 26% of openings will require a minimum of a bachelor’s degree, while only 22% of current residents over the age of 25 have achieved this level of education in 2024. Overall, 58% of job openings that pay more than \$40,000 will require some higher education. When occupation count is considered instead of annual openings, 70% of all occupations in Idaho currently paying median wages of at least \$40,000 per year generally require education beyond high school.

Figure 21: Comparison of Idaho’s educational attainment and projected job openings



Source: Idaho Department of Labor, “Occupational projections”, 2022-2032.
 U.S. Bureau of Labor Statistics, “Occupational Employment and Wage Statistics”, 2024.
 U.S. Census Bureau, “American Community Survey”, 2024.

The top 10 occupations with the highest number of annual openings in Idaho have large ongoing labor requirements but often face high turnover due to a combination of potentially low hourly wages, part time schedules and limited employee benefits. These are jobs such as retail salespersons, cashiers, food service workers, customer service representatives, stockers, and general laborers. Although they have high volumes of annual job openings, most have median annual wages below \$40,000 and only a small number of annual openings are due to new opportunities. While less than 7% of these projected openings are due to job creation, the remaining 93% is

replacing existing roles. In contrast, nearly 14% of annual job openings for those occupations with median annual wages exceeding \$40,000 were due to growth.

Table 26: Top ten occupations by annual openings

Occupation	Minimum education	Median annual wage, 2024	Annual job openings, total	% of openings due to job creation
Retail salespersons	High school	\$33,000	10,200	6%
Cashiers	High School	\$30,000	4,500	1%
Fast food and counter workers	No minimum	\$28,000	4,200	5%
Waiters and waitresses	High school	\$30,000	3,200	3%
Customer service reps	High school	\$39,000	2,800	3%
Office clerks, general	High school	\$42,000	2,700	4%
Stockers and order fillers	High school	\$36,000	2,100	10%
Laborers and Freight, Stock, and Material Movers, Hand	High school	\$38,000	1,900	11%
Janitors and cleaners, except maids and housekeeping cleaners	No minimum	\$35,000	1,800	8%
Carpenters	High school	\$48,000	1,700	24%

Source: Idaho Department of Labor, Occupation Projections, 2022-2032.

Over half (53%) of Idaho’s annual openings due to job creation through 2032 will likely require education beyond high school. All occupations that had at least 30% of annual openings due to organic job growth in 2022-2032 generally required a bachelor’s degree or higher.

Table 27: Top ten occupations by annual openings resulting from job creation

Occupation	Minimum education	Median annual wage, 2024	Annual openings due to job creation	% of total annual openings due to job creation
Retail salespersons	High school	\$33,000	600	6%
Carpenters	High school	\$48,000	400	24%
Construction laborers	High school	\$45,000	300	22%
Registered Nurses	Bachelor’s Degree	\$86,000	300	25%
General and operations managers	Bachelor’s Degree	\$76,000	300	16%

Cooks, restaurant	High school	\$35,000	300	16%
Laborers and freight, stock, and material movers, hand	High school	\$38,000	200	11%
Fast food and counter workers	No minimum	\$28,000	200	5%
Light truck drivers	High school	\$48,000	200	18%
Stockers and order fillers	High school	\$37,000	200	10%

Source: Idaho Department of Labor, Occupation Projections, 2022-2032.

Table 28: Top five occupations based on highest share of job creation of annual openings

Occupation	Minimum education	Median annual wage, 2024	Annual openings due to job creation	% of annual openings due to job creation
Nurse practitioners	Graduate degree	\$128,000	50-100	51%
Veterinarians	Graduate degree	\$106,000	0-50	45%
Optometrists	Graduate degree	\$67,000	0-50	42%
Physician assistants	Graduate degree	\$129,000	0-50	42%
Physical therapists	Graduate degree	\$93,000	0-50	40%

Source: Idaho Department of Labor, Occupation Projections, 2022-2032.

Summary: Workforce Analysis

Idaho’s labor market has remained resilient amid recent cooling, continuing to outperform national trends. Population growth remains a key strength: Idaho surpassed two million residents in 2024 and grew by 8.2% from 2020 to 2024, driven primarily by domestic in-migration. Although job growth and labor force participation eased slightly in 2025, unemployment remained low at 3.7%, signaling a persistently tight labor market. Employment gains continue to be concentrated in leisure and hospitality and construction, while some sectors, including state and local government and trade-related industries, have contracted. Growth is uneven across counties, with nearly half of the labor force concentrated in Ada and Canyon counties, while smaller rural counties experience higher unemployment rates but represent a limited share of total workers.

Beneath these near-term dynamics, Idaho faces significant structural workforce challenges driven by demographic change – however, this is a nationwide trend. The state’s population growth is increasingly weighted toward older adults, with the 65+ population projected to grow far faster than the labor force through 2034. At the same time, declining birth rates are producing a tapering youth population, meaning fewer young workers are poised to enter the labor force in the future. The ratio of prime working-age adults to retirees has already fallen sharply and is projected to decline further, increasing pressure on labor supply and public services. These trends heighten the importance of labor force participation among older workers, women,

veterans, people with disabilities, returning citizens, and other underutilized populations, many of whom face higher unemployment or structural barriers to stable employment.

Idaho's workforce is also characterized by a growing mismatch between education, job demand, and earnings. While educational attainment has steadily increased—supported in part by higher-skilled in-migrants—most job growth and hires remain concentrated in occupations requiring no more than a high school diploma, even as job postings increasingly signal a preference for postsecondary credentials. Wages and incomes have risen rapidly, yet Idaho still trails national income levels and is seeing faster growth in non-wage income sources such as investment income and transfer payments, reflecting an aging population. Looking ahead, strong job growth is projected in construction, health care, and manufacturing, underscoring the need for a robust workforce pipeline that emphasizes skilled trades, healthcare credentials, and career and technical education to ensure that new and existing workers have the skills needed to meet Idaho's evolving labor market demands.

Areas of Opportunity

Drawing on statewide economic and workforce trends and regional labor market evidence, the following areas of opportunity highlight cross-cutting challenges and leverage points for Idaho’s workforce system. While conditions vary across regions, consistent patterns emerge related to labor supply constraints, job quality, demographic change, and investment-driven demand. Together, these trends underscore the importance of strategies that support workforce resilience, upward mobility, and long-term economic growth.

1. Moving Beyond Entry-Level Employment Toward Job Quality and Advancement

Most jobs in Idaho require high school degrees or no formal education – this implies that most of the jobs are “entry-level” or lower-level jobs, requiring little educational attainment. These jobs—common in retail trade, leisure and hospitality, and food services—often experience high turnover, seasonality, and relatively low wages. As housing, transportation, food, and other living costs rise across the state, these dynamics contribute to a growing population of working households that remain economically insecure despite being employed. Regional job posting data reinforce this pattern, showing persistent demand for service-sector occupations, much of it driven by replacement hiring rather than net new job creation. While filling these roles remains essential to local economies, meeting this demand alone is unlikely to improve long-term workforce outcomes. A key opportunity for Idaho is to pair entry-level employment with clear pathways for skill development, credential attainment, and advancement into higher-wage roles.

This aligns with Pillar II – Worker Mobility of America’s Talent Strategy. As discussed in the State Strategies below, Idaho is investing in postsecondary education and training through Idaho LAUNCH, aligned to in-demand careers that provide mortgage paying jobs. In addition, the state is working across education, workforce and labor systems to identify credentials of value to further target investments in aligning education to careers.

2. Expanding and Stabilizing Labor Supply in a Tight and Changing Labor Market

Although Idaho continues to outperform national averages, unemployment has increased modestly over the past year across nearly all demographic groups. Female unemployment has risen more sharply than male unemployment in recent years, and youth unemployment remains elevated, particularly among 16–19-year-olds and young adults ages 20–24. These trends mirror national patterns and reflect a labor market adjusting to return-to-work mandates, shifting employer expectations, and broader structural changes due to the rise of generative AI.

At the same time, Idaho’s labor market remains tight overall. Employers consistently cite labor availability as a constraint, and regional indicators—such as faster hiring

timelines and rising posted wages—suggest increasing competition for workers. Demographic pressures further complicate this picture: population growth is increasingly concentrated among older adults, while the pipeline of younger workers is narrowing.

These conditions highlight the importance of strategies that expand effective labor supply, including increasing labor force participation and retention among women, older workers, veterans, people with disabilities, returning citizens, and other underutilized populations.

This aligns with Pillar I – Industry Driven Strategies. Without close alignment to employer needs, especially in a tight labor market, efforts to support underutilized populations’ access to jobs could lead to continued churn in entry- or lower-level jobs. Idaho has adopted the Talent Pipeline Management® strategy to co-create the workforce Idaho needs to continue to grow. Described in the strategies below, TPM places employers at the center and aligns education and workforce to them.

3. Preparing the Workforce for Technological Change and AI Adoption

Technological change—particularly the rise of generative artificial intelligence—is reshaping job tasks, skill requirements, and career trajectories, especially in white-collar, administrative, and early-career roles.

While overall employment continues to grow, research suggests that employment growth for young workers has stagnated, raising concerns about entry points into the labor market.

AI is more likely to augment jobs than replace them outright, increasing demand for workers who are AI-literate and able to adapt to changing workflows. Professional, scientific, and technical services—a growing sector in Idaho—already show rising demand for specialized business skills, data analysis, problem-solving, and social skills.

This creates an opportunity for Idaho to proactively invest in AI literacy, reskilling, and upskilling initiatives that prepare workers across industries and career stages to navigate technological change, rather than react to displacement after it occurs.

In support of Pillar V – Flexibility and Innovation, Idaho’s workforce system is further aligning by bringing the Workforce Development Council and STEM Action Center together under one umbrella. Technical skills, including the use of AI, are integral to all jobs and STEM education needs to be better connected to careers. Through integration, AI literacy is top of mind, and the WDC/STEM Action Center are playing a key role in investing in Idaho’s future.

4. Aligning Workforce Strategies with Investment-Driven Demand in Construction, Manufacturing, and Energy

Idaho is experiencing a wave of public and private investment in construction, advanced manufacturing, energy, mining, and infrastructure, including

semiconductor manufacturing, aerospace, nuclear energy, broadband expansion, and mineral extraction. Employment and GDP data show that construction has been among the fastest-growing sectors over the past decade and is projected to remain a leading source of job growth through 2032.

Regional labor market evidence reflects this investment activity, with increased job postings in construction, manufacturing, professional and technical services, and related skilled trades in several parts of the state. These investments are generating targeted demand for construction workers, electricians, technicians, engineers, and other technical occupations.

An important opportunity for Idaho is to ensure that workforce pipelines are sufficiently aligned with the timing, scale, and skill requirements of these projects. Without coordinated training, credentialing, and employer engagement, these investments risk delays, labor shortages, or reliance on out-of-state workers, limiting their broader economic impact.

Also aligned with Pillar I, Talent Pipeline Management is being leveraged to co-create the talent for these expansions.

5. Strengthening Health Care Capacity Amid Persistent and Growing Demand

Health care and social assistance remain among Idaho's largest employers. Health care-related credentials consistently appear as the most in-demand across statewide and regional analyses, with many postings remaining open longer than those in other sectors.

Regional data point to persistent hiring challenges for health care practitioners and support occupations, particularly in rural and smaller labor markets where workforce supply is limited. These shortages have ripple effects beyond the health care system itself: inadequate access to care can reduce labor force participation, especially among caregivers and older workers.

Health care workforce opportunities align to both Pillars I and II. The state's initiatives with Talent Pipeline Management and ongoing collaboration with the Idaho Department of Health & Welfare on the Rural Health Transformation Program will drive alignment within the workforce system in support of good, mortgage paying jobs for Idahoans.

Appendix 1: Industry Definitions²⁰

Industry	Definition
Mining and Logging	This sector includes establishments involved in extracting minerals (mining) and harvesting timber (logging).
Construction	The Construction sector comprises establishments primarily engaged in the construction of buildings or engineering projects (e.g., highways and utility systems). Construction work done may include new work, additions, alterations, or maintenance and repairs.
Manufacturing	The Manufacturing sector comprises establishments engaged in the mechanical, physical, or chemical transformation of materials, substances, or components into new products – includes both durable and non-durable goods.
Durable Goods	Goods with an expected life of three years or more, typically higher value.
Non-Durable Goods	Goods with a typical life expectancy of less than three years, often consumed quickly.
Trade, Transportation, and Utilities	This is major economic supersector encompassing businesses involved in buying and selling goods (Trade), moving people and cargo (Transportation & Warehousing), and providing essential services like electricity, gas, and water (Utilities)
Wholesale Trade	The Wholesale Trade sector comprises establishments engaged in wholesaling merchandise, generally without transformation, and rendering services incidental to the sale of merchandise. The merchandise described in this sector includes the outputs of agriculture, mining, manufacturing, and certain information industries, such as publishing.
Retail Trade	The Retail Trade sector comprises establishments engaged in retailing merchandise, generally without transformation, and rendering services incidental to the sale of merchandise.
Transportation, Warehousing, and Utilities	Transportation and Warehousing includes industries engaged in transporting passengers and cargo, providing storage for goods, scenic and sightseeing transportation, and support activities for these operations. Modes of transportation include air, rail, water, road, and pipeline. Warehousing establishments are distinguished from wholesalers in that they store goods but do not sell them. Utilities includes establishments involved in generating and transmitting electric power, distributing natural gas, treating and distributing potable water, and treating and disposing of sewage.
Information	The Information sector comprises establishments engaged in the following processes: (a) producing and distributing information and cultural products, (b) providing the means to transmit or distribute these products as well as data or communications, and (c) processing data. The main components of this sector are the publishing industries, including software publishing, and both traditional publishing and publishing exclusively on the Internet; the motion picture and sound recording industries; the broadcasting industries, including

²⁰ You can find industry definitions here: <https://www.bls.gov/iag/>.

Industry	Definition
	traditional broadcasting and broadcasting exclusively over the Internet; the telecommunications industries; and Web search portals, data processing industries, and the information services industries.
Financial Activities	The Financial Activities supersector covers industries involved in managing money, credit, and investments, encompassing two main sectors: Finance and Insurance and Real Estate and Rental and Leasing.
Finance and Insurance	The Finance and Insurance sector comprises establishments primarily engaged in financial transactions (transactions involving the creation, liquidation, or change in ownership of financial assets) and/or in facilitating financial transactions.
Real Estate and Rental and Leasing	The Real Estate and Rental and Leasing sector comprises establishments primarily engaged in renting, leasing, or otherwise allowing the use of tangible or intangible assets, and establishments providing related services. The major portion of this sector comprises establishments that rent, lease, or otherwise allow the use of their own assets by others. The assets may be tangible, as is the case of real estate and equipment, or intangible, as is the case with patents and trademarks.
Professional and Business Services	The professional and business services supersector consists of these sectors: Professional, Scientific, and Technical Services, Management of Companies and Enterprises, and Administrative and Support and Waste Management and Remediation Services.
Professional, Scientific, and Technical Services	The Professional, Scientific, and Technical Services sector comprises establishments that specialize in performing professional, scientific, and technical activities for others. These activities require a high degree of expertise and training. Activities performed include legal advice and representation; accounting, bookkeeping, and payroll services; architectural, engineering, and specialized design services; computer services; consulting services; research services; advertising services; photographic services; translation and interpretation services; veterinary services; and other professional, scientific, and technical services.
Management of Companies and Enterprises	The Management of Companies and Enterprises sector comprises (1) establishments that hold the securities of (or other equity interests in) companies and enterprises for the purpose of owning a controlling interest or influencing management decisions or (2) establishments (except government establishments) that administer, oversee, and manage establishments of the company or enterprise and that normally undertake the strategic or organizational planning and decision-making role of the company or enterprise.
Administrative and Support and Waste Management and Remediation Services	The Administrative and Support and Waste Management and Remediation Services sector comprises establishments performing routine support activities for the day-to-day operations of other organizations. These essential activities are often undertaken in-house by establishments in many sectors of the economy. The establishments in this sector specialize in one or more of these support activities and provide these services to clients in a variety of industries and, in some cases, to households. Activities performed

Industry	Definition
	include: office administration, hiring and placing of personnel, document preparation and similar clerical services, solicitation, collection, security and surveillance services, cleaning, and waste disposal services.
Private Education and Health Services	The education and health services supersector consists of these sectors Educational Services and Health Care and Social Assistance.
Private Educational Services	The Educational Services sector comprises establishments that provide instruction and training in a wide variety of subjects. This instruction and training is provided by specialized establishments, such as schools, colleges, universities, and training centers.
Health Care and Social Assistance	The Health Care and Social Assistance sector comprises establishments providing health care and social assistance for individuals. The sector includes both health care and social assistance because it is sometimes difficult to distinguish between the boundaries of these two activities. The industries in this sector are arranged on a continuum starting with establishments providing medical care exclusively, continuing with those providing health care and social assistance, and finally finishing with those providing only social assistance. Establishments in this sector deliver services by trained professionals. All industries in the sector share this commonality of process, namely, labor inputs of health practitioners or social workers with the requisite expertise.
Leisure and Hospitality	The leisure and hospitality supersector consists of these sectors Arts, Entertainment, Recreation and Accommodation and Food Services.
Arts, Entertainment, and Recreation	The Arts, Entertainment, and Recreation sector includes a wide range of establishments that operate facilities or provide services to meet varied cultural, entertainment, and recreational interests of their patrons. This sector comprises (1) establishments that are involved in producing, promoting, or participating in live performances, events, or exhibits intended for public viewing; (2) establishments that preserve and exhibit objects and sites of historical, cultural, or educational interest; and (3) establishments that operate facilities or provide services that enable patrons to participate in recreational activities or pursue amusement, hobby, and leisure-time interests.
Accommodation and Food Services	The Accommodation and Food Services sector comprises establishments providing customers with lodging and/or preparing meals, snacks, and beverages for immediate consumption. The sector includes both accommodation and food services establishments because the two activities are often combined at the same establishment.
Other Services	The Other Services (except Public Administration) sector comprises establishments engaged in providing services not specifically provided for elsewhere in the classification system. Establishments in this sector are primarily engaged in activities such as equipment and machinery repairing, promoting or administering religious activities, grantmaking, advocacy, and providing drycleaning and laundry services, personal care services, death care services, pet care services, photofinishing services, temporary parking services, and dating services.

- 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^{2F3} 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).

WIOA Title I-B – Adult, Youth, and Dislocated Worker Programs (Administered by the 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.

Title I-B – Youth Program (operated by the Idaho Department of Labor)

Prior to Program Year 2025, the Idaho Workforce Development Council, in its role as a WIOA local board, directed Idaho's WIOA Title I-B Youth program to serve only out-of-school youth ages 16 to 24. However, the council reassessed the availability of youth program services throughout the state and expanded services to include in-school youth, ages 16-21, while prioritizing disabled and foster youth. 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.

Title I-B – Adult and Dislocated Worker Programs (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 31 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. Local programs collaborate with WIOA partners to align services with employer needs and leverage resources for training and employment. Providers participate in regional business services teams, host employer spotlights and resource fairs, and expand Integrated Education and Training (IET) and IELCE offerings in healthcare, manufacturing, and digital skills to meet high-demand industry needs.

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 access is available to both customer groups at idahoworks.gov, an online labor exchange system. Here, 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-assisted services for job seekers include 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 (the Division), 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. The Division 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 the Division to the extent practicable.

The Division and the Commission provide services which include assessments, vocational counseling and guidance, job related services (e.g. job readiness training, job search, job supports short-term, and SE Job Coaching), medical treatment services, rehabilitation technology, and training related services (vocational training, post-secondary education, on-the-job training, disability related skills training, etc.), and supportive services necessary to support a competitive integrated employment outcome. Through customer informed choice and in partnership with their VR Counselor, individuals with disabilities can 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 for 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 (Pre-ETS) for students and similar services for youth include five required services to 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 VR Team Members to determine which combination of pre-employment transition services may best meet their individual needs. The Division coordinates with local education agencies (LEAs) to ensure that these services are available to students statewide. Pre-employment transition services are designed to help students with disabilities with career exploration prior to exiting education. These five required services are the earliest set of transition services a student can receive prior to applying for VR services. Students must be receiving transition services through an Individualized Education Program (IEP) or be eligible for a section 504 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. The Division provides services through three customer centers throughout 11 offices. Through cooperative agreements, the Division also utilizes space in several locations in rural communities across the state to support statewide service delivery. 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.

Based on the state's limited funding, it has opted to consolidate the staff functions under the grant:

- Local Veterans Employment Representatives (LVER) staff conduct outreach to employers on behalf of veteran customers. LVERs work 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 Specialists 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 for 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. 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.

Under the Sunset provision, the state's Trade program services include employment and case management services; classroom training; 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's 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. With some exceptions, adult participants are required to participate in an employment and training (E&T) program. The SNAP E&T program offers participants job training, assistance finding meaningful employment, and supportive services to help ensure their success.

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-federal fiscal year 2024, the average SNAP

allotment per person in Idaho was \$179 a month.

Households may use SNAP benefits to purchase foods such as breads, cereals, fruits, vegetables, meats, and dairy products, as well as seeds and plants that produce food.

SNAP enrollment responds to economic conditions, increasing during periods of economic downturn and decreasing as economic conditions improve. For example, in federal fiscal year (FFY) 2024, the average monthly number of individuals receiving SNAP benefits rose to 130,900, up from 124,043 in FFY 2023. In 2024, 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 98% of households in the program are child-only cases. The remaining 2% 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 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 in 2023 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 2026 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 Division of Career Technical Education, state Vocational Rehabilitation programs, the Commission 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 regular meetings to discuss and refine State Plan deliverables from each program and were essential when 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 cross-trainings are held in the first quarter of the calendar year, and regional quarterly partnership meetings are held thereafter. Additional professional development opportunities are offered throughout the year by the One-Stop Operator.

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. Examples aligned to America’s Talent Strategy Pillars are provided below:

Idaho LAUNCH (Aligned with Pillars I and II)

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 to adults covering 80% of training costs, up to \$3,500, for in-demand careers and has seen profound positive results (+40% wage gains one year following training) 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 component 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 directly following high school. Open to all graduating high school seniors, beginning with the Class of 2024, this program has increased postsecondary enrollment at Idaho’s public institutions by 11% in the first year.

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, certifications, and Registered Apprenticeship Programs. The LAUNCH framework also places Idaho in a position to quickly implement Workforce Pell in partnership with the State Board of Education and IDCTE.

Apprenticeship Idaho (Aligned with Pillars I and II)

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 Workforce Development Council, Idaho Division of Career Technical Education, the State Board of Education, and community-based partners. Registered apprentices have grown from under 1,000 in 2017 to over 3,500 in 2025

Talent Pipeline Management® (TPM) (Aligned with Pillar I)

TPM was implemented as a collaborative program between the WDC, educational institutions, economic development agencies, and industry associations in 2021. Developed by the US Chamber of Commerce Foundation, TPM leverages supply chain methodologies to create workforce solutions that are driven by employers. TPM is Idaho's industry sector strategy model; and there are currently 8 TPM project managers located across the state facilitating employer-led collaboratives.

Expanding Access to Idahoans (Aligned with Pillar III)

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 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

Aided by Federal investments such as the CHIPS and Science Act, Micron (a chip/semiconductor manufacturer headquartered in Boise) has announced a \$70 billion expansion in Idaho, working collaboratively with the WDC to support the state's STEM and construction workforce that is necessary for a thriving semiconductor industry. This partnership has already directed the investment of over \$45 million in state funds and is beginning to allocate a portion of the \$65 million in CHIPS workforce funds awarded to Micron. These projects include a pre-mechatronics program delivered through Adult Education at the College of Western Idaho, mechatronics/advanced manufacturing programs at the College of Western Idaho, College of Eastern Idaho, North Idaho College, and College of Southern Idaho, cleanroom expansions at Boise State University and the University of 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 workforce development in key industries, the Idaho Department of Labor was recently awarded \$8 million from the Industry Driven Skills Training Fund for nuclear energy, advanced manufacturing and mineral extraction. 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 regarding staffing public workforce system programs, the second involves quality service to youth, 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 2025.

The State's career and technical education programs also experience 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. This is currently playing out in the construction trades, for example, where instructors for plumbing, sheet metal and electrical apprenticeships can earn far more working on the mega-construction projects in the state than they do 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 (13.3%) 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 7%. 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 such as those involved in or aged out of the foster care system, that have a disability, or that live in a rural community. Several of these intersectional groups also experienced higher than average unemployment, 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. Mental health issues also pose barriers to employment. The Idaho Department of Health and Welfare reports that 100% of the state of Idaho is designated as a mental health professional shortage area. 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 want school counselors to know more about career opportunities and support 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. To that end, for the past two years the Workforce Development Council has co-sponsored an annual conference specifically for K-12 college and career advisors in partnership with the State Department and State Board of Education. More emphasis continues to be needed and this remains a priority for the Combined Plan partners.

(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 29: Workforce Program Capacity - Funding Levels and Participants Served by Program

*Numbers are based on most recent annual-reporting data available for Program Year 2024 (July 1, 2024, through June 30, 2025). Those programs noted by an * show data by federal Fiscal Year 2024 (September 2023 through October 2024)*

Program	Federal Funding	State Funding	Number Served
Title I – Youth	\$2,366,901	\$0	591
Title I – Adult	\$2,202,724	\$0	807
Title I – Dislocated Worker	\$2,611,276	\$0	257
Title II – Adult Education	\$3,255,137	\$881,660	4,646

Title III – Wagner- Peyser	\$6,094,420	\$0	18,345 (jobseekers) 8,337 (employers)
Title IV – Vocational Rehabilitation (IDVR, The Division)	\$16,293,927	\$5,434,797	4,229
Title IV – Idaho Commission for Blind and Visually Impaired (ICBVI, The Commission)	\$4,464,506	\$1,208,310	420
OAA Title V - Senior Community Service Employment Program (SCSEP)	\$414,386	\$0	43
Trade Adjustment Assistance (TAA)*	\$109,365	\$0	3
Jobs for Veterans State Grant (JVSG)*	\$877,644	\$0	1,278
Carl D. Perkins	\$8,848,679 (includes both Secondary & Post- Secondary programs)	\$437,553	70,651 (Secondary programs) 6,574 (Post-secondary programs)
Temporary Assistance for Needy Families (TANF/TAFI) Supplemental Nutrition Assistance Program (SNAP)	TAFI - \$5.3M SNAP - \$281.24M		TAFI –Avg. of 2032 children & 35 adults per month SNAP – 130,900 monthly avg.
Unemployment Insurance (UI)*	\$15,048,019	\$0	45,652

(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 (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. These goals are revisited by the Council regularly, and with minor adjustments have largely remained intact. During the December 18, 2025 meeting of the WIOA Advisory Group partners, and the January 13, 2026 meeting of the One-Stop Committee, 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.

Strategies:

- Identify, develop, connect, and activate a robust 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 current and potential workforce.

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

Strategies:

- Create, align, and sustain partnerships with stakeholders to implement workforce development programs.
- Create a baseline to allow for measurement of success in the future.
- Support development in work-based learning, and innovative programs to drive Idaho's present and future workforce solutions.
- Leverage existing local employer-focused initiatives to build and support effective pathways to connect Idahoans to careers.
- Cultivate a high-quality One-Stop Career System that connects employers and workers and facilitates access to workforce services, education services, and information.
- 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.

Strategies:

- Be objective, data driven, and accountable.
- Identify gaps and opportunities in the workforce system and initiate or support policy and/or allocate resources to meet them.
- Identify opportunities for alignment across projects and resources to enhance results across all stakeholder groups.

The economic and workforce 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.

Focus Area 1 – Improving Public Awareness and Access to the Workforce System

Public listening sessions aligned to state plan development continue to show several opportunities for system improvement. First, this includes actionable messaging of the services and benefits available to both jobseekers and employers, leveraging technology and AI where appropriate to support implementation. Combined plan partners have agreed to build communication materials that are targeted to all Idahoans. Specific goals for implementation during this state plan period include:

- **Implement a communications strategy**
 - Identify audiences in need of 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.
 - 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**
 - Clearly identify the services each program has to offer.
 - Develop regional goals and performance metrics.
 - Implement targeted, coordinated business visits via regional teams.

Focus Area 2 – Build workforce system capacity to receive additional participants.

– With effective outreach as identified in Focus Area 1, Idaho’s service providers have seen an uptick in the number of individuals with higher barriers to

employment accessing services across the state. An analysis of the changing demographics in the Title I Adult and Dislocated Worker programs show a real shift in enrollment toward harder-to-serve populations – those facing more significant barriers that prevent them from obtaining self-sufficiency through full-time employment. These changes include gender shifts (serving more males), single parents, long-term unemployed, ex-offenders, and individuals with disabilities. Notable increases include:

- Long-term Unemployed – up 123% from PY17
- Ex-Offenders – up 508% from PY17
- Individuals with Disabilities– up 34% from PY17

In addition, Idaho’s workforce system is preparing to serve the Medicaid expansion population who will be subject to work requirements along with engaging in a policy academy with the National Governor’s Association to better align the TANF and SNAP Employment & Training programs more closely with other partner programs. 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.**
 - Train frontline staff to be welcoming to all customers and use system resources.
 - Collaboratively develop an inter-agency resource hub.
 - Develop and share trainings on the resource hub.
 - Better communicate program expectations and rationale.
- **Leverage technology to fill gaps for participants.**
 - Collaboratively identify gaps that could be filled by AI or other technology.
 - Leverage technology to cover routine tasks and improve service quality to participants.
- **Improve Digital and AI Literacy among Idahoans**
 - Build the capacity of individuals with limited technology proficiency, to effectively use technology, including AI.

Focus Area 3 – Service to Youth - With an unemployment rate for 16- to 19-year-olds at 13.3% and 20- to 24-year-olds at 7%, these groups comprise the two highest unemployment rates in the state. In numbers, this translates to over 15,500 youth who want to participate in the labor market, indicating a clear opportunity for employers if the workforce and education systems align to ensure that these individuals gain postsecondary skills that will connect them to jobs. The expansion of the Council’s Idaho LAUNCH program, providing up to \$8,000 to graduating high school seniors for post-secondary education aligned to in-demand careers, is a move in the right direction; however, there continue to be opportunities to align workforce program support services with LAUNCH to increase persistence and completion.

Specific goals for implementation during this state plan period include:

- **Increase service to youth within, but not limited to, the following groups:**
 - Youth with disabilities. In 2025, the Council adjusted its youth policy directive to support in-school youth with disabilities under the WIOA Youth Program. Previously, the Council directed all funding to Out-of-School Youth. This aligns with funding constraints in the Title IV program to ensure youth with disabilities are prioritized for work experiences.
 - Justice-involved youth – The Council has directed funding for a position with the Idaho Department of Corrections to work with 18-24 year old residents who are within 6 months of release to formalize a connection to the workforce system.
 - Youth residing in rural or remote communities – The Council continues to support a public/private partnership with Idaho Business for Education to expand Youth Apprenticeship opportunities, including a focus on tribal youth.

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

Focus Area 4 – 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, Idaho Career Technical Education and many of the state’s industry associations, is beginning to evaluate skills and certifications that are valued across industries to transform the delivery of workforce training and education. This work will also support implementation of Workforce Pell.

Soon after the federal administration published America’s Talent Strategy, the Council reviewed its priorities to the pillars and found good alignment. Specifically, the Industry-Driven Strategies pillar is one that Idaho has been leading since the Council was moved to the Office of the Governor to champion the alignment between education systems, workforce agencies and employers. Registered apprenticeship has been a top priority since 2017, and Idaho is a top-ten growth state by percentage.

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 significant job growth including advanced manufacturing, healthcare, construction and business and professional services.
 - Identify which occupations will be created alongside a timeline, related to

federal CHIPS Act and Tech Hub investments and begin working with mineral extraction employers as mining projects begin to receive approvals. 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.
- **Develop Idaho’s “credentials of value”**
 - Partner with the State Board of Education and Idaho Career Technical Education to develop a governance framework and subsequent policy for “credentials of value”. This will result in a statewide tool for application with Workforce Pell, Perkins, Outcomes Based Funding and Idaho LAUNCH.

(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. See the tables from Appendix 1 entered on the following pages which contain the planned and eventual negotiated targets for the primary indicators of performance for the state’s WIOA core partners.

	Title I – Adult Program			
	Program Year 2026:		Program Year:2027	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	66.4%		66.4%	
Employment (Fourth Quarter after Exit)	69.0%		69.0%	
Median Earnings (Second Quarter after Exit)	\$7,975		\$7,975	
Credential Attainment Rate	80.4%		80.4%	
Measurable Skill Gains	62.5%		62.5%	
	Title I – Dislocated Worker Program			
	Program Year 2026:		Program Year:2027	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	81.0%		81.0%	
Employment (Fourth Quarter after Exit)	77.9%		77.9%	
Median Earnings (Second Quarter after Exit)	\$9,875		\$9,875	
Credential Attainment Rate	68.8%		68.8%	
Measurable Skill Gains	63.5%		63.5%	

	Title I – Youth Program			
	Program Year 2026:		Program Year:2027	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	78.6%		78.6%	
Employment (Fourth Quarter after Exit)	80.4%		80.4%	
Median Earnings (Second Quarter after Exit)	\$5,300		\$5,300	
Credential Attainment Rate	53.0%		53.0%	
Measurable Skill Gains	56.0%		56.0%	
	Title II – Adult Education and Family Literacy Act Program			
	Program Year 2026:		Program Year:2027	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	39.0%		39.0%	
Employment (Fourth Quarter after Exit)	39.0%		39.0%	
Median Earnings (Second Quarter after Exit)	\$5,400.00		\$5,400.00	
Credential Attainment Rate	47.0%		47.0%	
Measurable Skill Gains	33.0%		33.0%	

	Title III – Wagner-Peyser Act Employment Service Program			
	Program Year 2026:		Program Year:2027	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	69.3%		69.3%	
Employment (Fourth Quarter after Exit)	70.0%		70.0%	
Median Earnings (Second Quarter after Exit)	\$7,450		\$7,450	
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable
	Title IV – Vocational Rehabilitation Program			
	Program Year 2026:		Program Year:2027	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	61.3%		31.3%	
Employment (Fourth Quarter after Exit)	60.2%		60.2%	
Median Earnings (Second Quarter after Exit)	\$6,000		\$6,300	
Credential Attainment Rate	56.5%		56.5%	
Measurable Skill Gains	60.0%		60.0%	

	Title IV – Vocational Rehabilitation Program (Blind)			
	Program Year 2026:		Program Year:2027	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	61.3%		61.3%	
Employment (Fourth Quarter after Exit)	60.2%		60.2%	
Median Earnings (Second Quarter after Exit)	\$6,000		\$6,300	
Credential Attainment Rate	56.5%		56.5%	
Measurable Skill Gains	60.0%		60.0%	

(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 allow our programs to measure how well they are serving participants and employers in both the short and long term. Progress toward these indicators is evaluated against the performance targets negotiated by each program with their applicable federal agencies. The WIOA Advisory Group takes the lead on this effort, dedicating one meeting each quarter to a side-by-side review of the performance indicators across the core programs. The discussion includes identification of best practices and an opportunity to provide technical assistance across the partners as each seek continuous improvement for their programs. In addition, program performance is presented annually to the entire Workforce Development Council as the Council contemplates the need to adjust policies to better the workforce system.

Section 116 indicators for measurable skill gains specifically informs 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 helps 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*. The indicators regarding measurable skill gains are used to measure literacy skills improvement as well as technical and workplace skills development. Where applicable, the quarterly review and discussion of these measures help programs make real-time adjustments to ensure specific participants are making progress. They are also 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 helps 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 specifically helps 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 measure the relevance and quality of their services in the context of the larger workforce system, which 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 helps the State measure the relevance and usefulness of our workforce development system to employers. This aligns with measuring the effectiveness in meeting Focus Area 4 – Career Pathways/Sector Partnerships.

The WIOA indicators are 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 helps 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 gains 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 continue to 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 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 are 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 are 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).*

(1) Describe the strategies the State will implement, including industry or sector partnerships related to in-demand industry sectors and occupations and career pathways, as required by WIOA section 101(d)(3)(B), (D). "Career pathway" is defined at WIOA section 3(7) and includes registered apprenticeship. "In-demand industry sector or occupation" is defined at WIOA section 3(23).

In Section (II)(b)(2) (State Goals) the Council's 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
- Build workforce system capacity to receive participants with more significant barriers to employment
- Service to youth
- 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.

Sector Strategies and Career Pathways

Following significant instability during and after the COVID-19 pandemic, Idaho's economic analysis appears to indicate a return to a "normal" growth rate. Unemployment remains low according to labor market information from the Idaho Department of Labor and employers struggle to fill jobs in a timely manner. Idaho does not have enough entrants to the labor market

Construction has added over 36,000 jobs since 2014 more than doubling in size. Through the CHIPS and Science Act, nearly \$70 billion is being invested in semiconductor manufacturing in southwest Idaho. North Idaho and eastern Idaho have been designated as Tech Hubs for aerospace manufacturing and nuclear energy, respectively. And recent licensing approvals are resulting in mineral extraction projects across the state. While jobs in retail, 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 manufacturing, mining, cybersecurity, food processing, health care, and construction, and broadband infrastructure with industries such as transportation 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 \$3,500. Since the program’s inception in late 2020, the WDC has invested nearly \$32 million in LAUNCH to help see this through, including over \$7.6 million in FY25 alone. The program has served a total of 10,256 individuals, largely providing pathways into careers in transportation, construction, and the medical field. This program was expanded in 2023 to include grants for graduating high school students providing up to \$8,000 for education and workforce training aligned to in-demand careers. Over 13,900 graduates from the Classes of 2024 and 2025 received \$111,552,000 in grants.

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, STEMAction Center, Department of Corrections, Department of Juvenile Corrections, and Idaho Public Television are working to increase the line of sight between our youth, adults experiencing career transitions, 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. The Council's Work-Based Learning Committee leads these career pathway activities.

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.

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 which will allow 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 a visual assessment of an individual's progress towards their career

goals. As of early 2026, approximately 267,925 badges have been awarded to 55,925 unique learners. Idaho's SkillStack system awarded its first badge to a student on February 22, 2016.

(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).

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 (e.g. 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. For the purpose of the 2026 State Plan Modification, these priorities are restated below and include achievements since the 2024 State Plan was submitted:

- **Improving Public Awareness and Access to the Workforce System** – The five public listening sessions conducted in 2023 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 targeted to all Idahoans.

Activities completed in PY24:

- Completed a cohort through the National Governor's Association providing technical assistance to improve the alignment and access to services between the One-Stop System and SNAP Employment & Training Program.
- The Workforce Development Council and Idaho STEM Action Center proposed a merger of the agencies to deepen the connection between education and careers and to create efficiencies in supporting the entire workforce pipeline from K-12 education through all forms of postsecondary education. The merger is pending legislative approval in early 2026.

- **Build workforce system capacity to receive additional participants**– 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.

Activities completed in PY24:

- Held an ADA Assessment Training in July of 2024 to teach One-Stop partners how to perform ADA physical assessments with 15 attendees.
 - Held a Community Partners Accessibility Fair in October 2024, partnering with Valley Regional Transit with over a dozen One-Stop and community partners with 11 presentations.
- **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 13.3% and 20- to 24-year-olds at 7%, these two groups comprise the highest unemployment rates in the state indicating a clear opportunity for employers if the workforce and education systems align to ensure that these individuals gain postsecondary skills that will connect them to jobs. In order to adequately serve youth, Combined Plan Partners have indicated that service which meets the needs of intersectional groups will be essential.

Activities completed in PY24:

- Updated Integrated WIOA Eligibility and Priority of Service Policy to include allocating up to 25% of the Youth program funds to support In-School Youth with one or more of the following barriers:
 - Low-income youth involved with the justice system;
 - Low-income youth in or exiting foster/kinship care;
 - Low-income youth who are pregnant and/or parenting; and
 - Low-income youth with disabilities.
- **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.

Activities completed during PY24

- Supported investment of \$33.5M in STEM focused program expansions for CHIPS Act projects in Idaho.
- Supported efforts of two Idaho Tech Hub partnerships – one in North Idaho/Eastern Washington supporting the Aerospace Manufacturing Industry, and one in Eastern Idaho/ Western Wyoming supporting Nuclear Energy.
- Expanded TPM cohorts to address emerging workforce needs in mining, broadband infrastructure and cybersecurity protocols, and culinary arts training through new partnerships.
- TPM Hosts sites graduated first cohorts in maintenance technology and advanced CNA pathways, with multiple programs enrolling students and actively partnering with employers across regions.
- Engaged dozens of employers across multiple sectors in TPM methodology, with active cohorts conducting needs assessments, back-mapping surveys, and developing competency requirements.
- Established partnerships between TPM hosts and education providers to align curriculum and training deliver with employer-identified workforce needs. TPM Host in Region 2 hosted the Dream It Do It Youth Conference with 394 high school students and counselors to learn about industries in the region.
- Region 4 hosted a Safety Fest event engaging around 250 participants to enhance their employability and address industry demands.

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
- Formerly incarcerated individuals
- 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. Continued efforts to scale a youth apprenticeship initiative in the state supports 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.

- 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. 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. The WIOA Title IB Adult program has also placed an emphasis on justice involved participants resulting in a 508% increase in participants since PY17.
- 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 3.6% unemployment, while people living below that threshold experienced unemployment at 10.8%, a rate three 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 19% of those in poverty in Idaho during 2024. These people, who often face multifaceted barriers to education and employment, merit special attention and support in the workforce system.

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).*

In Executive Order No. 2024-02, 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:

1. Increases public awareness of and access to career education and training opportunities;
2. Improves the effectiveness, quality and coordination of programs and services designed to maintain a highly skilled workforce; and;
3. 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.
- Idaho LAUNCH, a state-funded grant/scholarship program to provide access to postsecondary training and education aligned with in-demand careers.
- Talent Pipeline Management®, to advance employer leadership in building high-performing talent pipelines that connect learners and workers to jobs and career advancement opportunities.

The Idaho Workforce Development Council is also managing eighty million in ARPA funds – fifty million to invest in workforce training and an additional thirty million to establish a grant program to expand childcare in Idaho through December 2026.

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 or quarterly 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 20 additional 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 seven standing committees: the Executive Committee, the Work-Based Learning Committee, the Workforce Development Policy Committee, the Grant Review Committee, the One-Stop Committee, the Outreach Committee, and the Program Impact & Evaluation 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:

Workforce Development Policy Committee

The Workforce Development Policy Committee shall be responsible for developing and overseeing procedures, criteria and performance measures for the Workforce Development Training Fund, in addition to any other programs under the WDC's authority. The committee shall also develop an annual projection of needs for state investment into workforce development activities.

Program Impact & Evaluation Committee

The Program Impact & Evaluation Committee shall provide strategic evaluation of programs operating under the authority of the Workforce Development Council (WDC). In addition, the Committee shall serve as a coordinating body for data governance and research alignment efforts with external stakeholders, including state agencies and academic research institutions. They support the Council and its committees with the development of new performance metrics, the integration of existing evaluative frameworks, and the ongoing refinement of those measures to ensure rigorous accountability, effective resource allocation, and the transparent, data-driven stewardship of public funds.

One-Stop Committee

The One-Stop Committee shall ensure the WDC assists the Governor in fulfilling the requirements of the State and Local Workforce Development Board as set forth in the Workforce Innovation and Opportunity Act – with an emphasis on continuous improvement, alignment and coordination. The committee shall draft policies as needed

and coordinate procurement activities for the one-stop system.

Work-Based Learning Committee

The Work-Based Learning Committee is responsible for cultivating a nimble system under the Idaho LEADER framework that ensures innovative and high-quality programs are available throughout Learning About Work, Learning Through Work, and Learning At Work. The committee shall also recommend investment of Council resources to scale efforts as appropriate, provide robust information on all aspects of work-based learning and connecting stakeholders to existing and new effort, and promote the opportunities and benefits of work-based learning to employers, individuals and influencers.

Grant Review Committee

The Grant Review Committee has the responsibility of recommending expenditures (i.e. awards) of Workforce Development Training Funds, and other as appropriate, to the Council. They collaborate with the Policy Committee to refine policy as needed. The Grant Review Committee shall be chaired by a member of the Executive Committee.

Outreach Committee

The Outreach Committee is responsible for increasing public awareness of, and access to, career education, work-based learning, and training opportunities. The committee will drive the coordination across state agencies, education and the private sector to meet these objectives.

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, which 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.

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 30: Core Program Activities Aligned with Strategy Implementation

Core Program Activities Agency/ Program	* 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
Idaho Department of Labor-WP, WIOA Title I- B, TAA, JVSG, & UI	<ul style="list-style-type: none"> ·Continue to promote the department's 29 mobile locations across the state, which can reach more Idaho residents than through simply the states' eight AJCs. ·Encourage Title I-B participants, especially dislocated workers, to participate in work-based learning opportunities, including registered apprenticeships, on-the-job training (OJT), internships and others. ·Present employers a series of webinars to provide an overview of programs and services, including tax compliance, unemployment insurance, apprenticeships, wage and hour and labor market information, and other grant opportunities that could offer some benefits. 	<ul style="list-style-type: none"> ·As the One-Stop Operator, coordinate outreach among local One-Stop partners to connect with underserved populations across the state. ·Work with State Board of Education to ensure WIOA Eligible Training provides offer high quality education experiences. ·Open appropriate work-based learning opportunities for eligible participants in each Title I-B program 	<ul style="list-style-type: none"> ·As the state's WIOA Youth service provider, lead the state's effort to meet the needs of its youth by providing the services they need to achieve success. ·Target justice-involved youth in or recently released from the Idaho Department of Corrections to help them achieve a self-sustaining means and avoid any chance of recidivism. In addition, reach out to In-School Youth (ISY), specifically those in foster/kinship care or those with disabilities. ·Through its 29 mobile service locations, ensure that One-Stop services are available; to youth customers in rural communities across Idaho. 	<ul style="list-style-type: none"> ·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. ·Expand currently successful efforts working with employers to develop registered apprenticeships for their in-demand occupations. ·Focus on sector priorities established by the Workforce Development Council aligned with regional labor needs. ·Reach out and consult with businesses in targeted industries to better understand their workforce needs and help provide solutions by coordinating education and workforce resources.
Idaho Division of Career Technical Education- Adult Education	<ul style="list-style-type: none"> · Coordinate with WIOA partners in marketing career services to current and prospective adult education populations ·Coordinate training of Title II subgrantees on services provided by WIOA partners ·Facilitate embedding of WIOA partner services at adult education locations and within adult education programming. 	<ul style="list-style-type: none"> ·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. 	<ul style="list-style-type: none"> ·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 attainment for participants who are aged 16-24. 	<ul style="list-style-type: none"> 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.
Vocational Rehabilitation Programs- Idaho Division of Vocational Rehabilitation & Idaho Commission of The Blind and Visually Impaired	<ul style="list-style-type: none"> ·Improve program visibility including improved educational 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 support 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, order of selection and waitlist updates, and training on program services and mission. Maximize services to individuals with disabilities through increased collaboration, referrals, and integrated service delivery with various partners in One-Stop 	<ul style="list-style-type: none"> ·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 unserved and underserved populations 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. Title-IV programs will leverage specific program expertise (e.g., Title-I WIOA Youth/refugee assistance organizations) where appropriate to identify and inform populations on available services. 	<ul style="list-style-type: none"> ·Title-IV programs have specifically committed to outreach to unserved and underserved populations with a 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. 	<ul style="list-style-type: none"> ·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 participants in Idaho in-demand positions. ·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 participants'

	<p>centers for individuals with a plan for employment. Comprehensive information and training will be provided to outside organizations.</p>		<p>employment goal selection using a career pathways strategy to identify in-demand quality jobs, including use of IDOLs in-demand and quality jobs list, that are a match for the participant. Provided/delivered by staff and report this information to WDC monthly. Use data on a regular basis to iterate strategy.</p> <ul style="list-style-type: none"> -Participate in state level WIOA partner leadership meetings of the core program business service teams for an aligned coordinated business outreach approach to include a focus on local area improvements. -Participation in local Business outreach teams (BOOST) for each region to coordinate regional business services and to participate in WIOA regional employment team plans -Working with combined plan partners to advance quality and appropriate business services referrals and outreach utilizing regional BOOST teams for ongoing communication and collaboration. -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. -Leveraging IDOLs local area economists to educate and inform IDVR staff about the labor 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 post-baccalaureate training to Idahoans with disabilities. Combined plan partners are encouraged to refer individuals with disabilities who are seeking post-baccalaureate 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. -Refer participants to WDC's workforce initiatives Idaho Launch and Next Steps Idaho. These tools and resources are intended to skill up Idaho's workforce and serve as comparative benefits to IDVR participants seeking a wide array of career pathways.
<p>Idaho Commission on Aging - SCSEP</p>	<ul style="list-style-type: none"> -Partner with One-Stop partners on outreach campaigns to increase visibility for participants 55+/years old. 	<ul style="list-style-type: none"> -Provide paid employment training, job skills & computer skills training. - Offer supportive services, such as annual physical exams, to overcome barriers to employment 	<p>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.</p>

(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:

- 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 31: Core Program Activities Aligned with Strategy Outside the Plan

Activities Outside Plan Agency/ Program	* 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
<p>Idaho Department of Labor-WP,WIOA Title I-B, TAA, JVSG, UI</p>	<p>•The department’s JobScape career and educational training search tool provides users information about occupations, wages, worker demand, employment levels, training, and certifications and degrees. •The department provides information about the programs it administers through a variety of media, including publications, its website, and social media to ensure that job seekers and employers across the state have access to the information necessary to meet their workforce needs. •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.</p>	<p>•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 needing employment assistance but also employers willing to pursue these efforts to meet their workforce needs.</p>	<p>As noted earlier, Idaho’s WIOA Youth program now includes in-school youth, to cover the enrollment spectrum of potentially eligible youth. Even so. AJC staff use an robust referral system to provide career services for youth job seeker.</p>	<p>•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 important for informing and training all workforce partners about the targeted industries and the high-demand occupations within them.</p>
<p>Idaho Division of Career Technical Education-</p>	<p>WIOA Title II subgrantees operate in multiple off-site location in rural and underserved areas of Idaho. These locations include local libraries, community centers, and other outreach locations. Additionally, programs have, and will continue, to expand online program services.</p>	<p>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.</p>	<p>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.</p>	<p>Adult education is working with community colleges and Idaho Department of Corrections to expand development of integrated education and training. Employer partners for the development of these career pathway programs include Micron, Apple, Idaho OnRamp, and several agricultural employers.</p>
<p>Vocational Rehabilitation Programs - Idaho Division of Vocational Rehabilitation & Idaho Commission of the Blind and Visually Impaired</p>	<p>•VR programs are working to improve program visibility including improved educational tools for both employers and people with disabilities. •VR programs have re-engineered our ‘success stories’ process with a focus on the creation of quality products showcasing beneficial outcomes for business and participants and businesses who utilize VR services. •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.</p>	<p>•Work with community partners, businesses, and others to provide customized training and technical assistance on working with individuals with Disabilities. •The VR programs will continue outreach to unserved and underserved populations and seek 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 leadership at the VR programs, Idaho’s SRC, Commission, and other stakeholders. •Continue to encourage and support vendors offering service provision in smaller communities, while exploring other service delivery models (e.g., virtual) to expand options in Idaho’s rural, remote, and underserved communities. •Continued rural/statewide outreach to all LEAs. Additionally, this focus should help to capture more of Idaho’s growing Hispanic population.</p>	<p>•Targeted outreach to community youth organizations: Engage with community partners connected with students and youth with a focus on youth 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. •Continue to leverage Pre-ETS connection strategy to establish early and career long relationships with Idaho’s students. •Expand WBLE to youth and students via business partnership, use BET to help improve outreach and quality of WBLEs.</p>	<p>•Continued support of career advancement services (2-yr, 4-yr, apprenticeship and graduate training to advance participants career pathways. •Continue to focus on and train staff to use quality sources of local area LMI (e.g., Career Index Plus,) to better inform participants’ employment goal selection. •Collaborate closely with IDOC as the other sub- awardee of IDOL’s apprenticeship grant (SAEEI) to expand apprenticeship opportunities for Idahoans with disabilities including individuals with significant justice-involved barriers to employment. •Working to develop Title- IV specific pre- apprenticeship project collaborating with businesses to inform the project. •IDVR is piloting a project with Nampa school district and North Idaho College to develop pre-apprenticeship training for individuals with disabilities. •IDVR will Implement Key Performance Indicators by Position strategy which ties individual staff performance to</p>

		<ul style="list-style-type: none"> •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 participants. 		<p>employment rate, successful rehabilitation volume, and quality of LMI outcome across various indicators.</p> <p>This strategy contains KPIs at multiple organizational levels with the ultimate outcome of placing more Title-IV participants in Idaho in-demand positions.</p> <ul style="list-style-type: none"> •Continue to explore similar tools for pathways common to quality VR outcomes. •Working with businesses to advance quality services and appropriate referral and outreach utilizing regional BOOST teams for ongoing communication and collaboration. <p>Strategic targeting businesses for outreach which align with Title-IV quality job characteristics (quality employers).</p>
Idaho Commission on Aging - SCSEP	•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 service in rural counties as identified by U.S.DOL in the SCSEP equitable distribution (ED) report		

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.

(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, like 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, which has sunset and soon to expire), 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 from 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 Department of Labor central 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 links 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.

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 both in-school or out-of-school 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 to or provided training, workforce development or supportive services as needed. Career planners work in conjunction with veterans program staff to help ensure that veterans, especially those 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 in 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:

- **Collocation and Cross-Training:** Adult education staff at College of Eastern Idaho (CEI) and Lewis-Clark State College (LCSC) are collocated at comprehensive AJCs and participate in cross-training to facilitate referrals to WIOA core and One-Stop partner services.
- **Regional Workforce Collaboration:** Providers such as College of Western Idaho (CWI), College of Southern Idaho (CSI), and North Idaho College (NIC) actively engage in regional One-Stop committees and business outreach teams (e.g., BOOST) to share resources, coordinate referrals, and align services with local workforce needs.
- **Integrated Service Delivery and Co-Enrollment:** Local providers actively pursue co-enrollment opportunities with WIOA Title I and other partners to maximize resources and support comprehensive service delivery. Examples include shared case management with IDOL and IDVR, Launch-funded training for IET participants, and integrated services for youth in detention and individuals in corrections.
- **Specialized Outreach and Support:** Adult education instructors collaborate with WIOA Youth programs to support high-barrier populations, including youth in juvenile detention and individuals in corrections, ensuring access to education and career pathways.

Career Pathway Development: Providers expanded Integrated Education and Training (IET) and IELCE offerings in healthcare, manufacturing, and digital skills, aligning instruction with workforce demand and providing contextualized learning tied to employment outcomes.

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 supports informational training on programs.

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 Specialists 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 Specialists 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.
- In PY24 ICOA and ESGW authorized a swap request to move the state grant positions to primarily focus on two counties to allow for improved coordination of services. The ESGW SCSEP Program Coordinator, Sharon Kierulf, has specific oversight of these two counties, Ada and Gem. The ESGW SCSEP Program Director oversees the Program Coordinator and the Job Developer located in the satellite office that serves these counties. The Program Coordinator manages daily operations and staff in the following location for the state grant: Easterseals-Goodwill Northern Rocky Mountain Inc. 16 12th Avenue S., Ste. 217 Nampa, Idaho 83651.

(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 meet regularly and hold quarterly business services partner events such as job fairs, employer workshops, and business site visits. This ensures a more coordinated, less disruptive or duplicated outreach to employers. It also builds on and strengthens 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 regarding the benefits of hiring people with barriers to employment. 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. 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 like 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 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.
- The state's veterans program now operates with consolidated positions, with JVSG staff perform both Disabled Veterans' Outreach Program and Local Veterans' Employment Representative duties to carry out a full range of services to employers and eligible veterans. JVSG staff participate in continual training sessions that keep them informed of current guidance, best practices, and resources needed to deliver high-quality services to veterans.
- 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.

In late 2025, the U.S. Department of Labor awarded the Idaho Department of Labor a grant to establish the Idaho Industry-Driven Skills Training Fund (IDSTF), a training reimbursement program designed to support employer-led workforce training in the advanced manufacturing, nuclear energy and mineral extraction industries. By addressing critical skills gaps and enhancing economic mobility for Idahoans, IDSTF will provide timely training support to employers in these key industries and build robust talent pipelines aligned with the national economic goals outlined in America's Talent Strategy.

Using established infrastructure, the Idaho Department of Labor will operate and manage the program by identifying and recruiting employers through targeted outreach leveraging industry associations, economic development partners and workforce networks. In addition to reimbursing up to 80 percent of approved training costs, this grant will allow employers to design customized training models, including on-the-job training, apprenticeships or classroom training, that respond to their needs and include clear pathways to middle- and high-skilled H-1B careers. The program aims to reimburse training costs for over 750 participants, which will benefit 20+ Idaho employers and bolster hundreds of talent pathways and strengthening Idaho's position in high-growth industries critical to U.S. innovation.

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. Local providers also participate in regional business services teams (e.g., BOOST) and host resource fairs and employer spotlights to strengthen connections with industry. Integrated Education and

Training (IET) and IELCE offerings in healthcare, manufacturing, and digital skills provide contextualized instruction aligned with employer needs.

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 Services Team leads business engagement activities for IDVR with WIOA combined plan partners. The Business Services Team is comprised of a business services program supervisor and business specialists located geographically across the state.

The Division prioritizes providing employers with the training, resources, and support necessary to effectively recruit, hire, retain, and advance employees with disabilities. To advance this goal, Division business specialists have received certification to deliver the *Windmills* training program and serve as *ADA Talent Leadership Network* trainers. These credentials enable the business specialists to provide technical assistance and training to businesses on current disability language, workplace etiquette, and employer obligations under the Americans with Disabilities Act (ADA). Training also emphasizes strategies for supporting both employees and customers with disabilities.

Building on this foundation, the Division has implemented the Disability, Recruiting, Employment, and Access Matters (D.R.E.A.M.) training series. Offered throughout the year, this initiative provides employers with access to free virtual training sessions addressing key topics at the intersection of disability and employment.

In recognition of National Disability Employment Awareness Month (NDEAM), the Division also hosts annual training events to increase awareness and strengthen employer capacity to create supportive workplaces for employees with disabilities.

Beyond these statewide training opportunities, the Division offers customized employer trainings upon request for employers, tailored to meet specific organizational needs related to hiring and retaining talent with disabilities and best practices.

In addition to training initiatives, the Division’s Business Services Team continues to strengthen partnerships between employers and individuals engaged with the Division for employment assistance. Emphasis has been placed on creating meaningful opportunities for employers to connect with both the current and future workforce.

To support these connections, the Division has expanded opportunities for employer engagement through structured work-based learning activities for students with disabilities.

These activities include job shadows, informational interviews, workplace tours, career exploration fairs, and short-term paid or unpaid work experiences. Such experiences allow employers to actively participate in preparing students for employment while building a pipeline of skilled, work-ready candidates.

For current workforce needs, the Division offers candidate pre-screening and referral services to assist businesses in identifying qualified job seekers for open positions. These efforts are designed to streamline the hiring process for employers while supporting individuals with disabilities in achieving successful, competitive integrated employment outcomes.

The Division is continuing to develop strategies internally to advance the unified approach for coordinating business engagement activities with outside agencies and partners. IDVR Business Services Team members serve as the point of contact for the regional One-Stop business outreach teams and support the coordination of a quarterly partner business services activity to promote a unified approach to serving business customers across the state. Additionally, IDVR is participating in the broader One-Stop teams across the state with our WIOA partners and assuring a presence within these groups. The Division's Business Services Team collaborates with the Apprenticeship Idaho Coalition (AIC) to promote the value of apprenticeship as a proven model for workforce development. Through this partnership, employers are engaged to understand the benefits of apprenticeships for building employee skills, addressing workforce shortages, and expanding access to untapped talent, including individuals with disabilities.

At the local level, Division business specialists work jointly with AIC partners to ensure that employers hiring apprentices with disabilities receive the necessary support from the Division. These coordinated efforts help employers recruit, train, and retain apprentices with disabilities while ensuring that appropriate workplace accommodations and supports are in place to promote long-term success.

Idaho Commission for the Blind and Visually Impaired

The Commission participates in all 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 evaluates if the person can transition to a paid employment position. Employers have access to Employment Specialists 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. A proposal has been made by the Governor to merge the STEM Action Center into the Workforce Development Council during the 2026 Legislative Session to further integrate education and careers.

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's membership 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 also directs the investment of Industry Sector Grants, Employer Grants, Innovation Grants, and Idaho LAUNCH using state Workforce Development Training Funds to 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. Employer grants provide customized training for expanding Idaho businesses. Idaho LAUNCH for Adults began in November 2020 to provide an opportunity for any Idahoan to access short-term workforce training, aligned to employer needs. LAUNCH pays for 80% of the cost of the training, up to \$3,500. The only requirement is that the individual plan to work in Idaho after completion of training. LAUNCH was expanded with the graduating Class of 2024 to high school students providing up to \$8,000 for tuition and fees for postsecondary education aligned to in-demand careers.

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 decade, IDCTE has used in-demand occupations to drive its postsecondary budget request to the State legislature. To guide this request, technical colleges identify programs where all graduates are being placed in in-demand, high-wage occupations and where extensive student wait lists exist to access these programs. Based

on this prioritization significant investments have been made by the Governor and Idaho Legislature provide an additional funding to secondary and postsecondary CTE.

Within the efforts to improve CTE 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 provides 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.

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 post-secondary institutions express interest in continuing to provide occupational skills training under WIOA but face challenges in implementing the Act's more stringent performance reporting requirements for ETPs. The data collection requirements are a barrier and many of the community colleges and workforce training centers have begun conversations with the Workforce Development Council on their long-term ability to sustain reporting. Because of these challenges, Idaho has requested a waiver of the program's reporting requirements for non-WIOA participants, as it would continue to allow for expanded consumer choice and maintain cost competitiveness, especially for those in the more rural areas of the state.

Multi-Agency Coordination

The Workforce Development Council and Administrative Entity staff within the Idaho Department of Labor co-manage ETP criteria and have aligned Idaho LAUNCH so that the eligibility criteria are the same. This allows alignment between the programs to ensure Idaho residents seeking training through Title I-B services can also leverage Idaho LAUNCH.

Currently, 47.5% 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. This percentage a significant reduction from the state's previous plan, as the advent and expansion of the state's LAUNCH training program has made its positive impact felt.

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. The WDC works with employers, unions and many other stakeholders, including traditional and nontraditional training providers, including online training opportunities, to increase access to education and training programs.

As a One-Stop partner, Idaho Department of Health and Welfare encourages partners to leverage their SNAP 50-50 matching funds for training opportunities, having developed relationships with many community-based organizations that provide training with non-federal funds.

The state's Workforce Development Training Fund also supports engagement with educational institutions. 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, Innovation, and Outreach 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 established their own means of training new employees by implementing registered apprenticeship programs. 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.

(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.

Each item above is closely related. With an already low unemployment rate, efforts to improve public awareness of and access to the workforce system is resulting in an opportunity to serve more individuals than we have typically served in the past. And as Youth are a priority for Combined Plan Partners, measuring the impact of the workforce system programs on the state's go-on rate helps determine if we are heading in the right direction. The expansion of Idaho LAUNCH to graduating seniors resulted in an 11% increase in the number of students enrolled in Idaho public postsecondary institutions in 2024/2025. This focus is expected to continue 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 include Registered Apprenticeship Programs and workforce partners are just beginning to expand into 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 listed 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 then refers eligible individuals to community-based organization, providers, and state and local college partners who offer specialized training and education programs.

Title IV programs delivered by IDVR continue 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, IDVR is advancing its approach to postsecondary credentialing through:

- IDVR is involved with Apprenticeship Idaho 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 is improving 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 ensure ongoing collaboration between the workforce system and economic development, the Director of Idaho Commerce is involved as a council member. In addition, the Council's Workforce Engagement Director engages with the Idaho Economic Development Association (IEDA) as a board member and participates in the development of IEDA's biannual conferences to align with workforce development efforts across the state.

Improving Public Awareness and Access to the Workforce System

Partners plan to collaboratively update 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 are 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 is used to refine outreach methods and identify gaps in service.

Outreach via high-utilization resources such as food banks and libraries across the state are also being used to improve reach.

Further, the WDC has placed eight Talent Pipeline Management (TPM) professionals across the state's six regions. These individuals coach employers through the TPM process and are working with dozens of companies in the food processing, health care, advanced manufacturing (including aerospace and semiconductor), energy, mining, and construction industries.

Service to Youth

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 are 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 is 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 proven effective in improving Idaho's go-on rate. In-state college enrollment rate has increased by 11% while out of state college enrollment rate decreased by 12% after the implementation of LAUNCH. LAUNCH is keeping youth in their local communities and preparing 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 matrix, which is updated regularly by the WDC and 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 exist, meeting the needs of Idaho's employers. Finally, through industry sector grants and professional collaborations with Idaho's colleges and universities, region-specific education and training is being implemented to align with employer needs.

Partnerships with training providers and educational institutions are becoming 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. The eastern Idaho Tech Hub recently received confirmation that its projects were moving forward in the current round of Tech Hub funding. In addition, the Idaho Department of Labor received an Industry Driven Skills

Training Fund Grant from USDOL to support training grants to employers for advanced manufacturing, energy and mineral extraction.

Finally, service to youth in intersectional demographics (for instance, a sixteen-year-old English language learner or a nineteen-year-old with a disability) is supported by ongoing collaboration between combined plan partners, by identifying and better coordinating all services and supports relevant to youth. The WDC updated its Eligibility and Priority of Service Policy in 2025 to allow 25% of the Title I-B Youth program funding to be used for in-school youth who are disabled and/or part of the foster care system.

Career Pathways & Sector Strategies

To satisfy Idaho's dual need for skilled workers and quality jobs, Talent Pipeline Management is leveraged to better connect education with employment to create career pathways in top industry sectors such as health care, manufacturing, technology, and construction.

Grants through the Workforce Development Training Fund continue to connect employers, job seekers, education, and economic development to strengthen career pathways. Grants from the WDTF are available in the following 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 – 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. Work-based learning efforts receive prioritization under the program.
- 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.
- Adult 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 additional participants

Recognizing that Idaho has experienced consistently low unemployment and that a

shortage of skilled workers is impacting employers' capacity and hours of operation (therefore affecting their bottom line), Combined Plan Partners have determined a need to improve outreach to individuals who may not have accessed or had access to the workforce system in the past. Partners actively collaborate to provide quality service that meets the needs of both individuals and employers. Notably, services through Title I-B programs to justice involved individuals have increased over 508% since PY17; services to long-term unemployed is up 123% from PY17; and services to people with disabilities are up 34% from PY17.

Implementation of promising delivery models for distance education and remote service delivery are shared among workforce development partner programs to improve access statewide.

- (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. In 2023, 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 Idaho 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 or the Division) and its sister agency, the Idaho Commission for the Blind and Visually Impaired (the Commission) both utilize the same proprietary system, (AWARE). 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 table on the following page are these various MISs and the respective agencies and programs that use them:

Table 32: State Agencies Management Information Systems

MIS	Agency (WIOA Title)	Function
<i>AWARE</i> – Alliance Enterprise Incorporated	Idaho Division of Vocational Rehabilitation (Title IV)	Primary case and information management system
<i>AWARE</i> – Alliance Enterprise Incorporated	Idaho Commission for the Blind and Visually Impaired (Title IV).	Primary case and information management system
LACES (Literacy, Adult, and Community Education System)	Adult education, via Idaho Division of Career-Technical Education (Title II)	Information management system
<i>IdahoWorks</i> – America’s Job Link Alliance <i>iUS</i> - Internet Unemployment System	Idaho Department of Labor (Title I-B, Title III & Unemployment Insurance-Combined Plan Partner)	Primary case and management information system for Titles I-B & 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.
<i>Grantee Performance Management System (GPMS)</i>	Idaho Senior Community Service Employment Program – Combined Plan Partner	Primary case and information management system

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). The state agencies responsible for the various programs continue to monitor changes to federal law and 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 staff and/or service providers, 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.

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. The Division and the Commission address Title IV co-enrollment through an MOU.

Coordination of the One-Stop system in Idaho is guided 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 to the state’s One-Stop delivery system and makes policy recommendations to the Workforce Development Council. In addition to Statewide and Regional One-Stop MOUs, the committee developed the following policies, approved by the Council, to facilitate WIOA implementation across the state:

Policy Name	Last Updated
Designation of Local Workforce Development Areas	June 2022
Appointment/Certification of Local Workforce Development Boards	April 2020
Distribution of WIOA Title IB Formula Funds, Recapture, and Reallocation	September 2025
WIOA Service Provider Selection	April 2019
WIOA Eligible Training Provider Policy	April 2025
American Job Center Certification Policy & Assessment Criteria	January 2024
American Job Center Infrastructure Cost Sharing Guidance	March 2024
American Job Center Branding	December 2022
Integrated WIOA Eligibility and Priority of Service Policy	March 2025

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. The Perkins Programs are

exempted from Idaho's infrastructure cost-sharing agreement due to an inability to collect the data (Social Security numbers) needed to cross-reference participants for an accurate co-enrollment count. 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

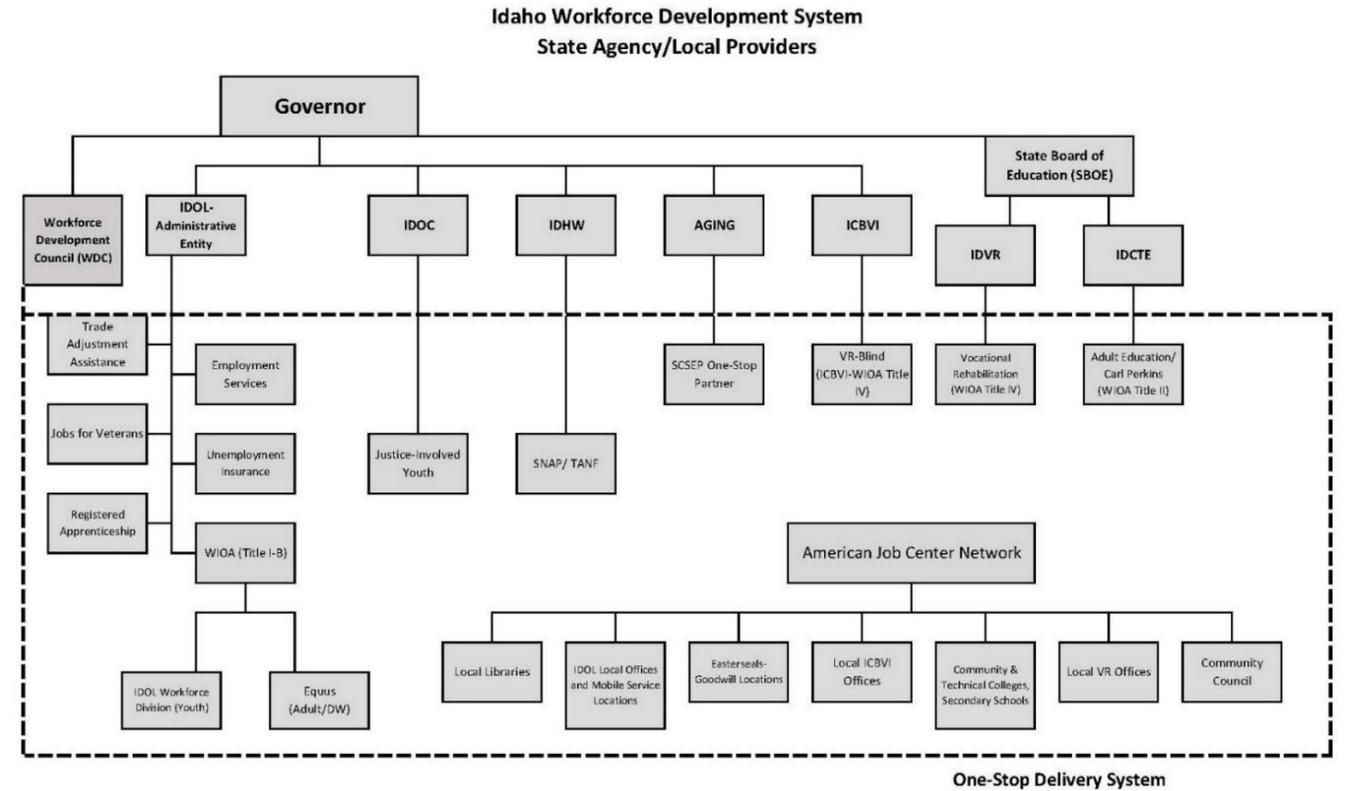
The agencies listed above report to a number of entities, including their federal funding stakeholders, the governor, and commissions or boards as appropriate.

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 (the Division or IDVR) and the Idaho Commission for the Blind and Visually Impaired (the Commission). The Division provides services through seven regional offices and a series of sub-offices. 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 on the following page.

IDAHO WORKFORCE DEVELOPMENT SYSTEM - STATE AGENCY ORGANIZATION



(B) *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 2024-02 provides for council membership as follows:

- Seventeen 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 on the following pages. This roster may also be found on the [Council's Website \(link\)](#).

IDAHO WORKFORCE DEVELOPMENT COUNCIL MEMBERSHIP

First Name	Last Name	Agency/ Business/ Organization	City	Region	Category
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Representing the Governor (1)

Russ	Barron	ID Division of Occupational & Professional Licenses	Emmett	Region 3	Governor's Representative
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Representing the State Legislature (2)

Carrie	Semmelroth	Idaho State Legislature – Senate	Boise	Region 3	Legislature
Josh	Tanner	Idaho State Legislature – House	Eagle	Region 3	Legislature

Members appointed by the Governor, representing Business (17)

Deni	Hoehne	WinCo Foods	Eagle	Region 3	Industry, Chair
Sarah	Griffin	Idaho Power	Boise	Region 3	Industry, Vice Chair
Kelly	Kolb	The Kinetic Group	Lewiston	Region 2	Industry, Executive Committee
Bill	Reagan	Coeur d'Alene Resort	Coeur d'Alene	Region 1	Industry
Daniel	Puga	In Time Tec	Nampa	Region 3	Industry
Jeff	Greene	Trinity Health	Boise	Region 3	Industry
Scott	Bedke	Cattle Rancher	Oakley	Region 4	Industry
Sergio	Mendoza	Principal Financial	Jerome	Region 4	Industry
Ben	Davidson	Idaho Central Credit Union	Chubbuck	Region 5	Industry
Amanda	Logan	Citizens Community Bank	Idaho Falls	Region 6	Industry
Hope	Morrow	Idaho National Lab	Boise	Region 3	Industry
Todd	Putren	Northwest Specialty Hospital	Dalton Gardens	Region 1	Industry
Stephanie	Pfiefer	Nightforce Optics	Cottonwood	Region 2	Industry
Jody	Hendrickx	Hendrickx Logging, Inc.	St. Maries	Region 1	Industry
Martha	Luna	Amalgamated Sugar	Boise	Region 3	Industry
Brandon	Dansie	Chobani	Kimberly	Region 4	Industry
Jaret	Whitescarver	ESI Construction	Boise	Region 3	Industry

Members appointed by the Governor, representing Workforce (7)

Anna	Almerico	Idaho Out-of-School Network	Boise	Region 3	Workforce serving out-of-school youth
Donna	Butler	Dawn Enterprises	Blackfoot	Region 5	Workforce serving individuals w/ disabilities
Joe	Maloney	Idaho State AFL-CIO	Filer	Region 4	Workforce – labor organization, Executive Committee
Marie	Price	Idaho Forest Group	Dalton Gardens	Region 1	Workforce – Registered Apprenticeships

James	Smith	Idaho Falls Power	Iona	Region 6	Workforce – Registered Apprenticeships
Isaac	Belden	Veteran Entrepreneur Alliance	Meridian	Region 3	Workforce serving veterans
<i>Vacant</i>					Workforce – labor organization

Representatives of Government (10)

Shawn	Keough	Idaho State Board of Education	Boise	Region 1	Government – higher education
Judy	Taylor	ID Division of Vocational Rehabilitation	Boise	Region 3	Government – WIOA Title IV
Tom	Kealey	ID Department of Commerce	Boise	Region 3	Government – economic development
Peter	Risse	ID Division of Career and Technical Education	Boise	Region 3	Government – WIOA Title II
Jani	Revier	ID Department of Labor	Boise	Region 3	Government – WIOA Titles I and III
Lori	Barber	College of Eastern Idaho	Idaho Falls	Region 6	Government – community colleges
Jeff	Hough	Bannock County	Pocatello	Region 5	Government – elected County official
Debbie	Critchfield	Superintendent of Public Instruction	Oakley	Region 4	Government – K-12 Education
Trevor	Chadwick	Mayor – City of Star	Star	Region 3	Government – elected City official
Miren	Unsworth	Idaho Department of Health and Welfare	Boise	Region 3	Government – TANF & SNAP

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) – Peter Risse, Administrator, Idaho Division of Career & Technical Education,

- WIOA Title IV (Vocational Rehabilitation) – Judy Taylor, Acting Administrator, Idaho Division of Vocational Rehabilitation

Process for Filling Vacant Seats on the Idaho Workforce Development Council

Pursuant to Executive Order 2024-02, all Council members are appointed by the Governor and serve three-year terms. When seats become vacant, whether due to a Council member not renewing their position, resigning before their term has ended, or for any other reason, efforts to fill the seat commence immediately.

The Governor’s Office and Executive Director reach out to relevant contacts to fill both the seat and the role of that individual, considering that the Council must maintain exact ratios of industry, government, labor, and education. Geographic representation is also considered as outreach is conducted. Individuals referred by industry associations or other organizations representing specific council roles are asked to apply through the Governor’s Office and a short list of individuals is drawn up. The candidates are then presented to the Governor, who makes the appointment.

The timeline is subject to the availability of candidates and the duration of background checks conducted by the Governor’s Office. Care is taken to select the best individual rather than the most available one.

Board Activities

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.

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

Additional 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 by the WIOA Advisory Group.

(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 when States were unlikely to have sufficient data to make a reasonable determination of expected performance levels. Due to unforeseen circumstances impacting the natural flow of operations, Title II and IV programs were extended transitional delays in the imposition of sanctions on existing PY data when available baselines were insufficient to produce reliable estimates using the Statistical Adjustment Model (RSA-FAQ-22-01 & RSA-TAC-20-02). These transitional delays are now complete. 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 (PY22-PY24) for each of the youth, adult and dislocated worker programs are included in the three tables that follow.

Table 33: Previous Assessment Results for Title I-B Youth Programs

WIOA Indicator/ Measure	PY22 Negotiated	PY22 Actual	PY23 Negotiated	PY23 Actual	PY24 Negotiated	PY24 Actual
ER Q2	75.0%	80.7%	75.0%	76.5%	77.8%	79.8%
ER Q4	78.6%	83.0%	78.6%	78.9%	80.9%	79.6%
ME Q2	\$4,350	\$5,862	\$4,350	\$5,939	\$4,800	\$6,938
CAR	51.5%	42.1%	51.5%	53.7%	51.9%	69.8%
MSG	50.0%	80.7%	50.0%	80.9%	53.5%	86.1%

Table 34: Previous Assessment Results for Title I-B Adult Programs

WIOA Indicator/ Measure	PY22 Negotiated	PY22 Actual	PY23 Negotiated	PY23 Actual	PY24 Negotiated	PY24 Actual
ER Q2	81.4%	73.1%	81.4%	74.1%	80.1%	65.8%
ER Q4	80.4%	73.5%	80.4%	73.5%	79.8%	68.6%
ME Q2	\$7,025	\$7,803	\$7,025	\$8,204	\$7,650	\$7,871
CAR	72.2%	49.8%	72.2%	73.3%	70.0%	80.0%
MSG	57.9%	78.5%	57.9%	84.1%	58.2%	93.1%

Table 35: Previous Assessment Results for Title I-B Dislocated Worker

WIOA Indicator/ Measure	PY22 Negotiated	PY22 Actual	PY23 Negotiated	PY23 Actual	PY24 Negotiated	PY24 Actual
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ER Q2	80.1%	80.3%	80.1%	80.0%	80.1%	82.7%
ER Q4	81.00%	77.6%	81.00%	76.2%	80.1%	77.5%
ME Q2	\$8,016	\$8,866	\$8,016	\$10,564	\$8,450	\$10,472
CAR	72.0%	41.9%	72.0%	67.3%	69.8%	58.5%
MSG	60.4%	81.8%	60.4%	81.7%	61.1%	85.9%

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 table on the following page shows target and actual Measurable Skill Gains (MSG) for PY23 and PY24.

Table 36: Previous Assessment Results for Title II, Adult Education Programs

Educational Functioning Level	PY 23 Target update	PY 23 Actual	PY 24 Target update	PY 24 Actual
ABE Level 1	30.00%	33.33%	30.00%	18.75%
ABE Level 2	38.00%	37.60%	38.00%	34.72%
ABE Level 3	29.00%	47.48%	29.00%	50.52%
ABE Level 4	28.5.00%	54.21%	28.50%	56.82%
ABE Level 5	12.0%	54.85%	12.00%	58.33%
ABE Level 6	36.00%	73.48%	36.00%	74.38%
Alternative ABE Placement		49.76%		96.29
ESL Level 1	35.00%	34.40%	35.00%	19.54%
ESL Level 2	37.00%	40.35%	37.00%	27.29%
ESL Level 3	36.00%	36.03%	36.00%	22.93%
ESL Level 4	30.00%	26.65%	30.00%	27.14%
ESL Level 5	35.00%	22.54%	35.00%	26.69%
Alternative ESL Placement		0		100.00

Measurable Skill Gain Assessment

The overall Measurable Skill Gain (MSG) gain rate for Idaho’s adult education programs was 41.63% for PY23 and 40.78% for PY24. Both years are an improvement over the PY22 rate of 37.34% and the PY21 rate of 32.89%, indicating a positive trend and steady improvement. Idaho’s adult education State leadership has identified trends and performance improvement strategies related to MSG rates:

- Enhanced Data Quality and Post-Testing: Programs strengthened data entry and verification processes, implemented monthly audits, and used LACES/NRS reports to identify students eligible for post-testing. These efforts improved accuracy and ensured timely assessment.
- Curriculum Alignment and Instructional Strategies: Instruction was consistently aligned with College and Career Readiness Standards (CCRS), supported by structured lesson plans and contextualized learning models such as IELCE/IET. GED coaching and targeted interventions for EFL gains contributed to higher MSG rates.

Student Engagement and Support: Individualized advising, GED Academy resources, and proactive outreach increased persistence. Partnerships with One-Stop and workforce programs provided career navigation and reduced barriers, while incentives encouraged completion.

Table 37: Previous Post-Exit Outcomes for WIOA Title II Adult Education

WIOA Indicator/Measure	PY23 Negotiated	PY23 Actual	PY24 Negotiated	PY24 Actual
ER Q2	37%	33.46%	37%	34.15%
ER Q4	37%	36.22%	41%	32.81%
ME Q2	\$5,200	\$5,430.49	\$5,750	\$5,865.52
CAR	45%	19%	45%	37.16%
MSG	31%	52.23%	37.5%	40.78%

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 38: Previous Assessment Results for WIOA Title III, Wagner Peyser Program

WIOA Indicator/Measure	PY22 Negotiated	PY22 Actual	PY23 Negotiated	PY23 Actual	PY24 Negotiated	PY24 Actual
ER Q2	65.7%	69.7%	65.7%	72.2%	68.5%	73.0%
ER Q4	66.2%	67.2%	66.2%	69.8%	67.9%	72.3%
ME Q2	\$6,175	\$8,319	\$6,175	\$9,119	\$7,125	\$9,249

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-25-01 released July 17, 2025, provided guidance on the requirements for these indicators for PYs 2024 and 2025. All performance indicators, except MSG were baseline for PY 2023, and MSG was added as baseline for PY 2024. Title IV programs exceeded all negotiated targets for PY 2023. Title IV programs exceeded negotiated targets for Median Earnings and MSG in PY 2024.

Table 39: Previous Assessment Results for WIOA Title IV VR Programs

WIOA Indicator/Measure	PY23 Negotiated	PY23 Actual	PY24 Negotiated	PY24 Actual
ER Q2	60.0%	64.5%	65.5%	61.3%
ER Q4	58.3%	61.1%	63.2%	60.2%
ME Q2	\$4,500	\$5,380.00	\$5,000	\$5,935
CAR	44.0%	59.7%	63.7%	56.5%
MSG	57.6%	58.9%	57.5%	68.5%

**IDVR entered an Order of Selection with all disability priority categories closed in September 2024 through the end of PY24.*

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:** (WIOA)
5. **Employment Rate – 4th Quarter after Exit:** (WIOA)

6. **Median Earnings:** (WIOA)
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.

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 Federal Register (December 1, 2017). 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 40: Previous Assessment Results for the SCSEP Program

Performance Measure	PY 23 Goal	PY 23 Actual	PY 23 % Met	PY 24 Goal	PY 24 Actual	PY 24 % Met
Service Level	127.2	109.1%	85.7%	N/A	N/A	N/A
Community Service	72.0	61.6%	85.5%	N/A	N/A	N/A
Service to Most in Need	3.1	3.19%	102.9%	3.1	3.22	103.9%
Employment Rate – Q2	32.2	15.4%	47.8%	22.8	55.6%	243.9%
Employment Rate – Q4	24.8	14.3	57.6%	20.0	11.1%	55.5%
Median Earnings	\$3,339	\$3,488	1.04%	\$3,188	\$4,202	131.8%
Employer, Participant, & Host Agency Effectiveness	•	•	•	•	•	•
Employers	85.8	N/A	N/A	***	***	***
Participants	86.0	N/A	N/A	81.9	N/A	N/A
Host Agencies	81.7	N/A	N/A	85.4	N/A	N/A

Note: the SCSEP employer surveys are conducted 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 delivery of the employer survey.

Trade Adjustment Assistance

The Trade Adjustment Assistance (TAA) program does not have state negotiated performance measures. USDOL established TAA program goals and reports solely under the first three WIOA primary indicators of performance listed at the beginning of this section.

The TAA period of performance is based on federal fiscal year (FY), which begins in October and ends in September. The outcomes listed in the table below reflect the state’s most recent program performance over the last three federal fiscal years.

Table 41: Previous Assessment Results for TAA Program

Measure	FY22 Actual	FY23 Actual	FY24 Actual
ER Q2	86.0%	88.0%	91.7%
ER Q4	77.4%	85.7%	94.1%
ME Q2	\$8,458	\$9,579	\$6,303
CAR	68.4%	78.3%	76.9%
MSG	60.7%	91.7%	33.3%

Veterans’ Employment

JVSG did not initially require states to report on all three 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 three which are shown in the table below. This now mirrors reporting for most WIOA Title I-B and TAA programs; however, the collection of annual data.

Table 42: Previous Assessment Results for JVSG Program

Measure	PY22 Goals	PY22 Actual	PY23 Goals	PY23 Actual
ER Q2	63.0%	57.6%	63.0%	62.3%
ER Q4	61.0%	58.9%	61.0%	63.9%
ME Q2	\$5,500	\$8,319	\$5,500	\$9,488

Unemployment Insurance

The Unemployment Insurance program has approximately 30 reports that reflect various aspects of the program’s 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 non-monetary 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 43: Previous Assessment Results for Unemployment Insurance-First Payments within 14 Days

Federal Fiscal Year	First Payments within 14 days	Rank
FFY 2013	90.5%	10 th
FFY 2014	87.2%	25 th
FFY 2015	96.5%	2 nd
FFY 2016	96.5%	1 st
FFY 2017	97.0%	2 nd
FFY 2018	97.1%	2 nd
FFY 2019	93.1%	8 th
FFY 2020	64.7%	38 th
FFY 2021	70.6%	16 th
FFY 2022	93.8%	3 rd
FFY 2023	92.6%	3 rd
FFY 2024	92.9%	3 rd
FFY 2025	94.3%	2 nd

Table 44: Previous Assessment Results for Unemployment Insurance-Nonmonetary Determinations within 21 Days

Federal Fiscal Year	Determinations within 21 days	Rank
FFY 2013	69.8%	28 th
FFY 2014	68.5%	35 th
FFY 2015	75.4%	35 th
FFY 2016	79.6%	28 th
FFY 2017	79.5%	27 th
FFY 2018	80.9%	27 th
FFY 2019	78.9%	32 nd
FFY 2020	76.2%	7 th
FFY 2021	65.4%	9 th
FFY 2022	81.7%	11 th
FFY 2023	81.7%	17 th
FFY 2024	77.8%	18 th
FFY 2025	89.0%	10 th

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 by centralizing 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 have 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 American Job Centers throughout the state. 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 their individual evaluations to share and analyze as a group. These evaluations will be presented and discussed on a quarterly basis by the WIOA Advisory Group, 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 State Plan and showed tremendous promise in its efficiency and collaborative potential.

All partners in the One-Stop system 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 Workforce Development Council. In this process, the One-Stop Committee would create the evaluation strategies and process per Section 116e of WIOA. The One-Stop Committee has members representing core partner agencies, partners of the workforce system, and is attended by staff of the Workforce Development Council. Joint evaluation strategies and processes, if implemented, will utilize methods for continuously improving core programs in order to achieve high-level performance within, and high-level outcomes from, the workforce development system.

The frequency, scope, and content of such additional 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.

(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 Idaho WIOA Title I-B 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 Idaho WIOA Title I-B 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.

Idaho's AEFLA grant under WIOA Title II is a five-year grant cycle, running from July 1, 2022 through June 30, 2027, with annual renewals required during that period. The next 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 2027 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, 2027. Initial grants are awarded for a period of one year. Following this one-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 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 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”.
[(WIOA Title II Section 231(c)(1)-(2))]*

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 (the Division or 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 45: Funding Distribution for Idaho Vocational Rehabilitation Agencies

Funds	Portion to the Division	Portion to the Commission
General VR Program	86.0%	14%
Supported Employment	100%	0%
Independent Living	79% (All IL funds are reallocated to Centers for Independent Living (CILs) and the State Independent Living Council (SILC))	21%

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 the Division work together on cases where SE and co- enrollment are indicated.

(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.

With the help of an earlier Workforce Data Quality Initiative (WDQI) grant, Idaho's WIOA core programs may 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.

The State'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 and they serve as a larger educational data conduit for one-stop partners. Case management systems are maintained at the individual agency level by Idaho Division of Career Technical Education (IDCTE) for Title II, and the Idaho Division of Vocational Rehabilitation (the Division or IDVR) and Idaho Commission for the Blind and Visually Impaired (ICBVI) for

Title IV. 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 is 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.

(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.

Idaho's WIOA 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 program's MISs as well as the data collection and reporting needs of individual programs and the workforce system as a whole. Intake processes across the system were also studied with the goal of creating a framework to connect to each individual MIS, but 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, 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 using a Secure File Transfer Protocol site (SFTP – a network protocol for securely accessing, transferring and managing large files and sensitive data).

The use of the SFTP ad-hoc data sharing process has proven to be a successful compromise in generating co-enrollment and other needed shared data. Idaho continues its commitment to pursue and evaluate future applications or systems that will address the state's changing needs.

In the absence of a common intake system, Idaho's WIOA partners have focused on improving service coordination through staff training, clearer referral practices, and strengthened interagency collaboration. These efforts are intended to improve participant access to services and reduce duplication while maintaining each program's individual data and reporting requirements.

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. Despite this, qualitative data from 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. 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 I-B, 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 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. The process helps to facilitate partners' abilities to meet WIOA quarterly and year-end reporting requirements through the 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 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 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 its unemployment insurance wage record data 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. The results then guide program improvement and system alignment, as well as federal reporting purposes under Section 116. UI wage record data is also used to assess employment outcomes over time and to help inform program alignment and improvement efforts across workforce and education programs.

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
 - a. Ensure that all data elements within EASI are clearly and unambiguously defined and used consistently throughout the system.
 - b. 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
 - a. Establish parameters for security and encryption of data uploads, data

storage, user roles and access, privacy protection, and appropriate use of data.

- b. Review and approve mechanisms (technical and procedural) for implementing the required security and access rights.
 - c. 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
- a. Propose enhancements to EASI, review enhancements proposed by other groups, and set priorities for the development of those enhancements.
 - b. Review and approve or deny any proposed changes to existing functionality, data definitions, access and security policies, etc.
4. Training and Communication
- a. Establish guidelines for training of EASI users, and review and approve specific training plans.
 - b. 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 post-secondary 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.

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.

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. Any 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 covered persons. These staff are able to share this information with partners within AJCs to ensure they have an understanding of the priority veteran customers.

(B) Describe how the State will monitor priority of service provisions for veterans.

American Job Center staff are frequently reminded that Priority of Service (POS) for eligible 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. As part of its front desk process, AJCs have incorporated a questionnaire which is given to covered persons to help staff determine the appropriate service and service provider they may need.

Historically, Idaho has not encountered any issues with providing priority to covered persons in these programs. However, if resources become scarce and more competitive, eligible 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 regularly runs a Recently Registered Veteran's report, which lists all persons who self-identified as a veteran or covered person in the Idaho Works system. When a veteran or covered person is identified, they are sent an introductory email outlining a comprehensive list of services available to veterans or covered persons and encouraged to contact the AJC to complete a screening tool. The screening tool is used to identify service needs and determine the appropriate referral, including individualized career services provided by JVSG staff or assistance from Employment Services (ES) staff. Once the screening tool is completed and an assessment is done, they can be referred to either a DVOP or ES staff member as appropriate for a broad range of employment services.

(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.

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 employment barriers 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.

(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, which now extends service to eligible in-school youth.

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](#)). 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.

The knowledge imparted through various trainings and tools continue 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](#) (link) provides resources on accessibility to meet requirements of Section 508 (accessible electronic and information technology for federal agencies) of the Rehabilitation Act of 1973.
- 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 \(JAN-link\)](#) 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.

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. For Idaho Department of Labor mobile service locations, staff may work with customers to make reasonable efforts to accommodate specific accessibility needs. 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 the Commission'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 Division program, they may do so by submitting a complaint to the Division'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, participating WIOA partners have certified Work Incentives Benefits Practitioners to offer benefits counseling to participant ticketholders on how employment affects Social Security benefits.

To ensure appropriate 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.

- (9) *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 One-Stop Operator for all comprehensive and affiliate American Job Center locations in Idaho. The Idaho Department of Labor maintains a comprehensive approach of its responsibility for providing persons with limited English proficiency meaningful access to agency programs and services as required by Title VI of the Civil Rights Act of 1964 and Section 188 of the Workforce Innovation and Opportunity Act. This 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.

Training materials and resources outlining this process are provided to AJC staff. The resources include instructions and tips for using the *LanguageLink* service for interpretation services and process for agency translation requests. Other WIOA core partners use a variety of means to support limited English proficient participants, as they provide interpreter or translation services for their clients and customers, in the customer's preferred language, to meet their needs as they seek various program services. All core partners have staff who are fluent in Spanish and may provide assistance in some capacity when needed to all regions of the state.

(b) 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 State Planning Process

The 2026 WIOA Combined State Plan Modification builds on the planning, coordination, and stakeholder engagement processes used to develop Idaho's 2024 WIOA Combined State Plan. That original plan was informed by statewide listening sessions, advisory group collaboration, and joint partner discussions designed to assess workforce system effectiveness and identify opportunities for improvement.

Core and partner programs have continued to coordinate through established governance and advisory structures, including the WIOA Advisory Group and the One-Stop Committee. These groups have met regularly to support implementation of the State Plan, review performance and operational data, address system-level challenges, and identify areas where updates or refinements are needed. Input from these ongoing discussions, along with implementation experience and updated data, informed the development of the 2026 State Plan Modification.

The modification effort began in September of 2025, when the WIOA Advisory Group intensified its meeting schedule to twice monthly to support development of the State Plan Modification. During this period, partners refined deliverables and collaborative elements of the plan. The One-Stop Committee remained engaged throughout the modification process and was kept informed of progress and key discussion areas. Through review of relevant updates and targeted input, the committee supported continued alignment of the Vision, Goals, Performance Goals, Assessment, and State Strategy Focus Areas with current system operations and priorities through the remainder of the plan cycle.

Meetings of the WIOA Advisory Group and One-Stop Committee were announced and conducted in accordance with Idaho Open Meeting Law and were posted on Idaho's Townhall website. Meeting agendas identify topics under discussion, including State Plan implementation and modification-related updates.

The State Plan Modification was developed and refined 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 Department of Labor, Idaho Division of Career & Technical Education, Idaho Division of Vocational Rehabilitation, Idaho Commission for the Blind and Visually Impaired, and the Idaho Commission on Aging. It also includes input and contributions from: Idaho Department of Health and Welfare, Idaho Commission for Libraries, Easterseals-Goodwill, and Centennial Job Corps.

Input from the public and other stakeholders is being solicited as part of Idaho's public comment process. The comment period for the plan will be open from February 9, 2026, through March 11, 2026, and posted on the Idaho Workforce Development Council's website. Links to core and One-Stop partners plans will also be included. Three reminder posts regarding the links to the state plan and information on how to comment will be posted on the WDC's social media pages on Instagram, Facebook, and LinkedIn. The State Workforce Development Council's Executive Committee plans to review Idaho's WIOA Combined State Plan Modification on February 12, 2026, with plans for the full Council to review the plan during its March 11, 2026 meeting.

Core and partner program staff will continue meeting following submission of the modification to support implementation, strengthen coordination, and enhance best practices for connecting job seekers to employment and employers to a skilled workforce.

Inter-Agency Coordination

The WIOA State Plan partners, collectively referred to as the WIOA Advisory Group, coordinated the development of the 2026 State Plan Modification between September 2025 and January 2026.

Inter-agency coordination focused on reviewing implementation progress, identifying operational adjustments, and ensuring continued alignment among core and partner programs. Coordination occurred through regular advisory meetings, cross-program discussions, and collaboration among agency leadership and staff responsible for plan implementation.

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

- **Idaho Workforce Development Council** – Wendi Secrist, Executive Director; Tina Polischuk, Strategy and Operations Bureau Chief; Kimberly Gardner, Research Analyst Supervisor; Chad Lahti, Project Coordinator.
- **Idaho Department of Labor** – Kristyn Carr, Workforce & Commissions Administrator; Danilo Cabrera, Workforce Programs Administration, Bureau Chief; Summer MacDonald, Workforce Programs Administration, Program Manager; Rico Barrera, Workforce Programs Administration, Grants/Contracts Officer; Nicole Hohnstein, Workforce Programs Administration, Grants/Contracts Officer (TAA); Elsa Guillen, Workforce Programs Administration, Apprenticeship Program Supervisor; Samm de la TorreHogan, Workforce Programs Administration, State Monitor Advocate; Robert Feliciano, Workforce Programs Administration, State Veterans Coordinator; Crystal Lowther, Workforce Programs Administration, Foreign Labor Certification Program Specialist; Craig Shaul, Communications & Research, Labor Market Research Manager; Ishani Garg, Communications & Research, Research Analyst Supervisor; Joshua McKenna, Unemployment Insurance/Benefits, Administrator; JoAnna Henry, Unemployment Insurance/Compliance, Bureau Chief; and Sarah Nash, One-Stop Program Manager.
- **Idaho Division of Career & Technical Education** – Christine Hagedorn Reilly, State Director for Adult Education and GED Administrator.
- **Idaho Division of Vocational Rehabilitation** – MiKayla Monaghan, Internal Operations & Stakeholder Relations Manager.
- **Idaho Commission for the Blind and Visually Impaired** – Beth Cunningham, Administrator; Caleb Tibbetts, Rehabilitation Services Chief; Nick Jorgensen, Business Analyst.
- **Idaho Commission on Aging** – Lynn Fyanes, Program Specialist; Susan Bradley, Technical Records Specialist I; Vicki Yanzuk, Project Manager.

Additional partners that contribute to statewide workforce strategies and system coordination include:

- Idaho Department of Health and Welfare
- Idaho Commission for Libraries
- Easterseals-Goodwill (service providers for the Senior Community Service Employment Program)
- Centennial Job Corps

(c) COMMON ASSURANCES (for all core programs)

<i>The Unified or Combined State Plan must include assurances that:</i>	
1.	<i>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;</i>
	<i>Yes</i>
2.	<i>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;</i>
	<i>Yes</i>
3.	<i>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;</i>
	<i>Yes</i>
4.	(a) <i>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;</i> (b) <i>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;</i>
	<i>Yes</i>
5.	<i>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;</i>
	<i>Yes</i>
6.	<i>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);</i>
	<i>Yes</i>

7.	<i>The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable;</i>
	Yes
8.	<i>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;</i>
	Yes
9.	<i>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;</i>
	Yes
10.	<i>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);</i>
	Yes
11.	<i>Service providers have a referral process in place for directing eligible populations to DVOP services, when appropriate.</i>
	Yes
12.	<i>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.</i>
+	Yes