

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM

Idaho Career Technical Education

Idaho WIOA Combined State Plan (modification) for PY2026 and PY2027

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).

Idaho Adult Education advances workforce development priorities by aligning adult education services with industry needs, supporting career mobility for adult learners, and strengthening coordination across WIOA core programs. Through employer partnerships, regional labor market analysis, and integrated education and training models, Idaho Adult Education helps learners build foundational skills, obtain credentials, and transition into in-demand careers. The State emphasizes accountability through performance outcomes while encouraging flexible and innovative instructional approaches, including digital skills integration and work-based learning strategies, to meet evolving workforce and economic needs.

- (a) ***Aligning of Content Standards (WIOA section 102(b)(2)(D)(ii)(I).*** 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. 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 eligible agency will use the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, 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.*

Idaho Adult Education uses labor market information and employer input to guide where and how Title II services are delivered, ensuring adult learners gain skills that lead to employment, credential attainment, and advancement in in-demand industries. This approach informs both program design and the competitive grant process used to fund local 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. Applicants will compete for funds in accordance with the requirements found in 34 CFR section 463 Subpart C. The local board review process for the Title II competitive grant application process is described below (also described in Section III.b.5.B.i—ii in the common elements portion of Idaho’s Combined State Plan.)

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

IDCTE issued a Notice of Grant Availability (NGA) in each of the major newspapers serving Idaho. This NGA contains general information about the grant and directed interested parties to IDCTE

for further information and application materials. Information about the grant was posted on the Division's website and distributed to other core WIOA programs and partners, One-Stop providers, regional planning groups, other state and local stakeholders, as well as groups representing other types of eligible providers such as non-profit and library associations.

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

Eligible providers are any organization who has '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 State's monthly newsletter, press releases, 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 English Language and Civics Education (IELCE) and Integrated Education and Training (IET) programs are delivered in collaboration with community partners; local programs are encouraged to build and sustain business, industry, and workforce systems 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 the applicant is an eligible provider of demonstrated effectiveness before the application is reviewed, scored, and considered for funding. Only applicants proving demonstrated effectiveness in providing adult education and literacy services are eligible to apply for AEFLA funds. The State will notify applicants ineligible for funding due to lack of demonstrated effectiveness.

Demonstrated effectiveness is established when:

1. An eligible provider that has been funded under Title II of the Act provides performance data required under section 116 to demonstrate past effectiveness. This data must illustrate 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, English language acquisition, and other subject areas relevant to the services contained in the state's application for funds, and;
2. An eligible provider provides 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 the previous two years' worth of data demonstrating effectiveness in the areas shown below and met a minimum 15% achievement on Measurable Skill Gains:
 - Academic level gains in the content areas of reading, writing, mathematics, and English as a Second Language;
 - Employment outcomes;
 - Attainment of a secondary school diploma or its recognized equivalent,
 - Transitions to post-secondary education/training.
- *No* Indicates the applicant has not demonstrated effectiveness in serving eligible individuals. Grant applications not meeting demonstrated effectiveness 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.

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 grant 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.

Adult Education Programming in Idaho varies greatly from region to region. Delivery of programs in more highly populated urban areas focus on term-based classes with set schedules, while many outreach and rural areas provide open lab, tutoring, or open enrollment offerings. All regions offer some form of distance learning for adult education, via Essential Education, GED Academy, and other asynchronous learning platforms, as well as through synchronous web-based classes. Idaho's largest adult education program serves approximately 900 students in a college campus environment, while our smallest program serves about 100 students in an adult learning center setting. Idaho's subgrantees, other than our Department of Corrections, are community college-based; each of those community colleges integrates adult education into their academic, workforce, and career technical programs to varying degrees.

Literacy programming in Idaho varies regionally as well, with greater demand for literacy instruction in urban areas such as Regions 3 and 4. Generally, literacy instruction for ABE and ASE is offered in 1:1 tutoring settings. Literacy instruction for English language learners, a significant need in Region 3, is offered in a classroom setting and is organized into three different levels.

Workplace adult education and literacy activities are delivered in Regions 3, 4, 5, and 6 and vary by industry according to regional labor markets. For example, in Region 3 workplace literacy occurs in partnerships with a regional hospital to prepare incumbent workers who are English language learners working in the dish room, to advance to food preparation, customer service, or environmental services positions. Additionally, workplace literacy is taught to incumbent workers in a hospital's outsourced laundry company. Region 6 also delivers workplace literacy in partnership with a regional hospital, helping to prepare English language learners to work in a variety of positions in that hospital. Agriculture and food manufacturing are significant industries in regions 4 and 5, and so those subgrantees offer workplace English for immigrant-background incumbent workers in those settings.

English language acquisition activities in Idaho are concentrated in Regions 3, 4, 5, and 6. Region 3 has a very diverse population of English language learners, serving students from both immigrant and refugee backgrounds. Students in this region possess a wide spectrum of prior formal

education, many having no formal education and others possessing advanced degrees. Region 3 thus offers the broadest range possible of ELA classes and activities, from beginning level literacy ESL classes, to ESL classes bridging to college and career. Other regions have smaller ELA populations who are majority Spanish speaking. Classes in this region are smaller and generally multilevel.

Integrated English Literacy and Civics Education (IELCE) and Integrated Education and Training (IET), carried out by Regions 3, 4, 5, and 6, are noted in the table below. IET offerings provide adult education, workforce training, and workforce preparation activities concurrently and contextually. IELCE offerings provide English language acquisition, workforce preparation, and civics education concurrently and contextually.

| Region | Institution | IELCE/ IET | Stage of Development | Description | Partner(s) |
|---------------|---------------------------------|-----------------------|---------------------------------|---|----------------------------|
| 3 | College of Western Idaho | IELCE | Developed | Digital Skills for Entrepreneurship | Apple |
| 3 | College of Western Idaho | IELCE | Developed | Digital Skills Pathway to Coding with Swift | Apple |
| 3 | College of Western Idaho | IELCE | Developed | English for Healthcare Careers | Workforce Development |
| 3 | College of Western Idaho | IELCE | Developed | Pre-mechatronics | Career Technical Education |
| 3 | College of Western Idaho | IET | Developed | Swift Programming | Apple and CTE |
| 3 | College of Western Idaho | IET | Developed | Multicultural Certified Nurse Assistant | Workforce Development |
| 3 | College of Western Idaho | IELCE | Developed | English for ServSafe | Saint Alphonsus Hospital |
| 3 | College of Western Idaho | IET | Developed | Mechatronics Pre-apprenticeship | CTE |
| 4 | College of Southern Idaho | IET | Developed | CDL certification | Workforce Development |
| 4 | College of Southern Idaho | IET | Developed | Certified Nurse Assistant for English Language Learners | Workforce Development |
| 2 | College of Southern Idaho | IELCE | Developed | English for Welding | CTE |
| 5 | Idaho State University | IET | Developed | Safety Certification | Lakeview Agriculture |
| 6 | College of Eastern Idaho | IET | Developed | Certified Nurse Assistant Certification | Workforce Development |
| IDOC | Idaho Department of Corrections | IET | Paused | Food Service Manager | Create Common Good |

Workforce preparation activities are integrated into all IET and IELCE offerings to support workforce readiness, adaptability, and long-term career advancement. Additionally, Regions 3 and 4 deliver standalone and integrated digital skills programming across all ESL and ABE levels. Civics education is integrated into all IELCE offerings.

(c) **Corrections Education and other Education of Institutionalized Individuals (WIOA section 102(b)(2)(D)(ii)(II)(bb))**. Describe how the eligible agency will, using the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, fund eligible providers to establish or operate programs that provide any of the following correctional educational programs identified in section 225 of WIOA:

- *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.

As the Eligible Agency administering Title II programs, the Idaho Division of Career Technical Education awards AEFLA funds through a competitive grant application process. Applicants will compete for funds in accordance with the requirements found in 34 CFR section 463 Subpart C. Described below is the local board review process for the Title II competitive grant application process (also described in Section III.b.5.B.i—ii in the common elements portion of Idaho’s Combined State Plan.)

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

IDCTE issued a Notice of Grant Availability (NGA) in each of the major newspapers serving

Idaho. This NGA contains general information about the grant and directed interested parties to IDCTE for further information and application materials. Information about the grant was posted on the Division's website and distributed to other core WIOA programs and partners, One-Stop providers, regional planning groups, other state and local stakeholders, as well as groups representing other types of eligible providers such as non-profit and library associations.

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

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 multiyear competitive application process outlined in part (b (i)) above. 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 requires the following documents from the local provider for a continuation of the grant for the following year:

- Cover document
- Continuation narrative
- Assurances
- Memoranda of understanding (new or continuing)
- Budget

Programs provide activities which are appropriate to meet the needs of the populations in their facility. For example, short-term facilities (such as county jails) 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) 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.

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.

Currently, the subgrantee for Section 225 in Idaho is Idaho Department of Corrections (IDOC).

Adult Education and Literacy activities at IDOC are delivered through classroom instruction. Instructional needs for the population DOC serves center largely around GED preparation; most adult education services at IDOC address this need. IDOC does serve a small number of English language learners as well. IDOC was developing an Integrated Education and Training (IET) program for two facilities. The IET, ServSafe Manager Certification, was supposed to have partnered with Create Common Good to deliver the workforce credential that prepares individuals to work as managers in the food service industry. However, Create Common Good merged with another non-profit in December 2024 and the change in management caused disruption in the development and delivery of this IET, which ultimately was paused.

(d) **Integrated English Literacy and Civics Education Program (WIOA section 102(b)(2)(D)(ii)(II)(cc))**. *Describe how the eligible agency will, using the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, fund eligible providers to establish or operate Integrated English Literacy and Civics Education (IELCE) programs under section 243 of WIOA. Describe how adult English language learners, including professionals with degrees and credentials in their native countries, are served in IELCE programs.*

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be offered in combination with integrated education and training activities found in 34 CFR section 463.36.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation.

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.

As the Eligible Agency administering Title II programs, the Idaho Division of Career Technical Education awards Section 243 funds through a competitive grant application process. Applicants will compete for funds in accordance with the requirements found in 34 CFR section 463 Subpart C. Described below is the local board review process for the Title II competitive grant application process. Described below is the local board review process for the Title II competitive grant application process (also described in Section III.b.5.B.i—ii in the common elements portion of Idaho’s Combined State Plan.)

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

The application solicits information regarding the Integrated English Language and Civics Education and Integrated Education and Training required components to ensure compliance with the requirements set forth in Section 243 and related regulations.

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

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

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 serve students through the support of operational expenses of local IELCE programs, including teacher salaries and benefits, classroom supplies, textbooks, and other items and activities necessary to carry out instruction. The State collaborates with eligible local providers to reinforce existing best practices while developing or expanding IELCE offerings. The State also supports local program providers' participation in Office of Career, Technical and Adult Education (OCTAE) sponsored technical assistance on IELCE development.

The State requires that IELCE is offered in combination with Integrated Education and Training (IET). Local programs delivering IELCE programming must connect IELCE to an IET through a career pathway. For example, an English for healthcare careers IELCE connect to an IET for Certified Nurse Assistants; an IELCE focusing on digital skills in the U.S. workplace could connect to a software development IET. Each IELCE offering must provide a career-specific connection to a related IET.

IET in the State is implemented at the local level with training and support from IDCTE. Local

level IET development is required to consider local and regional labor market information, engage workforce partners (employers, one-stop partners, career technical education partners, or workforce training partners) and to demonstrate alignment of and integration of workforce preparation, adult education, and workforce training objectives to support industry-driven strategies and worker mobility through stackable training aligned with in-demand sectors. The State requires these to be delivered concurrently and contextually, to meet quality indicators, and to result in an MSG type 3, 4, or 5.

College of Western Idaho's IET in pre-mechatronics is an entry-level, college-readiness course developed in response to advanced manufacturing workforce demand and employer partnership strategies supporting semiconductor industry growth. Adult Education developed the program for adult learners and English language learners needing extra support in math or industry-specific vocabulary.

The State requires that IELCE must include instruction in literacy, English language acquisition, and instruction on the rights and responsibilities of citizenship and civic participation. Literacy and English language acquisition are integrated with and contextualized to the IELCE career pathway and the IET to which the IELCE connects. Likewise, instruction on the rights and responsibilities of citizenship and civic participation connects explicitly to workforce preparation and community membership in context of the connected career pathway.

Notable IELCE projects are underway in Idaho. For example, College of Western Idaho in Region 3 delivers a digital skills pathway to entrepreneurship and computer science. This pathway begins with teaching transferrable digital skills to English language learners to help them better communicate in English and to participate in their communities socially and economically. The classes teach students to create multimedia creative content using phones and tablets. The IELCE pathway builds on the foundational digital skills of this class in the Build Your Own Business IELCE, which leverages creative applications to help students create a business plan and learn to market that business using social media and software applications. The culmination of this IELCE pathway is Coding for Swift, an IET that prepares students for a Software Development program through completion of 12 academic credits.

College of Western Idaho also delivers a Food and Nutrition Services IELCE in partnership with a regional hospital. This IELCE provides English language learners, mostly of refugee background and few years of formal education and who are employed in the hospital as dishwashers, a class and supportive services to help them learn the English and workplace skills to advance to food preparation and customer service positions within the hospital aligned with regional healthcare workforce priorities and employer-supported advancement pathways.

Multiple regions deliver IELCE in combination with IET. For example, two regions deliver English for Healthcare IELCE as a pathway into Certified Nurse Assistant courses. Another region delivers English for Welding. All these offerings assist students in taking next steps in

their industry-aligned career pathways leading to advancement opportunities by providing intentional career pathway exploration, advising, and support.

(e) **State Leadership (WIOA section 102(b)(2)(D)(ii)(III))**. 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.

Below is a description of how required activities supported with section 223 Leadership funds are carried out in Idaho.

Idaho aligns adult education and literacy activities with other core programs and one-stop partners, including eligible providers, through cross-system coordination designed to strengthen industry-aligned career pathways and access to employment and training services:

- The State Adult Education director serves on the Idaho Workforce Development Council WIOA Advisory Board;
- The State Adult Education Director participates in Idaho Advanced Manufacturing Consortium for talent pipeline development in semiconductor and other advanced manufacturing industries supporting industry-responsive workforce strategies tied to regional economic priorities;
- Adult Education providers in all regions participate on regional One-Stop boards.

Idaho establishes or operates 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:

- The State participated in Student Achievement in Reading (STAR), a LINCS professional development initiative focused on intermediate reading level instruction and assessment of adult education students;
- Two current STAR participants were trained as STAR trainers in order to deliver that training to more instructors in all Idaho regions.

- The State applied for and was accepted into an EARN (Enhancing Access for Refugees and New Americans) a LINCS professional development initiative, *State Supports for Immigrants and Multilingual Learners: Professional Learning Series*. The State formed a team with community partners and other WIOA partners across the state, however, the initiative was canceled before sessions took place.
- Idaho provides 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:
- The State conducts quarterly Virtual Learning Community trainings for all adult education staff across the State, with a priority on digital skills instruction, IET and IELCE development and delivery, and data literacy to support innovation, system integration, and improved workforce outcomes;
- The State conducts bi-annual One-Stop training for key adult education staff across the State, with a focus on implementation of WIOA State Plan goals;
- The State offered a digital integration workshop for adult education instructors. The training equipped participants with practical strategies for closing the digital gap for their students and supporting technology-enabled instructional models aligned with modern workplace expectations. Series 2 of the workshop, focusing on digital skills for the workforce, will be implemented in the current program year.
- The State invited Idaho Workforce Development Council to present to all regional directors of adult education on the process, outcomes, and goals of the updated WIOA State Plan.

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:

- The State conducts monthly or as needed bi-monthly meetings with regional directors of adult education, conducted synchronously online;
- The State conducts bi-annual meetings with regional directors and key coordinators of adult education, in person at IDCTE;
- The State conducts regular site visits, including site monitoring, to all six adult education regions in the State and of Idaho Department of Correction's adult education

program; each visit evaluates one or more of the following program areas and provides a Corrective Action Plan if required:

- Instruction, programming, and performance;
- Fiscal;
- Data verification and validation in the IDCTE's adult education management information system (MIS);
- The State conducts an annual risk assessment of each region;
- The State conducts training on the LACES data system as needed.

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

The State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA through:

- Training and deployment of STAR (reading) trainers;
- Participation in Digital Resilience in the American Workforce cohort (DRAW) and implementation of DRAW concepts via virtual learning communities;
- Training on and implementation of IET Quality Indicator requirement for local program IETs;
- Data training and overview at bi-annual meeting of regional directors of Adult Education; and
- Training on data quality, including verification and validation.
- Annual digital integration workshop for adult education instructors.

(f) **Assessing Quality (WIOA section 102(b)(2)(D)(ii)(V))**. *Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II. Describe how the eligible agency will take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA. Describe how the eligible agency will use evaluations, data analysis, program monitoring, or other methods to improve the quality of adult education activities in the State.*

The State assesses the quality of providers of adult education and literacy activities under title II and takes 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 IDCTE Adult Education policy. The State assesses effectiveness and quality of local providers through performance data aligned with WIOA Section 116 indicators to ensure accountability for employment outcomes, credential attainment, and participant advancement, as well as the evaluation and monitoring processes described in part (e) above.

The State will assess program quality through:

1. Quarterly desk audits;
2. Regularly scheduled program monitoring visits; each visit to evaluate one or more of the following program areas:
 - a. Data, intake, and assessment;
 - b. Instruction, programming, and performance;
 - c. Fiscal;
3. Data verification and validation in the IDCTE's adult education management information system (MIS).

The State will take the following actions to improve program quality:

1. Biweekly director meetings that include technical assistance and training,
2. Bi-annual regional directors' trainings,
3. Site visits,
4. Monitoring visits,
5. Data quality training,
6. LACES training,
7. Technical assistance,
8. Program improvement plans, when indicated.

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM CERTIFICATIONS AND ASSURANCES

| States must provide written and signed certifications that: | |
|--|---|
| 1. | The plan is submitted by the State agency that is eligible to submit the plan; |
| | Yes |
| 2. | The State agency has authority under State law to perform the functions of the State under the program; |
| | Yes |
| 3. | The State legally may carry out each provision of the plan; |
| | Yes |
| 4. | All provisions of the plan are consistent with State law; |
| | Yes |
| 5. | A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan; |
| | Yes |
| 6. | The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan; |
| | Yes |
| 7. | The agency that is submitting the plan has adopted or otherwise formally approved the plan; and |
| | Yes |
| 8. | The plan is the basis for State operation and administration of the program; |
| | Yes |
| The State Plan must include assurances that: | |
| 1. | The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding the supplement-not-supplant requirement); |
| | Yes |
| 2. | The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA; |
| | Yes |
| 3. | The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not “eligible individuals” within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA; |
| | Yes |

| | |
|----|--|
| 4. | Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. |
| | Yes |
| 5. | The eligible agency agrees that in expending funds made available under Title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303). |
| | Yes |

Section 427 of the General Education Provisions Act (GEPA)

Authorizing or Certifying Representative

| | |
|--|--|
| APPLICANT'S ORGANIZATION | Enter information in this column |
| Applicant's Organization | Idaho Division of Career Technical Education |
| PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | Enter information in this column |
| First Name | Christine |
| Last Name | Hagedorn Reilly |
| Title | Director, Adult Education |
| Email | christine.hagedornreilly@cte.idaho.gov |

Section 427 of the General Education Provisions Act (GEPA)

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

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.

2. *Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?*

One barrier for students and educators in the State is access to adult education professional development or programming in remote parts of the state, particularly in areas where challenges of digital access also exist. Another barrier for students and educators in the State is a lack of digital skills, particularly in areas where challenges of digital access also exist.

3. *Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?*

The state of Idaho will develop, and deliver statewide, training for local programs on best practices for supporting digital integration in the classroom as well as continued trainings on IETs so that Idaho's adult education students can enter the workforce, maintain a job, or pursue a new career. The state of Idaho will develop, and deliver statewide, training for local programs on best practices for supporting digital integration in the classroom as well as continued trainings on IETs so that Idaho's adult education students can enter the workforce, maintain a job, or pursue a new career. These trainings will focus on the role of digital skills in adult education, approaches for integrating digital tools into instruction, and workforce readiness digital skills.

4. *What is your timeline, including targeted milestones, for addressing these identified barriers?*

Training dates:

- February 27, 2026: Regions 4/5/6 - Digital Skills for the Workforce *Industry, Integration & Innovation* (Series 2)
- April 3, 2026: Region 3 – Digital Skills Integration in Adult Education *Routines, Resilience & Readiness* (Series 1)
- April 13, 2026: Region 1/2 – Digital Skills Integration in Adult Education *Routines, Resilience & Readiness* (Series 1)
- Monthly TA: Topics to vary based on needs of program
- Other ongoing IET trainings as needed during fiscal year 2025-2026