

Idaho

Analyzing the pathways matter framework in Idaho.



Idaho features several strong policies to support learner pathways. For example, Idaho's college acceleration policies are robust with a focus on offerings, funding and student incentives to earn credit. This work has been coupled with ensuring the supporting policies, such as college articulation agreements and postsecondary tuition scholarships, are in place. Expanding the Workforce Development Council to work across additional agencies and to develop shared definitions, priorities and metrics can help strengthen the policy continuum by creating much needed coordination and alignment.

STRENGTHS

- Idaho's funding for college acceleration programs and incentives based on credits earned in programs such as AP, IB increases postsecondary access and attainment.
- Idaho's skills retraining grant, the Workforce Development Training Fund, supports employers in developing new training programs and implementing communications outreach to help learners take advantage of these opportunities.
- Idaho's Launch Grant and In-Demand Careers fund supports learners financially to seek and earn a postsecondary credential.

OPPORTUNITIES

- Collect credential attainment data for K-12 and postsecondary, wherever possible directly from credentialing entities.
- Launch a cross-agency council to develop workforce priorities that include shared agency goals and metrics.
- Develop a statewide reverse transfer process.



LEARNER PATHWAYS

Ensure vertical alignment to workforce needs, robust funding, collaboration across agencies and equitable access for all students.

K-12	SUB-ASSOCIATE	ASSOCIATE	BACHELOR'S OR HIGHER	WORKFORCE
HIGH-QUALITY CTE PROGRAMS				
TARGETED CTE PROGRAM FUNDING				
RETURN ON INVESTMENT ANALYSIS				
STATE CROSS-AGENCY SHARED PRIORITIES				



HIGH-QUALITY CTE PROGRAMS

Align all CTE programs with high-demand, high-skill and high-wage occupations that reflect the state's economic and workforce priorities. Ensure that these programs feature the academic and technical skills and knowledge learners will need to be successful.



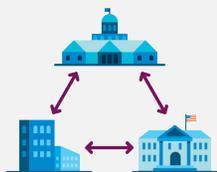
TARGETED CTE PROGRAM FUNDING

Dedicate state funding for CTE programs—but only if they are aligned to high-demand, high-skill and high-wage occupations. Target specific funds for pathway completion and demonstrated learner outcomes.



RETURN ON INVESTMENT ANALYSIS

Conduct a biennial return on investment (ROI) analysis of CTE programs to assess whether all learners have access to high-demand, high-skill and high-wage pathways. Collect school- and student-level data to evaluate outcomes of CTE programs against established shared metrics for quality and equity.



STATE CROSS-AGENCY SHARED PRIORITIES

Establish shared priorities and collective accountability across state agencies and education systems for learner pathway development, supports and success. Ensure that business and industry have a seat at the table and can lead discussions related to demand and training requirements.





KEY POLICY

High-Quality CTE Programs



STATE POLICY ANALYSIS

The Idaho State Board of Education oversees the Division of Career Technical Education. CTE programs are offered at three levels in Idaho: secondary, postsecondary and workforce training. Secondary programs may be offered at Idaho public schools or in special CTE schools that serve multiple high schools. At the secondary level, CTE programs are divided into two groups—cluster programs and pathway programs. Cluster programs are introductory or intermediate courses within a single career cluster; do not culminate with a capstone course; and require a nationally validated, industry-based workplace readiness assessment. Pathway programs provide specific career area occupational preparation and must culminate in a capstone course that aligns with the State Board’s CTE content standards. Pathway programs require a nationally validated, industry-based technical skill assessment administered by an approved developer.

The division approves all new secondary CTE programs, and only approved programs may receive certain state funds and federal Perkins funding. The division is required to prioritize pathway programs over cluster programs for new approvals. To obtain approval, pathway programs are evaluated based on, but not limited to, support and representation on the technical advisory committee in alignment with the program area industry, alignment with one of the approved pathway programs established by the division, work-based learning opportunities, regional need for the program (through labor market data), and alignment with a related postsecondary program. Existing CTE programs are reviewed on a five-year cycle, and reviews are conducted by the Technical Advisory Committee.

Postsecondary CTE programs are provided through the state system of six regional technical colleges and are subject to review by the division administrator, although details concerning the frequency or criteria for the review are not outlined in the policy (Section III, Subsection H).

OPPORTUNITY TO STRENGTHEN

Idaho can consider conducting a thorough biennial audit of its existing K–12 and postsecondary CTE programs of study to (a) ensure that the programs of study align with state workforce and economic demands and projections in high-demand, high-skill and high-wage occupations; (b) determine where there are program gap opportunities; and (c) ascertain program quality. A plan can be developed and implemented to phase out all misaligned or low-quality programs of study and phase in revised or new high-quality programs of study fully reflective of the state’s priorities.

PROMISING EXAMPLES FROM OTHER STATES

- Delaware – [Career and Technical Education Programs](#)
- Tennessee – [Career and Technical Education Programs](#)
- Texas – [Program of Study Initiative](#)

RESOURCES

- [Idaho CTE](#)
- [Idaho SkillStack®](#)
- [Idaho Perkins V State Plan](#)
- [Technical Advisory Committee](#)

POLICIES

- [ID Code s. 33-2202](#). Vocational Education
- [ID State Board of Education Section IV, Subsection E](#). Division of Career Technical Education
- [ID Code s. 33-2211](#). Vocational Education Federal Aid
- [ID State Board of Education Section III, Subsection H](#). Postsecondary Program Review





KEY POLICY

Targeted CTE Program Funding



STATE POLICY ANALYSIS

In Idaho, CTE funding is restricted to the “added cost” of a CTE course. More funding is provided to smaller districts, and each district must provide an initial assurance that the course is based on workforce needs and is in an occupation that is in demand. The state also provides supplemental funding for students in career technical centers. The standard course funding amount is \$425–\$650, and CTE additional funding is \$27–\$415. Public schools, public charter schools, and cooperative service agencies can open career technical schools that are eligible for CTE funding.

Idaho’s Program Quality initiative provides technical assistance and incentive grants to CTE secondary programs. The grants are awarded based on program measures such as technical skill assessments, work readiness assessments, and participation in career and technical student organizations. Idaho also provides the Workforce Readiness Incentive, which provides districts with incentive funding for CTE concentrators who meet performance measures.

In 2021, SB 1154 provided \$3.5 million to expand and modernize secondary and postsecondary programs to align with regional labor market needs. In 2023, Idaho added the Career Ready Students program to provide additional funding to rural, local education agencies to apply for CTE funding in areas such as capitol expenses, building partnerships and for community colleges to create apprenticeships or local pathways and provides added cost funding. Preference for the grants to school districts include: (1) Responsiveness to workforce need; (2) Rural support; and (3) Sustainability.

OPPORTUNITY TO STRENGTHEN

Idaho can consider adding to the Program Quality initiative metrics such as program alignment to a statewide definition of high-quality, high-wage, high-demand occupations.

PROMISING EXAMPLES FROM OTHER STATES

- Indiana – [Funding Methodology](#)
- Ohio – [Innovative Workforce Incentive Program](#)
- Texas – [House Bill 3](#)

RESOURCES

- [Idaho FY 2021 Legislative Budget Book](#)
- [CTE Agency Summary \(FY19\)](#)
- [ID State Board of Education Section IV, Subsection E](#). Division of Career Technical Education

POLICIES

- [ID Code s. 33-1635](#). CTE Program Quality and Workforce Readiness Incentive Program
- [ID SB 1154](#)
- [ID Code s. 33-1002G](#) Career technical school funding and eligibility
- [HB 267 \(2023\)](#) Career Ready Students Program





KEY POLICY

Return on Investment Analysis



STATE POLICY ANALYSIS

A five-year review cycle is embedded in the CTE content standards review process at the K–12 level. A comprehensive quality and equity state-level audit across K–12 and postsecondary could not be identified.

The Division of Career Technical Education collects secondary data on CTE course enrollment, technical skill assessment pass rates, workforce readiness assessment pass rates and SkillStack® badges awarded in its annual report. However, that report does not provide disaggregated data by student demographics.

OPPORTUNITY TO STRENGTHEN

Idaho can consider conducting a thorough audit to (1) ensure that existing CTE programs of study are aligned with workforce needs, informed by labor market demand, linked to occupations that are middle- to high-wage and vertically aligned to postsecondary programs; (2) know where high-demand, high-skill and high-wage CTE programs are offered across all recognized local education agencies; and (3) understand student access, participation and completion data by student groups to determine potential inequities. ExcelinEd’s [Auditing a State Career and Technical Education Program for Quality](#) playbook provides a roadmap for developing and implementing an audit.

PROMISING EXAMPLES FROM OTHER STATES

- Colorado – [Return on Investment Reports](#)
- Florida – [Executive Order 19-31](#) and [House Bill 7071](#)
(NOTE: While promising, both could be strengthened by more focused analyses on equity and quality of offerings.)

RESOURCES

N/A

POLICIES

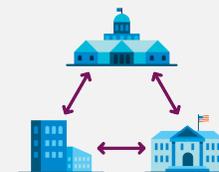
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KEY POLICY

State Cross-Agency Shared Priorities



STATE POLICY ANALYSIS

Based on the recommendations of the 2017 Workforce Development Task Force, the Workforce Development Council was shifted, by executive order, to the Executive Office of the Governor to serve as the state’s coordinating body on workforce development and to oversee the Workforce Development Training Fund. The council also serves as the State Workforce Development Board. The council has created a work-based learning committee to expand all forms of work-based learning. The council also facilitates a workgroup across 11 state agencies, including those representing secondary; postsecondary; CTE; corrections; science, technology, engineering and math; and vocational rehabilitation to collaborate on work-based learning efforts, share data and align funding.

Additionally, the State Board of Education has created the CTE Advisory Council, which brings a diverse group of stakeholders to provide ongoing input for programming.

OPPORTUNITY TO STRENGTHEN

Idaho’s Workforce Development Council can continue to facilitate shared education to workforce priorities that include shared agency goals and metrics, as well as potentially bundled agency funding to drive state advances. ExcelsinEd’s [Building Cross-Sector Partnerships to Support Career and Technical Education Pathways](#) resource provides a step-by-step process for building cross-agency shared priorities.

PROMISING EXAMPLES FROM OTHER STATES

- Delaware – [Advisory Council on Career and Technical Education \(DACCTE\)](#)
- Indiana – [Governor’s Workforce Cabinet](#)
- Washington – [Workforce Training and Education Coordinating Board](#)

RESOURCES

- [Workforce Development Council](#)

POLICIES

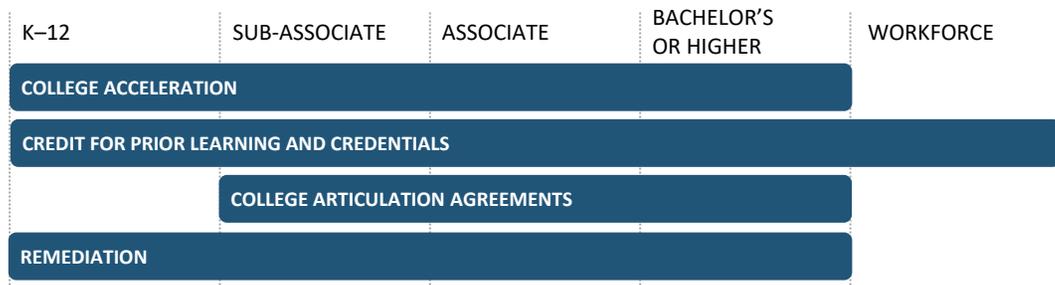
- [ID Code s. 72-1201](#). Workforce Development Council
- [Executive Order 1019-08](#). Continuing the Workforce Development Council





POSTSECONDARY ACCELERATION

Streamline postsecondary learning and empower high school students to earn credit to reduce the time required to earn postsecondary degrees.



COLLEGE ACCELERATION

Provide and incentivize a range of options for learners to earn college credit while in high school. Ensure that all learners have access and financial support to accelerate their journey to a postsecondary credential.



CREDIT FOR PRIOR LEARNING AND CREDENTIALS

Implement a consistent state policy for awarding postsecondary program or elective credit for prior learning, work experience and earned industry credentials.



COLLEGE ARTICULATION AGREEMENTS

Establish statewide articulation agreements to ensure college credits earned in K-12 or at one institution transfer and count toward a degree at another. Minimize or eliminate credit loss and misalignment for transitioning learners.



REMEDICATION

Replace outdated developmental and remedial education with college credit bearing options paired with intensive supports. Adopt co-requisite remediation programs or offer remediation to learners before they graduate high school.





POSTSECONDARY ACCELERATION

Idaho



KEY POLICY

College Acceleration



STATE POLICY ANALYSIS

Through the Advanced Opportunities program Idaho provides \$4,125 per student for 7th through 12th grade students to use for advanced coursework, including dual credit courses; overload courses (courses in excess of the school day); postsecondary credit bearing examination fees for courses like Advanced Placement, International Baccalaureate, College Level Examination Program and industry credentials; and CTE workforce training courses, including federally registered apprenticeship programs.

Idaho provides an Advanced Opportunities scholarship for students who graduate at least one year early, equivalent to 35 percent of the statewide average daily attendance-driven funding, and the same bonus to the public school from which the student graduated early.

To support student access Idaho also provides a direct admissions program which automatically admits every public high school senior in the state to at least 6 of the 8 public institutions and provides a common application (Apply Idaho) for 10 public and private institutions.

OPPORTUNITY TO STRENGTHEN

Idaho can consider including college acceleration enrollment and attainment in its annual return on investment analysis with a focus on equitable access and attainment to help promote and develop strong programs in underserved areas, schools or student groups within the state.

PROMISING EXAMPLES FROM OTHER STATES

- Florida – [High School Acceleration Programs](#) and [Statewide Agreements on Credit](#)
- Louisiana – [TOPS-Tech Early Start Program](#)
- North Carolina – [Automatic Enrollment](#)

RESOURCES

- [Advanced Opportunities](#)
- Idaho's [Direct Admissions](#)
- [Apply Idaho](#)

POLICIES

- [ID Code ss. 33-4601-4605](#). Advanced Opportunities





POSTSECONDARY ACCELERATION

Idaho



KEY POLICY

Credit for Prior Learning and Credentials



STATE POLICY ANALYSIS

The Idaho State Board of Education enacted a prior learning policy outlining guidelines for credit acceptance by postsecondary institutions. Each institution is required to provide student crosswalks identifying how credit for AP exams, CLEP exams, or military training will be awarded. The policy also recommends that institutions work together in developing the crosswalks. The crosswalks articulate to general education requirements and for AP and CLEP include minimum scores. For military the crosswalks will include how equivalent college credit will be awarded.

Additionally, Idaho has systematized credit for SkillStack® credentials.

OPPORTUNITY TO STRENGTHEN

Idaho can continue to provide the opportunity for ongoing statewide review and collaboration to address courses and credit for prior learning from a statewide perspective.

PROMISING EXAMPLES FROM OTHER STATES

- Colorado – [Prior Learning Assessment Credit Policy](#)
- Kentucky – [Prior Learning Initiative](#)
- Ohio – [Military Strategic Implementation Team](#)

RESOURCES

- [Next Steps Idaho](#)

POLICIES

- [ID State Board of Education Section III, Subsection L](#). Prior Learning
- [ID State Board of Education Section III, Subsection N](#). Statewide General Education
- [ID State Board of Education Section III, Subsection Y](#). Advanced Opportunities





POSTSECONDARY ACCELERATION

Idaho



KEY POLICY

College Articulation Agreements



STATE POLICY ANALYSIS

In 2018, the Idaho State Board of Education guaranteed Advanced Placement (AP) exam credit for scores of 3 and above for AP exams at all Idaho public institutions. The state has created a course transfer website through which students can examine the credit acceptance for dual credit courses, AP, International Baccalaureate and College Level Examination Program. Technical competency credits transfer when the student matriculates based on the articulation agreement between the school and the institution, and once the institution awards credits, the credits transfer between Idaho institutions. Dual credit programs are awarded at course completion and transfer uniformly between institutions for like programs.

For postsecondary, Idaho provides a statutory and policy framework for the articulation between community colleges and universities (2+2). Additionally, it requires institutions to annually report to the Idaho State Board of Education credits accepted through transfer, credits not accepted and credits transferred as electives only. The Idaho State Board of Education has enacted policy that specifies credit acceptance for associate degrees and the 36-credit general education requirement core. The State Board also provides guidelines for credit articulation and transfer with some autonomy on whether the transferred credits will apply as equivalent or elective credits. Therefore, articulation across postsecondary institutions may be based on individual articulation agreements among postsecondary institutions rather than a statewide articulation agreement.

OPPORTUNITY TO STRENGTHEN

Idaho’s initiatives to support broad transfer and articulation of college credit are already quite robust. Idaho can continue to collect and analyze data on K–12 to postsecondary and within postsecondary transfer articulation to ensure that there is equity in the process.

PROMISING EXAMPLES FROM OTHER STATES

- Florida – [Statewide Transfer Articulation Agreements](#)
- Indiana – [Core Transfer Library](#)
- Kentucky – [Transfer Articulation Agreements](#)

RESOURCES

- [Idaho Course Transfer Portal](#)

POLICIES

- [ID Code s. 33-2102](#). Junior Colleges
- [ID Code s. 33-2205](#). CTE Duties and Powers
- [ID Code s. 33-3729](#). Transfer Articulation
- [ID State Board of Education Section III, Subsection N](#). Statewide General Education
- [ID State Board of Education Section III, Subsection V](#). Articulation and Transfer





POSTSECONDARY ACCELERATION

Idaho



KEY POLICY

Remediation



STATE POLICY ANALYSIS

The Idaho State Board of Education has approved three co-requisite models for use in postsecondary institutions under its governance: Co-Requisite Course Model, Embedded Model and Emporium Model. The State Board has authorized the institutions to use additional co-requisite models on a pilot basis if the models are supported by evidence.

English remediation in public postsecondary institutions is now exclusively offered through the co-requisite course model, whereas Math is offered through varying models as institutions continue to transition to meet the state board policy.

OPPORTUNITY TO STRENGTHEN

Idaho can continue to ensure that all eight public postsecondary institutions are fully implementing corequisite remediation in math, including revising Board Policy III.S Remediation to close current loopholes.

PROMISING EXAMPLES FROM OTHER STATES

- Georgia – [Complete College Georgia](#)
- North Carolina – [Multiple Measures of Placement Policy](#)
- Tennessee – [Co-Requisite Remediation](#) and [Seamless Alignment and Integrated Learning Support \(SAILS\)](#)

RESOURCES

- [Complete College Idaho Plan](#)
- [2021 Remediation Report](#)

POLICIES

- [ID State Board of Education Section III, Subsection S](#). Remedial Education





POSTSECONDARY CREDENTIAL ATTAINMENT

Reduce barriers—such as funding, lack of alignment and missed opportunities—to help more students attain postsecondary credentials.

K-12

SUB-ASSOCIATE

ASSOCIATE

BACHELOR'S OR HIGHER

WORKFORCE

REVERSE TRANSFER CREDENTIALS

LAST DOLLAR/LAST MILE FINANCIAL AID

OUTCOMES-BASED FUNDING

STACKABLE DEGREES AND CREDENTIALS



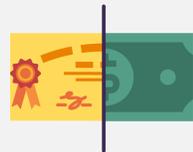
REVERSE TRANSFER CREDENTIALS

Establish a statewide policy to allow students to earn an associate degree while continuing to work toward a bachelor's degree. Ensure two-year and four-year college credits can be combined toward the credential.



LAST DOLLAR/LAST MILE FINANCIAL AID

Provide dedicated state financial aid to qualifying learners that fills in gaps in federal assistance (last dollar) and promotes attainment for learners just shy of completing a degree (last mile).



OUTCOMES-BASED FUNDING

Transition postsecondary funding models from those based on learner enrollment to ones based on learner outcomes. Dedicate more funding to programs and institutions that show demonstrated success in meeting success metrics such as job placement and long-term wage earnings.



STACKABLE DEGREES AND CREDENTIALS

Define and promote a combination of industry and academic credentials that reflect articulated pathways to advanced learning and employment. Ensure that postsecondary credential programs are widely accessible to all learners and reflect value in the labor market.



POSTSECONDARY CREDENTIAL ATTAINMENT

Idaho



KEY POLICY

Reverse Transfer Credentials



STATE POLICY ANALYSIS

Common course numbering and other transfer policies allow students to combine credits earned at a four-year postsecondary institution to earn a degree at a two-year postsecondary institution they enroll in if needed, but no statewide reverse transfer process could be identified.

OPPORTUNITY TO STRENGTHEN

Idaho can implement a statewide reverse transfer policy for combining a student's credits that are earned at two- and four-year postsecondary institutions to earn an associate degree while also working toward a bachelor's degree. Idaho can consider including individuals who are no longer enrolled in postsecondary but have the credits as part of the reverse transfer policy and communications outreach.

PROMISING EXAMPLES FROM OTHER STATES

- Colorado – [Reverse Transfer Process](#)
- Florida – [Reverse Transfer Statewide Articulation Agreements](#)
- Texas – [Reverse Transfer Process](#)

RESOURCES

N/A

POLICIES

N/A





POSTSECONDARY CREDENTIAL ATTAINMENT

Idaho



KEY POLICY

Last Dollar/Last Mile Financial Aid



STATE POLICY ANALYSIS

In 2023, Idaho passed the Launch Grant Program and In-Demand Careers Fund to provide \$8,500 per student to utilize at public and private, not-for-profit institutions and training providers approved by the Workforce Development Council (WDC). If the scholarship is oversubscribed, then it will prioritize funding for students in in-demand careers, as defined by the WDC. Eligible students begin with the 2024 graduating cohort who have utilized the state’s career exploration (or similar) tool.

This legislation sunset the previously existing Postsecondary Credit Scholarship and the Opportunity Scholarship.

OPPORTUNITY TO STRENGTHEN

Idaho can consider collecting and analyzing the student access, participation and attainment of credentials through the Launch Grant Program and In-Demand Careers Fund program to identify if any changes need to be made and help ensure the grant is meeting the states intended goals.

PROMISING EXAMPLES FROM OTHER STATES

- Florida – [Last Mile College Completion Program](#)
- Rhode Island – [Rhode Island Promise](#)
- Tennessee – [Tennessee Promise](#) and [Tennessee Reconnect](#)

RESOURCES

POLICIES

- [ID HB24 \(2023\)](#) Idaho Launch Grant Program and In-Demand Careers Fund





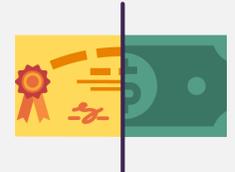
POSTSECONDARY CREDENTIAL ATTAINMENT

Idaho



KEY POLICY

Outcomes-Based Funding



STATE POLICY ANALYSIS

No outcomes-based funding model could be identified for Idaho’s postsecondary institutions.

OPPORTUNITY TO STRENGTHEN

Idaho can consider an outcomes-based funding model for postsecondary education and CTE. Idaho can consider focusing on rewarding postsecondary credentials that have greater employment value and benefit to the student first.

PROMISING EXAMPLES FROM OTHER STATES

- Missouri – [Performance Funding](#)
- Tennessee – [Outcomes-Based Funding Formula](#)
- Texas – [State Technical College Funding Model](#)

RESOURCES

- [Outcomes-Based Funding Proposal](#)

POLICIES

N/A





POSTSECONDARY CREDENTIAL ATTAINMENT

Idaho



KEY POLICY

Stackable Degrees and Credentials



STATE POLICY ANALYSIS

Idaho has focused its stackable credential model on SkillStack®. Idaho SkillStack® was created by the Idaho Division of Career Technical Education through a grant from the U.S. Department of Labor. SkillStack® is a badging/micro-certification platform to document student mastery of skills using industry- and disciplinary-defined standards. Six colleges in Idaho are the only ones allowed to validate a student's skills through SkillStack®. The goal of SkillStack® is to align all secondary CTE programs in the state to postsecondary CTE programs. Business recruiters can search the database for individuals who have been awarded badges aligned to the jobs they are trying to fill. SkillStack® credentials are reviewed as part of the five-year program review process for CTE programs.

OPPORTUNITY TO STRENGTHEN

Idaho can consider increasing the frequency of the review to a biannual process and including student equity by access and attainment in the audit.

PROMISING EXAMPLES FROM OTHER STATES

- Colorado – [Stackable Credential Legislation](#)
- Indiana – [Next Level Jobs Workforce Ready Grant](#)

RESOURCES

- [Idaho SkillStack®](#)

POLICIES

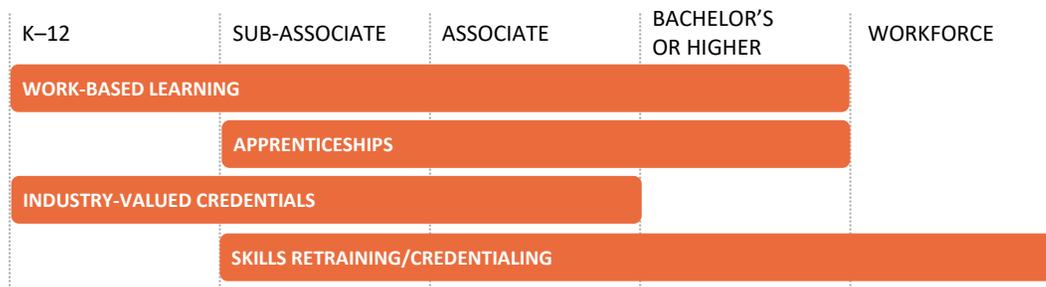
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WORKFORCE READINESS

Ensure the skills, credentials and apprenticeships students pursue help to prepare a strong workforce within the state.



WORK-BASED LEARNING

Establish a statewide K-12 and postsecondary work-based learning program that promotes learning through a series of progressive learner experiences both in the classroom and in a work setting. Provide guidance and support for how education and business and industry collaborate to achieve mutual priorities.



APPRENTICESHIPS

Establish clearly defined program guidance for state-promoted apprenticeships outlining prerequisites, requirements, funding, stakeholder incentives and participant outcomes.



INDUSTRY-VALUED CREDENTIALS

Ensure all industry credentials earned in K-12 or postsecondary are aligned with high-demand, high-skill, high-wage occupations and valued by state and regional employers.



SKILLS RETRAINING/CREDENTIALING

Identify and promote non-degree programs and credentials that support new, transitioning and displaced learners in career change and advancement. Ensure that supports include funding supports for learners and incentives for participating employers who train or retrain them.





WORKFORCE READINESS

Idaho



KEY POLICY

Work-Based Learning



STATE POLICY ANALYSIS

Idaho developed a work-based learning continuum called Idaho LEADER, which focuses on learning about work through work and at work. The state has created a website with contact information to connect individuals seeking to establish work-based learning programs. For K–12 all CTE programs of study require students to have access to work-based learning and experiences.

At the postsecondary level, the Workforce Development Council has invested in the expansion of co-ops at the University of Idaho and a teacher externship program with the STEM Action Center. The Work-Based Learning Committee of the council provides leadership for the effort.

OPPORTUNITY TO STRENGTHEN

Idaho can ensure that the statewide work-based learning strategic plan is developed with leadership and support across state agencies and private industries. Once developed and implemented, the plan can help ensure work-based learning opportunities are high quality and reflect strong alignment with the academic, technical and employability learning and skills students mastered. A strong first step could be to develop a credit bearing work-based learning practicum course aligned with CTE programs of study.

PROMISING EXAMPLES FROM OTHER STATES

- Delaware – [Work-Based Learning Practicum](#)
- Georgia – [Work-Based Learning Framework](#)
- Rhode Island – [PrepareRI Work-Based Learning Navigator](#)

RESOURCES

- [Idaho LEADER](#)
- [Idaho STEM Action Center Mentorship Portal](#)

POLICIES

N/A





WORKFORCE READINESS

Idaho



KEY POLICY

Apprenticeships



STATE POLICY ANALYSIS

Idaho launched a youth apprenticeship program in October 2020, funded through a \$2.5 million grant from the U.S. Department of Labor to the Workforce Development Council. The state also has a Closing the Skills Gap apprenticeship grant from the U.S. Department of Labor, which is being utilized to expand apprenticeships in health care, cybersecurity and advanced manufacturing. Idaho has a State Apprenticeship Expansion grant administered by Idaho Department of Labor.

Idaho's Next Steps website provides general information concerning work-based learning and apprenticeship programs. It also links to a federal website where an applicant can search for active apprenticeship programs. Idaho's Advanced Opportunities program lists workforce training approved courses, which include 20 apprenticeship programs offered through Idaho colleges and universities. The apprenticeship programs include six electrical; six plumbing; five HVAC; and one each of millwright, maintenance and machine operator programs.

Idaho's Workforce Development Council has created a Work-Based Learning Committee to expand all forms of work-based learning.

OPPORTUNITY TO STRENGTHEN

To build on its steady progress, Idaho can consider an incentive program for students who are in registered apprenticeship programs to be eligible for reimbursement of tuition, books, required tools and other approved expenses required for participation in the program.

PROMISING EXAMPLES FROM OTHER STATES

- Iowa – [Earn and Learn](#)
- Kentucky – [Tech Ready Apprentices for Careers in Kentucky](#) and [Kentucky Educational Excellence Scholarship](#)
- New Jersey – [Apprenticeship Network](#)
- South Carolina – [Apprenticeship Carolina](#)

RESOURCES

- [Next Steps Idaho](#)
- [Idaho Apprenticeships](#)

POLICIES

N/A





KEY POLICY

Industry-Valued Credentials



STATE POLICY ANALYSIS

Outside of Skillstack®, industry credential data collection processes or policies could not be identified. SkillStack® is a badging/micro-certification platform to document student mastery of skills using industry- and disciplinary-defined standards. Six colleges in Idaho are the only ones allowed to validate a student’s skills through SkillStack®. The goal of SkillStack® is to align all secondary CTE programs in the state to postsecondary CTE programs.

Idaho is planning to add industry certifications to the five-year program standards review.

OPPORTUNITY TO STRENGTHEN

Idaho can develop clear definitions and criteria for credentials of value across K–12 and postsecondary systems—with business and industry at the table. Idaho can also consider collecting data on industry credential offerings and attainment across the K–12 and postsecondary systems, wherever possible directly from the credentialing entities.

PROMISING EXAMPLES FROM OTHER STATES

- Indiana – [Promoted Industry Certifications](#)
- Kentucky – [Valid Industry Certifications](#)
- Louisiana – [Industry-Based Certification State Focus List](#)

RESOURCES

- [CredentialsMatter.org](#)

POLICIES

N/A





WORKFORCE READINESS

Idaho



KEY POLICY

Skills Retraining/Credentialing



STATE POLICY ANALYSIS

Idaho's Workforce Development Training Fund provides grants to increase economic mobility, assist businesses while focusing on a broader talent pipeline, upskill/reskill to assist employers with job creation and promote innovation in talent pipeline development. The fund provides for four types of grants: (1) industry-sector grants, which are designed to engage employers in developing new training solutions and are awarded on a first-come, first-served basis; (2) innovation grants, which fund projects that address local workforce development needs such as new training opportunities, work-based learning and communication outreach; (3) employer grants, which are available to employers who are increasing or retraining their workforce; and (4) outreach projects to provide public information on career education and workforce training opportunities. In November 2020, the Workforce Development Council created a new opportunity under the fund to cover the cost of short-term programs aligned to in-demand occupations. The program is open to any Idahoan who plans to work in Idaho following their training and pays for 75 percent to 90 percent based on their family income.

OPPORTUNITY TO STRENGTHEN

Idaho can continue to collect and analyze data on the Workforce Development Training Fund to understand if the program is supporting equity and adequate return on investment.

PROMISING EXAMPLES FROM OTHER STATES

- Indiana – [Next Level Jobs Workforce Ready Grant](#)
- Ohio – [TechCred](#)
- Washington – [Worker Retraining Program](#)

RESOURCES

- [2020 Annual Report, Workforce Development Training Fund](#)
- [Idaho Launch](#)

POLICIES

N/A





EMPLOYER ENGAGEMENT

Incentivize workforce engagement in student pathways and reduce the barriers that keep employers from participating.

K-12	SUB-ASSOCIATE	ASSOCIATE	BACHELOR'S OR HIGHER	WORKFORCE
INDUSTRY ENGAGEMENT INCENTIVES				
LEGAL BARRIERS				



INDUSTRY ENGAGEMENT INCENTIVES

Establish, sustain and promote a comprehensive set of industry and employer engagement incentives for supporting education to workforce pathways. Incentives may include grant funds, tax credits, or local and regional support services.



LEGAL BARRIERS

Remove or lessen legal barriers such as liability insurance, workers' compensation and worksite age restrictions to provide more learners with work-based learning opportunities.





EMPLOYER ENGAGEMENT

Idaho



KEY POLICY

Industry Engagement Incentives



STATE POLICY ANALYSIS

Idaho provides a number of tax incentives to businesses that relocate to Idaho and add qualifying jobs. Idaho employers may receive up to \$3,000 in cash reimbursements for the training of new, full-time employees or for helping retrain employees facing permanent layoff through workforce development training reimbursements. The funding is available through the Workforce Development Training Fund. Additional incentives are available if the training is under a federally registered apprenticeship.

Idaho is currently implementing the U.S. Chamber of Commerce Foundation’s Talent Pipeline Management initiative in partnership with the Idaho Association for Commerce & Industry. The goal is to better align education and employers and to direct the resources of the Workforce Development Training Fund to projects where the need is greatest.

OPPORTUNITY TO STRENGTHEN

Idaho can consider creating additional incentives to connect education and employers through internship/externship hiring tax credits or apprenticeship tax credits.

PROMISING EXAMPLES FROM OTHER STATES

- Georgia – [Work-Based Learning Premium Credit](#)
- Indiana – [Next Level Jobs Employer Training Grant](#)
- Iowa – [Tax Credit](#)

RESOURCES

- [Workforce Development Training Fund](#)

POLICIES

N/A





EMPLOYER ENGAGEMENT

Idaho



KEY POLICY

Legal Barriers



STATE POLICY ANALYSIS

In 2018, Idaho clarified that a work-based learning experience student who does not receive wages while participating in the work-based learning is covered by the school district’s policy or by the postsecondary institution’s policy if the student is not covered by the private or governmental entity that is the student’s work-based learning experience employer (workers’ compensation liability policy).

OPPORTUNITY TO STRENGTHEN

Idaho can consider allowing public schools to purchase certain insurance coverage for the benefit of businesses and students participating in CTE programs and provide for some immunity from liability of certain public school students participating in these programs.

PROMISING EXAMPLES FROM OTHER STATES

- Kentucky – [Apprenticeship Programs & Partnerships](#)
- Rhode Island – [Work Immersion Training Grant](#)
- Texas – [Insurance Coverage](#)

RESOURCES

N/A

POLICIES

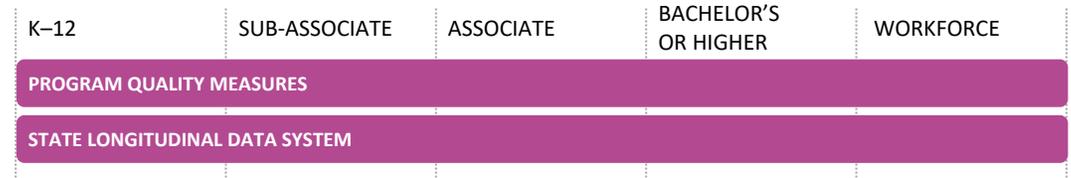
- [ID Code s. 72-205](#). Worker’s Compensation





DATA-DRIVEN DECISION MAKING

To ensure the strength of all the other policies, there must be cross-sector agreement on outcomes, strategies to get there and data to track progress.



PROGRAM QUALITY MEASURES

Establish shared statewide definitions and measures for quality of and success in education to workforce pathways. Ensure these shared priorities extend across agencies and systems and inform decisions about program offerings, funding and outcomes.



STATE LONGITUDINAL DATA SYSTEM

Ensure the state's cross-agency data system collects and reports on data needed to evaluate education workforce programs against shared metrics for quality and success. Data should span agencies and education systems and into the workforce to inform decision-making and drive outcomes.





DATA-DRIVEN DECISION MAKING

Idaho



KEY POLICY

Program Quality Measures



STATE POLICY ANALYSIS

Idaho does not appear to have a shared definition of quality career pathways that are linked to middle- or high-wage jobs. The Idaho Department of Labor published a 2016–26 projection of “top hot jobs,” but not all jobs listed align to a living wage.

OPPORTUNITY TO STRENGTHEN

Idaho can develop a common definition of high-quality career pathways across all implementing agencies (education and workforce). This definition can incorporate pathways linked to high-demand, high-skill and high-wage jobs. This definition can be developed with the assistance of K–12, postsecondary and industry/employers.

PROMISING EXAMPLES FROM OTHER STATES

- Colorado – [Talent Pipeline Report](#)
- Indiana – [Governor’s Workforce Cabinet](#)
- Rhode Island – [PrepareRI](#)

RESOURCES

- [Idaho’s Top Hot Jobs](#)

POLICIES

N/A





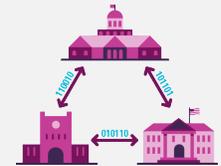
DATA-DRIVEN DECISION MAKING

Idaho



KEY POLICY

State Longitudinal Data System



STATE POLICY ANALYSIS

Idaho possesses a state longitudinal data system (Educational Analytics System of Idaho) that matches information from the Idaho Department of Education, the State Board of Education and the Idaho Department of Labor.

OPPORTUNITY TO STRENGTHEN

The data collection elements may need to be updated to accommodate the greater emphasis on CTE, including industry certification attainment, to improve data analytics. Idaho can consider leveraging the Workforce Development Council to lead the effort to utilize the state longitudinal data system data to inform identification of shared priorities and mapping progress against them.

PROMISING EXAMPLES FROM OTHER STATES

- Colorado – [Talent Pipeline Report](#)
- Florida – [Talent Development Council](#)
- Kentucky – [KYStats](#)

RESOURCES

- [Educational Analytics System of Idaho](#)

POLICIES

N/A

