

*PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT EDUCATION AND FAMILY LITERACY ACT
PROGRAMS*

The Unified or Combined State Plan must include a description of the following as it pertains to adult education and literacy programs and activities under title II of WIOA, the Adult Education and Family Literacy Act (AEFLA).

a. ALIGNING OF CONTENT STANDARDS

Describe how the eligible agency has aligned its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

Idaho's Adult Education program has formally adopted the College and Career Readiness (CCR) Standards for Adult Education, as developed by Susan Pimentel and MPR Associates for the US Department of Education in 2013. As stated in the introduction to the standards, the CCR Standards represent a subset of the Common Core State Standards, which are "most indispensable for college and career readiness and important to adult students."

The Idaho Department of Education (K-12) has adopted the Common Core State Standards for mathematics and English language arts for K-12, also known as the Idaho Core Standards. Because both the Idaho Core Standards and the CCR Standards for Adult Education are derived from the Common Core State Standards, they are well aligned. In the case that Idaho's K-12 standards are revised, replaced, or otherwise changed, the State's Adult Education program will realign its standards appropriately.

b. LOCAL ACTIVITIES

Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these local activities.

ADULT EDUCATION AND LITERACY ACTIVITIES (SECTION 203 OF WIOA)

- *Adult education;*
- *Literacy;*
- *Workplace adult education and literacy activities;*
- *Family literacy activities;*
- *English language acquisition activities;*
- *Integrated English literacy and civics education;*
- *Workforce preparation activities; or*
- *Integrated education and training that—*
 1. *Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and*
 2. *Is for the purpose of educational and career advancement.*

Special Rule. *Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.*

i. How Idaho Will Fund Eligible Providers

As the Eligible Agency administering Title II programs, the Idaho Division of Career & Technical Education awards AEFLA funds through a competitive grant application process. Please refer to section III.b.5.B.i—ii in the *common-elements* portion of Idaho’s Combined State Plan for more detailed information about the Title II competitive grant application process.

Eligible providers are any organizations who have ‘demonstrated effectiveness’ in providing adult education and literacy activities and may include: local educational agencies; community-based or faith-based organizations; volunteer literacy organizations; institutions of higher education; public or private nonprofit agencies; libraries; public housing authorities; a nonprofit institution having the ability to provide adult education and literacy services to adults; and a consortium of agencies, organizations, institutions, and libraries described above. (*Section 203(5)*)

Funds are awarded as multi-year grants on a competitive basis to eligible providers via regional competitions. All regional competitions use the same process and application materials issued by the State to ensure direct and equitable access. The competition is announced across a variety of platforms to ensure statewide participation. These platforms include local newspapers, the States’ monthly newsletter, press release, social media, and contacts with other state and local agencies and workforce partners.

The regional competitions adhere to the provisions set forth in WIOA Title II Section 231 – *Grants and Contracts for Eligible Providers*, and Section 232 – *Local Applications*. Grantees receiving funds under the initial competition are required to submit annual renewal plans and negotiate program budgets each year. By federal law, eligible providers are prohibited from using federal grant funds to supplant state or local dollars.

The State office provides technical support to local providers in aligning programs with local workforce needs and addressing existing skills gaps. Partnerships with local workforce boards, local departments of labor, and community-based organizations are fundamental to the success of Adult Education programs in Idaho. Integrated Education and Civics Education and Integrated Education and Training programs are delivered in collaboration with community partners; local programs are encouraged to build partnerships to provide wraparound support services for students in their AEFLA funded programs.

The competitive application process requires applicants to document their qualifications per each of the thirteen considerations set forth in Section 231(e). Information is collected via a State-issued Request for Grant Applications (RFGA). The information collected from each applicant in the RFGA may include, but is not limited to:

Documentation of eligibility per Section 203(5)

The state of Idaho will select a committee to screen each application to determine if it is an eligible provider of demonstrated effectiveness before the application is reviewed, scored, and considered for funding. A meeting between the Idaho State Program Director and this committee will clarify the distinction between evaluating an application for demonstrated effectiveness and considering an eligible provider's past effectiveness in considering an application for funding. The first step for this committee is to determine the eligibility of the applicants. Only those applicants that have demonstrated effectiveness in providing adult education and literacy services is eligible to apply for AEFLA funds. Applicants that are determined to be ineligible for funding because they were not determined to be eligible providers of demonstrated effectiveness will be notified.

How demonstrated effectiveness is established:

1. An eligible provider that has been funded under Title II of the Act must provide performance data required under section 116 to demonstrate past effectiveness by providing data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, and English language acquisition - and other subject areas relevant to the services contained in the state's application for funds.
2. An eligible provider must also provide information regarding its outcomes for participants related to: employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

Eligibility will be based upon a 'yes'/'no' determination where:

Yes Indicates the applicant has submitted previous two year's worth of data demonstrating effectiveness in the areas shown below and met a minimum of an overall 15% achievement on Measureable Skill Gains:

- Academic level gains in the content areas of reading, writing, mathematics, and English as a Second Language
- Employment outcomes
- Attainment of Secondary School Diploma or its recognized equivalent.
- Transitions to Post-secondary Education/Training

Applications which meet the above criteria will have demonstrated effectiveness and will pass the pre-screening process.

No Indicates the applicant has not demonstrated effectiveness in serving eligible individuals. Grant applicant will not be forwarded to committees for considerations in funding.

Applications that meet the '**Demonstrated Effectiveness**' requirement will be reviewed, scored and considered for funding. Applications that do not result in a determination of demonstrated effectiveness will not be further considered for funding and will be notified within two weeks of submission by letter.

The Idaho Division of Career & Technical Education distributes funds awarded under Title II, as set forth in WIOA Section 222(a). The State distributes funds at:

1. Not less than 82.5% of the grand funds to award grants and contracts under Section 231 (Eligible Providers) and to carry out section 225 (Programs for Correctional and Institutionalized individuals), of which not more than 20% of such amount shall be available to carry out section 225.
2. Not more than 12.5% of the grant funds to carry out State leadership activities under section 223; and
3. Not more than 5% of the grant funds or \$85,000, whichever is the greater, for the administrative expenses of the eligible agency (the State).

Type of Adult Education Program(s) and/or Activities to be funded, limited to those activities allowed in Title II of WIOA and set forth in this plan

Section 243 Integrated Education and Civics Education: A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. In order for a program receiving funds under Title II of such activities, they must allow students to access all three components concurrently.

Section 225 Corrections Education: Correctional programs may use funds to carry out activities as authorized under Section 225, including: 1. Adult Education and Literacy (as defined in part (b) above) 2. Special education, as determined by the eligible state agency administering the grant 3. Secondary school credit 4. Integrated education and training 5. Career pathways 6. Concurrent enrollment 7. Peer tutoring and 8. Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.

Section 231 Regional Adult Education and Literacy Programs:

- *Adult education*
- *Literacy;*
- *Workplace adult education and literacy activities;*
- *Family literacy activities;*
- *English language acquisition activities;*
- *Integrated English literacy and civics education;*
- *Workforce preparation activities; or*
- *Integrated education and training*

Alignment with Idaho's Combined State Plan including state strategies and goals, career pathways, and local one-stop alignment. Strategic planning occurred between partners in the Combined State Plan. Representatives from these programs work in close collaboration through a series of meetings and discussion organized through the Workforce Development Council and the One-Stop Committee. AEFLA activities throughout Idaho plan career pathways that are in-demand with multiple access points and with opportunities to earn stackable credentials. The goals and objectives for recipients of Title II funds includes creating educational and workforce access to sustainable careers. In order to promote consistency and alignment, the Workforce Development Council reviews all approved applications and makes recommendations to alignment for all workforce and workforce preparation activities. Ideally, IET's are a launching pad for moving students into Registered Apprenticeships for continued short-term or long-term training.

Administrative capacity such as: organizational structure, funding streams, financial oversight, data collection and reporting, and assurances. The state of Idaho ensures that the structure of all recipients are set up to manage each funding stream they receive with qualified accountants and fiscal managers to provide financial oversight and to manage the drawdown process and provide monthly balance ledgers to program directors. As the state moved to a new management information system, LACES with LiteracyPro, both virtual and on-site trainings will be provided. The new MIS will provide more accurate and up-to-date data than the prior MIS. Therefore, FY22 will provide a baseline to provide a more in-depth qualitative and quantitative summary for reporting purposes.

Operational capacity such as description of qualified staff and hiring processes, available locations and classroom space, community partnerships, and number of Title II-eligible students served per year. Each provider will be required to track the qualifications of their support and instructional staffs. The hiring processes are outlined in their agency's policies for both classified and non-classified employees. The full time instructional staff either have a bachelor's or a master's. Part-time staff and support staff may possess AA or AAS degrees through a master's and certifications that align with their position. Each funded program will work with and participate on Technical Advisory Committees to connect the region's services especially the WIOA partners. The goal is to offer seamless services with warm hand-offs of clients. Idaho will typically serve between 5,000 and 6,000 students annually - the pandemic has cut these numbers in half. Each provider will have sufficient classroom space for ABE, AE, IELCE/IET programs. Additional classrooms that may be needed will be provided through local community partnerships.

Quality of Services such as proposed class schedules, description of curriculum and alignment with state-adopted standards, and professional development/training activities. Idaho's AEFLA programs will provide day, afternoon, evening, distance learning, and hybrid courses to accommodate the variety of learners that programs serve. All learners will be taught using the College and Career Readiness Standards and the English Language Proficiency standards. Curriculum is rooted in science-based researched best practices. The state will hold professional development opportunities for new and veteran teachers to deepen their understanding and application of the standards.

c. CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS

Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of title II subtitle C, any of the following academic programs for:

- *Adult education and literacy activities;*
- *Special education, as determined by the eligible agency;*
- *Secondary school credit;*
- *Integrated education and training;*
- *Career pathways;*
- *Concurrent enrollment;*
- *Peer tutoring; and*
- *Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.*

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

The Idaho Division of Career & Technical Education uses no more than 20% of funds awarded to eligible providers to support programs under section 225 for incarcerated and institutionalized individuals. Grant funds are awarded to an eligible provider that offers applicable services to incarcerated or institutionalized individuals. Funds are awarded using a competitive application process outlined in part (b (i)) above, after which, providers may request funds on an annual basis through an extension application.

The State requires that any eligible provider using Title II funds to carry out programs authorized under section 225, give priority to those offenders who are likely to leave the correctional institution within five years of participation in the program.

Correctional programs may use funds to carry out activities as authorized under Section 225, including:

1. Adult Education and Literacy (as defined in part (b) above)
2. Special education, as determined by the eligible state agency administering the grant
3. Secondary school credit
4. Integrated education and training
5. Career pathways
6. Concurrent enrollment
7. Peer tutoring and
8. Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.

The type of activities offered by correctional service providers depends on the needs of the populations being served. Programs are expected to provide those activities, which are appropriate to meet the needs of the populations in their facility. For example, short-term facilities (such as county jails) should prioritize activities that can have a meaningful impact in a short amount of time and help meet a student's re-entry needs. Longer-term facilities (such as state prisons) may choose to focus on longer, more intensive education programs for students who will be incarcerated for multiple years.

When submitting applications for funds to support activities authorized under Section 225, applicants are required to provide rationale for each activity for which funds are requested, including data that demonstrates a need for the activity in their facility.

d. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM

Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries, including how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities.

Describe how the State will fund, in accordance with the requirements of title II, subtitle C, an Integrated English Literacy and Civics Education program and how the funds will be used for the program.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to integrate with the local workforce development system and its functions to carry out the activities of the program.

Idaho's IELCE programs will provide ELA standards driven, evidence-based instruction in reading, writing, speaking and understanding English and civics education to all English language learners - including professionals with degrees and credentials in their native countries. Student desiring citizenship will acquire an understanding of what it means to be a citizen and to participate in civics responsibilities. IELCE may include workforce training. Through collaboration with the local workforce development council and WIOA partners and alignment with the combined state plan, IELCE programs will assist English Language learners with career goals by offering IELCE education concurrently with integrated education and training as part of a career pathway. IELCE will focus in in-demand occupations that lead to economic self-sufficiency. All stakeholders in the development of pathways will have input into the contextualized curriculum and to the single set of objectives and goals. Workforce partners will provide technical assistance when determining the most in-demand jobs and what those pathways make look like. English language learners seeking IELCE, but not seeking workforce training, may still participate in the IELCE IET services to assist them in identifying a chosen career pathway. In some cases, IELCE IET students will have access to job shadowing and hands-on experiences through partnerships with technical schools. Students will have the opportunity to ask questions and see first hand what a career looks like in real time.

Through the IELCE programs, students will achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. The ELA standards drive instruction to serve students who desire to improve their language skills to better function in their environments as parents and patrons of the local communities.

In Idaho, Integrated English Literacy and Civics Education (IELCE) funds are awarded to eligible providers through a competitive application process for multi-year grants, outlined in part (b)(i). After providers receive funds through the competitive process, they may request continuing funds on an annual basis through a renewal application. Funds are used to support the operational expenses of local IELCE programs, including teacher salaries and benefits, classroom supplies, textbooks, and other items necessary to carry out instruction. The State collaborates with local providers to build on existing best practices while expanding and/or implementing new workplace training components, as necessary.

e. STATE LEADERSHIP

- 1. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA*

The State distributes no more than 12.5% of Title II funds allocated to the state to carry out required and permissible leadership activities, as required under Section 223. While the state reserves the right to carry out any of the permissible activities authorized under Section 223, the permissible activities listed below will be the primary focus.

Required activities supported with Leadership funds:

- Align adult education and literacy activities with other core programs and one-stop partners, including eligible providers, to develop career pathways and provide access to employment and training services for individuals in adult education and literacy activities.
- Establish or operate high-quality professional development programs to improve the instruction provided pursuant to local activities, including instruction incorporating the essential components of reading instruction as such components relate to adults, instruction related to the specific needs of adult learners, instruction provided by volunteers or by personnel; and disseminate information about models and promising practices related to such professional development programs.
- Provide technical assistance to eligible providers including the dissemination of instructional and programmatic practices based on research, the role of eligible providers as one-stop partners, and the use of technology to improve system efficiencies.
- Monitor and evaluate the quality of, and improvement in, adult education and literacy activities, and disseminate information about models and proven or promising practices within the State.

Permissible activities supported with Leadership funds:

- Develop and disseminate curricula, including curricula incorporating the essential components of reading instruction as such component relate to adults
- Develop content models for integrated education and training and career pathways.
- Provide technical assistance regarding the use of data to measure the progress of programs, evaluate program effectiveness, and guide program improvement, especially as such data relates to the State's adjusted levels of performance described in section 116.
- Develop and implement transition programs, including linkages with postsecondary education institutions
- Integrate literacy and English language instruction with occupational skill training, including linkages with employers
- Develop and pilot strategies for improving teacher quality and retention.

Alignment with Other Core Programs

Two key strategies for program alignment, as identified in Idaho's Combined State Plan, Section (II)(c)(2), supports this requirement. The first is to establish a WIOA Advisory Group comprising key state-level staff from each of the programs covered by the plan. The purpose of the WIOA Advisory Group is to coordinate operational policies and partnerships at the state level between programs covered under the Combined State Plan. The WIOA Advisory Group will work with regional coordinating groups and with local programs to ensure consistency in the application of

program policy throughout the state and to help local programs overcome operational and policy-related barriers to full collaboration.

The State Program Director for Adult Education is a member of this group and will provide technical assistance to local Title II providers as needed. Leadership funds may be used, as appropriate and allowable, to support local staff in attending any training or meetings hosted by the State to provide such technical assistance to local staff and leadership.

The second strategy identified in Idaho's Combined State Plan is to coordinate training across workforce programs to enhance opportunities for professional growth and development. This might include, for example, inviting local Vocational Rehabilitation staff to training on adult learning styles, or inviting local Adult Education staff to training by Wagner-Peyser/Employment Service staff on the use of Idaho's Career Information System to help students identify potential careers. Title II Leadership funds may be used, as appropriate and allowable, to support Adult Education program staff in attending such training.

High Quality Professional Development Programs

Given Idaho's large geography and relatively small population, local Adult Education programs have historically been spread far apart. As a result, it is expensive and time consuming for local staff to travel to centralized training. The State has therefore designed a three-tiered approach to professional development in Idaho. The first tier is state-level training, the second is local routine/required training, and the third is local discretionary training. All levels of training are supported with State Leadership funds under section 223.

State-level training, while not mandatory, is highly encouraged for all programs. The State generally chooses one or two such training options per year, these trainings will be centrally located and host a larger cohort of participants (20-30). These trainings will focus on instructional topics or practices, which will have the greatest impact for the most number of attendees across the state. In the past, this has included nationally recognized trainings like the Adult Numeracy Institute. To the extent that it is feasible, the State will prioritize trainings that use a model of sustained contact between trainers and a cohort of teachers throughout the year. This may include multiple in-person meetings, online discussion groups, and opportunities to try new practices in the classroom between meetings. However, the exact model of such trainings will depend on the needs and resources identified in the State each year.

More routine and required training, such as new teacher onboarding, training on the NRS and data collection, and assessment training, have been, and will continue to be handled locally. Under WIA, each program identified a staff member or members to serve as expert trainers, and employed a professional-development coordinator to track training needs and participation. This model has worked well, and will continue under WIOA. The State will provide guidance on the frequency and content of such local training and will host refresher trainings for these local trainers and PD coordinators as appropriate. The State may also explore options that allow programs to collaborate on such trainings, as well as tools that will help centralize the development and storage of training materials for use by multiple programs.

Finally, local programs can also apply for discretionary funds to support local professional development projects. Such projects should be aligned with local needs and supported with evidence. For example, a local provider may determine through teacher evaluation and observation

that training on the use of contextualized reading would help improve instructional quality at its outreach centers. The program would then create a training plan and request funds from the State to support this plan.

Technical Assistance

The State provides technical assistance, as appropriate, based on the needs and performance of local providers. Such assistance may be provided directly to one program, or may be provided for the entire state. Such assistance may include:

- Technical assistance for establishing transition programs, team teaching, and other areas where Adult Education programs connect with other core and partner programs and the One-Stops
- Guidance from WIOA Advisory Group to ensure policy alignment between programs, training and technical assistance on these policies and their impact on programs
- Training as needed or requested to address new and relevant technology in the classroom

Monitoring and Evaluation

The State will use a variety of methods to monitor and evaluate the quality of adult education and literacy activities. Such methods will include on-site monitoring, quarterly desk audits, continuous data-quality monitoring, annual program plans, and annual reports.

The State will make every reasonable attempt to conduct an on-site monitoring visit to each local provider at least once every three years. Such visits may occur more frequently if warranted by program performance or compliance issues, or if requested by a program. Monitoring will include a review of processes, practices and documentation related to program finances, administration, data collection, and instruction. A complete monitoring tool will be developed by the State to facilitate such visits and ensure consistency across programs.

Programs will also be evaluated based on regular submission of reports, applications, and program plans to the State. The State will monitor program data-quality through the use of the State's Management Information System. Technical assistance will be provided on an ongoing, as-needed basis regarding compliance, program quality, and data quality. Leadership funds will be used to support training and other activities resulting from such evaluations. Programs that are found to be out of compliance with State or Federal policies or law, or which have demonstrated unacceptable administrative practices or consistently low performance will be subject to a Corrective Action Plan. "Consistently low performance" will be determined based on actual performance against program indicators, the extent to which state targets are met, past performance of the program, the relative performance of other providers, and mitigating program circumstances. Programs which fail to implement a Corrective Action Plan as determined necessary by the State may be subject to loss of funds.

2. Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable

- Develop and disseminate curricula, including curricula incorporating the essential components of reading instruction as such component relate to adults
- Develop content models for integrated education and training and career pathways.

- Provide technical assistance regarding the use of data to measure the progress of programs, evaluate program effectiveness, and guide program improvement, especially as such data relates to the State's adjusted levels of performance described in section 116.
- Develop and implement transition programs, including linkages with postsecondary education institutions
- Integrate literacy and English language instruction with occupational skill training, including linkages with employers
- Develop and pilot strategies for improving teacher quality and retention.
- Infrastructure costs such as dissemination of WIOA partnerships to key stakeholders.
- Infrastructure costs related to signage.

f. ASSESSING QUALITY

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

The State assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA. Local providers are accountable to the State to meet the standards of quality for administration and instruction outlined in the competitive grant application, certifications, assurances, and state policy. The effectiveness and quality of local providers is assessed through the use of performance data aligned with the indicators of performance set forth in WIOA Section 116, as well as the evaluation and monitoring processes described in part (e) above. The state will take certain actions to improve program quality:

1. Quarterly desk audits are required and each provider will be given feedback from the state. Accomplishments will be noted and concerns will require actions on behalf of the provide to remedy the concern. The state will provide support in remedying any concerns.
2. Biweekly director meetings will be held to discuss appropriate actions to improve the quality of programs.
3. Program improvement plans may be utilized and progress of the components of these plans will be addressed in each quarterly desk audit.
4. Site visits as needed in addition to the scheduled site monitoring visits.
5. Data quality training with the new LACES system as needed.
6. Analysis of professional development needs will be conducted and the alignment of leadership funds to address these needs will follow. These actions along with other actions that may need to be included throughout the program year are all designed to improve program quality.

Assessment of Program Quality

Core programs collectively report on the six performance indicators set forth in Section 116 of WIOA and pursuant to federal regulations and guidance. These six indicators are:

1. The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;

2. The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;
3. The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;
4. The percentage of program participants who obtain either a recognized postsecondary credential or a secondary school diploma, or its equivalent, during participation in or within one year of exit from the program
5. The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains towards such a credential or employment; and
6. The indicators of effectiveness in serving employers established pursuant to clause (iv).

Every two years, the State is required to negotiate the above-defined targets with the US Department of Education for the upcoming program year (July 1 – June 30). Local programs are expected to meet or exceed the state targets and report on their performance in an annual report submitted to the State.

Data collection and analysis

In order to determine the levels of performance under each of the indicators listed above, local programs are required to collect data through a standard collection process (including standardized assessments), input data into the statewide Management Information System on a regular basis, and analyze data for the purpose of performance reporting and program improvement. Programs must adhere to all state and federal policies when collecting student data.

Programs are expected to use this data to determine progress toward meeting the State targets. Programs are also expected to use such data to evaluate program effectiveness and align program improvement efforts.

Program Improvement

In the case that a provider has consistently low success in achieving the negotiated levels of performance, the State may require the program to implement a Program Improvement Plan. To the extent that such a plan includes professional development and training, allocable costs of such training may be provided for with state leadership funds under section 223.

Assessing Professional Development

The State has a vital interest in assessing the quality of programs funded under Title II, and in providing adequate professional development and technical assistance to those programs in order to ensure continuous improvement. To that end, the State currently implements certain measures to assess its professional development activities. These measures are outlined:

- **Professional Development Coordinators:** Each local program is required to identify a staff person to identify local training needs, organize and implement local training, track staff attendance at both state and local trainings, collect training evaluations, and provide an annual report to the State regarding the program's professional development activities. The State will support the time spent on these activities through Leadership funds.

- **On-site Evaluations:** All statewide training and professional development shall include evaluation forms to solicit feedback from participants about their experience, what they learned, what was effective, what could be improved, and what they are likely to implement when they return to their local program. The State will review this feedback and make adjustments as needed.
- **Follow-up Evaluations:** To the extent that such follow-up is appropriate and feasible, the State will ask for follow-up evaluations from participants of statewide trainings three months after the conclusion of the event to assess whether practices have been implemented and sustained.
- **Ongoing Performance Review:** Both the State and local programs will review performance data on a regular and ongoing basis. Such review will take into account federal reporting tables, student outcomes, attendance, measurable skill gains, and other factors. This review will occur regularly, but at a minimum must occur each quarter. The information gained from these performance reviews will help the State and local programs identify areas that are improving and those areas which demonstrate gaps or a decline in performance.

The results of the above assessment activities will be used when considering the effectiveness of past professional development. These results will also inform future training and the types of professional development activities the State will offer or require.

In addition to the activities listed above, Idaho will take a special focus on using section 223 funds to ensure adult education students have access to the created and updated career pathways that technical colleges use. In some cases, to meet the specific hiring gaps within a sub-recipient region, career pathways in partnership with the local agencies and organizations may be necessitated. In such cases, workplace requirements and adult education requirements will be detailed in these plans. Simultaneously, sub-recipients will be using program and instructional best practices to identify needed skills for students to transfer to the workforce and post-secondary institutions. These best practices will be discussed in bi-weekly meetings with the Adult Education State Program Director and be used to identify program and/or instructional areas of need. Reading instruction will be rooted in research and instructional standards. Proven instructional models will be a part of state directors meetings which are held throughout the program year. Technical assistance will always be available to programs struggling to meet performance measures.

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM CERTIFICATIONS

States must provide written and signed certifications that:

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Please download and sign the forms below. Please scan and return the forms to wioa@ed.gov at the same time you submit your State Plan via the portal.

- 1. SF424B - Assurances – Non-Construction Programs
[<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>]*
- 2. Grants.gov - Certification Regarding Lobbying
[<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>]*
- 3. SF LLL Form – Disclosure of Lobbying Activities (required, only if applicable)
[<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>]*

APPLICANT'S ORGANIZATION	Enter information in this column
Applicant's Organization	Idaho Career & Technical Education
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	Enter information in this column
First Name	Clay
Last Name	Long

APPLICANT'S ORGANIZATION	Enter information in this column
Title	Administrator, Idaho Career & Technical Education
Email	clay.long@cte.idaho.gov

SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)

In the text box below, describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs provide the information to meet the requirements of Section 427 of the General Education Provisions Act (GEPA), consistent with the following instructions posted at <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc>.

The State of Idaho requires all AEFLA funded programs to sign a Section 427 GEPA Attestation form as part of the grant renewal application. The attestation includes a narrative of the steps that will be taken locally to comply with the GEPA requirements. The purpose of this requirement is to assist the United States Department of Education in implementing its mission to ensure equal access to education and to promote educational excellence.

The Idaho AEFLA State Office will take necessary steps to ensure equitable access to, and participation in, all activities funded through federal dollars including professional development and technical assistance. To do so, the state office will identify any special needs of its target audience and provide accessible formats of written documents and provide options for virtual and in-person events to ensure full participation of attendees. In addition, the State will ensure all opportunities for employment and participation in programs is open to anyone, regardless of gender, race, national origin, color, disability, or age. The goal of Idaho is to ensure equitable access to resources so that staff, local providers, and students can reach their full potential. Professional development and trainings for local providers and their staff will be recorded and archived for those who otherwise could not attend an event.

ADULT EDUCATION AND LITERACY PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and

were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021.

However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Employment (Second Quarter After Exit)	43.0	35.0	55.0	37.0
Employment (Fourth Quarter After Exit)	37.0	36.0	45.0	37.0
Median Earnings (Second Quarter After Exit)	4,500.0	4,900.0	4,600.0	5,200.0
Credential Attainment Rate	43.0	43.0	45.0	45.0
Measurable Skill Gains	30.0	29.0	40.0	31.0
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹ “Effectiveness in Serving Employers” is still being developed and this data will not be entered in the 2022 State Plan modifications.