

IDAHO PYS 2026-2027 (MOD)

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OVERVIEW

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

OPTIONS FOR SUBMITTING A STATE PLAN

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

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

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

the program-specific requirements for that program where such planning requirements exist separately for the program. The Combined State Plan partner programs are—

- Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (20 U.S.C. 2301 et seq.)
- Temporary Assistance for Needy Families program (42 U.S.C. 601 et seq.)
- Employment and Training programs under the Supplemental Nutrition Assistance Program (programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))
- Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))
- Trade Adjustment Assistance for Workers programs (Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))
- Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et seq.)
- Unemployment Insurance programs (programs authorized under State unemployment compensation laws in accordance with applicable Federal law)
- Senior Community Service Employment program (programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))
- Employment and training activities carried out by the Department of Housing and Urban Development
- Community Services Block Grant (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.)) ¹

[1] States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried out by the Department of Housing and Urban Development that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

HOW STATE PLAN REQUIREMENTS ARE ORGANIZED

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

- The **Strategic Planning Elements** section includes analyses of the State's economic conditions, workforce characteristics, and workforce development activities. These analyses drive the required vision and goals for the State's workforce development

system and alignment strategies for workforce development programs to support economic growth.

- The **Operational Planning Elements** section identifies the State's efforts to support the State's strategic vision and goals as identified in the Strategic Planning Elements section. This section ensures that the State has the necessary infrastructure, policies, and activities to meet its strategic goals, implement its alignment strategy, and support ongoing program development and coordination. Operational planning elements include:
 - State Strategy Implementation,
 - State Operating Systems and Policies,
 - Assurances,
 - Program-Specific Requirements for the Core Programs, and
 - Program-Specific Requirements for the Combined State Plan partner programs. (These requirements are available in a separate supplemental document, Supplement to the Workforce Innovation and Opportunity Act (WIOA) Unified and Combined State Plan Requirements. The Departments are not seeking comments on these particular requirements).

When responding to Unified or Combined State Plan requirements, States must identify specific strategies for coordinating programs and services for State-identified populations. Use of links to external websites and documents is permitted within the State Plan narrative submission if such links remain active and adhere to Section 508 accessibility requirements.

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

I. WIOA STATE PLAN TYPE AND EXECUTIVE SUMMARY

A. WIOA STATE PLAN TYPE

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

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

Combined State Plan. This plan includes the Adult, Dislocated Worker, Youth, Wagner-Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs, as well as one or more of the optional Combined State Plan partner programs identified below.

This is a combined plan

COMBINED PLAN PARTNER PROGRAM(S)

Indicate which Combined Plan partner program(s) the state is electing to include in the plan.

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

Yes

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

No

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

No

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

No

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

Yes

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

Yes

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

Yes

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

Yes

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

No

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

No

B. PLAN INTRODUCTION OR EXECUTIVE SUMMARY

The Unified or Combined State Plan may include an introduction or executive summary. This element is optional.

No narrative included for this optional element.

II. STRATEGIC ELEMENTS

The Unified or Combined State Plan must include a Strategic Planning Elements section that analyzes the State's current economic environment and identifies the State's overall vision for its workforce development system. The required elements in this section allow the State to develop data-driven goals for preparing an educated and skilled workforce and to identify successful strategies for aligning workforce development programs to support economic growth. Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. Where requirements identify the term "populations", these must include individuals with barriers to employment as defined at WIOA Section 3. This includes displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; farmworkers; individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families program; single parents (including single pregnant women); and long-term unemployed individuals. Additional populations include veterans, unemployed workers, and youth, and others that the State may identify.

A. ECONOMIC, WORKFORCE, AND WORKFORCE DEVELOPMENT ACTIVITIES ANALYSIS

The Unified or Combined State Plan must include an analysis of the economic conditions, economic development strategies, and labor market in which the State's workforce system and programs will operate.

1. ECONOMIC AND WORKFORCE ANALYSIS

A. ECONOMIC ANALYSIS

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

I. EXISTING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

Provide an analysis of the industries and occupations for which there is existing demand.

II. EMERGING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

Provide an analysis of the industries and occupations for which demand is emerging.

III. EMPLOYERS' EMPLOYMENT NEEDS

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

Analysis conducted by the Idaho

Department of Labor

i.a. Industry Analysis: Existing Demand Industry Sectors

Over the past decade, Idaho's total private employment has grown by 37.4% and total nonfarm employment (private + public) has grown by 32.2%, ranking it in the top 5 states for percentage of total employment growth. Table 1 presents total employment by industry and growth over the past 10 years, which provides insight into existing employment demand. Appendix 1 provides industry definitions. In terms of overall employment numbers, health care and social assistance, retail trade, and accommodation and food services continue to dominate the employment landscape. However, in terms of employment growth, construction grew significantly with a growth rate of over 100%. Apart from construction, professional, scientific, and technical services (67.7%) and arts entertainment, and recreation (61.9%) have experienced high growth over the past decade. Retail trade has not been growing as fast as most other sectors yet still employs many Idahoans. Information is the only negative growth industry with less employment in 2024 as compared to 2014. In terms of existing demand, focusing on the high growth industries will be beneficial.

Industry	2014	2024	2014-2024 Difference	Growth
Mining and Logging	3,900	4,200	300	7.7%
Construction	35,800	71,800	36,000	100.6%
Manufacturing	61,500	75,600	14,100	22.9%
Durable Goods	35,900	42,800	6,900	19.2%
Non-Durable Goods	25,500	32,800	7,300	28.6%
Trade, Transportation, and Utilities	129,500	164,200	34,700	26.8%
Wholesale Trade	27,000	36,000	9,000	33.3%

Industry	2014	2024	2014-2024 Difference	Growth
Retail Trade	80,000	94,400	14,400	18.0%
Transportation, Warehousing, and Utilities	22,400	33,800	11,400	50.9%
Information	9,300	9,100	(200)	-2.2%
Financial Activities	32,200	41,500	9,300	28.9%
Finance and Insurance	24,800	30,000	5,200	21.0%
Real Estate and Rental and Leasing	7,500	11,500	4,000	53.3%
Professional and Business Services	81,900	110,200	28,300	34.6%
Professional, Scientific, and Technical Services	31,900	53,500	21,600	67.7%
Management of Companies and Enterprises	6,100	8,600	2,500	41.0%
Administrative and Support and Waste Management and Remediation Services	43,900	48,100	4,200	9.6%
Private Education and Health Services	93,100	135,800	42,700	45.9%
Private Educational Services	10,700	16,400	5,700	53.3%
Health Care and Social Assistance	82,500	119,400	36,900	44.7%
Leisure and	65,900	94,200	28,300	42.9%

Industry	2014	2024	2014-2024 Difference	Growth
Hospitality				
Arts, Entertainment, and Recreation	9,700	15,700	6,000	61.9%
Accommodation and Food Services	56,200	78,500	22,300	39.7%
Other Services	22,600	29,300	6,700	29.6%
Total Private Employment	535,700	736,000	200,300	37.4%
Total Nonfarm Employment	653,800	864,200	210,400	32.2%

Table 2 provides a snapshot of public sector employment in Idaho. Government employs many Idahoans, particularly local government. While overall government employment has increased, Table 5 will provide more context with respect to emerging demand. Federal employment grew the most between 2014 and 2024, although it is likely that this number will decrease in 2025 given federal government reforms under the Trump Administration. State and local government employment have grown at a more moderate pace.

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

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

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

Figure 1: Top Industries in Idaho, Oct. 2024-Sept.2025

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

Table 3 examines how much the different industries and sectors contributed to Idaho's gross domestic product (GDP) in 2014 and 2024 (using current U.S. dollars). In 2024, real estate, rental, and leasing industry contributed the most to Idaho's GDP, followed by professional and business services (a supersector, which includes professional, scientific, and technical services), and government. While employment in construction and arts, entertainment, and recreation (a subset of the leisure and hospitality supersector) have seen high real growth, their contribution to Idaho's GDP is not as high, but has grown the most over the past decade.

Industry / Supersector	2014 GDP (Adj. to 2024 \$)	2014 Rank	2024 GDP (2024 \$)	2024 Rank	Real Growth (2014-2024)
Real estate and rental and leasing	\$11,182,100,000	1	\$19,740,200,000	1	76.50%
Professional and business services	\$7,649,800,000	4	\$14,603,800,000	2	90.90%
Government	\$10,832,500,000	2	\$13,674,800,000	3	26.20%
Manufacturing	\$8,967,700,000	3	\$11,143,000,000	4	24.30%
Health care and social assistance	\$6,558,200,000	6	\$11,089,600,000	5	69.10%

Industry / Supersector	2014 GDP (Adj. to 2024 \$)	2014 Rank	2024 GDP (2024 \$)	2024 Rank	Real Growth (2014–2024)
Retail trade	\$6,654,800,000	5	\$10,360,800,000	6	55.70%
Wholesale trade	\$5,049,800,000	7	\$8,981,900,000	7	77.80%
Construction	\$4,002,200,000	9	\$8,477,500,000	8	111.90%
Leisure and hospitality	\$2,653,800,000	10	\$5,539,000,000	9	108.70%
Agriculture, forestry, fishing and hunting	\$5,017,900,000	8	\$5,153,300,000	10	2.70%
Transportation and warehousing	\$2,386,300,000	11	\$3,802,700,000	11	59.30%
Information	\$1,786,000,000	12	\$3,153,700,000	12	76.60%
Other services (except government)	\$1,576,600,000	15	\$2,588,400,000	13	64.20%
Utilities	\$1,671,100,000	14	\$1,797,700,000	14	7.60%
Mining, quarrying, and oil and gas extraction	\$1,787,600,000	13	\$1,648,000,000	15	-7.80%
Educational services	\$657,500,000	16	\$1,112,900,000	16	69.30%

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

ii.a. Industry Analysis: Emerging Demand Industry Sectors

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

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

Industry	Share of 2014 private employment	Share of 2024 private employment	Difference
Mining and Logging	0.7%	0.6%	-0.2%
Construction	6.7%	9.8%	3.1%
Manufacturing	11.5%	10.3%	-1.2%
Durable Goods	6.7%	5.8%	-0.9%
Non-Durable Goods	4.8%	4.5%	-0.3%
Trade, Transportation, and Utilities	24.2%	22.3%	-1.9%
Wholesale Trade	5.0%	4.9%	-0.1%
Retail Trade	14.9%	12.8%	-2.1%
Transportation, Warehousing, and Utilities	4.2%	4.6%	0.4%
Information	1.7%	1.2%	-0.5%
Financial Activities	6.0%	5.6%	-0.4%
Finance and Insurance	4.6%	4.1%	-0.6%
Real Estate and Rental and Leasing	1.4%	1.6%	0.2%
Professional and Business Services	15.3%	15.0%	-0.3%
Professional, Scientific, and	6.0%	7.3%	1.3%

Industry	Share of 2014 private employment	Share of 2024 private employment	Difference
Technical Services			
Management of Companies and Enterprises	1.1%	1.2%	0.0%
Administrative and Support and Waste Management and Remediation Services	8.2%	6.5%	-1.7%
Private Education and Health Services	17.4%	18.5%	1.1%
Private Educational Services	2.0%	2.2%	0.2%
Health Care and Social Assistance	15.4%	16.2%	0.8%
Leisure and Hospitality	12.3%	12.8%	0.5%
Arts, Entertainment, and Recreation	1.8%	2.1%	0.3%
Accommodation and Food Services	10.5%	10.7%	0.2%
Other Services	4.2%	4.0%	-0.2%

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

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

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

Industry	Employment		Share of Total		Projected Growth	
	2022	2032	2022	2032	Number	Percentage
Total Employment	875,946	996,885	100.00%	100.00%	120,939	13.80%
Self Employed & Unpaid Family	56,738	57,500	6.50%	5.80%	762	1.30%
Goods Producing	163,759	193,080	18.70%	19.40%	29,321	17.90%
Natural Resources & Mining	26,769	28,690	3.10%	2.90%	1,921	7.20%
Agriculture, Forestry, Fishing & Hunting	23,929	25,670	2.70%	2.60%	1,741	7.30%
Mining	2,840	3,020	0.30%	0.30%	180	6.30%
Construction	64,237	80,700	7.30%	8.10%	16,463	25.60%
Manufacturing	72,753	83,690	8.30%	8.40%	10,937	15.00%
Durable Goods Manufacturing	32,612	39,650	3.70%	4.00%	7,039	21.60%
Nondurable Goods Manufacturing	40,142	44,040	4.60%	4.40%	3,899	9.70%

Industry	Employment		Share of Total		Projected Growth	
	2022	2032	2022	2032	Number	Percentage
g						
Service Producing	655,449	746,305	74.80%	74.90%	90,856	13.90%
Utilities	3,788	4,100	0.40%	0.40%	312	8.20%
Wholesale Trade	34,268	38,300	3.90%	3.80%	4,032	11.80%
Retail Trade	94,558	103,500	10.80%	10.40%	8,942	9.50%
Transportation and Warehousing	30,587	36,075	3.50%	3.60%	5,488	17.90%
Information	9,907	10,650	1.10%	1.10%	743	7.50%
Financial Activities	39,321	43,780	4.50%	4.40%	4,459	11.30%
Professional and Business Services	105,871	119,600	12.10%	12.00%	13,729	13.00%
Educational Services	66,572	76,950	7.60%	7.70%	10,378	15.60%
Health Care and Social Assistance	114,057	139,600	13.00%	14.00%	25,543	22.40%
Leisure and Hospitality	89,969	102,450	10.30%	10.30%	12,481	13.90%
Other Services (except Government)	21,474	24,800	2.50%	2.50%	3,326	15.50%

Industry	Employment		Share of Total		Projected Growth	
	2022	2032	2022	2032	Number	Percentage
Public Administration	45,078	46,500	5.10%	4.70%	1,422	3.20%

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

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

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

i.b. Occupations Analysis: Existing Demand in Occupations

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

Occupational Group	2014	2024	Difference	Growth
Healthcare Support Occupations	17,780	36,520	18,740	105.4%
Management Occupations	33,180	61,680	28,500	85.9%

Occupational Group	2014	2024	Difference	Growth
Business and Financial Operations Occupations	22,320	41,030	18,710	83.8%
Construction and Extraction Occupations	30,220	54,780	24,560	81.3%
Transportation and Material Moving Occupations	42,310	72,580	30,270	71.5%
Computer and Mathematical Occupations	12,190	18,770	6,580	54.0%
Healthcare Practitioners and Technical Occupations	34,340	48,840	14,500	42.2%
Legal Occupations	3,830	5,420	1,590	41.5%
Installation, Maintenance, and Repair Occupations	26,790	37,020	10,230	38.2%
Building and Grounds Cleaning and Maintenance Occupations	20,660	28,180	7,520	36.4%
Food Preparation and Serving Related Occupations	55,970	73,240	17,270	30.9%
Architecture and Engineering Occupations	11,800	15,180	3,380	28.6%
Life, Physical, and Social Science Occupations	9,710	11,870	2,160	22.2%

Occupational Group	2014	2024	Difference	Growth
Production Occupations	41,830	48,140	6,310	15.1%
Protective Service Occupations	12,950	14,880	1,930	14.9%
Arts, Design, Entertainment, Sports, and Media Occupations	8,140	9,180	1,040	12.8%
Education, Training, and Library Occupations	39,990	44,930	4,940	12.4%
Office and Administrative Support Occupations	101,340	113,220	11,880	11.7%
Sales and Related Occupations	64,320	71,180	6,860	10.7%
Personal Care and Service Occupations	19,840	19,970	130	0.7%
Community and Social Service Occupations	12,810	12,780	-30	-0.2%
Farming, Fishing, and Forestry Occupations	5,830	5,520	-310	-5.3%
All Occupations	628,140	844,910	216,770	34.5%

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



Figure 2: Top Idaho Posted Occupations (4-digit SOC Level), Oct. 2024-Sept. 2025

Source: The Conference Board-Lightcast Help Wanted OnLine 2025

ii.b Occupations Analysis: Emerging Demand in Occupations

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

Occupational Code and Title	Employment		Change, 2022-2032	
	2022	2032	Number	Percentage
Total, All Occupations	901,235	1,029,742	128,507	14.3%
Management Occupations	54,119	63,633	7,555	14.0%
Business and Financial Operations Occupations	34,552	39,131	2,691	7.8%
Computer and Mathematical Occupations	17,385	20,496	1,972	11.3%
Architecture and	15,382	18,302	2,502	16.3%

Occupational Code and Title	Employment		Change, 2022-2032	
Engineering Occupations				
Life, Physical, and Social Science Occupations	11,493	12,767	149	1.3%
Community and Social Service Occupations	13,088	15,695	1,780	13.6%
Legal Occupations	5,296	5,953	261	4.9%
Education, Training, and Library Occupations	46,281	53,869	6,810	14.7%
Arts, Design, Entertainment, Sports, and Media Occupations	12,490	14,430	1,482	11.9%
Healthcare Practitioners and Technical Occupations	46,924	57,822	8,742	18.6%
Healthcare Support Occupations	37,557	47,491	7,165	19.1%
Protective Service Occupations	14,039	14,803	254	1.8%
Food Preparation and Serving Related Occupations	71,261	79,417	10,430	14.6%
Building and Grounds Cleaning and Maintenance Occupations	30,317	34,287	4,162	13.7%
Personal Care and Service	17,961	22,241	3,323	18.5%

Occupational Code and Title	Employment		Change, 2022-2032	
Occupations				
Sales and Related Occupations	127,741	139,250	5,847	4.6%
Office and Administrative Support Occupations	110,954	115,736	13,155	11.9%
Farming, Fishing, and Forestry Occupations	11,137	11,672	1,854	16.6%
Construction and Extraction Occupations	67,045	83,362	18,384	27.4%
Installation, Maintenance, and Repair Occupations	38,955	45,104	5,166	13.3%
Production Occupations	52,897	58,888	8,533	16.1%
Transportation and Material Moving Occupations	64,361	75,393	7,749	12.0%

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

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

Impact of AI on Industry and Occupations

Artificial intelligence (AI) is poised to transform employment across all industries, automating repetitive tasks, augmenting human capabilities and productivity, and creating new roles.

While it is too early to clearly understand how AI will change employment in Idaho, the transition is happening and it's important to keep this aspect in mind when designing workforce programs. The labor market five years from now has the potential to look very different to how

it does today due to AI's potential. The specific impacts will vary significantly by industry and will depend on how the sector adopts and adapts AI technology. The five industries AI is impacting the most (not necessarily through job reductions) in 2025[1] are healthcare, financial services, information, manufacturing, and education. The occupations at the highest risk of being displaced[2] are the ones that have a high degree of automation: computer programmers, accountants and auditors, legal and administrative assistants, customer service representatives, telemarketers, proofreaders and copy editors, and credit analysts.

While AI, particularly generative AI, is impacting early-career software development and customer support jobs[3], it's thought that AI will not be able to recreate the interpersonal skills that are valuable in building relationships and creating culture that enable success in workplace. AI will not be able to provide hospitality and experiences. While AI may replace some jobs, it will create new jobs, which will require the workforce to adapt and re/upskill to be AI literate. Data from LinkedIn's Economic Graph shows a 70% year-on-year rise in job postings requiring AI literacy, highlighting the demand for this skill.

Recent studies[4], using predictive analysis, find that there is more potential for AI to influence white-collar or professional jobs, which require high levels of education, while the least exposed occupations tend to be physical and/or outdoor occupations, which involve manual labor. They also find that, on average, urban areas are more highly exposed to AI than rural areas.

iii. Employers' Employment Needs

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

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

Top Business Concerns	2023	2024	Year over Year Change
Declining Demand	4.10%	6.10%	2.00%
Declining Productivity	1.10%	1.36%	0.26%

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

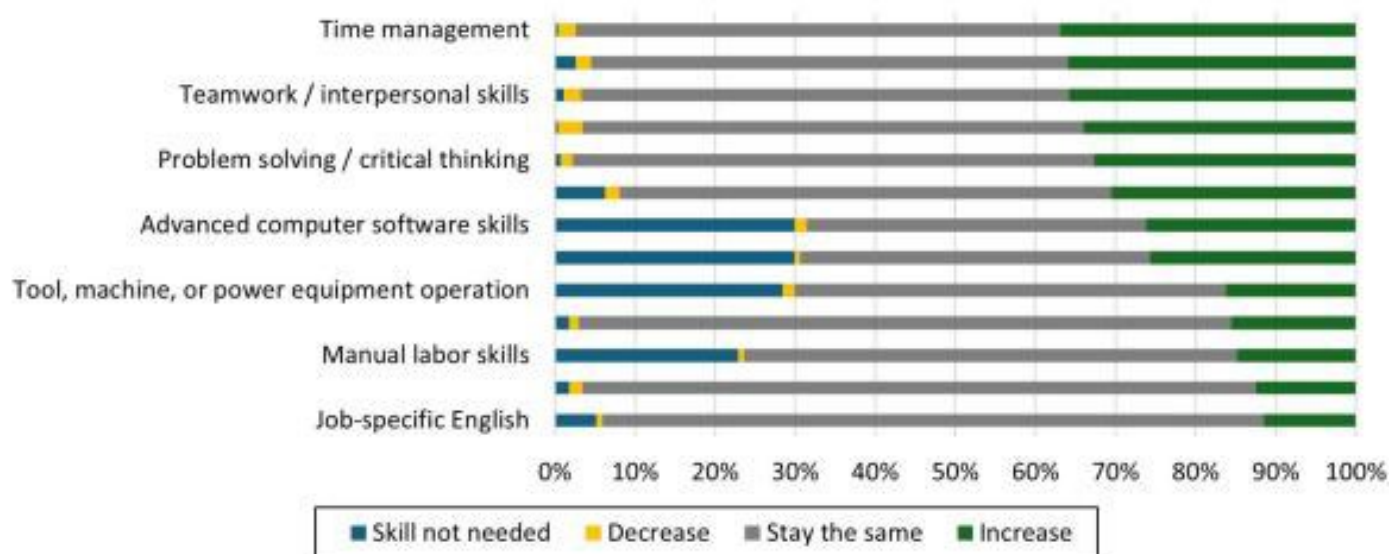


Figure 3: Expected Need for Skills, 2024

Source: Idaho Business Climate Survey, 2024

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

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

Figure 4: Idaho's Top Posted Occupations (ONET)

Source: The Conference Board-Lightcast Help Wanted OnLine 2025

Lightcast also provides insights into the supply and demand of relevant skills by comparing the frequency of skills present in job postings against skills present in today's workforce. Along with employer job posting analytics, Lightcast scans online resumes and profiles that have been updated within the last three years. For this analysis, the timeframe has been set to the past year (Oct 2024-Oct 2025). Figure 5 presents specialized skills and the projected[1] skill growth. Skill projections provide a national estimate of demand for skills 2-years in the future (this is not Idaho specific). Nursing and business-related skills top the list.



Figure 5: Top Specialized Skills in Idaho

Source: Lightcast 2025

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

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

Skills	Postings	% of Total Postings	Projected Skill Growth
Process Improvement	859	4%	27.0%
Computer Science	595	3%	26.8%
Data Analysis	796	4%	25.8%
Scalability	435	2%	25.2%
Accounting	820	4%	24.0%
Continuous Improvement Process	710	3%	23.4%
Marketing	1,216	5%	23.0%
Customer Relationship Management	743	3%	22.1%
Auditing	1,284	6%	21.8%
Cash Register	466	2%	21.4%
Nursing	1,204	5%	20.1%
Billing	636	3%	20.0%

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

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

Figure 6: Top Idaho Qualifications (demand-side)

Source: Lightcast 2025

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

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

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

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

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

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

B. WORKFORCE ANALYSIS

The Unified or Combined State Plan must include an analysis of the current workforce in the State and within various state regions, including for populations with barriers to employment described in the first paragraph of Section II. Analysis must include—

I. EMPLOYMENT AND UNEMPLOYMENT

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

II. LABOR MARKET TRENDS

Provide an analysis of key labor market trends, including across existing industries and occupations.

III. EDUCATION AND SKILL LEVELS OF THE WORKFORCE

Provide an analysis of the educational and skill levels of the workforce.

IV. COMPARISON OF ECONOMIC AND WORKFORCE ANALYTICAL CONCLUSION. DESCRIBE AREAS OF OPPORTUNITY FOR MEETING HIRING, EDUCATION, AND SKILLS NEEDS IDENTIFIED IN THE ECONOMY COMPARED TO THE ASSETS AVAILABLE IN THE LABOR FORCE IN THE STATE.

Describe areas of opportunity for meeting hiring, education, and skills needs identified in the economy compared to the assets available in the labor force in the state.

i. Employment and Unemployment

Over the past five years, Idaho has experienced rapid changes in population, labor force, and job growth. In 2025, Idaho experienced labor market cooling and moderate growth – still outperforming the national average. In 2024, Idaho’s population hit a new milestone of two million people. The state added roughly 30,500 new residents - a 1.5% increase from 2023, ranking 7th nationally in population growth. From 2020 to 2024, Idaho’s total population grew by 152,280 (8.2%) and while the urban areas experienced larger growth, all counties in Idaho have experienced population growth since 2020[1]. Figure 7 shows the population growth and the boom from 2019 – 2021. The past few years have been more stable but reveals an upward trajectory for the state.

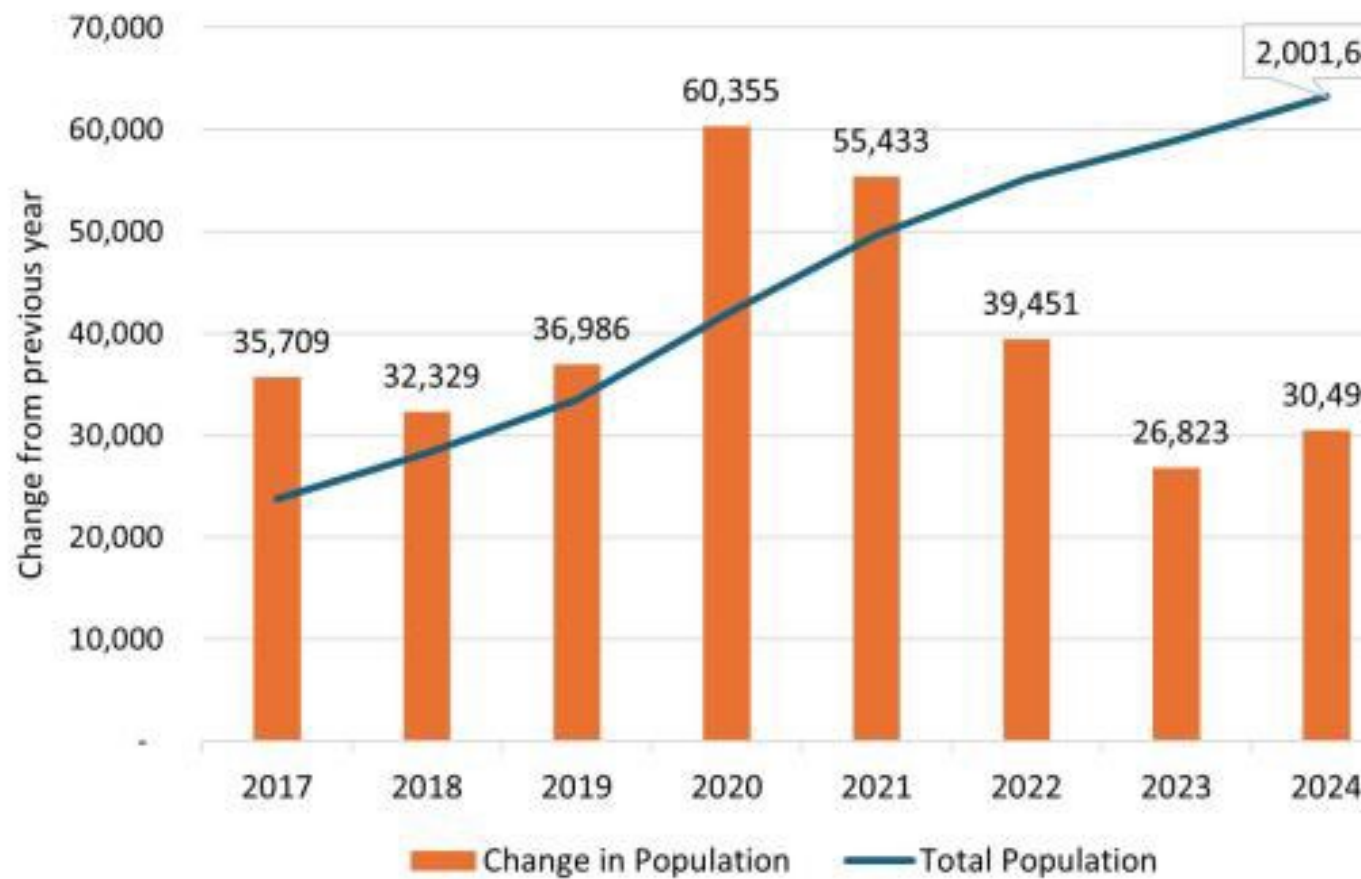


Figure 7: Idaho's Population, 2017-2024

Source: U.S. Census Bureau via FRED®

<https://fred.stlouisfed.org/series/IDPOP>

Accessed October 2025.

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

individuals and average wages increased in 2025, although at a slower rate than in past years. Between January 2024 and January 2025, Idaho saw a 2.8% increase in nonfarm payroll employment, the highest in the nation tied with Alaska[2].

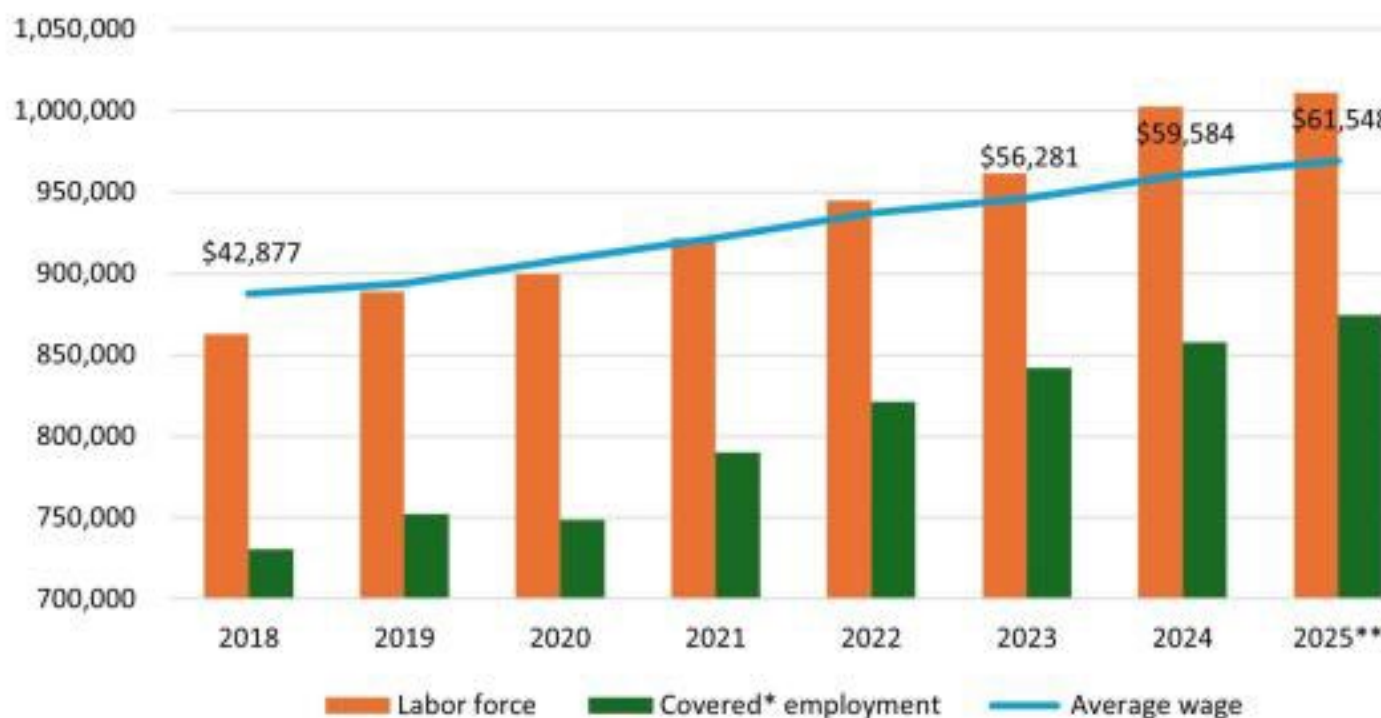


Figure 8: Idaho's Labor Market, 2019-2025

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

*Covered employment is work that qualifies an individual for protections or benefits under specific laws, most commonly Unemployment Insurance (UI) or labor regulations like the Fair Labor Standards Act (FLSA). **2025 Idaho labor force data is averaged using seasonally adjusted labor force data from Jan – Aug 2025. 2025 employment and average wage data is estimated using finalized 2025 Q1 and preliminary Q2 QCEW data and past trends.

In 2025, Idaho's labor force participation[3] saw a gradual decline: In January 2025, labor force participation was 63.9% and by August, it decreased to 63.1%. This marks a shift from 2024 and could be linked to demographics, family care barriers, and slower job growth. Nationally, labor force participation also slightly declined and was reported as 62.3% in August 2025. Idaho ranks 24th in the nation.

The seasonally adjusted unemployment rate[4] held relatively constant through 2025, averaging 3.7% from January to August 2025, with no change from last year. During this period, the total number of unemployed individuals declined by 3.4%. This decline, and the fact that Idaho's unemployment rate is consistently lower than the national average, continues to signal a relatively tight labor market.

From August 2024 to August 2025, Idaho added roughly 12,900 jobs, a 1.5% increase[5], which was a decline from the job growth experienced in 2024. In this timespan, leisure and hospitality

added roughly 6,500 jobs and construction added 4,900, whereas state and local government lost 1,700 jobs and trade, transportation, and utilities lost 1,100. Nationally, job growth for 2025 showed signs of slowing with a notable decline in monthly gains compared to previous years. Idaho is tied for 7th in the nation for job growth over the past 12 months[6].

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

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

Location	Civilian Labor Force	Total Employment	Unemployment	Unemployment Rate
GOODING	8,453	8,175	278	3.2%
TETON	8,324	8,112	212	2.6%
IDAHO	7,555	7,199	356	4.7%
FRANKLIN	7,205	6,967	238	3.3%
FREMONT	6,664	6,402	262	4.0%
OWYHEE	6,419	6,162	257	4.0%
BOUNDARY	5,896	5,596	300	5.1%
SHOSHONE	5,887	5,571	316	5.4%
VALLEY	5,694	5,425	269	4.5%
POWER	4,963	4,797	166	3.4%
WASHINGTON	4,673	4,467	206	4.3%
BOISE	4,178	4,003	175	4.2%
BENEWAH	4,123	3,886	237	5.8%
LEMHI	3,836	3,684	152	3.9%
BEAR LAKE	3,517	3,418	99	2.9%
CLEARWATER	3,464	3,250	214	6.2%
CARIBOU	3,415	3,277	138	4.1%
LINCOLN	2,835	2,722	113	4.0%
ONEIDA	2,607	2,532	75	2.8%
CUSTER	1,898	1,810	88	4.8%
ADAMS	1,890	1,762	128	6.6%
LEWIS	1,456	1,380	76	5.2%
BUTTE	1,250	1,200	50	4.1%
CAMAS	556	532	24	4.4%
CLARK	356	340	16	4.5%

Labor Force Insights

In 2024[7], Idaho's civilian labor force participation (LFP) rate was 63.2%, which was up from 2022. Table 12 provides insights in how the LFP rate varies between different age groups and

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

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

Table 13[8] provides additional insight by looking at the employment and unemployment figures for different age groups. Overall, the unemployment rate for 2024 was 3.7%, which is higher than the 2022 unemployment rate (3.0%). The unemployment rate increased across all age groups and genders from 2022, except among the 65-74-year age group. Males have a higher rate than women, and unemployment tends to be higher for younger age groups. The 16-19-year age group has the highest unemployment rate at 13.3% (10.3% in 2022). Based on 2024 data, the youth and the elderly (75+) have the highest unemployment rates. While both the male and female unemployment increased over the past two years, the female one increased by much more – almost a full percentage point. More females are joining the labor force, but they are also increasingly having a tougher time finding employment.

Age/Gender	Civilian Labor Force	Unemployment rate
Population 16 years and over	1,007,851	3.7%

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

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

Race and Hispanic or Latino Origin	Total	Labor Force Participation Rate	Employment to Population Ratio	Unemployment rate
White alone	1,309,543	61.8%	59.4%	3.4%
Black or African American alone	11,476	77.3%	68.6%	8.8%
American Indian and Alaska Native alone	17,511	66.0%	61.8%	6.4%
Asian alone	25,919	63.5%	59.4%	5.7%
Some other race alone	76,301	75.2%	72.0%	3.7%
Two or more races	150,183	68.2%	64.0%	5.5%

Race and Hispanic or Latino Origin	Total	Labor Force Participation Rate	Employment to Population Ratio	Unemployment rate
Hispanic or Latino origin (of any race)	201,053	73.1%	69.9%	4.0%
White alone, not Hispanic or Latino	1,271,568	61.5%	59.2%	3.4%

Table 15 highlights the labor force participation rate by poverty status. The 2024 federal poverty guidelines for the contiguous 48 states and D.C. start at \$15,060 for a one-person household and increase by \$5,380 for each additional person[9]. For a four-person household, the guideline is \$31,200. The one-year census estimates from the 2024 American Community Survey indicate that 58% of Idahoans living below the poverty threshold were in the labor force – 89% of whom were actively employed and the remaining 10.8% unemployed but looking for work. The LFP rate has increased over the past year for people below the poverty level.

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

Idahoans living below the poverty line faced a much higher unemployment rate—10.8% compared to just 3.6% for those at or above the poverty threshold. Those with higher educational attainment were significantly less likely to experience poverty, while individuals without a high school diploma made up 19% of Idaho’s impoverished population in 2024. It’s likely that there are limited workforce opportunities for those without a high school diploma. Given the complex barriers to education and employment encountered by this demographic, they require more targeted support within the workforce system.

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

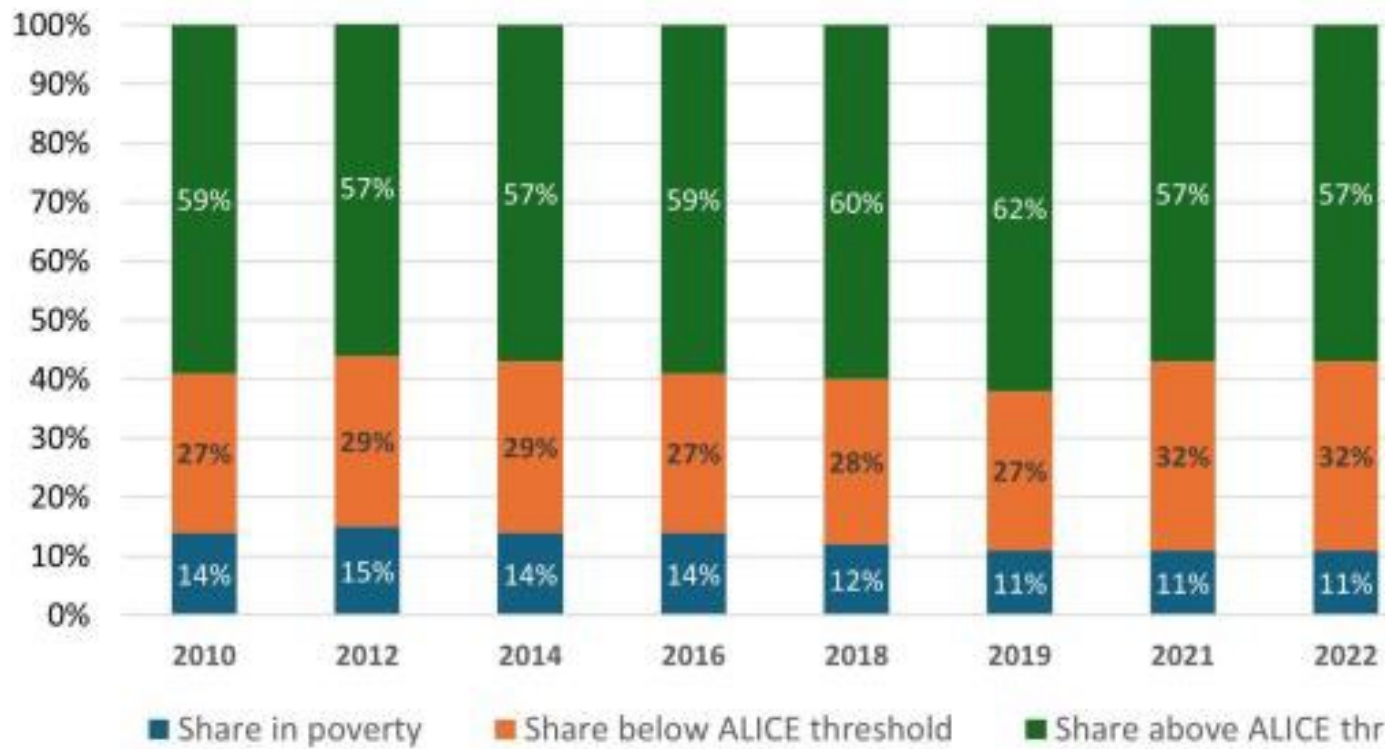


Figure 9: Idaho Households by Poverty, Alice and above Alice Thresholds

Source: United Way Research Center

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

Veteran Employment

When examining veterans, Table 16 reveals data about veterans in the 18-64-year age group. Of this group that is in the labor force, there is a high employment rate. Veterans Data Central states that there are 117,609 veterans in Idaho of all ages (using the 2019-2023 5-year ACS)[10]. 8.3% of Idaho's adult population are veterans of the U.S. military. Figure 10 provides a visual of veterans as a share of the adult population in Idaho. This demographic is more dominant in the panhandle and northern parts of Idaho, and Ada County. The unemployment rate of veterans is relatively low – 3.1%. Younger persons have the highest rates of unemployment among veterans. Despite this, it is estimated that 6.0% of Idaho's veterans live in poverty. 29% of Idaho's veterans have a service connect disability.

	Estimate	Percent
Total, 18-64-year-olds	1,173,610	
Veteran (18-64-year-old)	60,642	5%
In labor force	47,658	79%

	Estimate	Percent
Employed	46,170	97%
Unemployed	1,488	3%
Not in labor force	12,984	21%

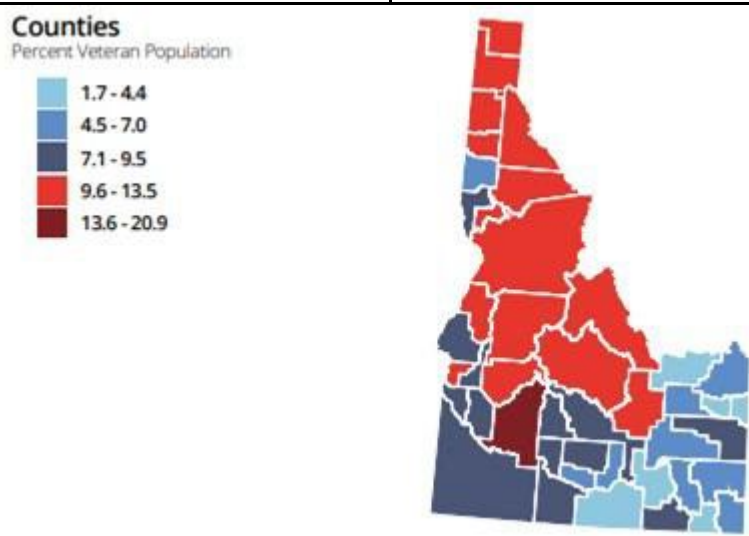


Figure 10: Percentage of Veterans within Idaho's Counties' Adult Population

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

Idahoans with Disabilities

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

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

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

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

Disability type	Number Idahoan's reporting a disability	Percent of Idaho's total population (18-64)		
Cognitive	71,657	6.5%		
Independent living	47,889	4.4%		
Ambulatory	46,253	4.2%		
Hearing	31,194	2.8%		
Vision	24,380	2.2%		
Self-care	18,249	1.7%		
Disability type	Total population	Total in labor force	Labor force participation rate	Unemployment rate
Independent living	47,889	19,483	40.7%	11.5%
Cognitive	71,657	38,894	54.3%	10.1%
Vision	24,380	14,589	59.8%	6.4%
Ambulatory	46,253	18,646	40.3%	5.2%
Self-care	18,249	4,194	23.0%	4.8%

Disability type	Number Idahoan's reporting a disability	Percent of Idaho's total population (18-64)		
Hearing	31,194	21,372	68.5%	4.2%

Native American Employment

Idaho is home to five Indian reservations - the Coeur d'Alene and the Kootenai (both in northern Idaho), the Nez Perce (north central Idaho), the Shoshone – Paiute (Duck Valley on the Idaho-Nevada border) and the Shoshone – Bannock (Fort Hall in southeastern Idaho). Total statewide reservation population is estimated to be 32,008 and has greater racial diversity than the statewide population. The single-race American Indian and Alaska Native population comprises 21% of the reservation's residents (compared to less than 2% statewide). The most populous single race is White at around 22,068, or 69% of the total reservation population. 11% of reservation population are also veterans and 20% have a disability.

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

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

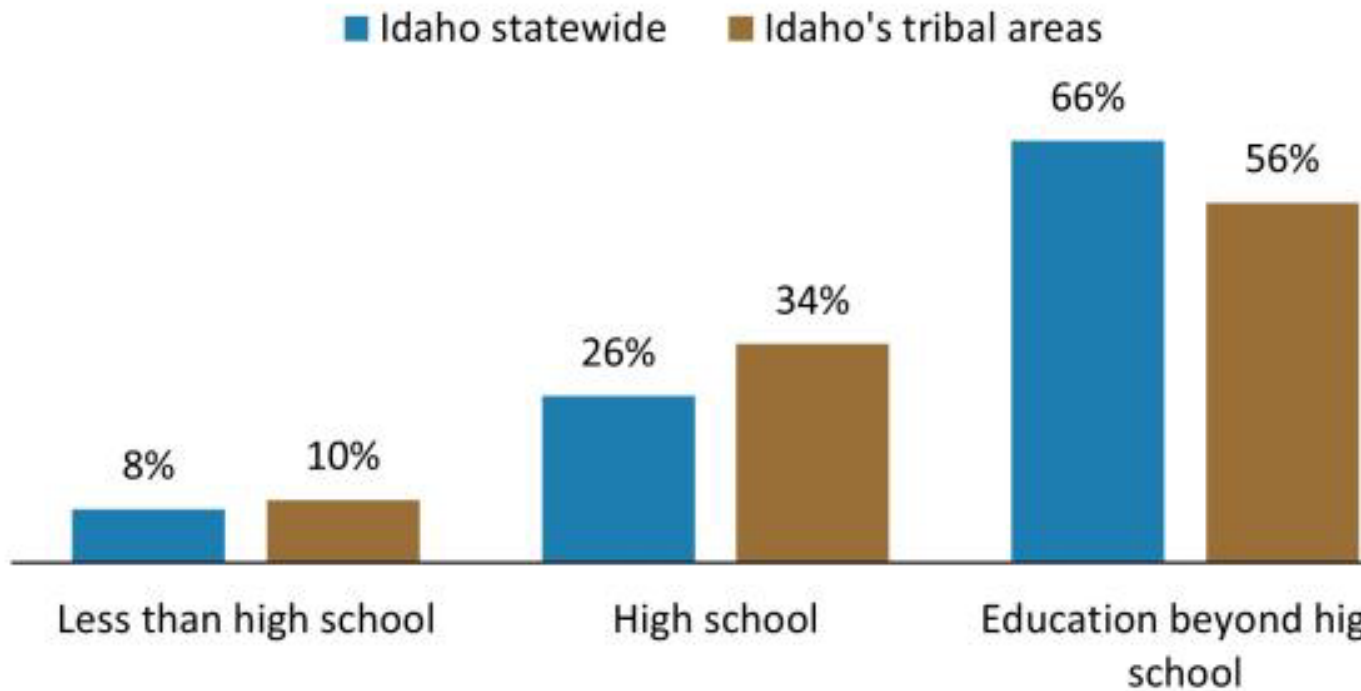


Figure 11: Share of Resident Population by Educational Attainment

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

Returning Citizens

As of mid-2025, Idaho has approximately 9,900 incarcerated individuals in 10 state-owned prisons and five community reentry centers. The majority (>85%) are male, but the female population is increasing. Idaho has the highest female incarceration rate in the country[11]. The largest age group is 35-44, which is prime working age. Idaho has one of the highest incarceration rates in the U.S. and nonviolent offenses make up a large portion of the prison population. Given this, there is an estimated 3,000 returning citizens or individuals reentering their communities and seeking employment in Idaho.

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

Table 19 lists most of the occupations that were filled by inmates across Idaho in the last 12 months. The inmates assist employers in filling jobs that are usually lower wage, may be

temporary due to the seasonal nature of the job or part-time making it harder to fill. Frequently, these occupations experience significant turnover. Some of the industries hiring inmates include manufacturing, agriculture, other services such as car washes, warehousing and construction.

Geography	Occupation
Boise MSA	Graphic designers
Boise MSA	Janitors and cleaners, except maids and housekeepers
Boise MSA	Telemarketers
Boise MSA	Sales and related workers, all other
Boise MSA	Office and administrative support workers, all other
Boise MSA	Graders and sorters, agricultural products
Boise MSA	Agricultural equipment operators
Boise MSA	Farmworkers and laborers, crop, nursery and greenhouse
Boise MSA	Farmworkers, farm, ranch and agriculture animals
Boise MSA	Farm equipment mechanic and service tech
Boise MSA	Maintenance and repair workers, general
Boise MSA	Helpers, installation, maintenance and repair workers
Boise MSA	Food processing workers, all other
Boise MSA	Packaging and filling machine operators and tenders
Boise MSA	Helpers, production workers
Boise MSA	Industrial truck and tractor operations
Boise MSA	Laborers and freight, stock, and material movers, hand
Boise MSA	Packers and packagers, hand
Eastern Idaho	Janitors and cleaners, except maids and housekeepers
Eastern Idaho	Graders and sorters, agricultural products
Eastern Idaho	Agricultural equipment operators

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

Remote Workers

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

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

ii. Labor Market Trends

Population Growth

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

The regularity and strength of Idaho's population growth has been substantial over time and is expected to continue according to the Idaho Department of Labor population projections. The most recent forecasts expect the state's total population to increase to over 2.3 million by 2034, for a net increase of more than 300,000 residents over the decade. As shown in Figure 12, population growth is expected to be weighted disproportionately towards older adults, with the

65 and older population forecasted to grow by 26.6% through 2034, compared to just 15.5% of the total population. However, due to a general trend toward later retirements (manifested in higher labor force participation for individuals over the age of 65), Idaho's labor force growth is forecasted to keep pace with general population growth.

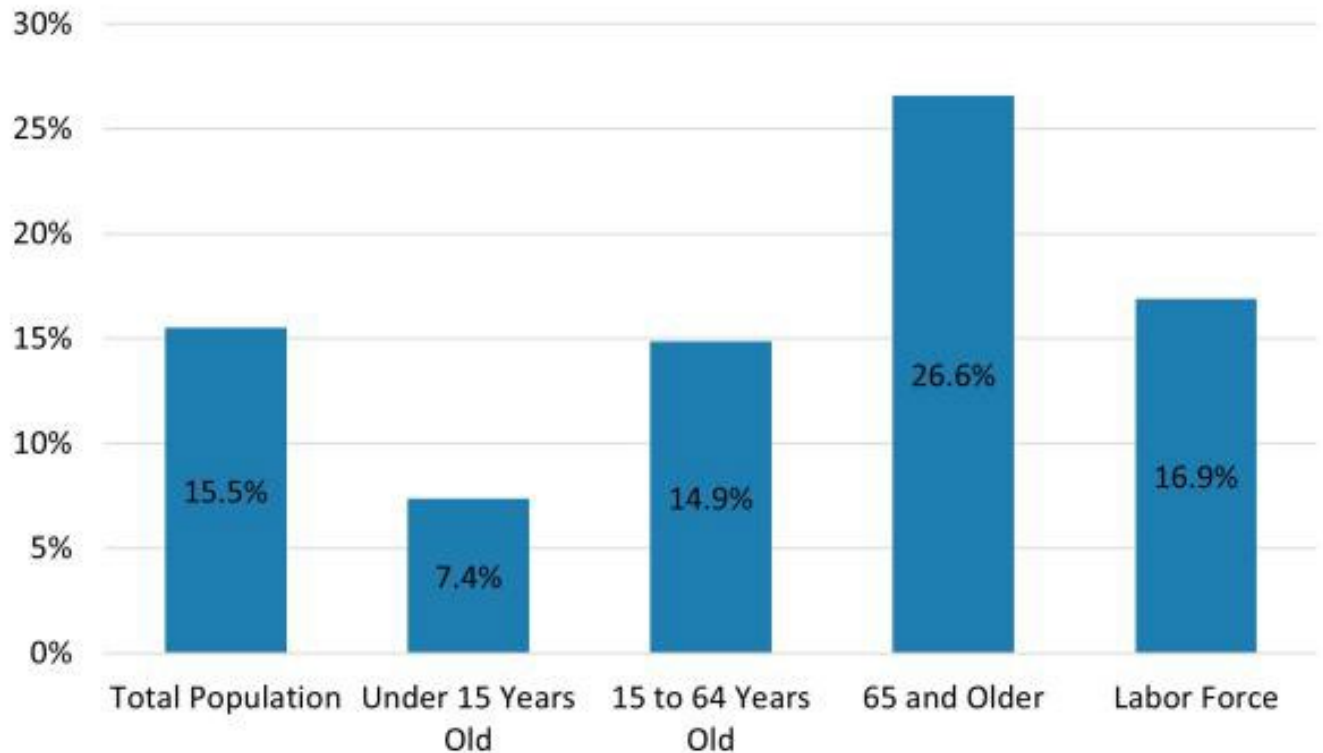


Figure 12: Forecasted Idaho Population Growth Rates, 2024-2034

Source: Idaho Department of Labor, 2024

In-Migration

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

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

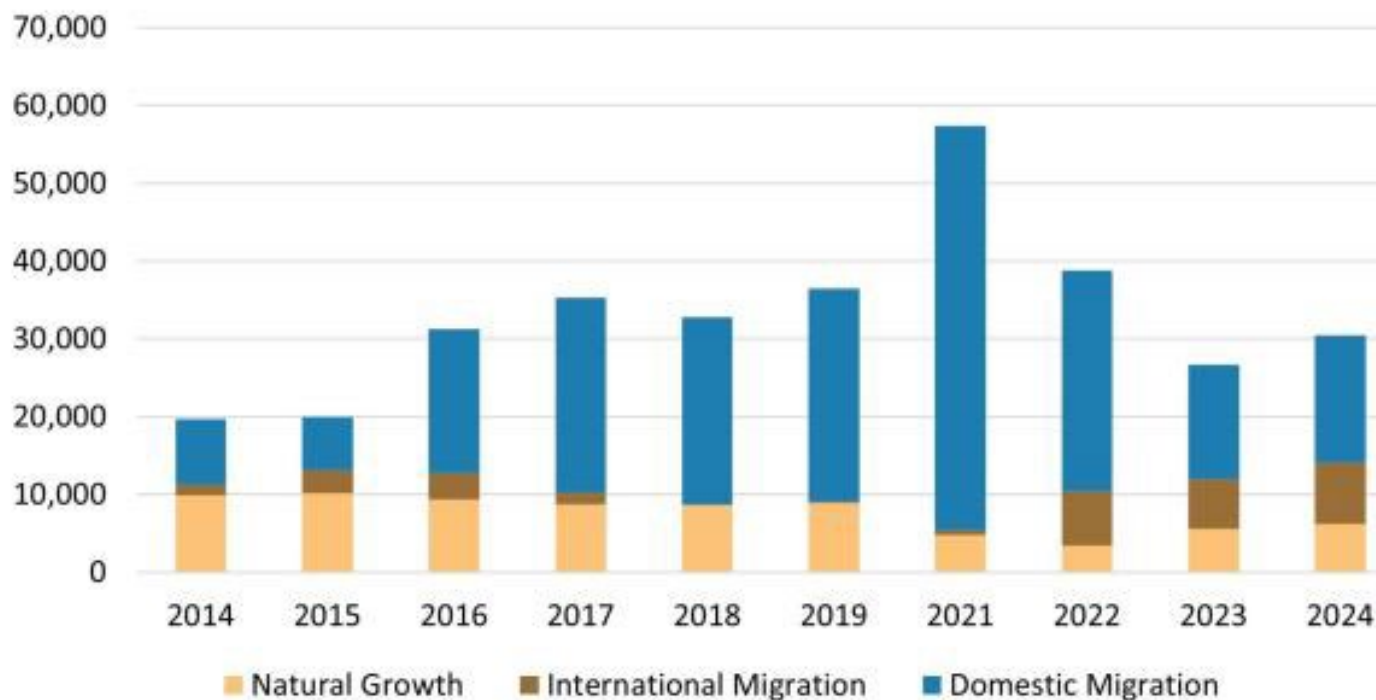


Figure 13: Sources of Idaho's Population Growth

Source: U.S. Census Bureau, 2024

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

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

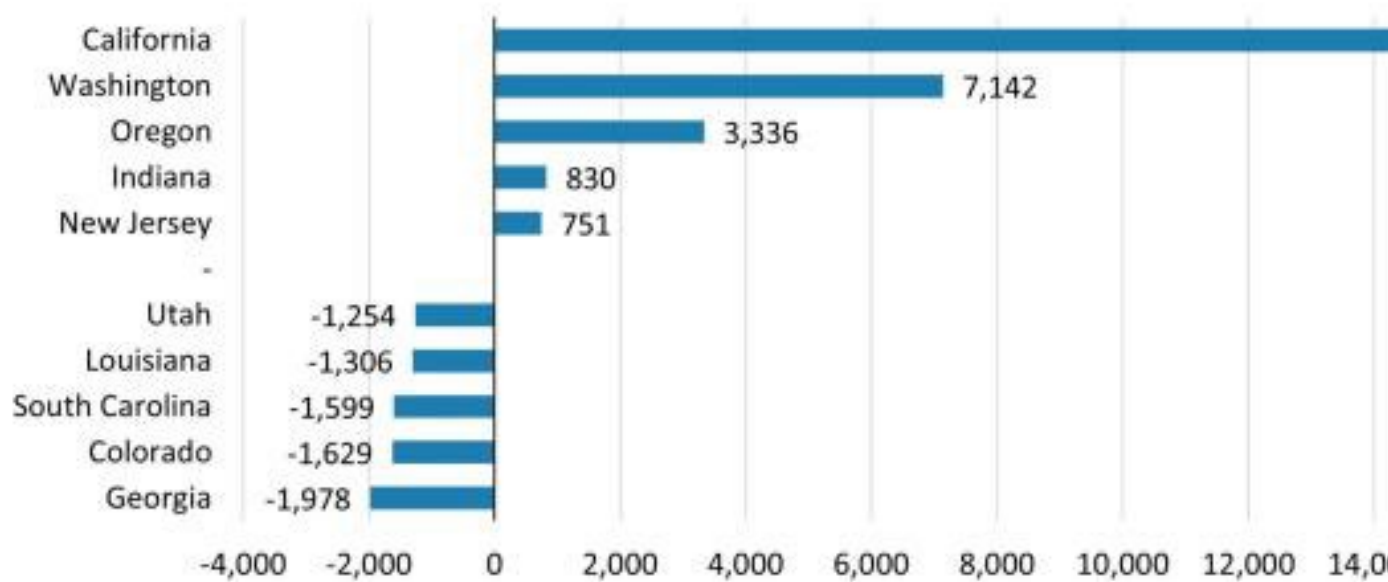


Figure 14: Idaho's Five Largest Populations In-& Out-Flow States

Source: U.S. Census Bureau, 2024

Demographics

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

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

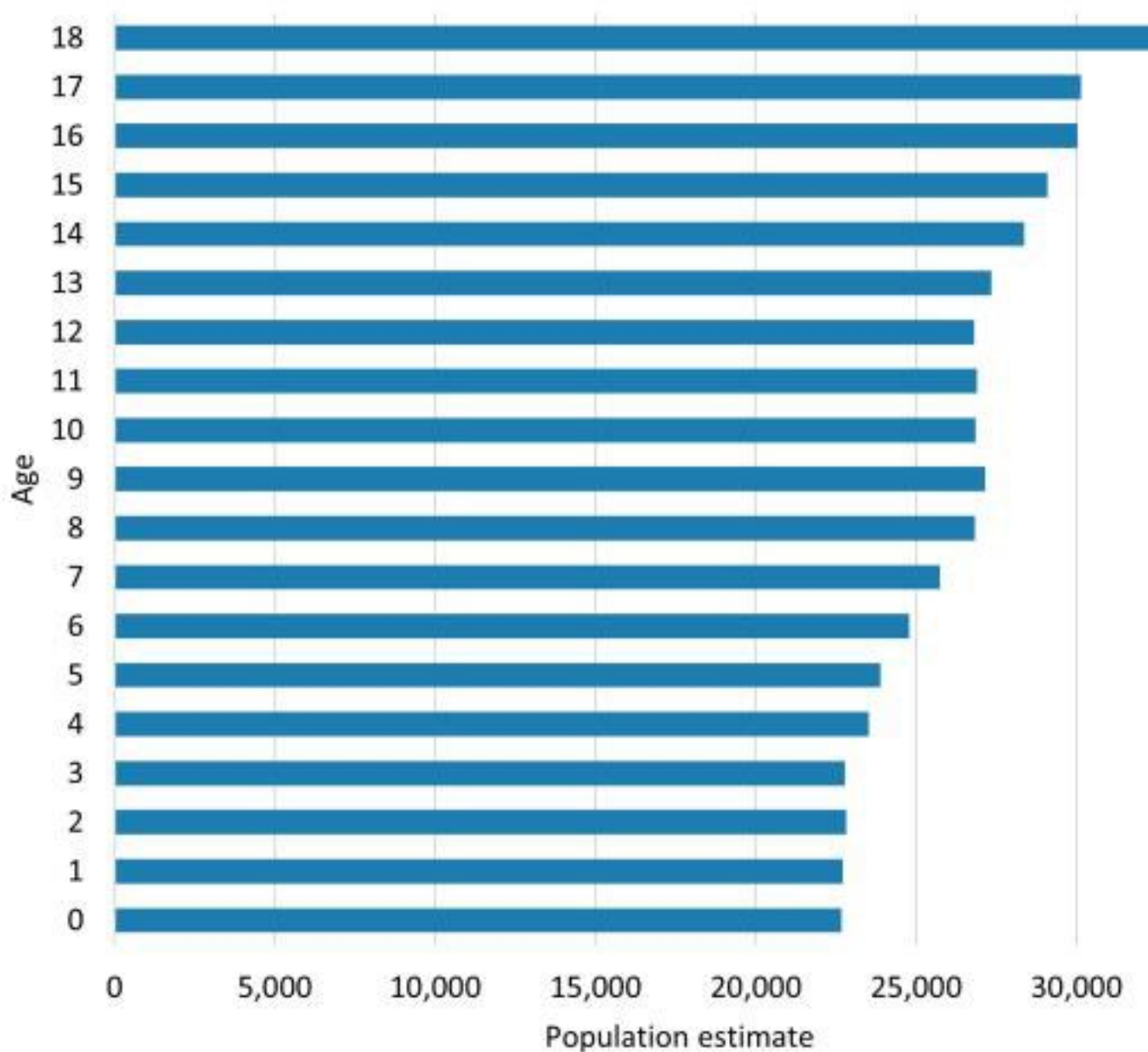


Figure 15: Idaho Youth Population by Age

Source: U.S. Census Bureau, 2024

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

At the same time, Idaho's senior population continues to grow rapidly, due to both the aging of Idaho's existing Baby Boomer population and high levels of in-migration of seniors from other states. With the growth of the 65 and older population forecasted to substantially outpace the

growth of the labor force (projected growth of 27% and 17% respectively through 2034), Idaho's workforce demographic ratios (that is, the ratio of working age individuals to retirees) is expected to decline over time.

As shown in Figure 16, these demographic ratios have already declined significantly, falling from roughly 4.4 (indicating ~4.4 working age adults for every retiree in the state) in 2004 to just 2.8 in 2024. Per Idaho Department of Labor forecasts, this ratio will decline further to 2.6 by 2034. This means there will be roughly 2.6 working aged adults per retiree in the state – or less working age people to support the elderly population in the state. In the long run, this ratio has the potential to deteriorate even further as Idaho's labor force begins to feel the impact of the tapering youth population.

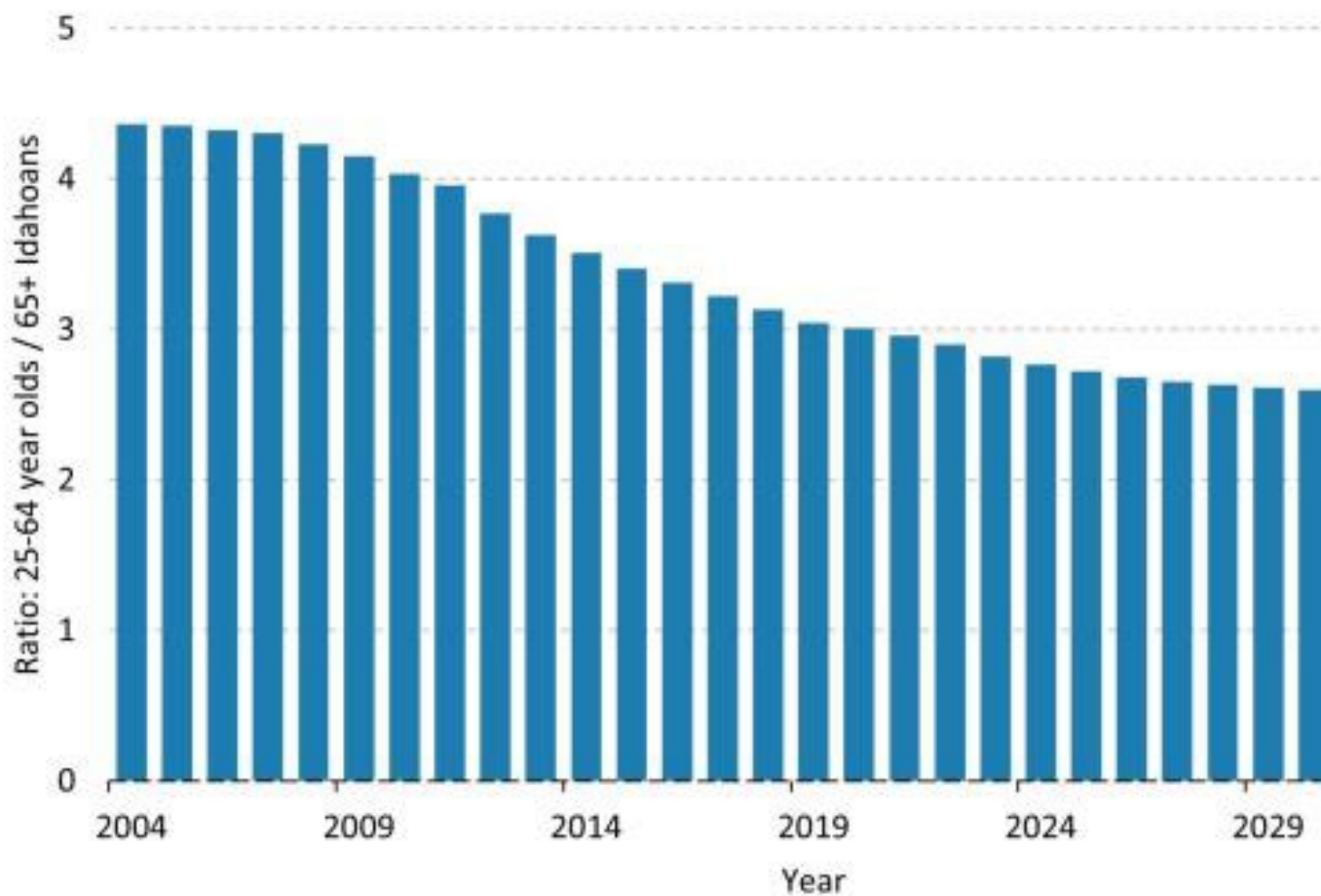


Figure 16: Ratio of Prime Worker Age (25-64) Residents per 65+ Residents in Idaho

Source: Idaho Department of Labor, 2024

Wages and Incomes

Although Idaho consistently ranks among the top U.S. states for population and employment growth, and has a persistently low unemployment rate, the state generally has lower wages and incomes than the national average. Over the last decade, Idaho incomes have grown considerably, and the state has made ground converging towards national averages. Idaho's

ranking among states for per capita personal income rose from 46th in 2014 to 42nd in 2024, and the state ranked 1st in wage growth last year.

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

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

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

Labor Market

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

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

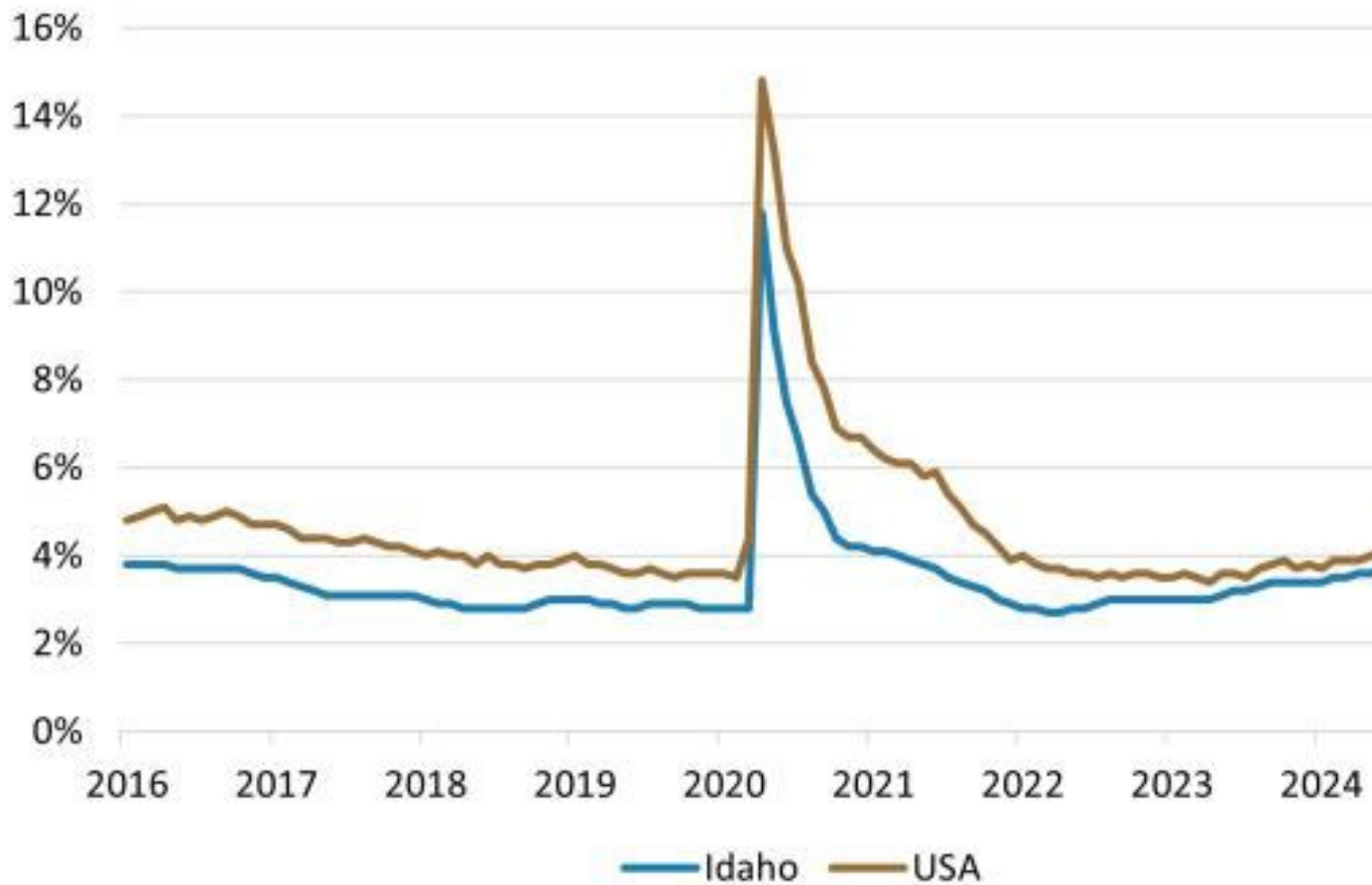


Figure 17: Unemployment Rates in Idaho and the U.S.

Source: US Bureau of Labor Statistics

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

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

iii. Education and Skill Levels of the Workforce

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

Figure 18 is a snapshot of education attainment in Idaho based on the 2024 American Community Survey (ACS). Educational attainment data indicates the highest level achieved for the resident population over the age of 25. The U.S. average for high school diploma or higher is 90%, which is slightly lower than Idaho. 33% of Idahoans have completed some college or an associate’s degree, which is higher than the US average of 27%. This group has likely attained a certification or trade skill to enter the workforce. With respect to higher education (completing a bachelor’s or higher), Idaho is lower (33%) than the U.S. average (37%). Overall, education levels have gradually increased in Idaho over time as only 25% of Idaho residents had completed a minimum of a bachelor’s degree in 2014.

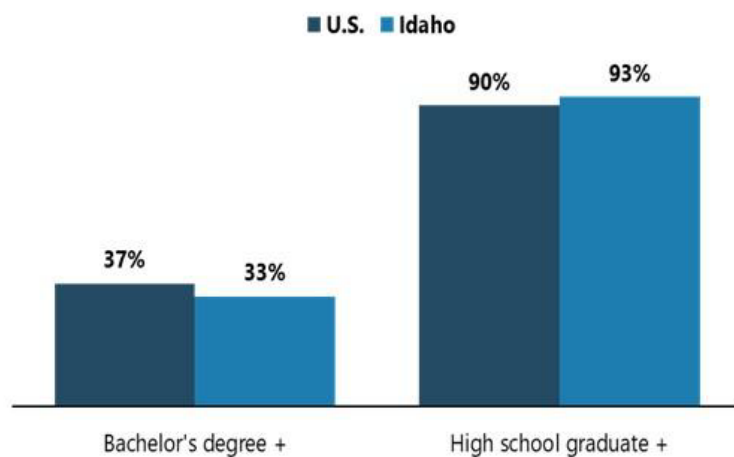


Figure 18: 2024 Idaho Educational Attainment for Residents Age 25+

Educational attainment	Idaho pop	Idaho % pop	U.S. % pop
Less than 9th grade	38,861	2.9%	4.6%
9th grade to 12th grade	61,434	4.6%	5.5%
High school diploma	351,241	26.3%	25.7%
Some college	310,665	23.3%	18.5%
Associate’s degree	132,167	9.9%	8.8%
Bachelor’s degree	291,509	21.8%	22.1%
Graduate degree and higher	149,530	11.2%	14.7%

Educational attainment in Idaho varies by age group. In 2024, for the 25-39 age group, 42.8% have a bachelor’s degree of higher, decreasing to 41.5% for the 40-54 group and 34.2% for those 55 and older. Another aspect of Idaho’s education levels is migration. In-migrants, those moving to Idaho from other U.S. states, have higher educational attainment than native

Idahoans, on average[13]. Given this, it is expected that demand for post-secondary education among Idaho high school graduates will increase. Based on Table 22, certain race/ethnic groups have lower rates of achieving a high school diploma and higher education. Table 23 shows that women over the age of 25 had higher educational attainment than men for education beyond high school in 2024. Despite women’s labor force rates (age 16+) increasing each year from 55% in 2021 to 58% in 2024, female labor force participation rate continues to lag the male labor force participation rate of 71%.

Race and ethnicity	Statewide population	% with high school diploma +	% of group with bachelor’s degree +	
Total state population, age 25+	1,335,407	92%	33%	
White alone	1,111,444	95%	35%	
Black or African American alone	8,208	88%	38%	
American Indian and Alaska Native alone	14,583	81%	16%	
Asian alone	22,720	90%	55%	
Native Hawaiian and Other Pacific Islander alone	2,371	96%	23%	
Some other race alone	61,949	68%	18%	
Hispanic or Latino origin	152,396	71%	16%	
Gender	Statewide population	% with high school diploma +	% with any postsecondary education	% of group with bachelor’s degree +
Total state population, age 25+	1,335,407	92%	66%	33%
Male	667,130	92%	64%	33%
Female	668,277	93%	68%	33%

Along with demographics of gender and race/ethnicity, resident educational attainment levels vary for whether a county in Idaho is urban or rural. The nine counties classified as urban all contain a principal city of at least 20,000 residents. These nine urban counties are also the home

of the primary campus for each of the state's public institutions offering 2-year and 4-year postsecondary degrees. The remaining 35 counties are classified as rural.

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

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

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

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

Figure 19: Top Idaho Qualifications (supply-side)

Source: Lightcast 2025

Education and workforce needs

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

As shown in Figure 20, during 2024, 67% of job postings required postsecondary education, compared to 66% of the population age 25 and over that had completed educational attainment beyond high school[14]. For job postings that listed wages, listings seeking postsecondary education had a median annual wage of \$91,000 compared to \$45,000 for those listings requiring either a high school education or had no formal education listed. While 67% of postings listed a formal education requirement beyond high school, only 42% of annual hires were in occupations that generally require education beyond high school. All occupations paying median annual wages exceeding \$90,000 per year require either formal postsecondary education or moderate to long-term on the job training beyond high school.

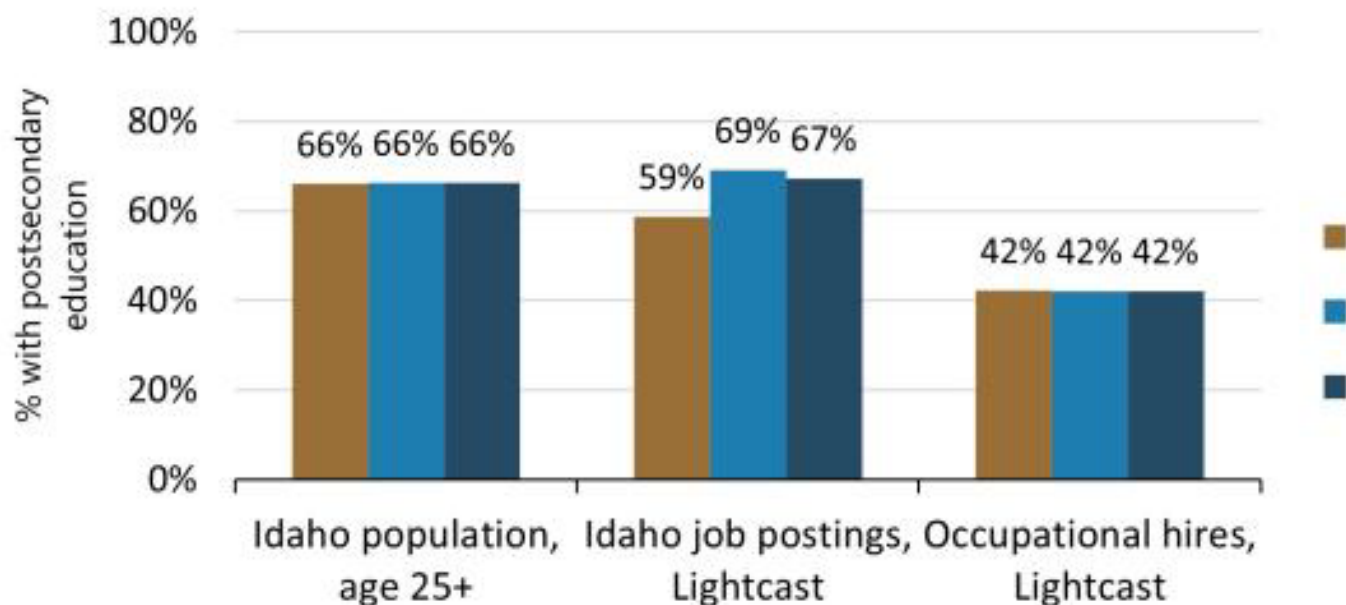


Figure 20: Education of Idaho's Population and Minimum Education for Job Posting/Hires

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

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

position. This compares to nearly 70% of Idaho’s population over the age of 25 that had completed education beyond high school.

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

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

There is a certain degree of underemployment in the economy, but this is not unique to Idaho. Labor market friction can result in workers with advanced education assuming roles with minimal educational requirements. This appears to be a trend nationwide as more people attend and achieve higher education degrees. In 2024, there were 5,404,404 graduates in the United States – this pipeline has grown by 4% over the last 5 years. ONET data classifications for entry-level education levels and occupational projections are combined to present the snapshot in Figure 21 for Idaho.

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

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

 Population at education level, 2024
  Annual job openings, 2022-2032
  Annual openings with median wages >\$40,000, 202-2032

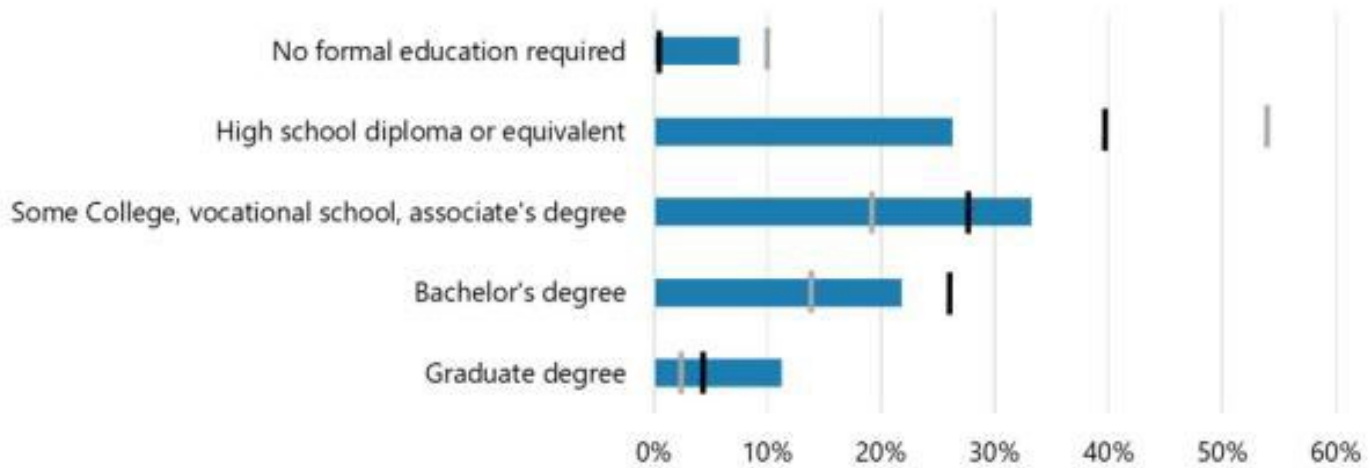


Figure 21: Comparison of Idaho's Educational Attainment and Projected Job Openings

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

The top 10 occupations with the highest number of annual openings in Idaho have large ongoing labor requirements but often face high turnover due to a combination of potentially low hourly wages, part time schedules and limited employee benefits. These are jobs such as retail salespersons, cashiers, food service workers, customer service representatives, stockers, and general laborers. Although they have high volumes of annual job openings, most have median annual wages below \$40,000 and only a small number of annual openings are due to new opportunities. While less than 7% of these projected openings are due to job creation, the remaining 93% is replacing existing roles. In contrast, nearly 14% of annual job openings for those occupations with median annual wages exceeding \$40,000 were due to growth.

Occupation	Minimum education	Median annual wage, 2024	Annual job openings, total	% of openings due to job creation
Retail salespersons	High school	\$33,000	10,200	6%
Cashiers	High School	\$30,000	4,500	1%
Fast food and counter workers	No minimum	\$28,000	4,200	5%
Waiters and waitresses	High school	\$30,000	3,200	3%
Customer service reps	High school	\$39,000	2,800	3%
Office clerks, general	High school	\$42,000	2,700	4%

Occupation	Minimum education	Median annual wage, 2024	Annual job openings, total	% of openings due to job creation
Stockers and order fillers	High school	\$36,000	2,100	10%
Laborers and Freight, Stock, and Material Movers, Hand	High school	\$38,000	1,900	11%
Janitors and cleaners, except maids and housekeeping cleaners	No minimum	\$35,000	1,800	8%
Carpenters	High school	\$48,000	1,700	24%

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

Occupation	Minimum education	Median annual wage, 2024	Annual openings due to job creation	% of total annual openings due to job creation
Retail salespersons	High school	\$33,000	600	6%
Carpenters	High school	\$48,000	400	24%
Construction laborers	High school	\$45,000	300	22%
Registered Nurses	Bachelor's Degree	\$86,000	300	25%
General and operations managers	Bachelor's Degree	\$76,000	300	16%
Cooks, restaurant	High school	\$35,000	300	16%
Laborers and freight, stock, and material movers, hand	High school	\$38,000	200	11%
Fast food and counter workers	No minimum	\$28,000	200	5%
Light truck drivers	High school	\$48,000	200	18%

Occupation	Minimum education	Median annual wage, 2024	Annual openings due to job creation	% of total annual openings due to job creation
Stockers and order fillers	High school	\$37,000	200	10%
Occupation	Minimum education	Median annual wage, 2024	Annual openings due to job creation	% of annual openings due to job creation
Nurse practitioners	Graduate degree	\$128,000	50-100	51%
Veterinarians	Graduate degree	\$106,000	0-50	45%
Optometrists	Graduate degree	\$67,000	0-50	42%
Physician assistants	Graduate degree	\$129,000	0-50	42%
Physical therapists	Graduate degree	\$93,000	0-50	40%

iv. Economic - Workforce Analysis Summary, with Areas of Opportunity

Summary: Economic Analysis

Idaho has experienced strong and sustained labor market growth over the past decade, ranking among the top five states nationally for employment growth. While health care and social assistance, retail trade, and accommodation and food services remain the largest employers, the fastest growth has occurred in construction—where employment more than doubled—along with professional, scientific, and technical services and arts, entertainment, and recreation. In contrast, information is the only sector that experienced net job losses. Government employment has grown modestly in absolute terms but now represents a smaller share of total employment, indicating it is not a primary growth engine.

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

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

workforce strategies that prioritize healthcare capacity, skilled trades, business and management skills, and AI literacy.

Summary: Workforce Analysis

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

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

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

Areas of Opportunity

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

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

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

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

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

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

At the same time, Idaho’s labor market remains tight overall. Employers consistently cite labor availability as a constraint, and regional indicators—such as faster hiring timelines and rising posted wages—suggest increasing competition for workers. Demographic pressures further complicate this picture: population growth is increasingly concentrated among older adults, while the pipeline of younger workers is narrowing.

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

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

3. Preparing the Workforce for Technological Change and AI Adoption

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

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

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

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

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

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

Idaho is experiencing a wave of public and private investment in construction, advanced manufacturing, energy, mining, and infrastructure, including semiconductor manufacturing, aerospace, nuclear energy, broadband expansion, and mineral extraction. Employment and GDP data show that construction has been among the fastest-growing sectors over the past decade and is projected to remain a leading source of job growth through 2032.

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

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

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

5. Strengthening Health Care Capacity Amid Persistent and Growing Demand

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

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

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

Appendix 1: Industry Definitions[15]

Industry	Definition
Mining and Logging	This sector includes establishments involved in extracting minerals (mining) and harvesting timber (logging).
Construction	The Construction sector comprises establishments primarily engaged in the construction of buildings or engineering projects (e.g., highways and utility systems). Construction work done may include new work, additions, alterations, or maintenance and repairs.
Manufacturing	The Manufacturing sector comprises establishments engaged in the mechanical, physical, or chemical transformation of materials, substances, or components into new products – includes both durable and non-durable goods.
Durable Goods	Goods with an expected life of three years or more, typically higher value.
Non-Durable Goods	Goods with a typical life expectancy of less than three years, often consumed quickly.
Trade, Transportation, and Utilities	This is major economic supersector encompassing businesses involved in buying and selling goods (Trade), moving people and cargo (Transportation & Warehousing), and providing essential services like electricity, gas, and water (Utilities)
Wholesale Trade	The Wholesale Trade sector comprises establishments engaged in wholesaling merchandise, generally without transformation, and rendering services incidental to the sale of merchandise. The merchandise described in this sector includes the outputs of agriculture, mining, manufacturing, and certain information industries, such as publishing.

Industry	Definition
Retail Trade	The Retail Trade sector comprises establishments engaged in retailing merchandise, generally without transformation, and rendering services incidental to the sale of merchandise.
Transportation, Warehousing, and Utilities	Transportation and Warehousing includes industries engaged in transporting passengers and cargo, providing storage for goods, scenic and sightseeing transportation, and support activities for these operations. Modes of transportation include air, rail, water, road, and pipeline. Warehousing establishments are distinguished from wholesalers in that they store goods but do not sell them. Utilities includes establishments involved in generating and transmitting electric power, distributing natural gas, treating and distributing potable water, and treating and disposing of sewage.
Information	The Information sector comprises establishments engaged in the following processes: (a) producing and distributing information and cultural products, (b) providing the means to transmit or distribute these products as well as data or communications, and (c) processing data. The main components of this sector are the publishing industries, including software publishing, and both traditional publishing and publishing exclusively on the Internet; the motion picture and sound recording industries; the broadcasting industries, including traditional broadcasting and broadcasting exclusively over the Internet; the telecommunications industries; and Web search portals, data processing industries, and the information services industries.
Financial Activities	The Financial Activities supersector covers industries involved in managing money, credit, and investments, encompassing two main sectors: Finance and Insurance and Real Estate and Rental and Leasing.
Finance and Insurance	The Finance and Insurance sector comprises

Industry	Definition
	establishments primarily engaged in financial transactions (transactions involving the creation, liquidation, or change in ownership of financial assets) and/or in facilitating financial transactions.
Real Estate and Rental and Leasing	The Real Estate and Rental and Leasing sector comprises establishments primarily engaged in renting, leasing, or otherwise allowing the use of tangible or intangible assets, and establishments providing related services. The major portion of this sector comprises establishments that rent, lease, or otherwise allow the use of their own assets by others. The assets may be tangible, as is the case of real estate and equipment, or intangible, as is the case with patents and trademarks.
Professional and Business Services	The professional and business services supersector consists of these sectors: Professional, Scientific, and Technical Services, Management of Companies and Enterprises, and Administrative and Support and Waste Management and Remediation Services.
Professional, Scientific, and Technical Services	The Professional, Scientific, and Technical Services sector comprises establishments that specialize in performing professional, scientific, and technical activities for others. These activities require a high degree of expertise and training. Activities performed include legal advice and representation; accounting, bookkeeping, and payroll services; architectural, engineering, and specialized design services; computer services; consulting services; research services; advertising services; photographic services; translation and interpretation services; veterinary services; and other professional, scientific, and technical services.
Management of Companies and Enterprises	The Management of Companies and Enterprises sector comprises (1) establishments that hold the securities of (or other equity interests in) companies and enterprises for the purpose of owning a controlling interest or influencing

Industry	Definition
	management decisions or (2) establishments (except government establishments) that administer, oversee, and manage establishments of the company or enterprise and that normally undertake the strategic or organizational planning and decision-making role of the company or enterprise.
Administrative and Support and Waste Management and Remediation Services	The Administrative and Support and Waste Management and Remediation Services sector comprises establishments performing routine support activities for the day-to-day operations of other organizations. These essential activities are often undertaken in-house by establishments in many sectors of the economy. The establishments in this sector specialize in one or more of these support activities and provide these services to clients in a variety of industries and, in some cases, to households. Activities performed include: office administration, hiring and placing of personnel, document preparation and similar clerical services, solicitation, collection, security and surveillance services, cleaning, and waste disposal services.
Private Education and Health Services	The education and health services supersector consists of these sectors Educational Services and Health Care and Social Assistance.
Private Educational Services	The Educational Services sector comprises establishments that provide instruction and training in a wide variety of subjects. This instruction and training is provided by specialized establishments, such as schools, colleges, universities, and training centers.
Health Care and Social Assistance	The Health Care and Social Assistance sector comprises establishments providing health care and social assistance for individuals. The sector includes both health care and social assistance because it is sometimes difficult to distinguish between the boundaries of these two activities. The industries in this sector are arranged on a continuum starting with establishments providing medical care exclusively, continuing

Industry	Definition
	with those providing health care and social assistance, and finally finishing with those providing only social assistance. Establishments in this sector deliver services by trained professionals. All industries in the sector share this commonality of process, namely, labor inputs of health practitioners or social workers with the requisite expertise.
Leisure and Hospitality	The leisure and hospitality supersector consists of these sectors Arts, Entertainment, Recreation and Accommodation and Food Services.
Arts, Entertainment, and Recreation	The Arts, Entertainment, and Recreation sector includes a wide range of establishments that operate facilities or provide services to meet varied cultural, entertainment, and recreational interests of their patrons. This sector comprises (1) establishments that are involved in producing, promoting, or participating in live performances, events, or exhibits intended for public viewing; (2) establishments that preserve and exhibit objects and sites of historical, cultural, or educational interest; and (3) establishments that operate facilities or provide services that enable patrons to participate in recreational activities or pursue amusement, hobby, and leisure-time interests.
Accommodation and Food Services	The Accommodation and Food Services sector comprises establishments providing customers with lodging and/or preparing meals, snacks, and beverages for immediate consumption. The sector includes both accommodation and food services establishments because the two activities are often combined at the same establishment.
Other Services	The Other Services (except Public Administration) sector comprises establishments engaged in providing services not specifically provided for elsewhere in the classification system. Establishments in this sector are primarily engaged in activities such as equipment and machinery repairing, promoting or administering religious activities,

Industry	Definition
	grantmaking, advocacy, and providing dry cleaning and laundry services, personal care services, death care services, pet care services, photofinishing services, temporary parking services, and dating services.

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

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

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

[4] The unemployment rate is the percentage of the labor force that is unemployed (unemployed/labor force).

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

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

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

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

[9] 2024 HHE Poverty Guidelines.
<https://acf.gov/sites/default/files/documents/ocs/2024%20HHS%20Poverty%20Guidelines.pdf>

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

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

[12] Note: No data for 2020 due to pandemic related data collection disruptions.

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

[14]U.S. Census Bureau, “*American Community Survey*”, 2024. Lightcast, “*Job Posting Analytics*”, 2024.

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

2. WORKFORCE DEVELOPMENT, EDUCATION AND TRAINING ACTIVITIES ANALYSIS

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

A. THE STATE’S WORKFORCE DEVELOPMENT ACTIVITIES

Provide an analysis of the State’s workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and required ⁶ and optional one-stop delivery system partners.⁷

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

[7] Workforce development activities may include a wide variety of programs and partners, including educational institutions, faith- and community-based organizations, and human services.

B. THE STRENGTHS AND WEAKNESSES OF WORKFORCE DEVELOPMENT ACTIVITIES

Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A), directly above.

C. STATE WORKFORCE DEVELOPMENT CAPACITY

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

A. State Workforce Development Activities

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

WIOA Title I-B – Adult, Youth, and Dislocated Worker Programs (Administered by the Idaho Department of Labor)

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

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

Prior to Program Year 2025, the Idaho Workforce Development Council, in its role as a WIOA local board, directed Idaho's WIOA Title I-B Youth program to serve only out-of-school youth ages 16 to 24. However, the council reassessed the availability of youth program services throughout the state and expanded services to include in-school youth, ages 16-21, while prioritizing disabled and foster youth. Eligible young people work closely with a career planner to support them in achieving the education and skills necessary to enter the workforce. Services may include work-based learning opportunities through job shadowing, work experiences and internships, work skills training such as vocational classes or on-the-job training, and supportive services to help with the costs of transportation and other necessities.

Title I-B – Adult and Dislocated Worker Programs (operated by Equus Workforce Solutions)

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

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

Both Idaho Department of Labor and Equus staff provide these program services in the state's eight American Job Centers. The Idaho Department of Labor staffs various mobile locations, providing access to 29 additional communities across the state.

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

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

Eligible participants are aged 16 or older and not currently enrolled in secondary education. Participants must be seeking to complete a high school equivalency, to increase literacy and numeracy skills needed to succeed in post-secondary education and training or to improve English language proficiency. Under the direction of Idaho Division of Career and Technical Education (IDCTE), Adult Education services include literacy and numeracy instruction,

preparation for high school equivalency testing workplace literacy, English language instruction, integrated education and training, and digital skills instruction. Adult Education programs also assist participants with transitions to career pathways through post-secondary education and workforce training.

Services are delivered through a combination of in-person and remote learning options, often in combination with other post-secondary, business and industry, or WIOA partners. Local programs collaborate with WIOA partners to align services with employer needs and leverage resources for training and employment. Providers participate in regional business services teams, host employer spotlights and resource fairs, and expand Integrated Education and Training (IET) and Integrated English Literacy and Civics Education (IELCE) offerings in healthcare, manufacturing, and digital skills to meet high-demand industry needs.

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

Title III-Wagner-Peyser/Employment Services (Idaho Department of Labor)

Employment services are designed to help connect job seekers and employers. Self-service access is available to both customer groups at idahoworks.gov, an online labor exchange system. Here, job seekers can register for work, search for job openings, and access a variety of job search resources. Additionally, employers can list jobs, search resumes, and link to labor market information and other resources. Staff-assisted services for job seekers include job search consulting and workshops; aptitude, interest, and proficiency tests, career guidance and referrals to other workforce development services. Specialized services are available for veterans, migrant and seasonal farm workers, and individuals with disabilities.

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

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

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

disabilities. Where co-occurring disabilities are present, the Commission partners with the Division to the extent practicable.

The Division and the Commission provide services which include assessments, vocational counseling and guidance, job related services (e.g. job readiness training, job search, job supports short-term, and SE Job Coaching), medical treatment services, rehabilitation technology, and training related services (vocational training, post-secondary education, on-the-job training, disability related skills training, etc.), and supportive services necessary to support a competitive integrated employment outcome. Through customer informed choice and in partnership with their VR Counselor, individuals with disabilities can create an individualized plan for employment, maximize their potential, and reach the goal of competitive integrated employment. Services unique to the Commission include an Assessment and Training Center, Low Vision Clinic Services, and regional Rehabilitation Teachers who provide low vision and blind skills training to individuals in all communities in the state.

Both programs provide services for students and youth with disabilities to ensure they have meaningful opportunities to receive training and other services necessary to achieve employment. Pre-employment transition services (Pre-ETS) for students and similar services for youth include five required services to include job exploration counseling, work-based learning experiences (paid or unpaid), counseling on post-secondary enrollment opportunities, workplace readiness training, and instruction in self-advocacy. Students are supported by VR Team Members to determine which combination of pre-employment transition services may best meet their individual needs. The Division coordinates with local education agencies (LEAs) to ensure that these services are available to students statewide. Pre-employment transition services are designed to help students with disabilities with career exploration prior to exiting education. These five required services are the earliest set of transition services a student can receive prior to applying for VR services. Students must be receiving transition services through an Individualized Education Program (IEP) or be eligible for a section 504 accommodation to receive these services under the banner of Pre-ETS. Similar services are available and are afforded to out-of-school youth under the age of 25.

While the services provided by these two agencies to their specific customer base are similar, the delivery systems differ slightly. The Division provides services through three customer centers throughout 11 offices. Through cooperative agreements, the Division also utilizes space in several locations in rural communities across the state to support statewide service delivery. The Commission provides services through a central office in Boise, ID and five regional offices.

Combined Plan Partner – Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

The Strengthening Career and Technical Education for the 21st Century Act—commonly known as Perkins V—is a federal law that provides funding to support and improve career technical education (CTE) programs nationwide. In Idaho, the Idaho Division of Career Technical Education distributes funds to eligible local education agencies and Idaho’s technical colleges.

Perkins V helps prepare Idaho’s youth and adults for high-skill, in-demand careers by investing in high-quality CTE programs. These programs allow students to explore, choose, and complete career pathways that lead to valuable credentials. Perkins funds support local projects that enhance and expand CTE offerings. Each project is based on needs identified in a

Comprehensive Local Needs Assessment (CLNA). Overall performance is measured by student outcomes.

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

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

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

- Local Veterans Employment Representatives (LVER) staff conduct outreach to employers on behalf of veteran customers. LVERs work with employers to develop job opportunities for veterans and promote the value of hiring veterans within the larger workforce.
- The Disabled Veterans Outreach Program (DVOP) staff serves veterans most in need of intensive employment and training assistance. These staff focus on veterans with barriers to employment and other special workforce needs. DVOPs offer a wide range of workforce services to veterans and other eligible persons coordinated through a case management approach.

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

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

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

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

Employment Specialists assist seniors to develop Individual Employment Plans and teach job seeking skills such as interviewing, job searching, setting goals, and resume building. Currently,

the emphasis is to provide technology training that will assist seniors to build marketable skills that are essential to the present workforce. A participant can be in the program for 48 months; however, 12-month extension waivers are allowed for specific groups.

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

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

The Idaho Department of Labor administers the state's Trade Adjustment Assistance (TAA) Program, designed to assist U.S. workers who have lost or may lose their jobs because of foreign trade. The program currently operates under the Trade Act 2015 Sunset provision that went into effect on July 1, 2022. Under this provision all states continue to serve Trade Adjustment Assistance workers who qualify for benefits and services under petitions that certified prior to July 1, 2022.

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

Under the Sunset provision, the state's TAA program services include employment and case management services, classroom training, and relocation allowance.

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

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

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

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

One-Stop Partner-TANF and SNAP (Idaho Department of Health and Welfare)

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

Supplemental Nutrition Assistance Program

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

Families must live in Idaho, be U.S. citizens or meet specific criteria for lawful residency, have income at or below 130% of the Federal Poverty Limit for family size, and meet resource limits.

With some exceptions, adult participants are required to participate in an employment and training (E&T) program. The SNAP E&T program offers participants job training, assistance finding meaningful employment, and supportive services to help ensure their success.

All eligibility requirements are verified through electronic interfaces or documentation provided by the family. Approved families must participate in a six-month or 12-month recertification. SNAP benefit amounts are determined based on family size, income and expenses. In federal fiscal year 2024, the average SNAP allotment per person in Idaho was \$179 a month.

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

SNAP enrollment responds to economic conditions, increasing during periods of economic downturn and decreasing as economic conditions improve. For example, in federal fiscal year (FFY) 2024, the average monthly number of individuals receiving SNAP benefits rose to 130,900, up from 124,043 in FFY 2023. In 2024, most eligible Idaho families received benefits within four days of applying, with 75% of families receiving benefits the same day they applied.

Temporary Assistance for Needy Families

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

Approximately 98% of households in the program are child-only cases. The remaining 2% are single or two-parent households. Child-only cases are usually relatives caring for a child whose parents cannot care for them.

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

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

Idaho's TAFI cash assistance program requires participation in work and education preparation activities that build or enhance the skills needed to increase participants' income, so they

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

B. Strengths and Weaknesses

Strengths

The most significant strengths identified in our analysis of listening session feedback in 2023 were the strong relationships between entities in the workforce development system, the adaptability of these entities, the practical programs that are run or being developed by the state, and the federal investments being leveraged to support the workforce system. Additionally, the 2026 Economic and Workforce Analysis illustrated the positive association between available education and training opportunities in Idaho and subsequent employment outcomes.

Professional Relationships

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

Partner agencies are represented by their senior leaders on the Workforce Development Council's committees. In addition, partner agencies such as Idaho Health and Welfare, the Idaho Department of Commerce, the Idaho Department of Labor, and the State Board of Education hold seats on the Council.

Core and One-Stop partners offer regional training and quarterly collaboration for all One-Stop/AJC staff, ensuring participating staff gain awareness of the services and activities each partner makes available to residents across the state. Annual cross-trainings are held in the first quarter of the calendar year, and regional quarterly partnership meetings are held thereafter. Additional professional development opportunities are offered throughout the year by the One-Stop Operator.

Adaptability

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

(ICBVI) and the Idaho Workforce Development Council (WDC) exist under the Office of the Governor, with the WDC operating as a coordinating body between Combined Plan Partners and allied organizations.

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

This structure aligns with Pillar III of *America's Talent Strategy*, which emphasizes integrated, navigable workforce systems that reduce fragmentation and allow individuals and employers to access services through coordinated entry points. Idaho's governance and administrative alignment supports streamlined planning, policy coordination, and cross-program referrals consistent with this integrated systems approach.

Practical Programs

The Economic and Workforce Analysis identified good alignment between Idaho's available education and training and employment outcomes, a result of ongoing coordination between business, education, and the workforce system. There is still much more to do to support these connections, but Idaho has developed a number of strategies that provide practical bridges between workers and employment. Examples aligned to America's Talent Strategy Pillars are provided below:

Idaho LAUNCH (Aligned with Pillars I and II)

First, Idaho LAUNCH was deployed in late 2020 to fund short-term training opportunities that prepare Idahoans for in-demand careers. The program provides grants to adults covering 80% of training costs, up to \$3,500, for in-demand careers and has seen profound positive results (+40% wage gains one year following training) for many participants.

Due to the program's success, LAUNCH was expanded by the Idaho Legislature during the 2023 session and now has a youth component that offers grants of up to \$8,000, or 80% of a student's education costs when they enter training for an in-demand career directly following high school. Open to all graduating high school seniors, beginning with the Class of 2024, this program has increased postsecondary enrollment at Idaho's public institutions by 11% in the first year.

The WDC will continue to operate, monitor, collect data on, and refine the LAUNCH programs for the foreseeable future. LAUNCH funds are available for many educational pathways, including college, community college, short-term training, certifications, and Registered Apprenticeship Programs. The LAUNCH framework also places Idaho in a position to quickly implement Workforce Pell in partnership with the State Board of Education and IDCTE.

Apprenticeship Idaho (Aligned with Pillars I and II)

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

Education, and community-based partners. Registered apprentices have grown from under 1,000 in 2017 to over 3,500 in 2025

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

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

Expanding Access to Idahoans (Aligned with Pillar III)

The state's Libraries continue to expand their implementation of private digitally-enabled meeting spaces which provide improved access to services such as virtual meetings with caseworkers, telehealth services, training, testing, and job interviews. Additionally, the Idaho Commission for Libraries has been an active facilitator for promoting and expanding the One-Stop system across the state through Idaho's library network. Libraries partner locally with a variety of agencies within the workforce ecosystem to support the educational and employment needs of their communities. For example, the Idaho Department of Labor partners with libraries throughout Idaho as part of their mobile service delivery model. IDOL staff visit these libraries on a set day each month to assist clients with job searches, unemployment claims, labor market information, and community referrals. Additionally, several libraries throughout the state serve as outreach locations for Title II Adult Education providers and meeting locations for Vocational Rehabilitation counselors and clients, with the potential to expand to more locations.

Federal Investments

Aided by Federal investments such as the CHIPS and Science Act, Micron (a chip/semiconductor manufacturer headquartered in Boise) has announced a \$70 billion expansion in Idaho, working collaboratively with the WDC to support the state's STEM and construction workforce that is necessary for a thriving semiconductor industry. This partnership has already directed the investment of over \$45 million in state funds and is beginning to allocate a portion of the \$65 million in CHIPS workforce funds awarded to Micron. These projects include a pre-mechatronics program delivered through Adult Education at the College of Western Idaho, mechatronics/advanced manufacturing programs at the College of Western Idaho, College of Eastern Idaho, North Idaho College, and College of Southern Idaho, cleanroom expansions at Boise State University and the University of Idaho, plus a variety of youth STEM projects funded through Idaho's Workforce Development Training Fund grants. Additionally, Idaho now boasts two federally designated Tech Hubs, with representation mainly located in North Idaho and Eastern Idaho, working on projects to support the aerospace and nuclear industries, respectively. The WDC along with education, government, industry, and community partners have come together to support the multistate projects impacting Washington, Idaho, and Wyoming.

To further support workforce development in key industries, the Idaho Department of Labor was recently awarded \$8 million from the Industry Driven Skills Training Fund for nuclear energy, advanced manufacturing and mineral extraction. Fortunately, Idaho has the infrastructure within the state agencies to receive and leverage federal grant funds. However,

improvement is always possible, and Combined Plan Partners will therefore continue our work to increase system capacity to both leverage federal funds and respond to a more active economy as a result of these funds.

Weaknesses/Challenges-

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

Workforce System Staffing

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

Attracting, training, and retaining qualified staff can be difficult in a competitive wage environment with an increased cost of living, particularly in a state like Idaho where public sector wages are lower on average. For example, Vocational Rehabilitation Counselors are required to have master's degrees, but the pay is not always commensurate with the education and training requirements. The cost of housing in communities like Coeur d'Alene has made it so difficult to fill vacancies that the local Vocational Rehabilitation office was operating at approximately half staff as of late 2025.

The State's career and technical education programs also experience difficulty filling vacancies, as teachers are required to have both pedagogical and technical expertise and may have to take a pay cut when moving from a career in industry to a career in teaching. This is currently playing out in the construction trades, for example, where instructors for plumbing, sheet metal and electrical apprenticeships can earn far more working on the mega-construction projects in the state than they do teaching.

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

Youth Services

Youth aged 16-19 face the single highest unemployment rate (13.3%) of any age group in the state, and one of the highest unemployment rates of any demographic group analyzed in the economic and workforce analysis. Youth aged 20-24 have the second highest age group unemployment rate at 7%. In an environment where employers are struggling to find qualified staff to fill critical positions, consistently high unemployment numbers for any demographic group clearly indicate an area for improvement in the workforce system.

In the strategic planning session, Combined Plan Partners admitted significant difficulty in reaching out to youth and determined that a comprehensive effort to map the services and supports available to youth in Idaho had not yet been undertaken. Additionally, it can be

inferred that most of Idaho's youth exist within intersectional demographic groups such as those involved in or aged out of the foster care system, that have a disability, or that live in a rural community. Several of these intersectional groups also experienced higher than average unemployment, indicating a need to improve service in several demographic areas simultaneously.

Youth, who may not have a personal vehicle or a computer, experience unique structural disadvantages related to their age and the resources available to them. Mental health issues also pose barriers to employment. The Idaho Department of Health and Welfare reports that 100% of the state of Idaho is designated as a mental health professional shortage area. Mental wellbeing, access to resources, education, and job opportunities are realistically inextricable in the modern work environment, meaning that specialized services to youth from Combined Plan Partners will likely be necessary to alleviate employment disparities indicated in the analysis.

Awareness

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

While Idaho's programs are operated by a comparatively small number of agencies, each agency has significant depth in the number and type of programs, making it difficult for outside individuals – even allied agencies – to understand or navigate their services effectively. With multiple agencies, nonprofits, and community-based partners collaborating in the workforce system, this issue compounds in scale.

Limited funding for school counselors has also constrained outreach and collaboration efforts with K-12 education in the past. The workforce system has also lacked the bandwidth to create outreach collateral with mutually agreed-upon language and contact information, which would improve our ability to inform the public about our services.

Education, Training, and Career Pathways

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

This issue ties in closely with awareness but also indicates a need for a more concerted effort not just to push education to do more, but to support educators and students more fully. To that end, for the past two years the Workforce Development Council has co-sponsored an annual conference specifically for K-12 college and career advisors in partnership with the State Department and State Board of Education. More emphasis continues to be needed and this remains a priority for the Combined Plan partners. In addition, the Workforce Development

Council administers the Educator Externship Program in partnership with the Idaho STEM Action Center, which places K–12 educators directly in Idaho businesses to strengthen their understanding of industry needs and career pathways. By providing hands-on exposure to in-demand occupations and real-world workplace expectations, the program helps educators bring relevant workforce information back to their classrooms and advising practices.

C. State Workforce Development Capacity

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

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

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

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

Program	Federal Funding	State Funding	Number Served
Title I– Youth	\$2,366,901	\$0	591
Title I–Adult	\$2,202,724	\$0	807
Title I–Dislocated Worker	\$2,611,276	\$0	257
Title II–Adult Education	\$3,255,137	\$881,660	4,646
Title III–Wagner-Peyser	\$6,094,420	\$0	18,345 (jobseekers) 8,337 (employers)
Title IV – Vocational Rehabilitation (IDVR, <i>The Division</i>)	\$16,677,224	\$7,264,736	4,229
Title IV – Idaho Commission for Blind and Visually Impaired (ICBVI, <i>The</i>	\$4,464,506	\$1,208,310	420

Program	Federal Funding	State Funding	Number Served
<i>Commission)</i>			
OAA Title V - Senior Community Service Employment Program (SCSEP)	\$414,386	\$0	43
Trade Adjustment Assistance (TAA)*	\$109,365	\$0	3
Jobs for Veterans State Grant (JVSG)*	\$877,644	\$0	1,278
Carl D. Perkins	\$8,848,679 (includes both Secondary & Post-Secondary programs)	\$437,553	70,651 (Secondary programs) 6,574 (Post-secondary programs)
Temporary Assistance for Needy Families (TANF/TAFI) Supplemental Nutrition Assistance Program (SNAP)	TAFI - \$5.3M SNAP-\$281.24M	TAFI-Avg. of 2032 children & 35 adults per month SNAP-130,900 monthly avg.	
Unemployment Insurance (UI)*	\$15,048,019	\$0	45,652

B. STATE STRATEGIC VISION AND GOALS

The Unified or Combined State Plan must include the State's strategic vision and goals for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency. This must include—

1. VISION

Describe the State's strategic vision for its workforce development system.

2. GOALS

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

(A) Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment⁸ and other populations.⁹

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

[8] Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; eligible migrant and seasonal farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families Program; single parents (including single pregnant women); and long-term unemployed individuals.

[9] Veterans, unemployed workers, and youth and any other populations identified by the State.

3. PERFORMANCE GOALS

Using the tables provided within each Core Program section, include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)

4. ASSESSMENT

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

1. Vision

Idaho's Workforce Development System will: improve access to education, economic opportunity, and employment for all of Idaho's job seekers—especially those with significant barriers to employment; develop a skilled and competitive workforce that meets the needs of Idaho's employers stimulate the vitality of our local communities and promote a strong state economy.

2. Goals

In July 2019, the Idaho Workforce Development Council (Council), which serves as Idaho's WIOA State Board, finalized a strategic planning process in which it developed strategies and objectives for the three goals set by the Governor. The Council developed this plan over a six-month time period with significant input from partners, employers, and industry associations. These goals are revisited by the Council regularly, and with minor adjustments have largely remained intact. During the December 18, 2025 meeting of the WIOA Advisory Group partners, and the January 13, 2026 meeting of the One-Stop Committee, these strategies were affirmed as relevant and useful and were therefore maintained.

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

Strategies:

- Identify, develop, connect, and activate a diverse network of influencers throughout the state that together can promote information and resources in a way that effectively reaches their market/membership/locale.
- Promote awareness of workforce services, education services, and information to the diverse current and potential workforce.

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

Strategies:

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

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

Strategies

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

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

Focus Area 1 – Improving Public Awareness and Access to the Workforce System – Public listening sessions aligned to state plan development continue to show several opportunities for system improvement. First, this includes actionable messaging of the services and benefits available to both jobseekers and employers, leveraging technology and AI where appropriate to

support implementation. Combined plan partners have agreed to build communication materials that are targeted to all Idahoans. Specific goals for implementation during this state plan period include:

- **Implement a communications strategy**
 - Identify audiences in need of messaging.
 - Collaboratively develop a communication strategy and messaging.
- **Collaboratively identify key communication points**
 - Identify key audiences and messaging to ensure all materials are accessible to all audiences.
 - Identify teams and resources needed for development and implementation of the communication plan.
- **Leverage partnerships with high-utilization resources to distribute information**
 - This may include libraries, adult education centers, food banks, service providers, and others.
- **Coordinating Business Services across partners to ensure delivery of streamlined and high-quality solutions**
 - Clearly identify the services each program has to offer.
 - Develop regional goals and performance metrics.
 - Implement targeted, coordinated business visits via regional teams.

Focus Area 2 – Build workforce system capacity to receive additional participants. – With effective outreach as identified in Focus Area 1, Idaho’s service providers have seen an uptick in the number of individuals with higher barriers to employment accessing services across the state. An analysis of the changing demographics in the Title I Adult and Dislocated Worker programs show a real shift in enrollment toward harder-to-serve populations – those facing significant barriers that prevent them from obtaining self-sufficiency through full-time employment. These changes include gender shifts (serving more males), single parents, long-term unemployed, ex-offenders, and individuals with disabilities. Notable increases include:

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

In addition, Idaho’s workforce system is preparing to serve the Medicaid expansion population who will be subject to work requirements along with engaging in a policy academy with the National Governor’s Association to better align the TANF and SNAP Employment & Training programs more closely with other partner programs. Building the capacity of each provider and the system as a whole to serve these individuals is a key goal identified by Combined Plan Partners. Specific goals for implementation during this state plan period include:

- **Leverage data to prepare staff and services.**
 - Develop and share trainings on the resource hub.
 - Better communicate program expectations and rationale.
 - Train frontline staff to be welcoming to all customers and use system resources.
 - Collaboratively develop an inter-agency resource hub.
- **Leverage technology to fill gaps for participants.**
 - Collaboratively identify gaps that could be filled by AI or other technology.
 - Leverage technology to cover routine tasks and improve service quality to participants.
- **Improve Digital and AI Literacy among Idahoans**
 - Build the capacity of individuals with limited technology proficiency, to effectively use technology, including AI.

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

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

- Work with employers to identify barriers to youth employment.

Focus Area 4 – Career Pathways/Sector Partnerships -Our economic analysis revealed that many of Idaho’s in-demand and high-growth occupations are in industries such as manufacturing, construction, health care, and professional, scientific, and technical services. The Council, in partnership with the State Board of Education, Idaho Career Technical Education and many of the state’s industry associations, is beginning to evaluate skills and certifications that are valued across industries to transform the delivery of workforce training and education. This work will also support implementation of Workforce Pell.

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

Specific goals for implementation during this state plan period include:

- **Develop career pathways via Talent Pipeline Management (TPM)**
 - Identify target industries for TPM, prioritizing those expected to see significant job growth including advanced manufacturing, healthcare, construction and business and professional services.
 - Identify which occupations will be created alongside a timeline, related to federal CHIPS Act and Tech Hub investments and begin working with mineral extraction employers as mining projects begin to receive approvals. Identify the necessary credentials, training, and timeline to deliver qualified individuals when they are needed.
 - Train Combined Plan Partners on TPM
 - Connect TPM hosts to Combined Plan Partners
 - Provide “elevator pitch” for state plan partners to discuss TPM with their employer participants.
- **Develop Idaho’s “credentials of value”**
 - Partner with the State Board of Education and Idaho Career Technical Education to develop a governance framework and subsequent policy for “credentials of value”. This will result in a statewide tool for application with Workforce Pell, Perkins, Outcomes Based Funding and Idaho LAUNCH.

3. Performance Goals

Sub-regulatory guidance addressing the four-year submission requirements for WIOA Combined State Plans for PY2024-2027 addresses the ongoing ‘phase-in’ of negotiated targets for various programs. See the tables from Appendix 1 entered on the following pages which contain the planned and eventual negotiated targets for the primary indicators of performance for the state’s WIOA core partners.

	Title I – Adult Program			
	Program Year 2026:		Program Year:2027	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	66.4%		66.4%	
Employment (Fourth Quarter after Exit)	69.0%		69.0%	
Median Earnings (Second Quarter after Exit)	\$7,800		\$7,800	
Credential Attainment Rate	72.0%		72.0%	
Measurable Skill Gains	61.5%		61.5%	
	Title I – Dislocated Worker Program			
	Program Year 2026:		Program Year:2027	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	81.0%		81.0%	
Employment (Fourth Quarter after Exit)	76.0%		76.0%	
Median Earnings (Second Quarter after Exit)	\$9,875		\$9,875	
Credential Attainment Rate	68.8%		68.8%	
Measurable Skill Gains	62.0%		62.0%	
	Title I – Youth Program			
	Program Year 2026:		Program Year: 2027	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level

	Title I – Adult Program			
Employment (Second Quarter after Exit)	76.3%		76.3%	
Employment (Fourth Quarter after Exit)	79.7%		79.7%	
Median Earnings (Second Quarter after Exit)	\$5,300		\$5,300	
Credential Attainment Rate	53.0%		53.0%	
Measurable Skill Gains	56.0%		56.0%	
	Title II – Adult Education and Family Literacy Act Program			
Program Year 2026:		Program Year:2027		
Expected Level	Negotiated Level	Expected Level	Negotiated Level	
Employment (Second Quarter after Exit)	40.2%		41.4%	
Employment (Fourth Quarter after Exit)	40.2%		41.4%	
Median Earnings (Second Quarter after Exit)	\$5,874.00		\$6,050.22	
Credential Attainment Rate	40.0%		41.2%	
Measurable Skill Gains	40.0%		41.2%	
	Title III – Wagner-Peyser Act Employment Service Program			
	Program Year 2026:		Program Year:2027	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after	69.3%		69.3%	

	Title I – Adult Program			
Exit)				
Employment (Fourth Quarter after Exit)	70.0%		70.0%	
Median Earnings (Second Quarter after Exit)	\$7,750		\$7,750	
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable
	Title IV – Vocational Rehabilitation Program			
Program Year 2026:		Program Year:2027		
Expected Level	Negotiated Level	Expected Level	Negotiated Level	
Employment (Second Quarter after Exit)	61.3%		61.3%	
Employment (Fourth Quarter after Exit)	60.2%		60.2%	
Median Earnings (Second Quarter after Exit)	\$6,000		\$6,300	
Credential Attainment Rate	56.5%		56.5%	
Measurable Skill Gains	60.0%		60.0%	
	Title IV – Vocational Rehabilitation Program (Blind)			
Program Year 2026:		Program Year:2027		
Expected Level	Negotiated Level	Expected Level	Negotiated Level	
Employment (Second Quarter after Exit)	61.3%		31.3%	
Employment (Fourth Quarter after Exit)	60.2%		60.2%	

	Title I – Adult Program			
th Quarter after Exit)				
Median Earnings (Second Quarter after Exit)	\$6,000		\$6,300	
Credential Attainment Rate	56.5%		56.5%	
Measurable Skill Gains	60.0%		60.0%	

4. Assessment

The State uses the indicators of performance outlined in Section 116 of WIOA to measure and evaluate the effectiveness of individual programs and the State’s workforce development system. These indicators are well aligned with the goals described above and allow our programs to measure how well they are serving participants and employers in both the short and long term. Progress toward these indicators is evaluated against the performance targets negotiated by each program with their applicable federal agencies. The WIOA Advisory Group takes the lead on this effort, dedicating one meeting each quarter to a side-by-side review of the performance indicators across the core programs. The discussion includes identification of best practices and an opportunity to provide technical assistance across the partners as each seek continuous improvement for their programs. In addition, program performance is presented annually to the entire Workforce Development Council as the Council contemplates the need to adjust policies to better the workforce system.

This approach aligns with Pillar IV of *America’s Talent Strategy*, which emphasizes accountability, outcome-driven performance, and the use of consistent metrics to assess workforce system effectiveness. Idaho’s use of WIOA Section 116 performance indicators, regular cross-program performance review, and public reporting supports transparent evaluation and continuous improvement across the workforce system.

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

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

Finally, the Section 116 indicator regarding employer satisfaction helps the State measure the relevance and usefulness of our workforce development system to employers. This aligns with measuring the effectiveness in meeting Focus Area 4 – Career Pathways/Sector Partnerships.

The WIOA indicators are used to measure and evaluate the effectiveness of individual programs, as well as the workforce development system as a whole. By comparing performance between core programs, we can potentially identify both gaps and opportunities in the services provided. For example, if one core program has consistently high outcomes in a certain area, while other core programs struggle, this helps the State identify areas for improvement while also suggesting promising practices and strategies from those programs that are performing well. By evaluating individual programs in the context of the overall workforce system, the State gains valuable information about how and where to improve. Additionally, now that longitudinal performance data is available for programs across the nation, Idaho's workforce development system can compare performance to states with similar economic and demographic characteristics. These indicators will also provide opportunities to identify potential innovative approaches to incorporate in Idaho's workforce system.

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

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

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

C. STATE STRATEGY

The Unified or Combined State Plan must include the State's strategies to achieve its strategic vision and goals. These strategies must take into account the State's economic, workforce, and workforce development, education and training activities and analysis provided in Section (a)

above. Include discussion of specific strategies to address the needs of populations provided in Section (a).

1. DESCRIBE THE STRATEGIES THE STATE WILL IMPLEMENT, INCLUDING INDUSTRY OR SECTOR PARTNERSHIPS RELATED TO IN-DEMAND INDUSTRY SECTORS AND OCCUPATIONS AND CAREER PATHWAYS, AS REQUIRED BY WIOA SECTION 101(D)(3)(B), (D). "CAREER PATHWAY" IS DEFINED AT WIOA SECTION 3(7) AND INCLUDES REGISTERED APPRENTICESHIP. "IN-DEMAND INDUSTRY SECTOR OR OCCUPATION" IS DEFINED AT WIOA SECTION 3(23)

2. DESCRIBE THE STRATEGIES THE STATE WILL USE TO ALIGN THE CORE PROGRAMS, ANY COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN, REQUIRED AND OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE TO THE STATE TO ACHIEVE FULLY INTEGRATED CUSTOMER SERVICES CONSISTENT WITH THE STRATEGIC VISION AND GOALS DESCRIBED ABOVE. ALSO DESCRIBE STRATEGIES TO STRENGTHEN WORKFORCE DEVELOPMENT ACTIVITIES IN REGARD TO WEAKNESSES IDENTIFIED IN SECTION II(A)(2)

1.Strategy Implementation

In Section (II)(b)(2) (State Goals) the Council's strategic vision and goals are described. Each goal includes specific strategies to strengthen the State's workforce system.

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

- Improving public awareness and access to the workforce system
- Build workforce system capacity to receive participants with barriers to employment
- Service to youth
- Career pathways/sector partnerships

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

Sector Strategies and Career Pathways

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

Construction has added over 36,000 jobs since 2014 more than doubling in size. Through the CHIPS and Science Act, nearly \$70 billion is being invested in semiconductor manufacturing in southwest Idaho. North Idaho and eastern Idaho have been designated as Tech Hubs for aerospace manufacturing and nuclear energy, respectively. And recent licensing approvals are resulting in mineral extraction projects across the state.

While jobs in retail, leisure and hospitality lean towards lower wages, they play an important role in the development of workplace skills for Idahoans with the highest barriers to

employment. An opportunity exists to establish career pathways leading to higher skilled jobs or leverage entry-level employment in these industries to lead to development of workplace skills necessary for continued sector growth.

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

Sector Strategies

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

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

The state’s Workforce Development Training Fund has also supported sector strategies by providing state-funded grants to partnerships of industry and education groups to develop or promote training in high-demand occupations. In recent years, the Workforce Development Council has shifted its investment strategy by emphasizing Industry Sector and Innovation grants, plus direct training to individuals through Idaho LAUNCH, a grant program that pays for Idahoans’ short-term training and covers 80% of training costs up to \$3,500. Since the program’s inception in late 2020, the WDC has invested nearly \$32 million in LAUNCH to help see this through, including over \$7.6 million in FY25 alone. The program has served a total of 10,256 individuals, largely providing pathways into careers in transportation, construction, and the medical field. This program was expanded in 2023 to include grants for graduating high school students providing up to \$8,000 for education and workforce training aligned to in-demand careers. Over 13,900 graduates from the Classes of 2024 and 2025 received \$111,552,000 in grants.

Career Pathways

Through the State’s work-based learning initiative, Idaho LEADER (Learn.Do.Earn), all of the core partners, along with the State Board of Education, State Department of Education, Department of Commerce, Department of Health & Welfare, STEMAction Center, Department of Corrections, Department of Juvenile Corrections, and Idaho Public Television are working to increase the line of sight between our youth, adults experiencing career transitions, and career

opportunities. The group has adopted a work-based learning continuum that categorizes opportunities for employers to engage with education and the workforce system under Learning About Work, Learning Through Work, and Learning At Work. The Council's Work-Based Learning Committee leads these career pathway activities.

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

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

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

These badges provide a visual assessment of an individual's progress towards their career goals. As of early 2026, approximately 267,925 badges have been awarded to 55,925 unique learners. Idaho's SkillStack system awarded its first badge to a student on February 22, 2016.

2. Core Program Alignment

Program Alignment

Many aspects of the WIOA core and partner programs in Idaho are already aligned as a result of being clustered within a few State agencies. For example, all the Title I-B, Trade, veterans, and Unemployment Insurance programs are administered by the Idaho Department of Labor and thus have a single intake and cross-enrollment process. To ensure ongoing alignment and to guide implementation of the Combined State Plan, the Workforce Development Council coordinates a One-Stop Committee and a WIOA Advisory Group. The One-Stop Committee consists of the senior leadership level of core programs, Combined Plan Partners, and additional

entities involved in Idaho's workforce development system. The One-Stop Committee is expected to develop policies for consideration by the Council, fulfill certain responsibilities of state and local workforce boards (e.g. AJC Certification), and ensure continuous improvement of the system. The WIOA Advisory Group takes a more hands-on role in drafting policies and plans as its members work more closely with the customers of the workforce system. The WIOA Advisory Group consists of:

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

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

The WDC also identified the following strategies that support program alignment and the goals of the Idaho's Combined State Plan. For the purpose of the 2026 State Plan Modification, these priorities are restated below and include achievements since the 2024 State Plan was submitted:

- **Improving Public Awareness and Access to the Workforce System** – The five public listening sessions conducted in 2023 with the Council, local governments, and economic development agencies show several opportunities for system improvement. First, this includes actionable messaging of the services and benefits available to both jobseekers and employers, leveraging technology where appropriate to support implementation. Combined plan partners have agreed to build communication materials that are targeted to all Idahoans. Activities completed in PY24:
 - Completed a cohort through the National Governor's Association providing technical assistance to improve the alignment and access to services between the One-Stop System and SNAP Employment & Training Program.
 - The Workforce Development Council and Idaho STEM Action Center proposed a merger of the agencies to deepen the connection between education and careers

and to create efficiencies in supporting the entire workforce pipeline from K-12 education through all forms of postsecondary education. The merger is pending legislative approval in early 2026.

- **Build workforce system capacity to receive additional participants**– With effective outreach as identified in the previous focus area, Idaho’s service providers may see an uptick in the number of individuals with higher barriers to employment accessing services across the state. Building the capacity of each provider and the system as a whole to serve these individuals is a key goal identified by Combined Plan partners. Activities completed in PY24:
 - Held an ADA Assessment Training in July of 2024 to teach One-Stop partners how to perform ADA physical assessments with 15 attendees
 - Held a Community Partners Accessibility Fair in October 2024, partnering with Valley Regional Transit with over a dozen One-Stop and community partners with 11 presentations.
- **Service to youth** - Providing services sensitive to the needs of young people who fall between the ages of 16 and 24 emerged as another high- priority goal. With an unemployment rate for 16- to 19-year-olds at 13.3% and 20- to 24-year-olds at 7%, these two groups comprise the highest unemployment rates in the state indicating a clear opportunity for employers if the workforce and education systems align to ensure that these individuals gain postsecondary skills that will connect them to jobs. In order to adequately serve youth, Combined Plan Partners have indicated that service which meets the needs of intersectional groups will be essential. Activities completed in PY24:
 - Updated Integrated WIOA Eligibility and Priority of Service Policy to include allocating up to 25% of the Youth program funds to support In-School Youth with one or more of the following barriers:
 - Low-income youth involved with the justice system;
 - Low-income youth in or exiting foster/kinship care;
 - Low-income youth who are pregnant and/or parenting; and
 - Low-income youth with disabilities.
- **Career Pathways/Sector Partnerships** - Our economic analysis revealed that many of Idaho’s in-demand and high-growth occupations are in industries such as *manufacturing, construction, health care, and professional, scientific, and technical services*. The Council, in partnership with the State Board of Education and the state’s Chamber of Commerce, is beginning to evaluate skills and certifications that are valued across industries to transform the delivery of workforce training and education. Activities completed during PY24
 - Supported investment of \$33.5M in STEM focused program expansions for CHIPS Act projects in Idaho.

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

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

Addressing Gaps

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

- Youth
- Individuals with disabilities
- Formerly incarcerated individuals
- Individuals living below the poverty line

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

- Youth - The economic and workforce analysis revealed that youth ages 16-24 are more likely to be unemployed than other age groups. Youth comprise a broad and intersectional group which by nature overlaps with other demographic groups, such as individuals with disabilities or those living below the poverty line. This group also includes students who are engaged in secondary education (ages 16-21), and those who are engaged in post-secondary education (through age 24), who are employed or seeking employment. Continued efforts to scale a youth apprenticeship initiative in the state supports connections between these youth and quality careers before they leave high school. As the initiative grows, it is envisioned to encompass both traditional and non-traditional apprenticeship opportunities. Some could have postsecondary

components that lead to industry credentials, others could lead to a bachelor's or advanced degree. In addition to the postsecondary credential, the initiative is designed to reduce youth unemployment.

- Individuals with Disabilities – Idaho's population of persons with disabilities is increasing at a rate faster than the general population. Idahoans with disabilities participated in the labor force at a rate of 45.4%, compared to 62.4% for people without disabilities. The unemployment rate for individuals with disabilities was higher than the state's average unemployment rate across every type of disability. Unemployment rates ranged from 3.9% for individuals who are Deaf or hard of hearing, to 10.8% for individuals with a vision disability. Additionally, the Disability Compendium's *2023 Idaho Report for County-Level Data: Poverty* indicates that 21.9% of individuals with disabilities live below the poverty line. The same report shows that the poverty rate for individuals without disabilities was 10% during the same time. Through the delivery of the Idaho Division of Vocational Rehabilitation and Idaho Commission for the Blind and Visually Impaired's Pre-Employment Transition Services (Pre-ETS) for students with disabilities, opportunities have been afforded to students in the areas of counseling on postsecondary education, instruction in self-advocacy, job exploration counseling, work-based learning and work readiness. Both Title IV programs are working to expand work-based learning opportunities for youth and adults with disabilities who could benefit from this type of training opportunity. Business engagement services delivered throughout the state provide technical assistance to local businesses, in addition to a) training specific to disability-related accommodations for employees on the job, b) disability etiquette, and c) connections to an untapped labor pool, and d) education on job modification and retention of employees. Agency staff continue to improve their use of regional labor market information and the various career pathways to better inform individuals with disabilities of emerging high-demand, high growth industry sectors and occupations.
- Justice Involved Individuals – A successful economy and society must by necessity offer career and training pathways to individuals who have been involved in the justice system, reducing recidivism rates, lowering the cost of incarceration to the State, and supporting each individual to achieve the most they can. Additionally, given Idaho's low unemployment rates, employers cannot afford to overlook this talent pool. WIOA Title IB Youth funds are allocated to support a position within the Idaho Department of Corrections to meet with youth aged 18-24, who are being released to ensure they connect with career planners in the workforce system. The WIOA Title IB Adult program has also placed an emphasis on justice involved participants resulting in a 508% increase in participants since PY17.
- Individuals Living Below the Poverty Line – The poverty line represented a substantial divergence for workers' unemployment rates; people living at or above the poverty level experienced only 3.6% unemployment, while people living below that threshold experienced unemployment at 10.8%, a rate three times greater. Individuals with higher levels of education were much less likely to live below the poverty line. Individuals without a GED or high school diploma represented 19% of those in poverty in Idaho during 2024. These people, who often face multifaceted barriers to education and employment, merit special attention and support in the workforce system.

III. OPERATIONAL PLANNING ELEMENTS

The Unified or Combined State Plan must include an Operational Planning Elements section that supports the State's strategy and the system-wide vision described in Section II(c) above.

Unless otherwise noted, all Operational Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. This section must include—

A. STATE STRATEGY IMPLEMENTATION

The Unified or Combined State Plan must include—

1. STATE BOARD FUNCTIONS

Describe how the State board will implement its functions under section 101(d) of WIOA (i.e., provide a description of Board operational structures and decision making processes to ensure such functions are carried out).

State Board Responsibilities

In Executive Order No. 2024-02, Governor Brad Little reauthorized the Idaho Workforce Development Council as the state board under the Workforce Innovation and Opportunity Act. As outlined in the executive order, the council is specifically responsible for advising the Governor, Legislature and appropriate executive agencies on matters related to developing and implementing a comprehensive workforce development strategy for Idaho that:

1. Increases public awareness of and access to career education and training opportunities;
2. Improves the effectiveness, quality and coordination of programs and services designed to maintain a highly skilled workforce; and;
3. Helps provide for the most efficient use of federal, state and local workforce development resources.

The Workforce Development Council is also responsible for:

- The development and oversight of procedures, criteria, performance measures and expenditures for the Workforce Development Training Fund, a state-funded mechanism to support workforce education and training.
- Idaho LAUNCH, a state-funded grant/scholarship program to provide access to postsecondary training and education aligned with in-demand careers.
- Talent Pipeline Management®, to advance employer leadership in building high-performing talent pipelines that connect learners and workers to jobs and career advancement opportunities.

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

Implementation of State Board Functions. The Workforce Development Council meets the membership requirements for the WIOA State Board. In addition to serving as the state board,

under a waiver granted by USDOL, the Council also serves as the local board for Idaho's two workforce areas.

The majority of the work carried out by the Workforce Development Council is through a committee structure. Quarterly meetings of the full Council are scheduled a year in advance and committees have standing monthly or quarterly meetings. Notice of meetings and materials are posted on the Workforce Development Council's website, along with the state's Townhall website. Council meetings are typically well attended by the public with approximately 20 additional attendees from education and workforce agencies participating in each quarterly meeting.

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

Currently, there are seven standing committees: the Executive Committee, the Work-Based Learning Committee, the Workforce Development Policy Committee, the Grant Review Committee, the One-Stop Committee, the Outreach Committee, and the Program Impact & Evaluation Committee.

As defined in the bylaws, the Executive Committee consists of five private sector members and one representative of a labor union, appointed by the Governor. The primary function of the Executive Committee is to ensure that the Governor's directive to develop and implement a comprehensive workforce development strategy for Idaho is carried out. The Executive Committee is also empowered to conduct business in the interim between meetings and may act on behalf of the entire Council.

The remaining committees are briefly described below:

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

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

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

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

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

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

State Board Decision Making Process

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

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

2. IMPLEMENTATION OF STATE STRATEGY

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

A. CORE PROGRAM ACTIVITIES TO IMPLEMENT THE STATE'S STRATEGY

Describe the activities the entities carrying out the respective core programs will fund to implement the State's strategies. Also, describe how such activities will be aligned across the core programs and Combined State Plan partner programs included in this plan and among the

entities administering the programs, including using co-enrollment and other strategies, as appropriate.

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

Idaho Department of Labor Programs

As stated previously, the Idaho Department of Labor is the lead state agency for administration of four core programs: WIOA Youth, Adult and Dislocated Worker programs and the Wagner-Peyser Employment Service program. The Department of Labor is also the lead agency for the following Combined State Plan partner programs: Trade Adjustment Assistance, Jobs for Veterans State Grant, and Unemployment Insurance. It funds the activities listed in the table below as a means of implementing the State's strategies across its programs.

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

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

Combined Plan Partner – Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

The agency responsible for administering Perkins V funding is the Idaho Division of Career Technical Education (). The Division will invest in the activities listed in the table and as identified in the Idaho Perkins V State Plan, which was approved by the State Board for Career Technical Education on April 18, 2024.

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

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

Table 30: Core Program Activities Aligned with Strategy Implementation

Core Program Activities Agency/ Program	* Improving Public Awareness and Access to the Workforce System	Build workforce system capacity to receive participants with more significant barriers to employment	Service to Youth	*Career Pathways/ Sector Approach
Idaho Department of Labor-WP, WIOA Title I-B, TAA, JVSG, & UI	-Continue to promote the department's 29 mobile locations across the state, which can reach more Idaho residents than through simply the states' eight AJCs. -Encourage Title I-B participants, especially dislocated workers, to participate in work-based learning opportunities, including registered apprenticeships, on-the-job training (OJT), internships and others. -Present employers a series of webinars to provide an overview of programs and services, including tax compliance, unemployment insurance, apprenticeships, wage and hour and labor market information, and other grant opportunities that could offer some benefits.	-As the One-Stop Operator, coordinate outreach among local One-Stop partners to connect with underserved populations across the state. -Work with State Board of Education to ensure WIOA Eligible Training provides offer high quality education experiences. -Open appropriate work-based learning opportunities for eligible participants in each Title I-B program.	-As noted earlier, Idaho's WIOA Youth program now includes in-school youth to cover the spectrum of potentially eligible youth. Even so, AJC staff use a robust referral system to provide career services for youth job seekers looking to achieve success. -Target justice-involved youth in or recently released from the Idaho Department of Corrections to help them achieve a self-sustaining means and avoid any chance of recidivism. -Through its 29 mobile service locations, ensure that One-Stop services are available; to youth customers in rural communities across Idaho. -In addition, reach out to In-School Youth (ISY), specifically those in foster/kinship care or those with disabilities.	-Utilize the state's updated WIOA Eligible Training Provider policy which was developed to ensure the availability of training in the state for occupations with established career pathways. -Expand currently successful efforts working with employers to develop registered apprenticeships for their in-demand occupations. -Focus on sector priorities established by the Workforce Development Council aligned with regional labor needs. -Reach out and consult with businesses in targeted industries to better understand their workforce needs and help provide solutions by coordinating education and workforce resources.
Idaho Division of Career Technical Education-Adult Education	-Coordinate with other WIOA partners in marketing of career services to current and prospective adult education populations -Coordinate training of Title II subgrantees on services provided by other WIOA partners -Facilitate embedding	-Train Title II subgrantees in the use of the statewide MIS to find and interpret data related to barriers to employment; -Train subgrantees on leveraging this data to better serve individuals with barriers to employment; -Provide evidence-based	-Fund training which focuses on evidence-based practices for serving Adult Education students aged 16 to 24; deliver this training to Title II subgrantees; -Enhance career services and training resources and delivery within Adult Education programs,	Invest in training and technical assistance to support development of integrated education and training (IET) in partnership with business and industry, post-secondary education, apprenticeships, and WIOA partners. IET is an evidence-based Adult Education

Core Program Activities Agency/Program	* Improving Public Awareness and Access to the Workforce System	Build workforce system capacity to receive participants with more significant barriers to employment	Service to Youth	*Career Pathways/ Sector Approach
	of WIOA partner services at adult education locations and within adult education programming.	training and technical assistance related to unique barriers, goals, and workforce system resources for high barrier individuals.	particularly for integrated education and training (IET) participants who are aged 16 to 24; -Research and address barriers to GED attainment for participants who are aged 16-24.	delivery model for early career pathway technical skills development and is an ideal strategy for Adult Education participants aged 16 to 24, especially considering Idaho LAUNCH opportunities for this same demographic.
Vocational Rehabilitation Programs- Idaho Division of Vocational Rehabilitation & Idaho Commission of The Blind and Visually Impaired	-Improve program visibility including improved educational tools for both employers and people with disabilities with core programs, including materials for coordinating business services. -Continue to work with One-Stop partners to provide support on programmatic and physical accessibility to increase quality of services for people with disabilities. -Coordinate activities with One-Stop partners by sharing program contact information, eligibility criteria, order of selection and waitlist updates, and training on program services and mission. Maximize services to individuals with disabilities through increased collaboration, referrals, and integrated service delivery with various partners in One-Stop centers for individuals with a plan for employment.	-Work with WIOA Combined Plan Partners on best practices when working with individuals with disabilities by providing Title-IV expertise through the provision of customized training and technical assistance to better improve co-enrollment experiences and reduce barriers to employment for this population. -Title-IV programs have specifically committed to outreach to unserved and underserved populations and are seeking to work closely with combined plan partners and others outside the workforce development system to identify impactful and tailored methods of outreach to best promote appropriate referral. Title-IV programs will leverage specific program expertise (e.g., Title-I WIOA Youth/refugee assistance	-Title-IV programs have specifically committed to outreach to unserved and underserved populations with a focus on youth and is seeking to work closely with combined plan partners and others outside the workforce development system to identify impactful and tailored methods of outreach to best promote appropriate referral at the intersection of youth and populations with significant barriers to employment. Title-IV programs will leverage specific program expertise (e.g., Title-I WIOA Youth/community youth organizations) where appropriate to identify and inform populations on available services.	-Work with Combined Program Partners to provide customized training and technical assistance on working with individuals with disabilities to better improve co-enrollment experiences. -Contribute to the sector approach established by the WDC. -IDVR will Implement Key Performance Indicators by Position strategy which ties individual staff performance to employment rate, successful rehabilitation volume, and quality of LMI outcome across various indicators. This strategy contains KPIs at multiple organizational levels with the ultimate outcome of placing more Title-IV participants in Idaho in-demand positions. -Continue to focus on and train staff to use IDOL or other quality sources of local area LMI (e.g., Career Index

Core Program Activities Agency/ Program	* Improving Public Awareness and Access to the Workforce System	Build workforce system capacity to receive participants with more significant barriers to employment	Service to Youth	*Career Pathways/ Sector Approach
	Comprehensive information and training will be provided to outside organizations.	organizations) where appropriate to identify and inform populations on available services.		Plus,) to better inform participants' employment goal selection using a career pathways strategy to identify in-demand quality jobs, including use of DOLs in- demand and quality jobs list, that are a match for the participant. ·Track business services provided/delivered by staff and report this information to WDC monthly. Use data on a regular basis to iterate strategy. ·Participate in state level WIOA partner leadership meetings of the core program business service teams for an aligned coordinated business outreach approach to include a focus on local area improvements. ·Participate in the local Business Outreach One-Stop Team (BOOST) for each region has to coordinate regional business services and to participate in WIOA regional employment team plans. ·Working with combined plan partners to advance quality and appropriate business services referrals and outreach utilizing regional BOOST teams for ongoing communication and collaboration.

Core Program Activities Agency/ Program	* Improving Public Awareness and Access to the Workforce System	Build workforce system capacity to receive participants with more significant barriers to employment	Service to Youth	*Career Pathways/ Sector Approach
				-Leveraging IDOLs local area economists and LMI data to create Hub specific labor market information sheets to support informed counseling and guidance around quality vocational outcomes specific to the local area. -Leveraging IDOLs local area economists to educate and inform IDVR staff about the labor market conditions that exist in their community, and projections that indicate which jobs will be there in the future. -Identification of businesses for outreach which align with Title-IV quality job characteristics (quality employers). -Title-IV programs can provide post-baccalaureate training to Idahoans with disabilities. Combined plan partners are encouraged to refer individuals with disabilities who are seeking post-baccalaureate education to best promote a career pathways strategy for Idahoans with disabilities. -Title-IV programs will continue to explore similar tools for pathways common to quality VR outcomes and those that have seen promise from other combined plan partners.

Core Program Activities Agency/ Program	* Improving Public Awareness and Access to the Workforce System	Build workforce system capacity to receive participants with more significant barriers to employment	Service to Youth	*Career Pathways/ Sector Approach
				Refer participants to utilize WDC's workforce initiatives- Idaho LAUNCH and Next Steps Idaho. These tools and resources are intended to skill-up Idaho's workforce and serve as comparative benefits to IDVR participants seeking a wide array of career pathways.
	The Division, which administers both the WIOA Title II and Carl D. Perkins programs and administers both secondary and postsecondary career technical education in Idaho, is essential in connecting workforce programs with career technical education, engaging the State's technical colleges, and administering the development of meaningful career pathways. To this end, the Division aligns its efforts with the WDC's goals.	The Division connects education to Idaho's workforce in three essential ways, through the micro-credential process, technical advisory committees, and the Centers for New Directions. The Division is currently aligning all secondary CTE programs of study to postsecondary CTE programs using a micro-credential system called SkillStack®. SkillStack® is a digital badging/microcredentialing platform that allows Idaho's	Successful career technical education programs maintain close ties with business and industry, and must be integrally linked to their communities and the state. TACs at the secondary level are established by a program representative, which is typically the local CTE administrator, teacher, or departmental chairperson. TACs must meet Division guidelines.	Successful career technical education programs maintain close ties with business and industry, and must be integrally linked to their communities and state. Career technical education programs in Idaho are required to incorporate active input from applicable business and industry technical advisory committees (TACs).

Core Program Activities Agency/ Program	* Improving Public Awareness and Access to the Workforce System	Build workforce system capacity to receive participants with more significant barriers to employment	Service to Youth	*Career Pathways/ Sector Approach
		educators to validate the skills their students demonstrate proficiency in. The State Board requires Idaho's public postsecondary institutions to use SkillStack ® for all CTE and non-CTE badges and microcredentials.		
Idaho Commission on Aging - SCSEP	Partner with One-Stop partners on outreach campaigns to increase visibility for participants 55+ /years old.	Provide paid employment training, job skills & computer skills training. Offer supportive services, such as annual physical exams, to overcome barriers to employment		Continue to support new and existing participants 55+ /yrs. old in attaining employment. Offer additional assistance, e.g., On-the-Job Experience (OJE) and other paid training opportunities to those experiencing barriers to employment such as those who live in rural and remote settings across the state.

B. ALIGNMENT WITH ACTIVITIES OUTSIDE THE PLAN

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

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

- Idaho Department of Labor Programs - includes WIOA Title I-B and Title III, and Combined Partner programs of Trade Adjustment Assistance, Jobs for Veterans State Grant, and Unemployment Insurance
- Title II - Adult Education
- Title IV - Vocational Rehabilitation Programs
- Combined State Plan Partner - OAA Title V - Senior Community Service Employment Programs

State plan partners continually seek ways to establish partnerships with entities outside WIOA to expand programs' reach to areas where they may have a limited presence. The state's library system has served as prime example of this effort. The Idaho Department of Labor, Idaho Division of Vocational Rehabilitation, and Adult Education have all utilized the state's library system to serve as alternative locations where outreach staff can provide services outside American Job Centers or their own program offices.

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

Table 31: Core Program Activities Aligned with Strategy Implementation

Activities Outside Plan Agency/ Program	* Improving Publ Awareness and Access to the Workforce System	*Build workforce system capacity to receive participants with more significant barriers to employment	*Service to Youth	*Career Pathways/ Sector Approach
Idaho Department of Labor-WP, WIOA Title I-B, TAA, JVSG, UI	The department's JobScape career and educational training search tool provides users information about occupations, wages, worker demand, employment levels, training, and certifications and degrees. The department provides information about the programs it administers through a variety of media, including publications, its website, and social media to ensure that job seekers and employers across the state have access to the	Promote the registered apprenticeship model across the state to help reach underserved populations across the state in an effort to address this opportunity gap that many with employment barriers face. These opportunities are available not only through various grant recipients such as the IDOL, but also the WDC. Many of their subrecipients, such as the Idaho Department of Corrections and Idaho Division of Vocational Rehabilitation, can help not	As noted earlier, Idaho's WIOA Youth program now includes in-school youth, to cover the enrollment spectrum of potentially eligible youth. And, AJC staff use an already robust referral system to provide career services for any job-seeking youth.	With the department's JobScape, users can choose which career pathway to follow, based on the data it provides so one can make an informed decision about careers and education. The Idaho Department of Labor's Research and Analysis Bureau is responsible for developing and publishing labor market information and industry scans for the targeted sectors. Designed to update policymakers, industry leaders, and those working in

Activities Outside Plan Agency/ Program	* Improving Public Awareness and Access to the Workforce System	*Build workforce system capacity to receive participants with more significant barriers to employment	*Service to Youth	*Career Pathways/ Sector Approach
	information necessary to meet their workforce needs. •Present small- to medium-sized businesses on the topics of harassment prevention, respectful workplace and disability accommodations, including ethics and workplace conduct training with IDVR.	only those needing employment assistance but also employers willing to pursue these efforts to meet their workforce needs.		economic and workforce development. These industry scans are important for informing and training all workforce partners about the targeted industries and the high-demand occupations within them.
Idaho Division of Career Technical Education-Adult Education	WIOA Title II subgrantees operate in multiple off-site location in rural and underserved areas of Idaho. These include in local libraries, community centers, and other outreach locations. Additionally, programs have, and will continue, to expand online program services.	The State Office of Adult Education and its subgrantee partners participate in the development of integrated education and training (IET) and integrated English language and civics education programming with business, industry, and post-secondary partners across the State, including within the corrections system.	Adult Education programs in Idaho, based in community colleges and correctional facilities, partner with post-secondary institutions to assist youth in transitions to college or workforce training programs. Programs also partner with juvenile detention facilities to provide Adult Education services, coordinate with TRIO.	Adult Education is working with community colleges and Idaho Department of Corrections to expand development of integrated education and training. Employer partners for the development of these career pathway programs include Micron, Bureau of Land Management, Apple, Idaho OnRamp, and several agricultural employers.
Vocational Rehabilitation Programs - Idaho Division of Vocational Rehabilitation & Idaho Commission of the Blind and Visually Impaired	•VR programs are working to improve program visibility including improved marketing tools for both employers and people with disabilities. •VR programs have re-engineered our 'success stories' process with a focus on the creation of quality products showcasing beneficial outcomes for business and participants who utilize VR.	•Work with community partners, businesses, and others to provide customized training and technical assistance on working with individuals with disabilities . •Title IV programs have specifically committed to outreach to unserved and underserved populations and are seeking to work closely with community partners and others outside the workforce development system to	•Targeted outreach to community youth organizations: Engage with community partners connected with students and youth with a focus on youth with barriers to employment (e.g., foster care, homeless, IDJC/justice involved) to inform programs on Title-IV services and promote meaningful referral of youth. •Continue to leverage Pre-ETS connection strategy to	•Continued support of career advancement services (2-yr, 4-yr, apprenticeship and graduate training to advance participants career pathways. •Continue to focus on and train staff to use quality sources of local area LMI (e.g., Career Index Plus,) to better inform customers' employment goal selection. •Collaborate closely with Idaho Department of

Activities Outside Plan Agency/ Program	* Improving Public Awareness and Access to the Workforce System	*Build workforce system capacity to receive participants with more significant barriers to employment	*Service to Youth	*Career Pathways/ Sector Approach
	•Title IV programs continue to work with Idaho school districts and LEAs to promote early involvement of students in the VR process and Pre-Employment Transition Services.	Identify impactful and tailored methods of outreach to best promote appropriate referral. These priorities will be informed by field management, Idaho's SRC, Commission, and other stakeholders. •Continue to encourage and support vendors offering service provision in smaller communities to offset the impact of long distances, while exploring other service delivery models (e.g., virtual) to expand options in Idaho's rural, remote, and underserved communities. •Continued rural/statewide outreach to all LEAs additionally this focus should help to capture more of Idaho's young but growing Hispanic population. •Monitor impact of expansion of CRP certification pathways to encourage establishment of new CRPs in remote, rural, and underserved areas. •Title-IV BOOST teams will conduct outreach with businesses and business groups to provide customized training and technical assistance on working with individuals with disabilities (e.g., reasonable accommodations, disability etiquette, and other specific	establish early and career long relationships with Idaho's students. •Expand WBLE to youth and students via business partnership, use BET to help improve outreach and quality of summer WBLEs.	Corrections and the Idaho Department of Labor to expand apprenticeship opportunities to Idahoans with disabilities including significant barrier population to employment (justice-involved). •Working to develop Title-IV specific pre-apprenticeship project collaborating with businesses to inform the project. •Piloting a project with Nampa school district and North Idaho College to develop pre-apprenticeship training for individuals with disabilities. •IDVR will Implement Key Performance Indicators by Position strategy which ties individual staff performance to employment rate, successful rehabilitation volume, and quality of LMI outcome across various indicators. This strategy contains KPIs at multiple organizational levels with the ultimate outcome of placing more Title-IV customers in Idaho in-demand positions. •Continue to explore similar tools for pathways common to quality VR outcomes. •Working with businesses to advance quality and appropriate referral and

Activities Outside Plan Agency/ Program	* Improving Public Awareness and Access to the Workforce System	*Build workforce system capacity to receive participants with more significant barriers to employment	*Service to Youth	*Career Pathways/ Sector Approach
		training as requested by employers). •Educating businesses in on-the-job training opportunities which may meet business needs and increase relevant pathways to employment for Title-IV customers.		outreach utilizing regional BOOST teams for ongoing communication and collaboration. •Strategic targeting of businesses for outreach which align with Title-IV quality job characteristics (quality employers).
Idaho Commission on Aging - SCSEP	•Provide referral information to outside organizations that provide information and assistance, such as, Centers for Independent Living and the Area Agencies on Aging.	Continue providing servicing in rural counties as identified by U.S.DOL in the SCSEP equitable distribution (ED) report		

C. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO INDIVIDUALS

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

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

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

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

Idaho Department of Labor Programs

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

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

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

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

The long-term unemployed have been an area of special focus at the American Job Centers. The Wagner-Peyser employment service workforce consultants have had great success in engaging those participating in the Reemployment Services and Eligibility Assessments (RESEA) program and other long-term unemployed individuals. Those that need special assistance with skills upgrading are referred to a WIOA career planner.

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

Title II-Adult Education

Services to individuals under Title II are carried out locally by eligible providers. The lead agency administering Title II programs (Idaho Division of Career Technical Education) ensures

policy alignment with other partner programs at the state level through participation in the WIOA Advisory Group. IDCTE will require that local providers coordinate services at the local level and will provide guidance and technical assistance to support such efforts. Local providers are required to demonstrate capacity for and history of (1) local coordination and (2) provision of quality services to individuals, as part of the competitive application process. Effective partnerships are pivotal to maximize resources and align services; the following examples reflect current initiatives to meet this goal:

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

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

Title IV-Vocational Rehabilitation

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

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

Idaho Division of Vocational Rehabilitation

Coordination of service provision takes place at the local area level. Local agreements are established among One-Stop partners that facilitate cross-program communication and include arrangements for cost sharing to maximize utilization and impact. The Division supports informational training on programs.

Additionally, for those that are eligible for the program, IDVR can provide supportive time-limited services, such as transportation for individuals or through vendors to provide services in rural and underserved areas identified and approved by the Division.

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

Idaho Commission for the Blind and Visually Impaired

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

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

-

to individuals under Perkins V are carried out locally by eligible entities. The lead agency administering funding (Idaho Division of Career Technical Education) ensures policy alignment with other partner programs at the state level through participation and continued consultation.

- Eligible entities may use Perkins V funding for participant support costs. In particular, Perkins SEC. 135. LOCAL USES OF FUNDS.
 - (5)(0) supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula.
 - (5) (S) support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations.

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

- The Idaho Commission on Aging coordinates activities with One-Stop partners by utilizing local Employment Specialists to connect participants to local One-Stop programs. The Commission's SCSEP Program Manager provides One-Stop partner information to the SCSEP local regional offices to ensure participation at the local level. Participation with the One-Stop programs is reviewed through annual

monitoring reviews. The Employment Specialists assess participants and utilize program and community resources to meet identified supportive service needs.

- Quality of service delivery will be measured by participant annual surveys. Annual survey results are assessed and shared with the local SCSEP offices. Strategies are developed and implemented to address survey concerns.
- In PY24 ICOA and ESGW authorized a swap request to move the state grant positions to primarily focus on two counties to allow for improved coordination of services. The ESGW SCSEP Program Coordinator has specific oversight of these two counties, Ada and Gem. The ESGW SCSEP Program Director oversees the Program Coordinator and the Job Developer located in the satellite office that serves these counties. The Program Coordinator manages daily operations and staff in the following location for the state grant: Easterseals-Goodwill Northern Rocky Mountain Inc. 16 12th Avenue S., Ste. 217 Nampa, Idaho 83651.

D. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO EMPLOYERS

Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs and to achieve the goals of industry or sector partners in the state. The activities described shall conform to the statutory requirements of each program.

In addition to the agency-specific activities outlined later in this section, the Combined State Plan programs, via the One-Stop Committee, have been working towards a coordinated approach to visit/serve employers, and utilize a continuous improvement approach at the local and regional level. Regional business development teams meet regularly and hold quarterly business services partner events such as job fairs, employer workshops, and business site visits. This ensures a more coordinated, less disruptive or duplicated outreach to employers. It also builds on and strengthens existing relationships. This approach provides business assistance that streamlines communication and leverages resources to assist with workforce development.

The statewide One-Stop operator is charged with coordinating the employer outreach among the local One-Stop partner programs. This approach also helps the core programs and agencies coordinate outreach to employers regarding the benefits of hiring people with barriers to employment. Individuals with disabilities make skilled and loyal employees when matched with a meaningful job that fits their skill sets.

Both individuals and employers benefit when an employee with the right skills is matched in the right job with the right employer. Idaho's workforce development programs can help employers make the most of these potential employees by providing the services and support to help employers and employees succeed.

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

Idaho Department of Labor Programs

As stated previously, the Idaho Department of Labor is the lead state agency for administration of four of the core programs: WIOA youth, adult and dislocated worker programs and the Wagner-Peyser employment service program. The Department of Labor is also the lead agency for the following Combined State Plan and One-Stop partner programs: Trade Adjustment Assistance, Jobs for Veterans State Grant and Unemployment Insurance. The Department's primary method for coordinating with employers is via the One-Stop system.

Employers are valued and important customers of the One-Stop system. The Workforce Development Council's goals and strategies include a detailed description of the sector strategy approach offered through the American Job Centers as the state's overarching guidance for One-Stop services to businesses.

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

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

- Extensive staff training for business consulting techniques and connecting employers to system resources, particularly WIOA work-based learning opportunities, such as On-the-Job Training, Internships, Work Experiences, and Apprenticeships.
- Development of career pathways as described in Section (II)(c) to guide workforce, economic and education development professionals to meet the needs of employers.
- The use of the state's Workforce Development Training Fund, via Idaho LAUNCH, is administered by the Workforce Development Council and designed to build the skills of workers in new and expanding business.
- Joint partnerships with employers and education for events such as the annual Hard Hats, Hammers, and Hot Dogs event in north Idaho or the Youth Career Fair in southeast Idaho.
- Extensive enhancements to and use of technology including social media and virtual job fairs to connect employers and job seekers.
- Special surveys to identify needs and impressions of employers and inform the department of successful initiatives or areas of needed improvement.
- Development of industry-driven microsites for increasing employment opportunities and workforce development within the sector strategy approach.
- Customized recruitment for employers with high-skill and high-demand occupations

- Specialized workforce studies to identify skills gaps and partnerships.
- The state's veterans program now operates with consolidated positions, with JVSG staff perform both Disabled Veterans' Outreach Program and Local Veterans' Employment Representative duties to carry out a full range of services to employers and eligible veterans. JVSG staff participate in continual training sessions that keep them informed of current guidance, best practices, and resources needed to deliver high-quality services to veterans.
- Providing a professional setting in One-Stop facilities for employers to conduct customized recruitment and hiring events, collaborative efforts and events conducted with workforce, economic, and community partners.

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

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

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

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

Title II Programs - Adult Education

Title II programs are administered by Idaho Division of Career Technical Education, which employs a communications Manager. This position coordinates major initiatives with the public

and with Idaho employers on behalf of IDCTE. The IDCTE administrator also sits on the Workforce Development Council, which facilitates major statewide employer outreach initiatives.

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

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

Historically, Title II programs in Idaho have operated on a regional basis and have been administered by the community college, technical college, or university serving each region. Many local programs have established connections with local employers through their institution, as well as convening advisory boards, establishing community partnerships, and connections with other workforce agencies. Local providers also participate in regional business services teams (e.g., BOOST) and host resource fairs and employer spotlights to strengthen connections with industry. Integrated Education and Training (IET) and IELCE offerings in healthcare, manufacturing, and digital skills provide contextualized instruction aligned with employer needs.

Title IV Programs- Vocational Rehabilitation

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

Idaho Division of Vocational Rehabilitation

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

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

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

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

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

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

To support these connections, the Division has expanded opportunities for employer engagement through structured work-based learning activities for students with disabilities. These activities include job shadows, informational interviews, workplace tours, career exploration fairs, and short-term paid or unpaid work experiences. Such experiences allow employers to actively participate in preparing students for employment while building a pipeline of skilled, work-ready candidates.

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

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

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

Idaho Commission for the Blind and Visually Impaired

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

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

Combined Plan Partner - Perkins V

The Idaho Division of Career Technical Education successfully works with local education agencies and technical colleges to ensure that career technical education programs maintain close ties with business and industry, and must be integrally linked to their communities and state. Career technical education programs in Idaho are required to incorporate active input from applicable business and industry technical advisory committees (TACs). The TAC advises the program to ensure it stays up to date in terms of content and training. TAC members also assist in, and advocate for, student, faculty, and program need. TACs strengthen the working relationships between the career technical education programs and the communities they serve.

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

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

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

E. PARTNER ENGAGEMENT WITH EDUCATIONAL INSTITUTIONS AND OTHER EDUCATION AND TRAINING PROVIDERS.

Describe how the State's Strategies will engage the State's community colleges, adult education providers, area career and technical education schools, providers on the State's eligible training provider list, and other education and training providers, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv). Include how the State's strategies will enable the State to leverage other Federal, State, and local investments to enhance access to workforce development programs at these institutions.

Idaho's workforce development system engages the State's six technical colleges (located at Idaho's four Community Colleges, Lewis Clark State College, and Idaho State University) and secondary career and technical programs as partners in the workforce development system to

create a job-driven education and training system. At the strategic level, this engagement will be carried out by three main entities: the Idaho Workforce Development Council, Idaho Division of Career Technical Education, and the Office of the State Board of Education. The specific efforts of these three entities are provided in more detail below.

The Idaho STEM Action Center also plays an important role in engaging Idaho's schools with science and technology through teacher professional development, connecting schools and students with grants and scholarships, and hosting educational camps and events. A proposal has been made by the Governor to merge the Idaho STEM Action Center into the Idaho Workforce Development Council during the 2026 Legislative Session to further integrate education and careers.

Idaho Workforce Development Council

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

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

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

The Workforce Development Council also directs the investment of Industry Sector Grants, Employer Grants, Innovation Grants, and Idaho LAUNCH using state Workforce Development Training Funds to support job-driven training for in-demand occupations by requiring the collaboration of employers and education to identify and meet gaps in the workforce. Industry Sector Grants are awarded to industry partnerships consisting of education providers and at least three employers within the industry providing a cash and/or in-kind match. These grants are used to develop training programs at educational institutions to provide industry with the skilled workforce it needs. Innovation Grants are awarded to community-based teams representing employers, education, and other community partners to provide training for specific in-demand skills in the local area. Employer grants provide customized training for expanding Idaho businesses. Idaho LAUNCH for Adults began in November 2020 to provide an opportunity for any Idahoan to access short-term workforce training, aligned to employer needs. LAUNCH pays for 80% of the cost of the training, up to \$3,500. The only requirement is that the individual plan to work in Idaho after completion of training. LAUNCH was expanded with the graduating Class of 2024 to high school students providing up to \$8,000 for tuition and fees for postsecondary education aligned to in-demand careers.

Idaho Division of Career Technical Education

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

IDCTE supports CTE programs at Idaho's technical colleges through both state and federal funds. For the past decade, IDCTE has used in-demand occupations to drive its postsecondary budget request to the State legislature. To guide this request, technical colleges identify programs where all graduates are being placed in in-demand, high-wage occupations and where extensive student wait lists exist to access these programs. Based on this prioritization significant investments have been made by the Governor and Idaho Legislature provide an additional funding to secondary and postsecondary CTE.

The Division prioritizes industry engagement in the CTE process primarily through technical advisory committees (TACS) Within the efforts to improve CTE program quality is an emphasis on technical advisory committees (TACs). IDCTE provides professional development for CTE faculty on creating high-impact TACs and created a mechanism to allow for state-level review of the activities of local TACs to inform its strategic planning.

The Idaho Office of the State Board of Education

The Idaho Office of the State Board of Education plays an important role in ensuring that workforce training programs at Idaho's colleges are eligible for Title I-B individual training accounts, and to serve as Eligible Training Providers (ETPs). A group of education stakeholders from the board's jurisdiction representing IDCTE, private and proprietary schools, and the Workforce Training Network collaborated to develop WIOA ETP policies and data reporting requirements.

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

Multi-Agency Coordination

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

Currently, 47.5% of the state's WIOA eligible training provider programs are provided through Idaho's community colleges and technical education schools. As noted earlier, these programs

are well integrated into the workforce development system. The remaining programs listed are offered by state universities, out-of-state providers, approved in-state providers, and Registered Apprenticeship Programs. This percentage a significant reduction from the state's previous plan, as the advent and expansion of the state's LAUNCH training program has made its positive impact felt.

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

The WIOA State Plan partners have a strong relationship with the apprenticeship programs in the state. Union-based apprenticeship programs are available on the WIOA Title IB Eligible Training Provider list and the Idaho AFL-CIO's president is represented on the Workforce Development Council. The WDC works with employers, unions and many other stakeholders, including traditional and nontraditional training providers, including online training opportunities, to increase access to education and training programs.

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

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

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

F. IMPROVING ACCESS TO POSTSECONDARY CREDENTIALS

Describe how the State's strategies will improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry-recognized certificates, licenses or certifications, and that are portable and stackable.

The four strategies described in Section (II)(c)(1) and (II)(c)(2) of this plan directly enhance access to post-secondary education and credentials. These strategies include (1) improving public awareness of and access to the workforce system, (2) service to youth, (3) refining career pathways/sector partnerships, and (4) building workforce system capacity.

Each item above is closely related. With an already low unemployment rate, efforts to improve public awareness of and access to the workforce system is resulting in an opportunity to serve more individuals than we have typically served in the past. And as Youth are a priority for Combined Plan Partners, measuring the impact of the workforce system programs on the state's go-on rate helps determine if we are heading in the right direction. The expansion of Idaho LAUNCH to graduating seniors resulted in an 11% increase in the number of students enrolled in Idaho public postsecondary institutions in 2024/2025. This focus is expected to continue to yield improved connections to college and career training, therefore improving access to postsecondary credentials.

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

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

IDCTE oversees over 1,110 secondary career technical education (CTE) programs in Idaho's high schools, and the six technical colleges housed within Idaho's public higher education institutions.

The Division is currently aligning all secondary CTE programs of study to postsecondary CTE programs using a microcredential system called SkillStack®. SkillStack® is a digital badging/microcredentialing platform that allows Idaho's educators to validate the skills their students demonstrate proficiency in. The State Board requires Idaho's public postsecondary institutions to use SkillStack ® for all CTE and non-CTE badges and microcredentials.

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

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

Title IV programs delivered by the Idaho Division of Vocational Rehabilitation (the Division) continue to adapt approaches to increase access to postsecondary credential opportunities including providing up to full support for tuition and books for two-year, four- year, and graduate degree programs. Furthermore, the Division is advancing its approach to postsecondary credentialing through:

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

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

G. COORDINATING WITH ECONOMIC DEVELOPMENT STRATEGIES

Describe how the activities identified in (A) will be coordinated with economic development entities, strategies, and activities in the State.

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

Improving Public Awareness and Access to the Workforce System

Partners plan to collaboratively update an outreach package with mutually agreed upon messaging and contact information. Afterward, each partner will deploy the collateral using the channels most appropriate to the individuals and employers they serve. These packages are shared with economic development agencies to distribute locally relevant information with each region. Two-way communication from economic development agencies that clarifies the needs of each region is used to refine outreach methods and identify gaps in service.

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

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

Service to Youth

Idaho's youth aged 16-19 presently face one of the highest unemployment rates of any demographic group in the state. With an ongoing worker shortage that is only expected to grow as Idaho's largest generation of workers retires, economic development has a vested interest in the upskilling and employment of youth. Service to youth are coordinated with economic development agencies using Idaho LAUNCH, the in-demand careers list, regionally based education and training through the community colleges, and through inter-agency collaboration with Combined Plan Partners.

Now that Idaho LAUNCH is expanded to fund education and training for graduating high school seniors pursuing an in-demand career, the program is prepared to serve Idaho's youth directly. Local government representatives and economic development agencies have expressed a strong interest in the program, as it has proven effective in improving Idaho's go-on rate. In-state college enrollment rate has increased by 11% while out-of-state college enrollment rate decreased by 12% after the implementation of LAUNCH. LAUNCH is keeping youth in their local communities and preparing a workforce ready for Idaho's jobs. The WDC will continue to administer the program and actively collect data to support program improvement.

LAUNCH relies on the in-demand careers matrix, which is updated regularly by the WDC and Idaho Department of Labor to identify which educational pathways are covered under the program. This list is designed to ensure that students and trainees receive training for jobs that exist, meeting the needs of Idaho's employers. Finally, through industry sector grants and professional collaborations with Idaho's colleges and universities, region-specific education and training is being implemented to align with employer needs.

Partnerships with training providers and educational institutions are becoming even more important as Idaho begins training individuals to fill jobs created by Idaho's two Tech Hubs in nuclear energy and aerospace technology, plus the jobs created by CHIPS funding and other recent federal investments. The eastern Idaho Tech Hub recently received confirmation that its projects were moving forward in the current round of Tech Hub funding. In addition, the Idaho Department of Labor received an Industry Driven Skills Training Fund Grant from USDOL to support training grants to employers for advanced manufacturing, energy and mineral extraction.

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

Career Pathways & Sector Strategies

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

Grants through the Workforce Development Training Fund continue to connect employers, job seekers, education, and economic development to strengthen career pathways. Grants from the WDTF are available in the following categories:

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

Build workforce system capacity to receive additional participants

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

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

B. STATE OPERATING SYSTEMS AND POLICIES

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

1. THE STATE OPERATING SYSTEMS THAT WILL SUPPORT COORDINATED IMPLEMENTATION OF STATE STRATEGIES (E.G., LABOR MARKET INFORMATION SYSTEMS, DATA SYSTEMS, COMMUNICATION SYSTEMS, CASE MANAGEMENT SYSTEMS, JOB BANKS, ETC.).

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

System of Communication

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

- The One-Stop Committee consists of the senior leadership level of core programs, combined plan partners and other stakeholders in Idaho's workforce development system. The Committee develops policies for consideration by the WDC, communicates guidance and expectations on policy development and state strategies to Idaho's American Job Centers and WIOA program staff across the state, and engages in discourse with the WDC on goal progress and decisions within their charter.
- The WIOA Advisory Group is a hybrid working group with representation from all WIOA core programs, WDC staff, other combined plan partner programs and stakeholders.

This group consists of principal contributors towards the development of Idaho's Combined State Plan and works to align policy and planning with the WDC's goals, all while meeting the regulatory requirements of WIOA. Advisory group members also help to promote the alignment of programs with the overall goals and strategies found in the Common Elements portion of Idaho's Combined State Plan, communicating decisions and strategies with program leadership.

The WDC's Executive Director serves as a member of these groups, acting as a primary liaison between the WDC and the working groups. Additionally, a Project Coordinator has been added to the WDC's staff to increase capacity to support and lead collaborative efforts to achieve the goals identified in the Combined State Plan. In 2023, members of both the WIOA Advisory Group and the One-Stop Committee participated in an all-day State Plan strategic planning session, where results from the five listening sessions and the Economic and Workforce Analysis were presented and discussed. This group then developed focus areas under each goal based on this collaborative sharing and analysis of information.

Data Systems

Idaho maintains a federated statewide longitudinal data system (SLDS) with several participating state agencies housing primarily educational data and incorporating a limited

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

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

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

The Office of the State Board of Education (OSBE) houses all K-20 data in the SLDS, with case management systems maintained at the WIOA agency level, for example, the Idaho Division of Vocational Rehabilitation (the Division) and its sister agency, the Idaho Commission for the Blind and Visually Impaired (the Commission) both utilize the same proprietary system, (AWARE). Through the SLDS, OSBE serves as a larger data conduit for public K-20 education (from kindergarten through post-graduate), Idaho Division of Career Technical Education (IDCTE), and Idaho Division of Vocational Rehabilitation.

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

The state's education and wage record data feeds into IDOL's Labor Market Information (LMI) tool known as JobScape. JobScape is an easy-to-use, mobile-friendly career and educational training search tool that provides occupation descriptions, wages, worker demand, current employment, and the number of certificates and degrees awarded from Idaho's public

postsecondary for-credit programs. Users, including Idaho students and job seekers, can search by keywords, occupation/job titles, military occupation titles or codes, or commonly used job title acronyms. JobScape enhancements would include non-credit program and aggregate ETP participant rates of wages, employment, graduation/program completion, and credential attainment. With this easily accessible data, customers can make more informed career and educational training decisions.

Along with Jobscape, Idahoans can also tap into Next Steps Idaho, a comprehensive clearinghouse of information and resources for college and careers. A product of Idaho's Office of the State Board of Education, it offers career assessments, college and career planning, and financial aid resources. Next Steps Idaho is designed to support and guide Idahoans at different stages of life as they seek education, training, career changes or advancement, and pursue their "dream job."

Each WIOA core program utilizes its own Management Information System (MIS) to collect and report data for program management, case management, and federal reporting purposes. Listed on the table that follows are these various MISs and the respective agencies and programs that use them:

Table 32: State Agencies' Management Information Systems

MIS	Agency (WIOA Title)	Function
<i>AWARE</i> –Alliance Enterprise Incorporated	Idaho Division of Vocational Rehabilitation (Title IV)	Primary case and information management system
<i>AWARE</i> –Alliance Enterprise Incorporated	Idaho Commission for the Blind and Visually Impaired (Title IV).	Primary case and information management system
LACES(Literacy, Adult, and Community Education System)	Adult education, via Idaho Division of Career-Technical Education (Title II)	Information management system
<i>IdahoWorks</i> –America's Job Link Alliance <i>iUS</i> -Internet Unemployment System	Idaho Department of Labor (Title I-B, Title III, Unemployment Insurance-Combined Plan Partner)	Primary case and management information system for Titles I-B & III; MIS for veterans and TAA programs. Labor exchange system for job seekers and employers. Used by unemployment insurance claimants to determine eligibility and file claims, and by staff to process and track claims.
<i>Perkins Web Portal</i> – Federal Information System	Perkins V, via Idaho Division of Career Technical Education	Used for gathering information from states about the administration of the

MIS	Agency (WIOA Title)	Function
<i>ISEE Idaho System for Educational Excellence</i>		Strengthening Career and Technical Education for the 21st Century Act (Perkins V). The Idaho System for Educational Excellence (ISEE) is Idaho's K-12 Longitudinal Data System, which supports budgeting processes, data submissions, and delivers information to educational stakeholders to create data-driven decisions.
<i>Grantee Performance Management System (GPMS)</i>	Idaho Senior Community Service Employment Program – Combined Plan Partner	Primary case and information management system

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

2. THE STATE POLICIES THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES (FOR EXAMPLE, CO-ENROLLMENT POLICIES AND UNIVERSAL INTAKE PROCESSES WHERE APPROPRIATE). IN ADDITION, PROVIDE THE STATE'S GUIDELINES FOR STATE-ADMINISTERED ONE-STOP PARTNER PROGRAMS' CONTRIBUTIONS TO A ONE-STOP DELIVERY SYSTEM AND ANY ADDITIONAL GUIDANCE FOR ONE-STOP PARTNER CONTRIBUTIONS.

General Policy Process

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

Idaho has several co-enrollment policies in place, primarily for programs housed with the Idaho Department of Labor (Title I-B, Title III, TAA, JVSG, Registered Apprenticeship). For example, the

Department requires co-enrollment of Trade Adjustment Assistance recipients with WIOA Title I-B Dislocated Worker whenever they are eligible to receive assistance or services from WIOA staff. The Department utilizes a single management information system (MIS) for both fiscal and case management for WIOA Title I-B and III programs, as well as Trade and JVSG programs. Unemployment Insurance has a policy that job-seeking UI claimants must enroll in the Wagner-Peyser labor exchange. The Idaho Division of Vocational Rehabilitation and the Commission for the Blind and Visually Impaired address Title IV co-enrollment through an MOU.

Coordination of the One-Stop system in Idaho is guided by the One-Stop Committee of the Workforce Development Council, comprised of decision-makers for the state administrative entities for the core partners and One-Stop partners. This committee provides active oversight to the state's One-Stop delivery system and makes policy recommendations to the Workforce Development Council. In addition to Statewide and Regional One-Stop MOUs, the committee developed the following policies, approved by the Council, to facilitate WIOA implementation across the state:

Policy Name	Last Updated
Designation of Local Workforce Development Areas	June 2022
Appointment/Certification of Local Workforce Development Boards	April 2020
Distribution of WIOA Title IB Formula Funds, Recapture, and Reallocation	September 2025
WIOA Service Provider Selection	April 2019
WIOA Eligible Training Provider Policy	April 2025
American Job Center Certification Policy & Assessment Criteria	March 2026
American Job Center Infrastructure Cost Sharing Guidance	September 2024
American Job Center Branding	December 2022
Integrated WIOA Eligibility and Priority of Service Policy	March 2025

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

Cost sharing for the Idaho American Job Center Network will be negotiated at the service delivery area level. Partners at comprehensive AJC (and affiliate AJCs as appropriate) agree to enter into a cost sharing agreement on an annual basis to support the cost of shared services and jointly occupied facilities. All parties to this MOU recognize infrastructure costs are applicable to all required one-stop partners, whether they are physically located in the AJC or not. The Perkins Programs are exempted from Idaho's infrastructure cost-sharing agreement due to an inability to collect the data (Social Security numbers) needed to cross-reference participants for an accurate co-enrollment count. Each partner's contributions to these costs, however, may vary, as these contributions are based on the proportionate use and relative benefit received, consistent with the Partner programs' authorizing

3. STATE PROGRAM AND STATE BOARD OVERVIEW

A. STATE AGENCY ORGANIZATION

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

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

- ***Idaho Department of Labor***
 - WIOA Title I-B - Youth, Adult, Dislocated Workers
 - WIOA Title III - Wagner-Peyser Employment Services
 - Combined Partner - Trade Adjustment Assistance (TAA)
 - Combined Partner – Jobs for Veterans State Grant
 - Combined Partner - Unemployment Insurance
- ***Idaho Division of Career & Technical Education***
 - WIOA Title II - Adult Education
 - One-Stop Partner - Carl D. Perkins
 - Other - Workforce Training programs
- ***Idaho Division of Vocational Rehabilitation***
 - WIOA Title IV - Vocational Rehabilitation (except for the blind)
- ***Idaho Commission for the Blind and Visually Impaired***
 - WIOA Title IV - Vocational Rehabilitation for the Blind and Visually Impaired
- ***Idaho Commission on Aging***
 - Combined Partner - OAA Title V - Senior Community Service Employment Program

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

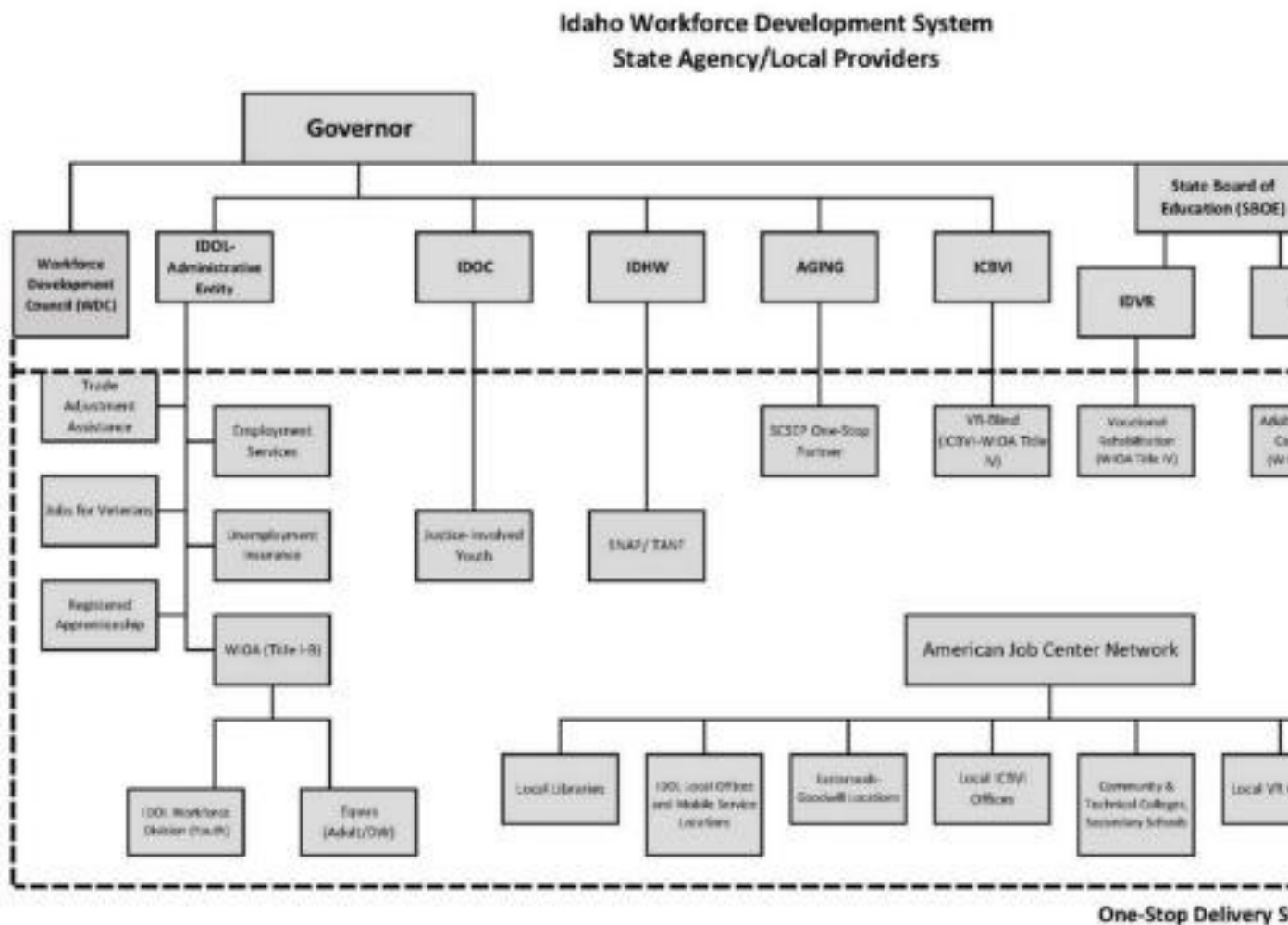
Program services for the WIOA Core and Combined partner programs are provided locally through a variety of delivery systems. These systems are described in detail for each program under Section (II)(a)(2) State Workforce Development Activities. A high-level summary of these delivery systems is included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

- **Title I-B, III, TAA, Veterans, and UI:** WIOA Title I-B and other programs administered by the Idaho Department of Labor are provided through the American Job Centers. Although Unemployment Insurance is centralized at the State office via an online

application system, in-person staff assistance is available in the state's comprehensive One-Stop offices, while online staff assistance is available throughout the state. The Department of Labor also uses the *IdahoWorks* system to provide online services such as job-search and streamlined applications.

- **Title II - Adult Education:** Title II programs are carried out locally through Idaho's Technical College system as well as the Idaho Department of Corrections. Colleges and the Department of Corrections provide classes and other instructional services on their main campuses as well as more than 40 outreach sites throughout the state.
- **Title IV - Vocational Rehabilitation:** Counseling services and programs are carried out locally by the Idaho Division of Vocational Rehabilitation (the Division) and the Idaho Commission for the Blind and Visually Impaired (the Commission). The Division provides services through seven regional offices and a series of sub-offices. The Commission provides services through a central office in Boise, ID and five regional offices.
- **Perkins V:** The Strengthening Career and Technical Education for the 21st Century Act—commonly known as Perkins V—is a federal law that provides funding to support and improve career technical education (CTE) programs nationwide. In Idaho, the Idaho Division of Career Technical Education distributes funds to eligible local education agencies and Idaho's technical colleges.
- **OAA Title V - Senior Community Service Employment Program:** Counselors are available via the Commission on Aging's local offices. Seniors are also placed at non-profit host agencies throughout the state to obtain job training.

An organizational chart of Idaho's Workforce Development System follows.



B. STATE BOARD

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

Idaho's Workforce Development Council serves as the State Workforce Board under section 101(a). The Council's membership brings together a well-integrated mix of business and industry, education, labor, community, and government representatives to establish the vision and plan for Idaho's workforce development system. Executive Order No 2024-02 provides for council membership as follows:

- Seventeen positions appointed by the Governor representing industry and nominated by statewide and regional business organizations;
- Seven positions appointed by the Governor representing the workforce, including two labor union representatives, two registered apprenticeship program representatives, one representative of a community-based organization for veterans, one representative of a community-based organization for individuals with disabilities, and one representative of a community-based organization for out-of-school youth;

- Ten positions appointed by the Governor representing government, including representatives from the Department of Labor, State Board of Education, State Department of Education, Division of Career-Technical Education, Division of Vocational Rehabilitation, Department of Health and Welfare, Department of Commerce, an elected city official, an elected county official, and a community college representative.
- One member from each chamber of the Idaho Legislature, including a member of the Senate appointed by the Senate President Pro Tem, and a member of the House of Representatives appointed by the House Speaker;
- The Governor or his designee. Further, the order requires that the chair, vice chair and executive committee be from the private sector, except for one position representing a labor union. A roster of the Workforce Development Council membership and their affiliations is listed on the following pages. This roster may also be found on the Council's Website ([link](#)).

IDAHO WORKFORCE DEVELOPMENT COUNCIL MEMBERSHIP

First Name	Last Name	Agency/ Business/ Organization	City	Region	Category
<i>Representing the Governor (1)</i>					
Russ	Barron	ID Division of Occupational & Professional Licenses	Emmett	Region 3	Governor's Representative
<i>Representing the State Legislature (2)</i>					
Carrie	Semmelroth	Idaho State Legislature – Senate	Boise	Region 3	Legislature
Josh	Tanner	Idaho State Legislature – House	Eagle	Region 3	Legislature
<i>Members appointed by the Governor, representing Business (17)</i>					
Deni	Hoehne	WinCo Foods	Eagle	Region 3	Industry, Chair
Sarah	Griffin	Idaho Power	Boise	Region 3	Industry, Vice Chair
Kelly	Kolb	The Kinetic Group	Lewiston	Region 2	Industry, Executive Committee
Bill	Reagan	Coeur d'Alene	Coeur d'Alene	Region 1	Industry

First Name	Last Name	Agency/ Business/ Organization	City	Region	Category
Resort					
Daniel	Puga	In Time Tec	Nampa	Region 3	Industry
Jeff	Greene	Trinity Health	Boise	Region 3	Industry
Scott	Bedke	Cattle Rancher	Oakley	Region 4	Industry
Sergio	Mendoza	Principal Financial	Jerome	Region 4	Industry
Ben	Davidson	Idaho Central Credit Union	Chubbuck	Region 5	Industry
Amanda	Logan	Citizens Community Bank	Idaho Falls	Region 6	Industry
Hope	Morrow	Idaho National Lab	Boise	Region 3	Industry
Todd	Putren	Northwest Specialty Hospital	Dalton Gardens	Region 1	Industry
Stephanie	Pfiefer	Nightforce Optics	Cottonwood	Region 2	Industry
Jody	Hendrickx	Hendrickx Logging, Inc.	St. Maries	Region 1	Industry
Martha	Luna	Amalgamated Sugar	Boise	Region 3	Industry
Brandon	Dansie	Chobani	Kimberly	Region 4	Industry
Jaret	Whitescarver	ESI Construction	Boise	Region 3	Industry
<i>Members appointed by the Governor, representing Workforce (7)</i>					
Anna	Almerico	Idaho Out-of- School Network	Boise	Region 3	Workforce serving out-of- school youth
Donna	Butler	Dawn Enterprises	Blackfoot	Region 5	Workforce serving individuals w/

First Name	Last Name	Agency/ Business/ Organization	City	Region	Category
					disabilities
Joe	Maloney	Idaho State AFL- CIO	Filer	Region 4	Workforce – labor organization, Executive Committee
Marie	Price	Idaho Forest Group	Dalton Gardens	Region 1	Workforce – Registered Apprenticeship s
James	Smith	Idaho Falls Power	Idaho Falls	Region 6	Workforce – Registered Apprenticeship s
Isaac	Belden	Veteran Entrepreneur Alliance	Meridian	Region 3	Workforce serving veterans
Vacant					Workforce – labor organization
<i>Representatives of Government (10)</i>					
Shawn	Keough	Idaho State Board of Education	Boise	Region 1	Government – higher education
Judy	Taylor	ID Division of Vocational Rehabilitation	Boise	Region 3	Government –
WIOA Title IV					
Tom	Kealey	ID Department of Commerce	Boise	Region 3	Government – economic development
Peter	Risse	ID Division of Career and Technical Education	Boise	Region 3	Government –

First Name	Last Name	Agency/ Business/ Organization	City	Region	Category
WIOA Title II					
Jani	Revier	ID Department of Labor	Boise	Region 3	Government – WIOA Titles I and III
Lori	Barber	College of Eastern Idaho	Idaho Falls	Region 6	Government – community colleges
Jeff	Hough	Bannock County	Pocatello	Region 5	Government – elected County official
Debbie	Critchfield	Superintendent of Public Instruction	Oakley	Region 4	Government – K- 12 Education
Trevor	Chadwick	Mayor – City of Star	Star	Region 3	Government – elected City official
Miren	Unsworth	Idaho Department of Health and Welfare	Boise	Region 3	Government – TANF & SNAP

The WDC members affiliated with the core programs are:

- WIOA Title I-B & Title III (Wagner-Peyser) – Jani Revier, Director of Idaho Department of Labor
- WIOA Title II (Adult Education) – Peter Risse, Administrator, Idaho Division of Career & Technical Education,
- WIOA Title IV (Vocational Rehabilitation) – Judy Taylor, Acting Administrator, Idaho Division of Vocational Rehabilitation

Process for Filling Vacant Seats on the Idaho Workforce Development Council

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

The Governor’s Office and Executive Director reach out to relevant contacts to fill both the seat and the role of that individual, considering that the Council must maintain exact ratios of industry, government, labor, and education. Geographic representation is also considered as

outreach is conducted. Individuals referred by industry associations or other organizations representing specific council roles are asked to apply through the Governor's Office and a short list of individuals is drawn up. The candidates are then presented to the Governor, who makes the appointment.

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

Board Activities

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

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

Additional committees described in Section III(a)(1) work to ensure that all of the board's functions are met. The committee members attend to functional details, provide recommendations, and ensure action taken by the full council is well informed.

4. ASSESSMENT AND EVALUATION OF PROGRAMS AND ONE-STOP PROGRAM PARTNERS

A. ASSESSMENT OF CORE AND ONE-STOP PROGRAM PARTNER PROGRAMS.

Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. Describe how other one-stop delivery system partner program services and Combined State Plan partner programs included in the plan will be assessed each year. This State assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider. Such state assessments should take into account local and regional planning goals.

Core Partner Assessment

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

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

will be responsible for coordinating with the appropriate federal office to negotiate and report statewide performance levels as required by WIOA and applicable regulations.

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

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

One-Stop Partner Assessment

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

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

B. PREVIOUS ASSESSMENT RESULTS

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

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

For example, attracting and retaining qualified program staff in an effort to build programmatic capacity should lead to higher levels of participation, retention, and outcomes for participants. Similarly, targeting youth and youth in marginalized, underrepresented, and underserved

groups may initially decrease certain aspects of program performance, as individuals in these communities likely face multiple barriers to employment and education. However, over the long term, this strategy should improve outcomes as Combined Plan Partners and Idaho's communities build the capacity to support each other through continued economic growth.

During WIOA's initial implementation, certain primary indicators of performance were designated as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. The federal agencies designated indicators as baseline when states were unlikely to have sufficient data to make a reasonable determination of expected performance levels. Due to unforeseen circumstances impacting the natural flow of operations, Title II and IV programs were extended transitional delays in the imposition of sanctions on existing PY data when available baselines were insufficient to produce reliable estimates using the Statistical Adjustment Model (RSA-FAQ-22-01 & RSA-TAC-20-02). These transitional delays are now complete. The Primary Indicators of Performance for all programs under the Workforce Innovation and Opportunity Act are:

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

Title I-B - Youth, Adult, Dislocated Worker

The performance reports for the previous three program years (PY22-PY24) for each of the youth, adult and dislocated worker programs are included in the three tables that follow.

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

WIOA Indicator/ Measure	PY22 Negotiated	PY22 Actual	PY23 Negotiated	PY23 Actual	PY24 Negotiated	PY24 Actual
ER Q2	75.0%	80.7%	75.0%	76.5%	77.8%	79.8%
ER Q4	78.6%	83.0%	78.6%	78.9%	80.9%	79.6%

WIOA Indicator/ Measure	PY22 Negotiated	PY22 Actual	PY23 Negotiated	PY23 Actual	PY24 Negotiated	PY24 Actual
ME Q2	\$4,350	\$5,862	\$4,350	\$5,939	\$4,800	\$6,938
CAR	51.5%	42.1%	51.5%	53.7%	51.9%	69.8%
MSG	50.0%	80.7%	50.0%	80.9%	53.5%	86.1%

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

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

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

WIOA Indicator/ Measure	PY22 Negotiated	PY22 Actual	PY23 Negotiated	PY23 Actual	PY24 Negotiated	PY24 Actual
ER Q2	80.30%	81.20%	80.3%	79.8%	80.1%	80.3%
ER Q4	81.00%	76.20%	81.0%	82.7%	81.00%	77.6%
ME Q2	\$8,016	\$7,876	\$8,016	\$8,749	\$8,016	\$8,866
CAR	65.50%	73.80%	65.5%	67.4%	72.0%	41.9%
MSG	50.00%	61.20%	50.0	67.1%	60.4%	81.8%

Title II - Adult Education and Family Literacy

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

The table which follows this one shows target and actual Measurable Skill Gains (MSG) for PY23 and PY24.

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

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

Measurable Skill Gain Assessment

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

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

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

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

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

Title III - Wagner-Peyser

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

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

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

Title IV - Vocational Rehabilitation

Title IV Vocational Rehabilitation programs set levels of performance for all primary performance indicators under this Combined State Plan. RSA-TAC-25-01 released July 17, 2025, provided guidance on the requirements for these indicators for PYs 2024 and 2025. All performance indicators, except MSG were baseline for PY 2023, and MSG was added as baseline for PY 2024. Title IV programs exceeded all negotiated targets for PY 2023. Title IV programs exceeded negotiated targets for Median Earnings and MSG in PY 2024.

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

WIOA Indicator/Measure	PY23 Negotiated	PY23 Actual	PY24 Negotiated	PY24 Actual
ER Q2	60.0%	64.5%	65.5%	61.3%
ER Q4	58.3%	61.1%	63.2%	60.2%

WIOA Indicator/Measure	PY23 Negotiated	PY23 Actual	PY24 Negotiated	PY24Actual
ME Q2	\$4,500	\$5,380.00	\$5.000	\$5.935
CAR	44.0%	59.7%	63.7%	56.5%
MSG	57.6%	58.9%	57.5%	68.5%

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

Perkins V

Accountability for results is found in the Idaho Division of Career Technical Education (Division) Idaho Perkins V State Plan as approved by the State Board for Career Technical Education on April 18, 2024. The section, Narrative Descriptions – Accountability for Results, outlines indicators of program quality, levels of performance, and other measures of student success in career and technical education.

OAA Title V – Senior Community Service Employment Program (SCSEP)

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

1. **Service Level:**The number of participants who are active on the last day of the reporting period or who exited during the reporting period divided by the number of modified community service positions
2. **Community Service:**The total number of hours of community service provided by participants divided by the number of hours of community service funded by the grant.
3. **Service Most in Need:**Average number of employment barriers per participant. Barriers include having a severe disability; frail; age 75 or older; meet the eligibility requirements related to age for, but do not receive, benefits under title II of the Social Security Act (42 U.S.C. 401 et seq.); live in an area with persistent unemployment; have limited English proficiency; have low literacy skills; reside in a rural area; veteran; have low employment prospects have failed to find employment after using services through the American Job Center system; or are homeless or at risk for homelessness.
4. **Employment Rate – 2nd Quarter after Exit:** (WIOA)
5. **Employment Rate – 4th Quarter after Exit:** (WIOA)
6. **Median Earnings:** (WIOA)
7. **Effectiveness in serving employers, participants and host agencies:** Customer satisfaction surveys for the SCSEP are distributed to all parties involved in SCSEP efforts (i.e., employers, participants, and host agencies). Easterseals-Goodwill and the Idaho Commission on Aging (ICOA) are communicating the purpose of the survey to

respondents and ensuring that they are being completed appropriately and mailed back on time.

Table 40: Previous Assessment Results for the SCSEP Program

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

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

Trade Adjustment Assistance

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

The TAA performance measure period is based on federal fiscal year (FFY), which ranges from October through September. The outcomes listed in the table below reflect the state's most recent program performance over the last three federal fiscal years.

Table 41: Previous Assessment Results for TAA Program

Measure	FFY22 Actual	FFY23 Actual	FFY24 Actual
ERQ2	86.0%	88.0%	91.7%
ERQ4	77.4%	85.7%	94.1%
ME Q2	\$8,458	\$9,579	\$6,303
CAR	68.4%	78.3%	76.9%
MSG	60.7%	91.7%	33.3%

Veterans' Employment

JVSG did not initially require states to report on all three WIOA measures since it did not collect all the data necessary to complete reporting on each measure. However, since then, it began data collection for all three which are shown in the table below. This now mirrors reporting for most WIOA Title I-B and TAA programs; however, since USDOL compiles states' annual performance reports, the results are somewhat delayed.

Table 42: Previous Assessment Results for JVSG Program

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

Unemployment Insurance

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

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

A second core measure is the timeliness of nonmonetary determinations. A nonmonetary determination is a written notice to the worker and other interested parties which advises of

the worker's eligibility with respect to acts or circumstances which are potentially disqualifying. The standard for these decisions to be made is 80% within 21 days.

Table 43: Previous Assessment Results for Unemployment Insurance-First Payments within 14 Days

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

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

Federal Fiscal Year	Determinations within 21 days	Rank
FFY 2013	69.8%	28 th
FFY 2014	68.5%	35 th
FFY 2015	75.4%	35 th
FFY 2016	79.6%	28 th
FFY 2017	79.5%	27 th
FFY 2018	80.9%	27 th
FFY 2019	78.9%	32 nd
FFY 2020	76.2%	7 th
FFY 2021	65.4%	9 th

Federal Fiscal Year	Determinations within 21 days	Rank
FFY 2022	81.7%	11 th
FFY 2023	81.7%	17 th
FFY 2024	77.8%	18 th
FFY 2025	89.0%	10 th

Performance went down substantially during the COVID-19 pandemic for all states due to the immense increase in claims volume and implementation of prevention techniques to thwart coordinated attempts by fraudsters and fraud rings to obtain benefits. Most states have returned to regular workloads and have sufficient fraud prevention techniques in place, while also allowing legitimate claimants to still file and access the claims process.

Approximately ten years ago, the state modified its unemployment insurance program service delivery strategy. Piloting a change in FY 2014, Idaho centralized its unemployment insurance processing. The results of this change showed cost savings, but also resulted in the standardization of procedures, improved individual performance and policy consistency. The cost savings has been invested in technology towards the development and modification of a new unemployment insurance system.

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

C. EVALUATION

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

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

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

Additional evaluations may be developed as necessary under the direction of the Workforce Development Council. In this process, the One-Stop Committee would create the evaluation

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

The frequency, scope, and content of such additional evaluations may be determined by several factors, including but not limited to: performance gaps identified in program assessments, compliance with federal regulations, and the feasibility of such evaluations based on resources and funding.

5. DISTRIBUTION OF FUNDS FOR CORE PROGRAMS

Describe the methods and factors the State will use in distributing funds under the core programs in accordance with the provisions authorizing such distributions.

A. FOR TITLE I PROGRAMS

Provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—

I. YOUTH ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 128(B)(2) OR (B)(3)

All Idaho WIOA Title I-B Youth program funds will be allocated using the three required factors of substantial unemployment, excess unemployment, and economically disadvantaged individuals.

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

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

The state Workforce Development Council has updated the policy for "Distribution of WIOA Title I-B Formula Funds, Recapture and Reallocation". It was approved by the Council's One-Stop Committee and approved by the full Council on September 10, 2025. The policy ensures that the state's fund distribution model first allocates funding to the state's two local areas. Within the largest local area, funds will be further distributed among the five service delivery areas.

The policy directs the state to follow WIOA fund distribution requirements at WIOA Sec. 128(b) and Sec. 133(b) and can be found on the Council's website at: Idaho Distribution of WIOA Title I-B Formula Funds, Recapture and Reallocation Policy ([link](#))

II. ADULT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) OR (B)(3)

All Idaho WIOA Title I-B Adult program funds will be allocated using the three required factors of substantial unemployment, excess unemployment, and economically disadvantaged individuals.

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

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

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

III. DISLOCATED WORKER EMPLOYMENT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) AND BASED ON DATA AND WEIGHTS ASSIGNED

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

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

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

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

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

B. FOR TITLE II

I. DESCRIBE THE METHODS AND FACTORS THE ELIGIBLE AGENCY WILL USE TO DISTRIBUTE TITLE II FUNDS.

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

Idaho's Adult Education and Family Literacy Act (AEFLA) grant under WIOA Title II is a five-year grant cycle, running from July 1, 2022 through June 30, 2027, with annual renewals required during that period. The next application packet for Title II funds for Sections 231 (Adult Education and Literacy, English Language Acquisition Activities, and Integrated Education and Training), 225 (Corrections Education and the Education for Other Institutionalized Individual), and 243 (Integrated English Literacy and Civics Education) will be released in the Spring of 2027, IDCTE will provide technical assistance after the release of the application packet through in-person meetings and online webinars (to ensure statewide accessibility). All applications will be reviewed by a committee using a rubric; scores will be a major consideration in awarding the final contracts, in addition to the review and input of the Idaho Workforce Development Council (serving as Idaho's local board).

Applicants will be notified of IDCTE's decision and awarded funds on July 1, 2027. Initial grants are awarded for a period of one year. Following this one-year period, grantees receiving funds under the initial competition are required to submit annual renewal plans and negotiate budgets and performance targets each year.

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

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

The Integrated English Language and Civics programs funded under section 243 are exempt from the regional service provision. Section 243 grants may be awarded to multiple providers serving larger or smaller geographical areas than any of the six regions. The amount of funding

available for activities under Section 243 for each state is determined at the national level by the US Department of Education.

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

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

Eligible providers must provide evidence of demonstrated effectiveness in providing services to improve the literacy skills of eligible individuals in order to be considered in the grant application process. Idaho scored first for demonstrated effectiveness and only those that passed the criteria were forwarded to the review committee. All applications that passed the screening for demonstrated effectiveness were sent to the Idaho Workforce Development Council to provide feedback on alignment to the State Plan. This feedback will be used by the review committee in making final decisions.

II. DESCRIBE HOW THE ELIGIBLE AGENCY WILL ENSURE DIRECT AND EQUITABLE ACCESS TO ALL ELIGIBLE PROVIDERS TO APPLY AND COMPETE FOR FUNDS AND HOW THE ELIGIBLE AGENCY WILL ENSURE THAT IT IS USING THE SAME GRANT OR CONTRACT ANNOUNCEMENT AND APPLICATION PROCEDURE FOR ALL ELIGIBLE PROVIDERS [(WIOA TITLE II SECTION 231(C)(1)-(2)].

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

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

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

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

C. VOCATIONAL REHABILITATION PROGRAM

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

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

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

Table 45: Funding Distribution for Idaho Vocational Rehabilitation Agencies

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

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

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

6. PROGRAM DATA

A. DATA ALIGNMENT AND INTEGRATION

Describe the plans of the lead State agencies with responsibility for the administration of the core programs, along with the State Board, to align and integrate available workforce and education data systems for the core programs, unemployment insurance programs, and education through postsecondary education, and to the extent possible, the Combined State

Plan partner programs included in this plan. The description of the State's plan for integrating data systems should include the State's goals for achieving integration and any progress to date.

Describe data-collection and reporting processes used for all programs and activities, including the State's process to collect and report data on co-enrollment, and for those present in the one-stop centers.

I. DESCRIBE THE STATE'S PLANS TO MAKE THE MANAGEMENT INFORMATION SYSTEMS FOR THE CORE PROGRAMS INTEROPERABLE TO MAXIMIZE THE EFFICIENT EXCHANGE OF COMMON DATA ELEMENTS TO SUPPORT ASSESSMENT AND EVALUATION

Idaho maintains a federated data systems approach with core WIOA programs, consistent with the development of Idaho's Statewide Longitudinal Data System (SLDS) housing primarily educational data and incorporating a limited scope of workforce data by way of participant wage matching. These systems are currently designed to assist agencies in meeting their individual state and federal reporting requirements for program participants and allow analysis of individual wage outcomes through a manual process.

With the help of an earlier Workforce Data Quality Initiative (WDQI) grant, Idaho's WIOA core programs may coalesce data sets, based upon the WIOA Joint Performance Report template, for the purposes of program evaluations, outcomes reporting, and predictive analysis. Building upon the existing SLDS, data exchange between disparate MISs while maintaining appropriate data security and compliance requirements can now take place.

The State's core programs have been working to update data elements within each agency's MIS, consistent with corresponding PIRL elements. Core program partners have come together to establish a shared data validation policy which incorporates procedures unique to each agency's program design.

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

The Office of the State Board of Education (OSBE) houses all K-20 data in the SLDS and they serve as a larger educational data conduit for one-stop partners. Case management systems are maintained at the individual agency level by Idaho Division of Career Technical Education for Title II, and the Idaho Division of Vocational Rehabilitation (the Division) and Idaho Commission for the Blind and Visually Impaired for Title IV. Under Idaho's federated SLDS, each agency retains control of the personal information in its records and safeguards the data according to its own needs and requirements.

While the SLDS is a significant accomplishment, the ability to collect and combine certain Participant Individual Record Level (PIRL) elements to meet joint federal reporting requirements between WIOA Title programs has been missing. Additionally, the reporting tools capable of automatically coalescing the state data and preparing it for direct upload into the federal Workforce Integrated Performance System (WIPS) does not currently exist in Idaho.

Embedded in the WDQI project's design to meet federal reporting objectives is the access to comprehensive Eligible Training Provider data, another federal reporting requirement of WIOA. The project's platform extends the automation of data exchange and reporting to address both public and private providers, which contrasted with the SLDS' limitation to only public postsecondary providers, lacking a means of reliably calculating performance of proprietary schools or training programs.

II. DESCRIBE THE STATE'S PLANS TO INTEGRATE DATA SYSTEMS TO FACILITATE STREAMLINED INTAKE AND SERVICE DELIVERY TO TRACK PARTICIPATION ACROSS ALL PROGRAMS INCLUDED IN THIS PLAN

Idaho's WIOA core and partner programs have invested considerable funds, time, training, and other resources into each of their existing programmatic management information systems, consistent with WIOA reporting elements. In an effort to update data collection processes, the state's core program partners conducted an analysis of each program's MISs as well as the data collection and reporting needs of individual programs and the workforce system as a whole. Intake processes across the system were also studied with the goal of creating a framework to connect to each individual MIS, but the WIOA partners concluded that a third party secure, web-based portal for common WIOA joint intake which networked individual MISs and performance reporting was not a financially feasible option for Idaho.

Having determined the various solutions researched were not cost-effective for Idaho's workforce development system, each program continues to collect data via their unique MIS, utilizing an ad-hoc data sharing process for exporting, sharing, matching, and importing data, all while allowing core programs to report required elements under WIOA. This cost-effective and secure means of data transfer is designed to meet Idaho's most pressing needs using a Secure File Transfer Protocol site (SFTP –a network protocol for securely accessing, transferring and managing large files and sensitive data).

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

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

Idaho's goals for data-integration, whether via the current process or a new streamlined, single intake and service tracking application, include:

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

III. EXPLAIN HOW THE STATE BOARD WILL ASSIST THE GOVERNOR IN ALIGNING
TECHNOLOGY AND DATA SYSTEMS ACROSS REQUIRED ONE-STOP PARTNER PROGRAMS
(INCLUDING DESIGN AND IMPLEMENTATION OF COMMON INTAKE, DATA COLLECTION, ETC.)
AND HOW SUCH ALIGNMENT WILL IMPROVE SERVICE DELIVERY TO INDIVIDUALS,
INCLUDING UNEMPLOYED INDIVIDUALS

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

As noted earlier, the state's previous efforts to implement a common intake system via a single technological solution did not go forward. Despite this, qualitative data from One-Stop partners indicates that it has excellent relationships between each; however, the differing metrics for each program partner adds to the difficulty in counting any program "completions" as co-enrollments within the state's One Stop system. Prior to looking at data integration, the questions of how many individuals would be impacted and whether it would improve service delivery need to be answered.

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

IV. DESCRIBE THE STATE'S DATA SYSTEMS AND PROCEDURES TO PRODUCE THE REPORTS
REQUIRED UNDER SECTION 116, PERFORMANCE ACCOUNTABILITY SYSTEM. (WIOA SECTION
116(D)(2)).

Idaho's core programs are presently able to report all primary performance indicators required under Section 116 of WIOA. Individual reports meet Family Education Rights and Privacy Act (FERPA), education, and wage data reporting requirements. Core program partners work together by using SLDS database processes to address the requirements under FERPA, which incorporate education, state wage, and WIOA cases management data into the PIRL file schema to exchange, merge and report on behalf of all Idaho WIOA Title I-B, II, III and IV grantees.

The state's StateWage Interchange System (SWIS) data sharing Memorandum of Understanding between combined plan partners, incorporates unemployment insurance data for performance reporting and allows for additional options to collect, exchange and report required data. This involves individual programs sending their performance information to the Idaho Department of Labor, which compiles and submits the State Annual Report to the US Department of Labor. The process helps to facilitate partners' abilities to meet WIOA quarterly and year-end reporting requirements through the automated data exchange process.

The agencies administering core programs are responsible for submitting program-specific reports in accordance with applicable Titles under WIOA, federal guidance from their respective Departments, and other statutes to which they are accountable (for example, the Rehabilitation Services Administration and The Rehabilitation Act for Title ted under this plan lay the

foundation to incorporate additional Idaho-based WIOA partner program reporting via automated, electronic means.

B. ASSESSMENT OF PARTICIPANTS' POST-PROGRAM SUCCESS

Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.

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

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

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

C. USE OF UNEMPLOYMENT INSURANCE (UI) WAGE RECORD DATA

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

As mentioned in the previous section (III)(b)(6)(B), Assessment of Participants' Post-Program Success, the Idaho Department of Labor administers both WIOA Title I-B and Title III programs, as well as the Unemployment Insurance program for Idaho. All of the core partners currently have an MOU with the Unemployment Insurance program via the Idaho Department of Labor to use its unemployment insurance wage record data for WIOA performance reporting and evaluations. These records are used to determine the employment status of program participants after exit from their respective WIOA programs.

The results then guide program improvement and system alignment, as well as federal reporting purposes under Section 116. UI wage record data is also used to assess employment outcomes over time and to help inform program alignment and improvement efforts across workforce and education programs.

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

D. PRIVACY SAFEGUARDS

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

Currently, each of the core programs under WIOA maintains its own Management Information System (MIS) and adheres to the standards and laws which are applicable to the population being served and the data being collected therein. Participants (or their legal guardians where applicable for those under 18 years of age) are asked to sign release of information waivers, as appropriate, and are advised of their right to decline to share their information outside of the program to which they are applying. Provision of information is voluntary except where such information is necessary to determine program eligibility.

Additionally, data-sharing agreements between core and optional partners will provide specific and explicit instructions as to which data can and cannot be shared between programs, and under which circumstances.

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

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

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

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

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

1. Data Standards and Quality

- a. Ensure that all data elements within EASI are clearly and unambiguously defined and used consistently throughout the system.
 - b. Ensure that the data within the EASI framework is as complete and accurate as possible and complies with the agreed upon definitions.
- 2. Access and Security
 - a. Establish parameters for security and encryption of data uploads, data storage, user roles and access, privacy protection, and appropriate use of data.
 - b. Review and approve mechanisms (technical and procedural) for implementing the required security and access rights.
 - c. Establish guidelines for responding to requests for data access by various stakeholders, including school, district and college/university staff, education researchers, and the public.
- 3. Change Management and Prioritization
 - a. Propose enhancements to EASI, review enhancements proposed by other groups, and set priorities for the development of those enhancements.
 - b. Review and approve or deny any proposed changes to existing functionality, data definitions, access and security policies, etc.
- 4. Training and Communication
 - a. Establish guidelines for training of EASI users, and review and approve specific training plans.
 - b. Ensure adequate communication concerning EASI.

In each of these areas, the DMC shall develop policies and procedures for Board approval as appropriate.

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

7. PRIORITY OF SERVICE FOR VETERANS.

A. DESCRIBE HOW THE STATE WILL IMPLEMENT THE PRIORITY OF SERVICE PROVISIONS FOR COVERED PERSONS IN ACCORDANCE WITH THE REQUIREMENTS OF THE JOBS FOR VETERANS ACT, CODIFIED AT SECTION 4215 OF 38 U.S.C., WHICH APPLIES TO ALL EMPLOYMENT AND TRAINING PROGRAMS FUNDED IN WHOLE OR IN PART BY THE DEPARTMENT OF LABOR.

B. DESCRIBE HOW THE STATE WILL MONITOR PRIORITY OF SERVICE PROVISIONS FOR VETERANS.

C. DESCRIBE THE TRIAGE AND REFERRAL PROCESS FOR ELIGIBLE VETERANS AND OTHER POPULATIONS DETERMINED ELIGIBLE TO RECEIVE SERVICES FROM THE JOBS FOR

VETERANS STATE GRANTS (JVSG) PROGRAM'S DISABLED VETERANS' OUTREACH PROGRAM
(DVOP) SPECIALIST/CONSOLIDATED POSITION.

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

Wagner-Peyser and Veteran State Plans both outline veterans' priority of service and are also highlighted in the WIOA Title I-B Eligibility Technical Assistance Guide (TAG) for career planning staff throughout the state. Any updates to the Wagner-Peyser and Veteran State Plans are included in this modification of the Combined State Plan under "Program Specific Requirements."

The Idaho Department of Labor requires all American Job Center (AJC) managers attend the annual state veterans' training where a significant amount of time is spent discussing priority of service for veterans and eligible spouses. These staff are able to share this information with partners within AJCs to ensure they have an understanding of the priority veteran customers reserve.

Implementation and monitoring of the state's Priority of Service Policy

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

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

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

Monthly veteran program meetings with local management and veteran staff are conducted on a statewide basis to review processes and identify necessary improvements in which Priority of

Service is discussed. If necessary, process improvement or corrective action plans are developed.

Additionally, the state regularly runs a Recently Registered Veteran's report, which lists all persons who self-identified as a veteran or covered person in the Idaho Works system. When a veteran or covered person is identified, they are sent an introductory email outlining a comprehensive list of services available to veterans or covered persons and encouraged to contact the AJC to complete a screening tool. The screening tool is used to identify service needs and determine the appropriate referral, including individualized career services provided by JVSG staff or assistance from Employment Services (ES) staff. Once the screening tool is completed and an assessment is done, they can be referred to either a Disabled Veterans Outreach Program (DVOP) or ES staff member as appropriate for a broad range of employment services.

C. The state has taken these additional steps to ensure priority of service for covered persons:

- Idaho has designated the Local Veteran Employment Representative role (*LVER*, via the Consolidated Positions throughout the state) to provide Priority of Service training in their local American Job Centers as often as needed. These staff will also provide training to smaller offices that do not have a Jobs for Veterans State Grant (JVSG)-funded staff member.
- Signage is posted in all American Job Centers asking veterans to identify themselves to any local office staff.
- Front desk staff are instructed to ask the covered person to complete an intake form that lists all the employment barriers recognized by USDOL JVSG. Completion of this form helps to determine eligibility for DVOP services or if a referral to an Employment Services consultant is appropriate.
- All American Job Centers have pamphlets outlining the department's promise to covered persons, including Priority of Service, how the state administers this preference, and other useful information.
- Recently separated veterans are the first priority in the referral of UI claimants for the RESEA program.

8. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WITH DISABILITIES

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

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

- Internal policies and procedures that ensure compliance, accessibility, and effectiveness
- Training and professional development available to program staff and One-Stop staff
- Accommodations available to individuals with disabilities to ensure accessibility
- One-Stop Certification Policy

Policies and Procedures

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

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

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

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

The knowledge imparted through various trainings and tools continue to be the cornerstone of services to individuals with disabilities throughout the One-Stop system. This has resulted in improved coordination with, and referral to partner services and community resources, enhanced understanding of the needs of those with disabilities and improved ability to develop employment opportunities. In addition, each AJC maintains at least one staff member who is

well equipped to provide the unique level of support needed by individuals with disabilities seeking entry or reentry into the workforce.

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

- National Clearinghouse of Rehabilitation Training Materials(link) provides resources on accessibility to meet requirements of Section 508 (accessible electronic and information technology for federal agencies) of the Rehabilitation Act of 1973.
- The ADA National Network Centers made up of ADA professionals and experts charged with assisting businesses, state and local governments, and people with disabilities as they manage the process of changing our culture to be user friendly to disability and the effect the variety of health conditions can have on society. Training on all aspects of the ADA is one of the major tasks of the Northwest ADA Center(link).
- The Idaho affiliate of the Northwest ADA Center-Idaho is formerly known as the Idaho Task Force on the ADA. There are four partners in the ADA coalition composed of the three Idaho Centers for Independent Living (CIL) and a state coordinator.
- The Job Accommodation Network (JAN-link) is the leading source of free, expert, and confidential guidance on workplace accommodations and disability employment issues. Working toward practical solutions that benefit both employer and employee, JAN helps people with disabilities enhance their employability, and shows employers how to capitalize on the value and talent that people with disabilities add to the workplace.

Accessibility and Accommodations

All of Idaho's eight comprehensive and affiliate American Job Centers are equipped with accessible computers built primarily with accessible peripherals and software to accommodate a variety of disabilities. Customers with disabilities can come to the centers during office hours and access center programs and information sources. For Idaho Department of Labor mobile service locations, staff may work with customers to make reasonable efforts to accommodate specific accessibility needs. In addition, state policy requires all partner programs that provide services at the One-Stop centers do so in a manner that meets requirements of Section 188 affording programmatic and physical access to services.

Partner-provided services are also available to meet specific One-Stop customer needs. The One-Stop staff collaborate with the Commission and/or the Deaf and Hard of Hearing to obtain information for customers in Braille, tape or large print versions or access to the qualified Sign Language Interpreter directory.

As core partners, both the Commission and the Division's goal is to provide all individuals, regardless of disability, with equal access to its program. Individuals who have complaints or wish to provide input on accessibility issues associated with the Commission may contact the Administrator or the Rehabilitation Services Chief. Furthermore, if customers wish to report an issue related to the accessibility of the Division's program, they may do so by submitting a complaint to the Division's Section 504 Coordinator via e-mail or written correspondence.

Contact information is posted on the Division's website. Complaints may also be sent to the Office of Civil Rights. Contact information is available at ed.gov/ocr. The Division conducts programmatic and physical accessibility evaluations of all regional offices for Section 188 compliance and is working to make its website accessible.

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

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

The State Workforce Development Council's One-Stop certification policy includes annual physical and programmatic accessibility for individuals with disabilities. The certification criteria reference the ADA Checklist for Existing Facilities as recommended by the Northwest ADA Center. The full checklist is located [here \(link\)](#). The state's EO office developed a checklist for programmatic accessibility along with an updated EO Survey. All WIOA funded programs are required to report annually to the state EO Officer the results of their physical and programmatic assessments and survey results which will better inform WIOA programs where accessibility improvements need to be made.

9. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WHO ARE ENGLISH LANGUAGE LEARNERS

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials. Describe how English language learners will be made aware of the opportunity to enroll and/or co-enroll in all the core programs for which they are eligible.

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

The Idaho Department of Labor is the One-Stop Operator for all comprehensive and affiliate American Job Center locations in Idaho. The Idaho Department of Labor maintains a

comprehensive approach of its responsibility for providing persons with limited English proficiency meaningful access to agency programs and services as required by Title VI of the Civil Rights Act of 1964 and Section 188 of the Workforce Innovation and Opportunity Act. This not only includes instructions on reasonable steps to provide meaningful access, but it also describes potential discriminatory practices, staff training and processes for monitoring and complaints.

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

IV. COORDINATION WITH STATE PLAN PROGRAMS

Describe the methods used for joint planning and coordination among the core programs, and with the required one-stop partner programs and other programs and activities included in the Unified or Combined State Plan.

Description of the 2026 State Planning Process

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

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

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

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

The State Plan Modification was developed and refined through coordination and collaboration of all the strategic and core partners and the programs each partner represents (see section on initial state plan process below): Idaho Workforce Development Council, Idaho Department of Labor, Idaho Division of Career & Technical Education, Idaho Division of Vocational Rehabilitation, Idaho Commission for the Blind and Visually Impaired, and the Idaho Commission on Aging. It also includes input and contributions from: Idaho Department of Health and Welfare, Idaho Commission for Libraries, and Easterseals-Goodwill.

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

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

Inter-Agency Coordination

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

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

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

- **Idaho Workforce Development Council** – Wendi Secrist, Executive Director; Tina Polischuk, Strategy and Operations Bureau Chief; Kimberly Gardner, Research Analyst Supervisor; Chad Lahti, Project Coordinator.
- **Idaho Department of Labor** – Kristyn Carr, Workforce & Commissions Administrator; Danilo Cabrera, Workforce Programs Administration, Bureau Chief; Summer MacDonald, Workforce Programs Administration, Program Manager; Rico Barrera, Workforce Programs Administration, Grants/Contracts Officer; Nicole Hohnstein, Workforce Programs Administration, Grants/Contracts Officer (TAA); Elsa Guillen, Workforce Programs Administration, Apprenticeship Program Supervisor; Samm de la TorreHogan, Workforce Programs Administration, State Monitor Advocate; Robert Feliciano, Workforce Programs Administration, State Veterans Coordinator; Crystal Lowther, Workforce Programs Administration, Foreign Labor Certification Program Specialist; Craig Shaul, Communications & Research, Labor Market Research Manager; Ishani Garg, Communications & Research, Research Analyst Supervisor; Joshua

McKenna, Unemployment Insurance/Benefits, Administrator; JoAnna Henry, Unemployment Insurance/Compliance, Bureau Chief; and Sarah Nash, One-Stop Program Manager.

- **Idaho Division of Career & Technical Education** – Peter Risse, State Administrator; Adrian San Miguel, Assistant Administrator; Tracie Bent, Chief Administrative Officer; Christine Hagedorn Reilly, State Director for Adult Education and GED Administrator; Jennifer Pope, Program Director Perkins and Methods of Administration.
- **Idaho Division of Vocational Rehabilitation** – MiKayla Monaghan, Internal Operations & Stakeholder Relations Manager.
- **Idaho Commission for the Blind and Visually Impaired** – Beth Cunningham, Administrator; Caleb Tibbetts, Rehabilitation Services Chief; Nick Jorgensen, Business Analyst.
- **Idaho Commission on Aging** – Lynn Fyanes, Program Specialist; Susan Bradley, Technical Records Specialist I; Vicki Yanzuk, Project Manager.

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

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

V. COMMON ASSURANCES (FOR ALL CORE PROGRAMS)

The Unified or Combined State Plan must include assurances that:

The State Plan must include	Include
1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts;	Yes
2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes;	Yes
3. The lead State agencies with optimal policy-	Yes

The State Plan must include	Include
making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs;	
4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administering the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board;	Yes
5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities;	Yes
6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under	Yes

The State Plan must include	Include
WIOA section 184(a)(3);	
7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable;	Yes
8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program;	Yes
9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs;	Yes
10. The State has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA);	Yes
11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and	Yes
12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor.	Yes

VI. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS

The State must address all program-specific requirements in this section for the WIOA core programs regardless of whether the State submits either a Unified or Combined State Plan.

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES UNDER TITLE I-B

The Unified or Combined State Plan must include the following with respect to activities carried out under subtitle B—

A. GENERAL REQUIREMENTS

1. REGIONS AND LOCAL WORKFORCE DEVELOPMENT AREAS

**A. IDENTIFY THE REGIONS AND THE LOCAL WORKFORCE DEVELOPMENT AREAS
DESIGNATED IN THE STATE**

Idaho is identified as a single statewide planning region, consisting of the two former WIA local areas –

1. Balance of State and
2. East-Central District

**B. DESCRIBE THE PROCESS AND POLICY USED FOR DESIGNATING LOCAL AREAS, INCLUDING
PROCEDURES FOR DETERMINING WHETHER THE LOCAL AREA MET THE CRITERIA FOR
“PERFORMED SUCCESSFULLY” AND “SUSTAINED FISCAL INTEGRITY” IN ACCORDANCE WITH
106(B)(2) AND (3) OF WIOA. DESCRIBE THE PROCESS USED FOR IDENTIFYING REGIONS AND
PLANNING REGIONS UNDER SECTION 106(A) OF WIOA. THIS MUST INCLUDE A DESCRIPTION
OF HOW THE STATE CONSULTED WITH THE LOCAL BOARDS AND CHIEF ELECTED OFFICIALS
IN IDENTIFYING THE REGIONS**

The state’s policy criteria for local area designation and appointment of local board members have undergone several changes since WIOA’s inception. The table below shows the breakdown of this policy’s initial development, modification, and eventual approval by the state’s Workforce Development Council. The local area designation policy has remained the same since its 2022 revision.

Policy/ Modification	Action	Public Comment Period	Local Officials notified	Final Approval
Initial Policy	Presented to WDC in July 2015, later modified and approved by Governor.	Posted from Aug-Sept. 2015. No comments received.	County clerks & local mayors contacted via ID Assoc. of Cities; ID Assoc. of Counties	Approved by WDC on Oct. 2015.
Policy Modification	Reviewed by WDC early in 2020.	Posted March 2020. No comments received	See above	Approved by WDC on April 2020
Policy Modification	State staff revised to incorporate newly required changes imposed by USDOL.	Posted February 2022. No comments received	See above	Approved by WDC on June 2022.

The state’s local areas have each met the policy criteria for “performed successfully” and “sustained fiscal integrity” as described below.

Performed Successfully- Met or exceeded the negotiated levels of performance for the last two consecutive program years and has not failed any individual measure during the same period.

Sustained Fiscal Integrity- The Secretary of Labor has not made a formal determination that either the grant recipient or the administrative entity of the area misspent funds due to willful

disregard of the requirements of the provision involved, gross negligence, or failure to comply with accepted standards of administration for the two-year period preceding the determination.

Local Area Designation and Policy - Approved by the Workforce Development Council in 2022.

C. PROVIDE THE APPEALS PROCESS AND POLICY REFERRED TO IN SECTION 106(B)(5) OF
WIOA RELATING TO DESIGNATION OF LOCAL AREAS

Denial of Local Area Designation

A unit of general local government that requests but is not granted designation as a local Workforce Investment area under section 106 (b) (2) or (3) may submit an appeal to the State Workforce Development Council.

The existing designated workforce areas will continue while the appeal is in progress and will be modified should the initial denial of designation be overturned.

a. Appeal to the State Workforce Development Council

All such appeals shall be in writing and be filed within twenty (20) calendar days of the date the denial letter was mailed by the Governor or the Governor's designee. The appeal must include all factual and legal arguments as to why the appeal should be granted. The appeal shall be filed with the:

Executive Director of the Workforce Development Council
514 W. Jefferson Street, Ste. 131
Boise, Idaho 83702

The Executive Director shall promptly acknowledge receipt of the appeal.

The appeal shall be deemed timely filed if it is received by the Executive Director of the Workforce Development Council within the 20-day period, unless the appeal is filed by mail, in which case the official postmark affixed by the U. S. Postal Service shall be deemed to be the date of filing. Any appeal that is filed late shall be summarily dismissed.

The Chair of the Council will select a hearing officer. The appeal shall be heard by the hearing officer not more than forty-five (45) days after the appeal was filed. With the consent of the appealing party, the hearing may be held after the 45-day period, but in no case shall the hearing be conducted more than sixty (60) days after the appeal was filed.

The hearing officer shall inform the appellant of the date, time, and place of the hearing by written notice mailed at least ten (10) calendar days in advance. The appellant shall have the right to present testimony and documentary evidence, to offer evidence in rebuttal, to present oral argument and to be represented by legal counsel. All testimony received by the hearing officer shall be under oath or affirmation. If the appellant retains legal counsel, federal WIOA funds cannot be used for remuneration.

An appellant must establish that it is entitled to designation as a local area according to this policy and WIOA.

Within fifteen (15) days of the hearing, the hearing officer shall issue a recommended decision, which shall include findings of fact, recommendations and the basis therefore. That decision

shall be mailed to the appealing party. The hearing officer shall file a copy of the recommended decision with the Executive Director of the Council.

The recommended decision of the hearing officer shall be placed on the agenda of the next Council meeting for disposition, if there are at least 14 calendars days remaining prior to the meeting; however, if no Council meeting is scheduled within forty-five (45) days of the date the decision was issued, a special meeting of the Council, or a Committee designated by the Chair, shall be conducted within that 45-day period to accept, reject or modify the hearing officer's recommended decision.

In its deliberations, the Council shall consider only the evidence presented to the hearing officer. The Council shall not receive or consider any evidence not presented to the hearing officer. The decision of the Council shall be reduced to writing and be mailed to the Governor and the appealing party. The decision must set out in summary fashion the Council's findings and conclusions. The Council may adopt, in whole or in part, the findings of fact, recommendations and rationale of the hearing officer.

b. Appeal to U.S.DOL

If a timely appeal of the decision does not result in the requested designation, the unit of general local government or grant recipient may further appeal the designation decision to the U.S. Secretary of Labor within thirty (30) days after receipt of the Council's written decision. The appeal to the Secretary must be consistent with the requirements of the Workforce Innovation and Opportunity Act. The Secretary, after receiving a request for review and upon determining that the entity has met the burden of establishing that it was not accorded procedural rights under the appeal process established in the state plan, or that the area meets the requirements of Section 106(b) paragraph (2) or (3) and 20 CFR 679.250, as appropriate, may require that the area be designated as a local area. As part of this determination, the Secretary may consider comments submitted by the Council in response to the appeal.

Appeals made to the Secretary must be filed no later than 30 days after receipt of written notification of the denial from the Council, and must be submitted by certified mail, return receipt requested, to:

Secretary, U.S. Department of Labor

Attention: ASET

200 Constitution Ave NW

Washington, DC 20210

A copy of the appeal must also be simultaneously provided to the State Council, submitted to:

Workforce Development Council

514 W. Jefferson Street, Ste. 131

Boise, Idaho 83702

The Secretary will notify the Governor and the appellant in writing of the Secretary's decision.

D. PROVIDE THE APPEALS PROCESS AND POLICY REFERRED TO IN SECTION 121(H)(2)(E) OF WIOA RELATING TO DETERMINATIONS FOR INFRASTRUCTURE FUNDING

A One-Stop partner may appeal its portion of funds required for One-Stop infrastructure costs after determination by the Governor under the State infrastructure funding mechanism, consistent with §361.705(b).

The appeal must be made in writing to the Idaho Workforce Development Council within ten (10) business days of the Governor's determination. The appeal will be heard at the next Workforce Development Council meeting, provided there are at least 14 days before the next meeting. If the Council's regularly scheduled meeting is sooner than 14 days from the appeal submission, a special meeting of the Council, or a Committee designated by the Chair, shall be conducted within a 30-day period to accept or reject the appeal. The partner program entity shall have the opportunity to submit written and verbal information to the Workforce Development Council. The Council will issue a decision within 14 days of the Council appeal hearing. Its decision will be final.

Each partner may only appeal once per program year.

2. STATEWIDE ACTIVITIES

A. PROVIDE STATE POLICIES OR GUIDANCE FOR THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM AND FOR USE OF STATE FUNDS FOR WORKFORCE INVESTMENT ACTIVITIES

The Idaho Workforce Development Council, functioning as both Idaho's State and Local board, continually updates statewide and local operational policies for use by all WIOA service providers and they may be found on the Council's web site. Statewide policies for Governance, WIOA Title I-B, and One-Stop System reside on the Council's website via the following link - Idaho WIOA Resources & Policies.

B. DESCRIBE HOW THE STATE INTENDS TO USE GOVERNOR'S SET ASIDE FUNDING FOR MANDATORY AND DISCRETIONARY ACTIVITIES, INCLUDING HOW THE STATE WILL CONDUCT EVALUATIONS OF TITLE I ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES.

GOVERNOR'S FUND 15% SET-ASIDE PLANS

WIOA Title I-B funds reserved for state level activities will be used to support the following:

- Rapid Response activities for dislocated workers;
- Disseminating by various means:
 - The State list of eligible providers of training for adults, dislocated workers, and youth, including performance, tuition/fees, and attendance cost information;
 - Information on effective outreach and partnerships with business and service delivery strategies and promising practices to serve workers and job seekers;
 - Information of physical/programmatic accessibility for individuals with disabilities;
- Conducting evaluations;
- Providing technical assistance to local areas in carrying out state plan activities, including coordination and alignment of data systems in support of this Act;

- Assisting various entities in providing opportunities for individuals with barriers to employment to enter in-demand industry sectors or occupations and nontraditional occupations, and the development of exemplary program activities.
- Assisting local areas in carrying out the regional planning and service delivery efforts;
- Assisting local areas by providing information on and support for the effective development, convening, and implementation of industry and sector partnerships;
- Providing technical assistance to local areas that fail to meet performance accountability measure;
- Carrying out monitoring and oversight of activities for services to youth, adults, and dislocated workers;
- Providing additional assistance to local areas that have a high concentration of eligible youth; and
- Operating a fiscal and management accountability information system.
- Supporting the state board as it implements workforce activities across the state.

Dissemination of Information

The State invests significant funds to meet this statutory requirement which includes eligible providers, outreach, service delivery strategies, accessibility, and workforce information. The state's eligible training provider performance reporting system will continue to receive investments to support eligible training providers and comply with increased regulations.

Assisting in the Operation of the One Stop System

The State invests a significant amount of state funds to assist in the support and operation of the One Stop system. This also includes staff development and technical assistance. To ensure more local funds are dedicated to service delivery, state funds are used to supplement the local planning process and other administrative and program activities.

High-Concentration of Eligible Youth

The State reserved funds to serve high concentrations of eligible youth needing assistance throughout the state. Funds are distributed based on areas demonstrating a need for additional monies. From PY22 through PY25, these funds have since been directed to target services to justice-involved youth across the state.

Fiscal and Program Management

The State invests significant funds to pay for the costs of state administration and program functions such as monitoring, data validation and program assessments. This includes maintaining a fiscal reporting system as well as the annual subscription to America's Job Link for supporting the shared statewide MIS system and assisting with federal reports. The state's management information system, *IdahoWorks*, currently provides integrated participant, financial and management reporting for WIOA Title I-B programs, National Dislocated Worker Grants (NDWG), Wagner-Peyser activities, and TAA program activity. Tracking Rapid Response team activities are also noted in *IdahoWorks*.

Evaluations

The State implements evaluations to determine impacts upon the program when changes may

potentially affect participation or performance outcomes. This past year, the state conducted an evaluation that sought to answer whether the change in the state's service delivery model affected individuals' potential enrollment in the WIOA Adult program. A summary of these results were included in the state's PY24 WIOA Annual Narrative Report.

C. DESCRIBE HOW THE STATE WILL UTILIZE RAPID RESPONSE FUNDS TO RESPOND TO LAYOFFS AND PLANT CLOSINGS AND COORDINATE SERVICES TO QUICKLY AID COMPANIES AND THEIR AFFECTED WORKERS. STATES ALSO SHOULD DESCRIBE ANY LAYOFF AVERSION STRATEGIES THEY HAVE IMPLEMENTED TO ADDRESS AT RISK COMPANIES AND WORKERS.

The Idaho Department of Labor's Workforce Program Administration Bureau serves as the state Dislocated Worker (DW) Unit with responsibility for the coordination of Rapid Response/ Dislocated Worker services within the department and other state and local community resources. The department's Rapid Response funded activities involve - and are closely coordinated with - the Workforce Services Division, Unemployment Insurance Benefits Bureau, Research and Communications Bureau, Equus (the state's WIOA DW service provider), and American Job Center (AJC) locations. The department offers a comprehensive array of services including Title I-B, Wagner-Peyser, unemployment insurance, Trade Adjustment Assistance (TAA) and veteran services.

Rapid Response interventions, implemented by the department's Workforce Programs Administration Bureau, and coordinated with the local AJC locations, incorporate all these entities referenced above to ensure workers impacted by mass layoffs and closures are seamlessly transitioned to One-Stop activities. The department coordinates with labor unions and associations in arranging services for dislocations involving organized labor. Various community organizations also play a significant role in helping to meet the workforce needs of impacted workers. These and other program representatives constitute the state's Rapid Response Team.

Local AJC management and Title I-B provider staff are responsible for coordinating local workforce investment activities in conjunction with the state's Rapid Response efforts, including making WIOA Title I-B resources available to Dislocated Workers. The staff assists the state in promoting Rapid Response early intervention services and helps to develop response plans for worker dislocations. AJC staff also assist in coordinating services with local economic development efforts and the appropriate local elected officials. The extensive involvement of both AJC management and frontline staff in each early stage of Rapid Response intervention ensures that affected workers are seamlessly transitioned to One-Stop activities.

Employers covered by the Worker Adjustment and Retraining Notification Act (WARN) must submit a notice of plant closure(s) and mass layoffs to the Idaho Department of Labor, which in turn distributes the information to the department's administrators and state agencies participating in the One-Stop system. The Workforce Administration Bureau, local AJC management, or program staff will promptly initiate onsite contact with the employer and the appropriate employee representatives to implement the most effective re-employment activities including financial management, job search assistance and other workshops as requested. If appropriate, local mobile units could establish temporary re-employment centers onsite, staffed by AJC personnel to present information about career and training services as viable options for the workers.

Promoting early intervention to worker dislocations allows the Rapid Response Team to develop the appropriate service delivery strategy for the impacted workers. The response takes into account the workers' skills through individual assessment, their potential for direct job placement and the availability of resources to address their short and long-term needs. Services include onsite information meetings on available employment and training programs, employee surveys, aggressive promotion of services and coordination with training providers.

Each year, the state sets aside a portion of the Title I-B Dislocated Worker funds, up to 25 percent, to support Rapid Response activities across the state. The funds are first prioritized for supplementing local WIOA Title I services and will support career and training services for the employees of an impacted company. The second priority for funding is to support services for smaller dislocations where the Dislocated Worker Unit and local AJC staff agree that it is appropriate for the local area to take the lead in organizing the response. Funds are available for local areas lacking resources to meet the demand for services. The balance of Rapid Response funds not required to support the above activities is allocated to local Dislocated Worker providers to supplement their area formula-fund allocations. These funds are allocated based on needs (support for carry-in participants and an increase in dislocations). Funds retained for Rapid Response activities at the state level may be allocated for an array of allowable business services, including layoff aversion and other workforce development services to employers to assist and prevent potential layoffs or closures.

The Rapid Response Team also reviews and evaluates the potential for layoff prevention services. The goal of these efforts is to retain the business and to minimize downsizing. If appropriate, the team will present local economic development programs to identify layoff prevention options. These efforts include determining appropriateness of requesting assistance from various state or federal resources that are available to offer support in these instances.

The Idaho Department of Labor has years of experience providing Rapid Response services to the Idaho employer community. Its proven track record is evident by its exemplary performance. Department and Rapid Response staff take every opportunity to promote the full range of business services at each contact independent of the reason for that contact. This brings a comprehensive range of economic development, workforce development and education services to the attention of the businesses the department serves. Companies view these services as positive, proactive, and business friendly.

The state's management Information system, *IdahoWorks*, currently provides integrated participant, financial and management reporting for WIOA Dislocated Worker, National Dislocated Worker Grants (NDWG) and TAA program activity. Rapid Response team activities are also tracked in *IdahoWorks*.

D. DESCRIBE THE STATE POLICIES AND PROCEDURES TO PROVIDE RAPID RESPONSES IN CASES OF NATURAL DISASTERS INCLUDING COORDINATION WITH FEMA AND OTHER ENTITIES.

Idaho is a sparsely populated state covering a large geographic area, including millions of acres of federal land. Most natural disasters occur on federal land and displace few, if any, individuals and/or businesses. The Bureau of Land Management coordinates responses for those events affecting federal land; its responses include hiring trained fire crews or utility workers.

For the occasion of a natural disaster requiring assistance from FEMA or other entities, the Idaho Office of Emergency Management is responsible for coordinating the responses of Idaho's state agencies. In an incident of an emergency, including natural disasters, the Idaho Office of Emergency Management (IOEM) activates an Idaho Emergency Operations Center (IDEOC). Depending on the level of emergency, various levels of service are provided to the community. The Idaho Department of Labor participates in all levels of agency coordination, as appropriate, to ensure critical functions are operating and assistance is available to those in need. These functions include Rapid Response and Disaster Unemployment Insurance benefits.

The Idaho Department of Labor's Workforce Programs Administration Bureau serves as the state Dislocated Worker Unit with responsibility for coordinating Rapid Response services around the state. In the event of an emergency requiring an Idaho Emergency Operations Center (IDEOC), the Idaho Rapid Response Coordinator will ensure that a service delivery team is assembled in the affected area and coordinated with the IDEOC.

Idaho's team for Rapid Response service delivery consists of various program staff from the local American Job Centers offering the full-range of One-Stop services such as Employment Services, Unemployment Insurance, WIOA Title I-B Dislocated Worker, Trade Adjustment Assistance, and veteran's services. The team may also include representatives from organized labor (if it is affected) and other local entities that may meet the needs of the impacted workforce.

Disaster Unemployment Insurance benefits are provided to individuals whose employment or self-employment has been lost or interrupted as a direct result of a major disaster. The program is activated in conjunction with a Presidential Declaration for Individual Assistance. After the FEMA declaration, state staff will prepare to have a request for a National Dislocated Worker Emergency Grant submitted within 15 business days. After the initial provision of onsite Rapid Response services under WIOA Title I, the state staff will consult the Rapid Response team for recommendations to include in the request for a National Dislocated Worker Emergency Grant.

E. DESCRIBE HOW THE STATE PROVIDES EARLY INTERVENTION (E.G., RAPID RESPONSE) AND ENSURES THE PROVISION OF APPROPRIATE CAREER SERVICES TO WORKER GROUPS ON WHOSE BEHALF A TRADE ADJUSTMENT ASSISTANCE (TAA) PETITION HAS BEEN FILED.

(SECTION 134(A)(2)(A) AND TAA SECTION 221(A)(2)(A) .) THIS DESCRIPTION MUST INCLUDE HOW THE STATE DISSEMINATES BENEFIT INFORMATION TO PROVIDE WORKERS IN THE GROUPS IDENTIFIED IN THE TAA PETITIONS WITH AN ACCURATE UNDERSTANDING OF THE PROVISION OF TAA BENEFITS AND SERVICES IN SUCH A WAY THAT THEY ARE TRANSPARENT TO THE DISLOCATED WORKER APPLYING FOR THEM (TRADE ACT SEC. 221(A)(2)(A) AND SEC. 225; GOVERNOR-SECRETARY AGREEMENT). DESCRIBE HOW THE STATE WILL USE FUNDS THAT HAVE BEEN RESERVED FOR RAPID RESPONSE TO PROVIDE SERVICES FOR EVERY WORKER GROUP THAT FILES A TAA PETITION AND HOW THE STATE WILL ENSURE THE PROVISION OF APPROPRIATE CAREER SERVICE TO WORKERS IN THE GROUPS IDENTIFIED IN THE PETITION (TAA SEC. 221(A)(2)(A)).NOTE: UNTIL THE TAA PROGRAM IS REAUTHORIZED, THE REQUIREMENTS TO PROVIDE RAPID RESPONSE AND APPROPRIATE CAREER SERVICES TO WORKER GROUPS ON WHOSE BEHALF A PETITION HAS BEEN FILED IS NOT APPLICABLE.

WIOA Dislocated Worker and Trade Adjustment Assistance programs are both administered through the One-Stop centers. In Idaho, the state-level Rapid Response team includes staff from

the Dislocated Worker, UI and TAA units. When notified of any closure or mass layoff, including those notifications received via Worker Adjustment and Retraining Notification (WARN), the team quickly broadens to include local delivery staff with expertise in provision of Rapid Response, Title I-B Dislocated Worker, UI, TAA and Wagner-Peyser services. This state-local team communicates with the employer and employee representatives, determines if the event is Trade related, assesses initial community impact, identifies, and includes other partners for Rapid Response assistance and develops integrated service delivery schedules and options to meet the needs of each individual employer and their impacted workers. Rapid Response events may be held in-person and onsite, or via on-line media platforms such as Zoom or Teams meeting. These options allow for a more effective distribution of information, reaching more workers across a broad spectrum of (virtual) locations.

Hard copy or electronic informational packets may be distributed to the impacted workers and may include a survey to determine workers' interests and to use towards the development of a National Dislocated Worker Grant application. Team members work closely with service provider management staff to develop a service delivery plan that coordinates resources and ensures One-Stop access to information and enrollment in UI, TAA, WIOA and Wagner-Peyser, many times at the job site prior to dislocation and the filing of a Trade petition. Idaho's Rapid Response delivery system provides the impacted worker with coordinated application and enrollment for WIOA, TAA and Wagner-Peyser services. Career assessments conducted by WIOA staff are accepted for the TAA program, and vice versa, effectively eliminating client redundancies and streamlining co-enrollment processes. State workforce policy requires WIOA co-enrollment of TAA recipients whenever the individual is WIOA-eligible and ensures access to WIOA staff or other supportive services.

Although the program has been sunset, current One-Stop TAA staff in Idaho have the background and experience to provide a comprehensive One-Stop assessment through their work with WIOA, ES, UI and TAA programs. Through the collection and analysis of participant information, staff can determine the best mix of services necessary for a TAA participant to obtain employment. Information areas may include an applicant's needs, strengths, support systems, education, job skills, interests and career objectives and current work search activities. Information may be gathered informally, via interviews or observations, or formally via assessment tools such as aptitude tests, computer assisted programs and interest inventories. Utilizing this information, these state-merit staff have the tools to guide participants in their work search and career development plans, which includes the option for occupational training through fulfillment of the required six criteria as allowed under TAA. Completing assessment activities for TAA participants eventually helps them "navigate" access to the appropriate One-Stop programs and services, as well as other community services.

B. ADULT AND DISLOCATED WORKERS PROGRAM REQUIREMENTS

1. WORK-BASED TRAINING MODELS

If the State is utilizing work-based training models (e.g. on-the-job training, incumbent worker training, transitional jobs, and customized training) as part of its training strategy and these strategies are not already discussed in other sections of the plan, describe the State's strategies for how these models ensure high quality training for both the participant and the employer.

On-the-job training (OJT) is training activity conducted by a private or public sector employer. This training occurs while the participant is engaged in productive work, learning the skills and information necessary for full and adequate performance on the job. OJTs are an attractive employer option for obtaining employees trained to their specifications, also helping the employees' acquisition of transferable skills to help them obtain employment later, should their current situation change. This effort also helps employers become more aware of the multitude of valuable resources offered by the state's One-Stop Centers. This activity allows businesses to rapidly adapt to changes in technology and the marketplace, making them capable of expanding and remaining competitive with affordable OJT options uniquely designed to achieve their specific developmental goals, especially for small businesses looking to expand. The activity targets all individuals (Dislocated Workers, Adults, and Youth) who are eligible for services under WIOA (including discretionary grants) and may benefit from the availability of OJT options.

Following Pillars I and II of USDOL's America's Talent Strategy, Idaho's OJT Training contracts are directed at employers who can provide occupational skill training and full-time employment that leads to self-sufficiency for the participant. Employers must agree first to hire and then to train eligible WIOA/TAA participants. A training payment is provided to the employer to compensate for the extraordinary costs of training; extraordinary costs are those associated with workplace training and additional supervision. This includes those costs the employer has in training participants who may not yet have the knowledge or skills to obtain the job through an employer's normal recruitment process.

The state emphasizes and coordinates learning-rich, work-based opportunities such as on-the-job training as a method to:

- Connect employers to the future workforce
- Expose participants, including youth, to quality employment opportunities, real-world experiences and to the skills (both technical and non-) required for success on the job.

In addition, OJTs:

- Improve the state's capacity to promote demand-driven services and build relationships with businesses;
- Increase employment opportunities for harder to serve individuals, such as the long-term unemployed, older workers, and those with limited or sporadic job histories;
- Increase opportunities for the One-Stop system to enhance relationships with businesses;
- Increase percentages of employers hiring and retaining a skilled workforce;
- Increase number and percentages of workers trained and hired;
- Elevate skill proficiencies for workers that will result in increased worker viability;
- Increase responsiveness to labor market issues in the private sector; and
- Increase flexibility at the local level to offer businesses training solutions tailored to respond to the specific needs of the business.

Because of the State's reduced WIOA funding levels, its current policy does not include utilizing customized training, incumbent worker training, nor transitional jobs under WIOA.

2. REGISTERED APPRENTICESHIP

Describe how the State will incorporate Registered Apprenticeship into its strategy for service design and delivery (e.g., outreach to sponsors and prospective sponsors, identifying potential participants and connecting them to apprenticeship opportunities).

Idaho's apprenticeship development team, composed of workforce, apprenticeship, education, and other key partners, was formed in 2016 to support strategies to integrate apprenticeship into statewide workforce systems, with the team's efforts closely aligning with the pillars outlined in USDOL's America Talent Strategy and shown below. Idaho's advances in Registered Apprenticeship (RA) have shown significant positive results since beginning a concerted effort to do so in 2015. The American Institutes for Research (AIR) and Social Policy Research Associates (SPRA) have both recognized the state's significant efforts. Here is their joint statement acknowledging Idaho's work:

Idaho has shown a 116% increase in all apprentices, a 120% increase in new apprentices, and a 463% increase in new programs from 2015 to 2021. Under the State Apprenticeship Expansion Grant investments, Idaho has seen substantial performance on their grants with 452% of their target goal on their ASE grant and 72.67% of their SAEI grant (y-t-d). AIR and SPR have found through a state analysis that Idaho has developed innovations across three of the five expansion elements, including State Leadership and Policy; Outreach and Business Engagement; and Capacity to Develop, Register, and Support Programs.

Overall, registered apprentices have grown from under 1,000 in 2017 to over 3,500 in 2025.

The Idaho Department of Labor's (IDOL) Registered Apprenticeship Unit is the state's primary organization which develops, writes, and submits RA standards for registration with U.S.DOL-Office of Apprenticeship. IDOL's RA team guides sponsors through the Registered Apprenticeship Program (RAP) development process and serves as the only program providing technical assistance to sponsors through the sponsorship life cycle and RAP expansion. Technical assistance offerings include Registered Apprenticeship Partners Information Database System (RAPIDS, for RA reporting), *IdahoWorks* (the state's workforce management information system), job postings, mentor training, and EEOC. Supporting these efforts are the internally developed resources such as the online Apprenticeship Idaho Sponsor Success Guide, online Apprentice Orientation Training System, and the innovative Sponsor Journey Map, a nationally recognized best practice by U.S.DOL/American Institutes for Research for state apprenticeship agencies which guides partners through the RAP development process.

Partnership and Alignment to Support Workforce System Integration (Pillars I, II, and III)-

IDOL's alignment with the Apprenticeship Idaho Coalition and other key partners underscores our commitment to integrating apprenticeship with regional and statewide workforce development plans. This coalition facilitates training events and technical assistance, fostering growth and diversification of RAPs. Together with the state's Workforce Development Council, Idaho Division of Career Technical Education, AFL-CIO, Idaho Business for Education, Idaho Division of Vocational Rehabilitation, and Idaho Department of Corrections, the coalition connects across individual grants to support overall system expansion. Coalition leaders work collaboratively to achieve increased growth, development, modernization, and diversification of

RAPs across Idaho. As needed, the coalition hosts training and technical assistance events for employers, sponsors, and related-training instruction (RTI) providers across the state.

IDOL plans to continue the state's focus on innovating and modernizing its RAP systems through expansion and development of the following projects, which align with one or more the five pillars of America's Talent Strategy:

- **Increase Career Ladders** in the Most In-Demand Occupations in Need of Skilled Labor –Challenged with needing additional support in creating RAPs for the lowest skilled workers, Apprenticeship Idaho plans to create pre-set and customizable career ladder/career lattice models to help employers with the most in-demand occupations.
- Develop a quality **framework for Pre-Apprenticeship Programs** leading to RAPs. – Research and design of a Pre-Apprenticeship Program, including curriculum development in areas of highest industry need, development a directory of Pre-Apprenticeship Programs and providers, and the potential development of a certification process.
- Welcomed the Veterans Chamber of Commers as a member of Idaho's Apprenticeship Coalition to assist in **expanding veteran awareness** of apprenticeships and their benefits.
- **Public Sector Apprenticeships** – A team of public agency representatives dedicated to the development of Registered Apprenticeship programs across state agencies.
- "Ready to Grow" **RAPs with Online Customization System** – An online system will allow employers to choose the work process and RTI provider/outline per RAP, providing for customization when necessary.
- **Career Pathway Match-Making System** – This helps users create a pathway of existing options, from job shadowing, internship, pre-apprenticeship, and leading to RA within that career choice.
- **Third Party Credential Search** – A data system to house all apprentice certifications as they progress through related certifications, pre-apprenticeship, and RA certifications.
- In discussions with Idaho Career Technical Education (CTE) towards becoming a **Group Sponsor** for multiple apprenticeship programs across the state.
- Automate current **Talent Pipeline Referral System** to reduce lag time for apprentices qualified for inter-agency supportive services.
- **Unify Information Technology (IT) Systems** - Unify all state agencies working on RA projects under one single CRM system that monitors interactions with employers and allows partners to track the progress of RAPs throughout the development process. Integrating the current talent-pipeline referral system and providing more real-time follow-through with automated data triggering is also a proposed project outcome.
- **Apprenticeship Idaho Funding Committee** - Represents seven different funds that offer support to apprenticeship training programs, and the committee members collaborate on referrals to provide maximum benefit available to sponsors.

- In partnership with the USDOL Women's Bureau, Apprenticeship Idaho hosted the state's second Women in Apprenticeships - **Idaho Women in Advance Manufacturing event**.

Idaho moved beyond a siloed approach and committed to integrating apprenticeship programs with business outreach and partner collaboration, thereby enhancing its workforce development system and supporting key industries. Through the cross training of workforce, education, community and business sectors, *Apprenticeship Idaho* partners serve to improve the state's RA capacity, with many individual and employer customers benefitting from this "tag-teaming" of resources, which spur its continued success.

3. TRAINING PROVIDER ELIGIBILITY PROCEDURE

Provide the procedure, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122).

Idaho's Policy for WIOA Eligible Training Providers Idaho Eligibility Criteria and Procedures incorporates guidance from TEGL 08-19 and TEGL 08-19, Change 1 to ensure the state's compliance with federal mandates. The state's policy implements the ETP processes and requirements as laid out in this state plan. The revised policy ([link](#)) outlines the process as it relates to the eligible training providers in Idaho. This policy shares these processes with the Idaho Launch program, the Workforce Development Council's state training program, to help WIOA staff and prospective customers in their training choice. This was done to ensure the maximum possibility of leveraging both resources to assist customers in achieving their training goal.

4. DESCRIBE HOW THE STATE WILL IMPLEMENT AND MONITOR FOR THE ADULT PRIORITY OF SERVICE REQUIREMENT IN WIOA SECTION 134 (C)(3)(E) THAT REQUIRES AMERICAN JOB CENTER STAFF, WHEN USING WIOA ADULT PROGRAM FUNDS TO PROVIDE INDIVIDUALIZED CAREER SERVICES AND TRAINING SERVICES, TO GIVE PRIORITY OF SERVICE TO RECIPIENTS OF PUBLIC ASSISTANCE, LOW-INCOME INDIVIDUALS, AND INDIVIDUALS WHO ARE BASIC SKILLS DEFICIENT (INCLUDING ENGLISH LANGUAGE LEARNERS).

Idaho's Integrated WIOA Priority of Service Policy includes the specific program requirements for the Adult program. The excerpt for adult priority of service for individualized career and training services follows:

Priority Groups

1. Veterans and eligible spouses receive priority service for all Department of Labor-funded training programs, including WIOA programs.
2. Individuals receiving public assistance, other low-income adults, and individuals who are basic skills deficient have statutory priority service for individualized career and training services under the Adult program.

Order for Priority of Service for Individualized Career Services and Training Services

1. Veterans and eligible spouses who are recipients of public assistance, low income, or basic skills deficient.

2. Other individuals who are recipients of public assistance, low income, or basic skills deficient.
3. Veterans and eligible spouses who are not recipients of public assistance, low income, or basic skills deficient.
4. Other individuals who are not recipients of public assistance, low income, or basic skills deficient, but have a potential barrier to employment as defined by WIOA:
 - a. Displaced Homemakers
 - b. English Language Learners, Low Levels of Literacy, Cultural Barriers
 - c. Exhausting TANF within 2 years
 - d. Ex-offenders/justice-involved
 - e. Homeless individuals/runaway youth
 - f. Long-term unemployed (unemployed 27 weeks or longer)
 - g. Migrant and Seasonal Farmworkers
 - h. Persons with Disabilities (including youth)
 - i. Single Parents (Including single pregnant women)
 - j. Youth in foster care or aged out of system
 - k. Individuals within an under-represented demographic, such as sex, race, or ethnicity; (Native Americans/Indians, Alaska Natives, Native Hawaiian, African-American, Latino/Hispanic, etc.)
5. Other individuals within these recognized groups:
 - a. Individuals referred by other One-Stop partner programs.
 - b. Individuals residing in rural counties.
6. Any other eligible individual determined to be appropriate for services or training to obtain or retain employment.

Low Income Eligibility

Idaho uses 70% Lower-Level Standard Income Level to determine eligibility for low income WIOA participants under WIOA §(3)(35)(ii).

Monitoring Adult Program Priority

The administrative entity collects quarterly data to ensure program and state compliance for WIOA priority of service of Title I-B enrollments.

5. DESCRIBE THE STATE'S CRITERIA REGARDING LOCAL AREA TRANSFER OF FUNDS BETWEEN THE ADULT AND DISLOCATED WORKER PROGRAMS

Local workforce areas, with the approval of the Governor, may transfer up to 100 percent of the Adult Activities funds for expenditure on Dislocated Worker Activities, and up to 100 percent of Dislocated Worker Activities funds for expenditure on Adult Activities.

The WDC reserves the right to adjust the funds distributed to Service Delivery Areas, within a single Local Area, in or around December and March of each program year. Adjustments will be made based on an SDA's enrollment and expenditure levels compared to the planned levels within their annual agreement. Enrollment or expenditures 10 percent under planned levels will trigger the WDC to consider adjustments. The WDC will consult with the Administrative Entity and service provider to address participant needs and prevent underspending before shifting funds.

6. DESCRIBE THE STATE'S POLICY ON WIOA AND TAA CO-ENROLLMENT AND WHETHER AND HOW OFTEN THIS POLICY IS DISSEMINATED TO THE LOCAL WORKFORCE DEVELOPMENT BOARDS AND REQUIRED ONE-STOP PARTNERS. TRADE ACT SEC. 239(F), SEC. 235, 20 CFR 618.325, 20 CFR 618.824(A)(3)(I).

Co-enrollment with the WIOA Dislocated Worker program is required for all TAA and RTAA/ATAA participants approved for any one or a combination of the following Trade Act services: employment and case management, training, job search allowance, relocation allowances, and wage subsidy for older workers (RTAA/ATAA). A worker enrolled in TAA and/or RTAA/ATAA is eligible for enrollment in the WIOA Dislocated Worker program regardless of when the TAA qualifying layoff took place, (20 CFR 618.325 (a)(1)). This means there is no time limit from when the trade affected employment ended until the DW co-enrollment with the TAA program takes place. The only exception for not co-enrolling with the WIOA DW program is if the DW participant does not meet Selective Service registration requirements. The state provides program and partner staff with a list of allowable dislocated worker documentation and guidance on the selective service verification requirement.

Idaho's policy (see link to policy in the following section) **only** applies to individuals co-enrolled in the DW and TAA programs. All other individuals must follow the state WIOA Dislocated Worker eligibility policy. The state provides monthly calls with providers and partner programs to review various topics, including policies. Approved by the state One-Stop Committee and shared with the Workforce Development Council, the state Administrative Entity has presented the policy during the provider calls as well as during other trainings throughout the year.

7. DESCRIBE THE STATE'S FORMAL STRATEGY TO ENSURE THAT WIOA AND TAA CO-ENROLLED PARTICIPANTS RECEIVE NECESSARY FUNDED BENEFITS AND SERVICES. TRADE ACT SEC. 239(F), SEC. 235, 20 CFR 618.816(C)

Idaho's Rapid Response delivery system provides the impacted worker with coordinated application and enrollment for WIOA, TAA and Wagner-Peyser services. Career assessments conducted by WIOA staff are accepted for the TAA program, and vice versa, effectively eliminating client redundancies and streamlining co-enrollment processes. The state's combined TAA/WIOA policy (link) on co-enrollment requires WIOA co-enrollment of TAA recipients whenever the individual is WIOA-eligible and receives WIOA staff or other supportive services in addition to the TAA services they may already be eligible to receive.

8. DESCRIBE THE STATE'S PROCESS FOR FAMILIARIZING ONE-STOP STAFF WITH THE TAA PROGRAM. 20 CFR 618.804(J), 20 CFR 618.305

One-Stop staff in Idaho have the background and experience to provide a comprehensive One-Stop assessment through their work with WIOA, ES, UI and TAA programs. Through the

collection and analysis of participant information, staff can determine the best mix of services necessary for a TAA participant to obtain employment. Information areas may include an applicant's needs, strengths, support systems, education, job skills, interests and career objectives and current work search activities. Information may be gathered informally, via interviews or observations, or formally via assessment tools such as aptitude tests, computer assisted programs and interest inventories. Utilizing this information, these state-merit staff have the tools to guide participants in their work search and career development plans, which includes the option for occupational training through fulfillment of the required six criteria as allowed under TAA. Completing assessment activities for TAA participants eventually helps them "navigate" access to the appropriate One-Stop programs and services, as well as other community services.

C. YOUTH PROGRAM REQUIREMENTS.

With respect to youth workforce investment activities authorized in section 129 of WIOA, States should describe their strategies that will support the implementation of youth activities under WIOA. State's must-

1. IDENTIFY THE STATE-DEVELOPED CRITERIA TO BE USED BY LOCAL BOARDS IN AWARDING GRANTS OR CONTRACTS FOR YOUTH WORKFORCE INVESTMENT ACTIVITIES AND DESCRIBE HOW THE LOCAL BOARDS WILL TAKE INTO CONSIDERATION THE ABILITY OF THE PROVIDERS TO MEET PERFORMANCE ACCOUNTABILITY MEASURES BASED ON PRIMARY INDICATORS OF PERFORMANCE FOR THE YOUTH PROGRAM AS DESCRIBED IN SECTION 116(B)(2)(A)(II) OF WIOA.¹¹ FURTHER, INCLUDE A DESCRIPTION OF HOW THE STATE ASSISTS LOCAL AREAS IN DETERMINING WHETHER TO CONTRACT FOR SERVICES OR TO PROVIDE SOME OR ALL OF THE PROGRAM ELEMENTS DIRECTLY.

¹¹ Sec. 102(b)(2)(D)(i)(V)

As allowed in WIOA §681.400, the Idaho Department of Labor, as the state's grant recipient/fiscal agent, has exercised its option to provide youth workforce investment activities. All intake, assessment, completion of individual service strategies, case management, and follow-up services are provided within the One-Stop offices by Idaho Department of Labor staff and is supported by the Workforce Development Council in its role as the state's local board.

Outcomes

Compliance with federal performance guidelines, which provide specific levels of performance for WIOA program outcomes, is critical. Performance indicators may be added or revised to meet federal and state requirements.

1. Percentage of participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the project.
2. Percentage of participants in education or training activities, or in unsubsidized employment, during the fourth quarter after exit from the project.
3. Median earnings of participants who are in unsubsidized employment during the second quarter after exit from the project.

4. Percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent during participation in or within 1 year after exit from the program.
5. Percentage of program participants in an education or training program that led to a recognized postsecondary credential or employment and achieved a measurable skill gain, noting progress towards such a credential or employment.
6. Effectiveness in serving employers.

2. EXPLAIN HOW THE STATE ASSISTS LOCAL WORKFORCE BOARDS IN ACHIEVING RESULTS FOR OUT-OF-SCHOOL AND IN-SCHOOL YOUTH. DESCRIBE PROMISING PRACTICES OR PARTNERSHIP MODELS THAT LOCAL AREAS ARE IMPLEMENTING AND THE STATE'S ROLE IN SUPPORTING AND SCALING THOSE MODELS WITHIN THE STATE FOR BOTH IN-SCHOOL AND OUT-OF-SCHOOL YOUTH.

Connecting with Youth remains a major emphasis among the State's Combined State Plan partners. Even six years after the pandemic and the state's strong economic recovery, Idaho's job-seeking youth continue to appear at a disadvantage in terms of finding employment. This affects both in- and out-of-school (ISY, OSY) youth throughout Idaho, but it is obviously compounded when the additional barriers encountered by an out-of-school youth come to the forefront.

Since PY2016, the state's Title I Youth program has directed 100 percent of program funds towards OSY. However, in the spring of 2025, the Idaho Workforce Development Council revised its policy to allow for the enrollment of ISY as a means of focusing program services on those youth most at risk while in school. As required under the Act, the council, as a WIOA local board, mandated that at least 75 percent of local Youth program funding be directed towards serving OSY, with the remaining funds dedicated to serving the targeted and eligible ISY;

With this policy in place, the council allowed the state's six Service Delivery Areas to enroll in-school youth beginning the fall of 2025. The state's Administrative Entity provided WIOA Youth program staff training on the enrollment of and how to work with in-school youth so as not to miss any opportunities to serve youth who may benefit from this new initiative. As noted earlier, WIOA-eligible in-school youth with service priority to those targeted groups will be the planned beneficiaries of this new proposal. However, despite the anticipated limited reduction in funding, the state's emphasis on serving out-of-school youth has not wavered.

A workforce goal identified by the Idaho Workforce Development Council (Section 11(b)(2)(A)) is "Improve the effectiveness, quality, and coordination of programs and services designed to maintain a highly skilled workforce." Beneath this goal are several strategies specifically designed to target the improvement of Idaho's youth outcomes, including:

1. Create, align, and sustain partnerships with stakeholders to implement workforce development programs.
2. Support development in work-based learning, and innovative programs to drive Idaho's present and future workforce solutions.

3. Leverage existing local employer-focused initiatives to build and support effective pathways to connect Idahoans to careers.
4. Cultivate a high-quality One-Stop Career System that connects employers and workers and facilitates access to workforce services, education services, and information.
5. Support development in work-based learning, and innovative programs to drive Idaho's present and future workforce solutions.

Out-of-school and disconnected youth, as well as those in-school youth, will benefit from expanded alternative learning modalities and training opportunities developed within Idaho's education and workforce systems. These may include work-based learning, apprenticeships, distance education, and compressed scheduling. The state's Title II programs connect participants, including those age 16-24, to career pathways through contextualized education in reading, writing, math, and the English language, as well as integrated education and training, and transition into training by utilizing the previously noted modalities. This strategy will improve outcomes for out-of-school youth who may not benefit from or have access to traditional modes of education.

The State workforce partners are enacting more focused efforts around specific youth with barriers, including out-of-school youth, youth with disabilities, foster/kinship care youth, and low-skilled youth. The Workforce Development Council has identified the following groups with barriers to employment to receive priority service under the WIOA Title I-B Youth program for out-of-school youth:

- low-income youth involved with the juvenile justice system;
- low-income youth in or exiting foster/kinship care;
- low-income youth that are pregnant and/or parenting; and
- low-income youth with disabilities.

The alignment of WIOA core programs to maximize service through limited resources continues to improve outcomes for both in-school and out-of-school youth throughout the state. In addition, the State has continued these efforts with the implementation of an incentives policy to encourage overall participant achievement, especially for youth. The Idaho Department of Labor reviewed and updated this policy ([link](#)) to incorporate as part of the state's offerings to improve program outcomes. As the state administrative entity, the department has the insight to assess not only the feasibility of the incentives, but also their potential to improve a youth's success.

3. DESCRIBE HOW THE STATE ASSISTS LOCAL WORKFORCE BOARDS IN IMPLEMENTING INNOVATIVE MODELS FOR DELIVERING YOUTH WORKFORCE INVESTMENT ACTIVITIES, INCLUDING EFFECTIVE WAYS LOCAL WORKFORCE BOARDS CAN MAKE AVAILABLE THE 14 PROGRAM ELEMENTS DESCRIBED IN WIOA SECTION 129(C)(2); AND EXPLAIN HOW LOCAL AREAS CAN ENSURE WORK EXPERIENCE, INCLUDING QUALITY PRE-APPRENTICESHIP AND REGISTERED APPRENTICESHIP, IS PRIORITIZED AS A KEY ELEMENT WITHIN A BROADER CAREER PATHWAYS STRATEGY.

With the support of the Workforce Development Council in its role as a local workforce board, the Idaho Department of Labor has been designated as the state's comprehensive WIOA Youth program service provider as allowed under the provisions of the Workforce Innovation and Opportunity Act's Final Rule at 681.400. As the grant recipient, the Idaho Department of Labor may provide all youth program workforce investment activities and program elements under this provision and also provide the program's design framework services. The design framework includes intake, assessment, development of an individual's service plan and overall case management - these will determine whether occupational skills are required by the youth, negating the need for procuring the element.

Extensive surveys and communication with other organizations serving youth found that several WIOA youth elements are commonly available in local service areas including: tutoring, alternative school, education concurrent w/work prep, guidance and counseling, financial literacy education, entrepreneurial skills, and transition activities. Because of their availability locally, these services will be *coordinated* with other providers in the communities, rather than purchased with WIOA funds.

As the comprehensive youth program provider, the Idaho Department of Labor Workforce Division career planning staff provide access and/or referral to any of the elements most appropriate for the eligible youth. The department's service providers have implemented a program design which includes the 14 required youth elements with an emphasis on the following:

- activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized postsecondary credential;
- preparation for postsecondary educational and training opportunities;
- strong linkages between academic instruction and occupational education that lead to the attainment of recognized postsecondary credentials; and
- preparation for unsubsidized employment opportunities (which includes access to apprenticeship prospects and multiple options for work experience); and
- effective connections with employers, in in-demand industry sectors and occupations of the local and regional labor markets.

To ensure the framework services are effectively implemented, the Idaho Department of Labor has established expectations for objective assessments, individual service strategy and other career planning and follow-up services for youth.

To ensure that youth receive the elements found to be commonly available in local service areas, the providers have developed links with the public, private and non-profit service providers of these elements. These links include arrangements which ensure a regular exchange of information relating to the progress, problems and needs of participants.

Service provider performance is monitored regularly to ensure program integrity, including their progress toward the achievement of goals, objectives, expenditure rates, service levels, and other process and outcome measures.

4. PROVIDE THE LANGUAGE CONTAINED IN THE STATE POLICY FOR “REQUIRING ADDITIONAL ASSISTANCE TO ENTER OR COMPLETE AN EDUCATIONAL PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT” CRITERION FOR OUT-OF-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(B)(III)(VIII) AND FOR “REQUIRING ADDITIONAL ASSISTANCE TO COMPLETE AN EDUCATION PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT” CRITERION FOR IN-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(C)(IV)(VII). IF THE STATE DOES NOT HAVE A POLICY, DESCRIBE HOW THE STATE WILL ENSURE THAT LOCAL AREAS WILL HAVE A POLICY FOR THESE CRITERIA.

The state Workforce Development Council approved the following criteria for youth requiring additional assistance, which was initially recommended by the state’s Youth Subcommittee.

The WIOA Definition for Youth Needing Additional Assistance *(applicable to both In-School and Out-of-school Youth);*

Low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment:

1. Has been treated by a professional for mental health issues including traumatic events, depression, or substance abuse related problems. OR
2. Has been or is a victim of abuse, or resides in an abusive environment as documented by a licensed professional; OR
3. Has been unemployed for at least three of the last six months (not necessarily consecutive); OR
4. Has a family history of chronic unemployment (during the two years prior to application, family members were unemployed longer than employed); OR
5. Limited English speaking or cultural displacement. i.e., refugees.

D. SINGLE-AREA STATE REQUIREMENTS

In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)). States with a single workforce area must include—

1. ANY COMMENTS FROM THE PUBLIC COMMENT PERIOD THAT REPRESENT DISAGREEMENT WITH THE PLAN. (WIOA SECTION 108(D)(3).)
2. THE ENTITY RESPONSIBLE FOR THE DISBURSAL OF GRANT FUNDS, AS DETERMINED BY THE GOVERNOR, IF DIFFERENT FROM THAT FOR THE STATE. (WIOA SECTION 108(B)(15).)
3. A DESCRIPTION OF THE TYPE AND AVAILABILITY OF WIOA TITLE I YOUTH ACTIVITIES AND SUCCESSFUL MODELS, INCLUDING FOR YOUTH WITH DISABILITIES. (WIOA SECTION 108(B)(9).)

1. The comment period for Idaho’s Modified WIOA Combined State Plan was open for comments from February 9, 2026, through March 11, 2026, and was posted on the Idaho Workforce Development Council’s website. Only one comment was received during that time which will be placed on file and made available for review.

2. Not applicable. The Idaho Department of Labor is the entity responsible for the disbursement of grant funds.

3. The WIOA Youth program design includes intake, assessment, development of an individual's service plan and overall case management. These activities determine the appropriate mix of services for each youth, including assistance with completion of GED, work experience, OJT, occupational skills training, and other WIOA Youth elements as appropriate.

Youth with disabilities are a priority group for the WIOA Title I Youth program. In the last program year, more than 33% of the youth served had this employment barrier. WIOA staff providing services to employers develop key relationships with businesses to provide opportunities for work-based activities for youth with disabilities. Strong partnerships with the Idaho Division of Vocational Rehabilitation, Idaho Commission for the Blind and Visually Impaired and Idaho Educational Services for the Deaf and the Blind are utilized to develop and undertake activities as diverse as Ropes courses for teamwork and leadership development to week-long work readiness camps that help these youth achieve success by building their confidence, self-esteem and job seeking skills.

4. A DESCRIPTION OF THE ROLES AND RESOURCE CONTRIBUTIONS OF THE ONE-STOP PARTNERS.

Idaho officially consists of two local areas under WIOA – East Central Idaho, also known as Service Delivery Area 6 or Region 6, and the Balance of State, consisting of Regions 1-5. The Workforce Development Council, as the WIOA State Board, provides the policies to the local areas and the Council, acting as the local board for the two areas, is also responsible for implementing these requirements. In compliance with WIOA Sec. 121(b)(1)(A), 20 CFR 678.420, and 678.510, detailed One-Stop partner roles and resource contributions are outlined in the MOUs for each local area of the state with a Comprehensive One-Stop Center and may be found here:

- North Central Idaho
- Eastern Idaho

In accordance with the Statewide Idaho One-Stop/American Job Center Network MOU, Idaho One-Stop partners will be responsible to provide available career services in a non-discriminatory and universally accessible manner, provide referrals to system partners, serve populations with multiple barriers to employment, support the cross training of partner agency staff to ensure familiarity with and representation of all programs, participate as a member of the WIOA Advisory Group, and share in the equitable and proportionate share of their respective American Job Center operational costs that benefit their program participants.

5. THE COMPETITIVE PROCESS USED TO AWARD THE SUBGRANTS AND CONTRACTS FOR TITLE I ACTIVITIES.

In Idaho, the state Workforce Development Council also operates as the local workforce board for the state as allowed by waiver in the U.S.DOL approved (initial) 2024-2027 WIOA Combined State Plan and authorized in WIOA Sec. 107(c)(4). This makes the state Workforce Development Council responsible for the selection of Title I-B providers, including the competitive

procurement of the One-Stop Operator. The Workforce Development Council adopted a policy on the selection of service providers on April 11, 2019.

As a state entity, the Workforce Development Council must follow state procurement policy as authorized by the Uniform Guidelines under 2 CFR 200.320. The State Procurement Act in Idaho Code Title 67, Chapter 92 charges the Administrator of the Division of Purchasing with acquiring all property for state agencies and overseeing all solicitations. Solicitations are required to be competitive, except as otherwise provided by statute or rule.

6. HOW TRAINING SERVICES OUTLINED IN SECTION 134 WILL BE PROVIDED THROUGH INDIVIDUAL TRAINING ACCOUNTS AND/OR THROUGH CONTRACTS, AND HOW SUCH TRAINING APPROACHES WILL BE COORDINATED. DESCRIBE HOW THE STATE WILL MEET INFORMED CUSTOMER CHOICE REQUIREMENTS REGARDLESS OF TRAINING APPROACH.

Idaho Title I-B programs offer training opportunities to eligible participants in the Adult, Dislocated Worker, and Youth programs, using both Individual Training Accounts (ITAs) and contracts with employers to provide on-the-job training. The State provides detailed technical assistance guides to local service providers referring participants to training.

Because of its small population and rural nature, the Governor does not maintain a list of On-the-Job training (OJT) providers. Rather, on-the-job training is generally approached as job development negotiated with an employer for eligible participants. A copy of Idaho's Technical Assistance Guide which provides WIOA Title I-B staff direction on the implementation of OJT opportunities is located here – Section 9: Training Types ([link](#)).

Idaho maintains an extensive Eligible Training Provider List to ensure consumer choice for occupational skills training is provided for all areas of the state. The state's technical colleges, proprietary schools, and Registered Apprenticeship sponsors/employers regularly submit new programs to add to the list, especially those programs which align eligible training to in-demand occupations in Idaho's high-demand industry sectors. The state collects training providers' performance data for federal reporting purposes, having done so successfully since PY22.

WIOA Title I-B program staff provide assistance to program participants navigating the available training options by reviewing the local or market demand for the occupational skills, and costs of training. The state's WIOA Technical Assistance Guide (cited earlier) contains information regarding occupational skills training and how program staff may provide this service to participants who may show the need for this benefit.

7. HOW THE STATE BOARD, IN FULFILLING LOCAL BOARD FUNCTIONS, WILL COORDINATE TITLE I ACTIVITIES WITH THOSE ACTIVITIES UNDER TITLE II. DESCRIBE HOW THE STATE BOARD WILL CARRY OUT THE REVIEW OF LOCAL APPLICATIONS SUBMITTED UNDER TITLE II CONSISTENT WITH WIOA SECS. 107(D)(11)(A) AND (B)(I) AND WIOA SEC. 232.

The state Workforce Development Council (Idaho's WIOA state board), through its One-Stop Committee, ensures that activities and services are coordinated with Title I and Title II, as well as the other One-Stop partners.

The Council will carry out a review of local applications submitted under Title II in the spring of 2027 for the upcoming FY2028. The Board will be given a presentation about the description of the competitive grant cycle process, including the timeline, and the Board chair will appoint an ad hoc committee to conduct the review. With this coming year's funding cycle (FY2028) for

Title II services, the Council will again be included as it participates in the review of next year's applications.

8. COPIES OF EXECUTED COOPERATIVE AGREEMENTS WHICH DEFINE HOW ALL LOCAL SERVICE PROVIDERS WILL CARRY OUT THE REQUIREMENTS FOR INTEGRATION OF AND ACCESS TO THE ENTIRE SET OF SERVICES AVAILABLE IN THE ONE-STOP DELIVERY SYSTEM, INCLUDING COOPERATIVE AGREEMENTS WITH ENTITIES ADMINISTERING REHABILITATION ACT PROGRAMS AND SERVICES.

All the State-level One-Stop Partners, including the entities administering Rehabilitation Act programs and services, developed a statewide Memorandum of Understanding for the Idaho American Job Center Network. This document sets the standard for how service delivery is provided and integrated throughout the entire state. The executed MOU is located here – One-Stop Statewide Memo of Understanding.

E. WAIVER REQUESTS (OPTIONAL)

States wanting to request waivers as part of their title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:

1. IDENTIFIES THE STATUTORY OR REGULATORY REQUIREMENTS FOR WHICH A WAIVER IS REQUESTED AND THE GOALS THAT THE STATE OR LOCAL AREA, AS APPROPRIATE, INTENDS TO ACHIEVE AS A RESULT OF THE WAIVER AND HOW THOSE GOALS RELATE TO THE UNIFIED OR COMBINED STATE PLAN;
2. DESCRIBES THE ACTIONS THAT THE STATE OR LOCAL AREA, AS APPROPRIATE, HAS UNDERTAKEN TO REMOVE STATE OR LOCAL STATUTORY OR REGULATORY BARRIERS;
3. DESCRIBES THE GOALS OF THE WAIVER AND THE EXPECTED PROGRAMMATIC OUTCOMES IF THE REQUEST IS GRANTED;
4. DESCRIBES HOW THE WAIVER WILL ALIGN WITH THE DEPARTMENT'S POLICY PRIORITIES, SUCH AS:
 - A. SUPPORTING EMPLOYER ENGAGEMENT;
 - B. CONNECTING EDUCATION AND TRAINING STRATEGIES;
 - C. SUPPORTING WORK-BASED LEARNING;
 - D. IMPROVING JOB AND CAREER RESULTS, AND
 - E. OTHER GUIDANCE ISSUED BY THE DEPARTMENT.
5. DESCRIBES THE INDIVIDUALS AFFECTED BY THE WAIVER; AND
6. DESCRIBES THE PROCESSES USED TO:
 - A. MONITOR THE PROGRESS IN IMPLEMENTING THE WAIVER;
 - B. PROVIDE NOTICE TO ANY LOCAL BOARD AFFECTED BY THE WAIVER;
 - C. PROVIDE ANY LOCAL BOARD AFFECTED BY THE WAIVER AN OPPORTUNITY TO COMMENT ON THE REQUEST;

D. ENSURE MEANINGFUL PUBLIC COMMENT, INCLUDING COMMENT BY BUSINESS AND ORGANIZED LABOR, ON THE WAIVER.

E. COLLECT AND REPORT INFORMATION ABOUT WAIVER OUTCOMES IN THE STATE'S WIOA ANNUAL REPORT.

7. THE MOST RECENT DATA AVAILABLE REGARDING THE RESULTS AND OUTCOMES OBSERVED THROUGH IMPLEMENTATION OF THE EXISTING WAIVER, IN CASES WHERE THE STATE SEEKS RENEWAL OF A PREVIOUSLY APPROVED WAIVER.

Waiver A. - Allow for a State Board to Act as a Local Board

1. *Identify the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver* The State of Idaho is formally seeking a waiver to permit a state board to carry out the functions of a local board. This waiver request is for a renewal of a waiver previously applied to 20 CFR 679.310(f) which states that a state board must carry out the roles of a local board when the State Plan indicates that the State will be treated as a local area under WIOA. The Workforce Innovation and Opportunity Act Sections 106(d)(2) and 107(c)(4) also direct a state board for a single state local area to carry out the functions of the local board. The Workforce Development Council has acted as both the state and local board under WIA since 2005, under WIOA since 2014, and the current structure is reflected in the Combined State Plan.
2. *Describe the actions that the State or local area has undertaken to remove State or local statutory or regulatory barriers* No state or local policies limit the Governor's authority to require a regional plan or utilize the Workforce Development Council as the local workforce board for the state.
3. *Describes the goals of the waiver and the expected programmatic outcomes* The primary goal to be achieved by this waiver is to reduce annual overhead and maximize the available money directed to program services, especially training and work-based learning, and services to business. The programmatic outcome is to serve a larger number of participants than would otherwise be served due to added administrative costs. To maximize resources available for service delivery, the state continues to use the Workforce Development Council as the local workforce board throughout the state. When initially implemented, this saved the WIA program in the state approximately \$1.5 million dollars by removing the administrative overhead of maintaining six regions throughout the state. Since then, these former administrative funds have been utilized as WIOA program funds, allowing for more participants to be served. As evidenced since its initial implementation, Idaho's single statewide planning structure has continued to reduce annual overhead, and maximizes the available funding directed to training and services to business and job seekers. This statewide structure enhances efforts to transform the system into a demand driven system. The eight Idaho Department of Labor offices serve as the state's American Job Centers offering the full range of workforce development services, and dozens of mobile locations across the state expand access into rural areas to connect citizens far from the AJCs to workforce services. This recognizes the importance of sharing data and information about new and expanding businesses to build the economy across regions.

4. *Describe how the waiver will align with the Department's policy priorities, (A)-(E)*The Workforce Development Council structure has been in place since the Jobs Training Partnership Act. Its current membership aligns with the prescribed composition under WIOA, including a majority of business representatives, along with partners from government, labor, community-based and educational entities. State education policy is thoroughly aligned with the state's workforce development goals.
5. *Describe the individuals affected by the waiver* This waiver allowing a single statewide regional planning structure has allowed for an average annual increase in training opportunities for more adults, dislocated workers and at-risk youth and has helped the state to maintain service levels despite funding cuts over the years.
6. *Describe the processes used to monitor, offer a local board notice, public comment opportunity, and report in the WIOA Annual Report, (A)-(E)*As evidenced since its initial implementation, the single statewide planning structure has reduced annual overhead, maximizing the available money directed towards program services, including training/work-based learning, and services to business and job seekers. In the spirit of WIOA's intent, the State has emphasized spending program funds towards those individuals most in need, and who can benefit from intensive staff intervention, and direct training and support of businesses and participants, all of which positively impact the achievement of performance goals. The single statewide structure has strengthened administrative oversight and accountability processes. Prior to this change, administrative deficiencies resulted in substantial disallowed costs for Idaho's largest Workforce Investment Area. The strengthened administrative structure under the waiver has assisted Idaho to minimize disallowed costs, further enabling the redirection of funds from service provider and administration to direct participant training and support. As noted earlier in this section of Idaho's Combined State Plan, Idaho is comprised of two local areas – the Balance of State and eastern Idaho – a structure established since 2005. Under this waiver, the state Workforce Development Council serves as a statewide local board for both local areas, functioning as the planning structure outlined earlier. Prior to submission of this plan modification and previous versions, the state and the council reached out to the East Central Idaho Elected Official Consortium and its WIOA representatives, East Central Idaho Planning and Development Association, dba ALTURA, to discuss any potential changes to this structure and/or affirm the existing relationship. Since the structure's establishment, ALTURA and those it represents have unanimously supported this waiver and its objectives. The MOU between ALTURA and the Workforce Development Council outlines the roles each have in the statewide and local governance of Idaho's workforce development system. In addition, the Workforce Development Council itself includes several elected officials as part of its membership. Two serve as local elected officials, and two others are state representatives – one representing state House and the other the state Senate. Each member represents a different area of the state and brings a local perspective to the issues affecting workforce matters across the state. Funds to the local areas are distributed based on the state's WIOA Title I-B Formula Funds Distribution Policy, which outlines how the state allots funds to each local area. Idaho's waiver requests, along with its WIOA Combined State Plan, were posted on the Idaho Workforce Development Council's website for comment and review by required parties and the

public. An invitation was extended to two influential organizations in the state – the Idaho Association of Cities and Idaho Association of Counties - to provide them the opportunity to review all the waivers contained in the entire Combined State Plan. No local boards are affected by the waiver. All state Workforce Development Council members received copies of these waivers along with Idaho's PY2024-2027 WIOA Modified Combined State Plan. The State Workforce Development Council reviewed and approved both the waivers and WIOA Combined State Plan during its March 11, 2026 meeting. These meetings are announced and open to the public via a variety of means across the state. The comment period for both the WIOA Combined State Plan and the waivers was open from February 9, 2026, through March 11, 2026. No comments were received during that time for this or any of the other waivers.

7. *Provide the most recent data regarding the results and outcomes from the waiver's implementation (if a waiver renewal)* The primary goal sought by this waiver is to reduce administrative costs and maximize the available money directed to career and training services, including work-based learning, and services to businesses and job seekers. The eventual programmatic outcome results in service to a larger number of participants that would otherwise be served due to higher administrative costs. To maximize resources available for service delivery, the state continues to use the flexibility of this waiver to allow the WDC to serve as the local workforce board. When initially implemented, this strategy saved Idaho's Workforce Investment Act (WIA) program \$1,482,788 by removing the required maintenance of six local areas throughout the state. These former administrative funds have been utilized as program funds, which allows more participants to be served and allows the state to maintain service levels, despite funding cuts over the years. In today's dollars, the costs easily translate to a programmatic infusion of \$2,476,142 which, in 2025, amounts to just over 34.48% of the state's total WIOA Title I-B allotment from USDOL for PY24. The single statewide planning structure helps reduce annual overhead, emphasizing spending program funds towards direct training and support of businesses and participants. By strengthening administrative oversight and accountability processes, it has helped significantly in eliminating administrative deficiencies over the years that may have resulted in disallowed costs.

Waiver B. – Waiver of WIOA Section 134(d)(2) and 20 CFR 680.910 to Allow for Post-Exit Supportive Services for Employment Retention

1. *Identify the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver* The State of Idaho is requesting a waiver of WIOA Section 134(d)(2) and 20 CFR 680.910, which limit the provision of supportive services for Adult and Dislocated Worker participants to the period of active participation before program exit. Under current law and regulation, supportive services may not be provided during the 12 months following exit, even when such services are necessary to support employment retention and to ensure a successful transition toward self sufficiency.
2. *Describe the actions that the State or local area has undertaken to remove State or local statutory or regulatory barriers* No State statutory or regulatory barriers exist at this

time that would prevent the provision of supportive services to Adult and Dislocated Worker participants during the post-exit period.

3. *Describes the goals of the waiver and the expected programmatic outcomes* The primary strategic goals supported by this waiver include improving employment retention outcomes, supporting wage progression, and reducing early job loss among Adult and Dislocated Worker participants. These goals align with Idaho's broader workforce development strategy and performance accountability framework.
4. *Describes how the waiver will align with the Department's policy priorities, (A)-(E).* If approved, Idaho projects measurable improvements in employment retention and earnings outcomes for Adult and Dislocated Worker participants who receive post-exit supportive services, compared to those participants who do not. By addressing short-term barriers such as transportation, childcare, or other work-related needs, that commonly arise immediately after entering unsubsidized employment, this waiver is expected to strengthen participants' ability to maintain employment and remain engaged in the labor force. In addition, Idaho's need for this waiver is informed by significant shifts in the populations served under the Adult and Dislocated Worker programs. Since PY17, Idaho has experienced a 508 percent increase in serving individuals with a history of incarceration, a 123 percent increase in serving long-term unemployed individuals, and a 34 percent increase in serving individuals with disabilities. These populations often face greater barriers to sustained employment, particularly during the critical post-exit period. Allowing limited, targeted post-exit supportive services is intended to help mitigate these challenges and support employment retention for participants with higher support needs. As a result of waiver implementation, Idaho expects to see improvements in Employment Rate 2nd Quarter After Exit (ER2) and Employment Rate 4th Quarter After Exit (ER4), reflecting stronger short-term and longer-term employment retention for participants receiving post-exit supportive services. Idaho's newly negotiated rate for Adults' ER2 and ER4 performance is 69 percent for PY26, and 69.5 and 70 percent, respectively, for PY27. The positive outcomes resulting from the waiver's impact would undoubtedly show in the increased performance levels of these measures. The state believes the waiver would improve outcomes two and a half to three points above current negotiated levels, noting a minimum of 72 percent. The state currently projects that the waiver will provide approximately 110 individuals post-exit supportive service assistance. These changes should also impact the state's Dislocated Worker program in a similar fashion. Idaho also anticipates positive impacts on median earnings, as improved employment stability supports increased hours, wage progression, and sustained attachment to the workforce. All outcomes will be tracked annually and used to assess the effectiveness of the waiver and inform future policy decisions.
5. *Describe the individuals affected by the waiver.* The waiver is expected to primarily benefit Adult and Dislocated Worker participants who have exited the program and entered unsubsidized employment, particularly individuals who require short-term support to stabilize employment during the transition period following exit. This includes participants who are newly employed, entering employment with limited financial reserves, or adjusting to changes in income and work schedules. The waiver will also benefit individuals receiving public assistance or transitioning off public

benefits by providing targeted, short-term supportive services that help mitigate employment disruptions and support sustained attachment to the labor force. By supporting employment retention and wage progression, the waiver is expected to promote greater economic stability and self-sufficiency for participating individuals. No adverse impacts to other participant populations are anticipated as a result of this waiver.

6. *Describe the processes used to monitor, offer a local board notice, public comment opportunity, and report in the WIOA Annual Report, (A)-(E)* Idaho will implement the waiver through clear state-level policy guidance that defines allowable post-exit supportive service types, establishes duration and dollar limits to ensure services remain short-term and focused on employment retention, and sets documentation requirements that directly link supportive services to retention outcomes. Monitoring will be conducted through existing state-level oversight and local monitoring processes. Monitoring will include verification of participant need, review of service allowability and reasonableness, and documentation demonstrating that supportive services are necessary to support employment retention and are not otherwise available. Oversight activities will also include reviewing post-exit supportive service provision, analyzing employment retention and wage outcomes for waiver participants, and conducting regular compliance reviews to ensure fiscal integrity. The results of these efforts will be reported in the state's WIOA Annual Report. Idaho's waiver requests, along with its WIOA Combined State Plan, were posted on the Idaho Workforce Development Council's website for comment and review by required parties and the public. An invitation was extended to two influential organizations in the state – the Idaho Association of Cities and Idaho Association of Counties - to provide them the opportunity to review all the waivers contained in the entire Combined State Plan. No local boards are affected by the waiver. All state Workforce Development Council members received copies of these waivers along with Idaho's PY2024-2027 WIOA Modified Combined State Plan. The State Workforce Development Council reviewed and approved both the waivers and WIOA Combined State Plan during its March 11, 2026 meeting. These meetings are announced and open to the public via a variety of means across the state. The comment period for both the WIOA Combined State Plan and the waivers was open from February 9, 2026, through March 11, 2026. No comments were received during that time for this or any of the other waivers.
7. *Provide the most recent data regarding the results and outcomes from the waiver's implementation (if a waiver renewal)* Not applicable. This is a first time request for this waiver and has not been previously approved.

Waiver C. – Request for Waiver of “All-Student” ETPL Performance Reporting, Program Years (PY) 2024–2027

1. *Identify the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver* Idaho requests a waiver of the requirement to collect and report performance data for all students in each program of study listed on the State Eligible Training Provider List (ETPL), as required by: Under this waiver, Idaho would continue to collect

and report all required performance data for WIOA-funded participants; the waiver would exempt providers from reporting outcomes for non-WIOA students in ETPL-listed programs.

- a. **WIOA Sections 116 and 122**
 - b. **20 CFR 677.230**
 - c. **20 CFR 680.400–680.530**
2. *Describe the actions that the State or local area has undertaken to remove State or local statutory or regulatory barriers* There are no Idaho statutes or local regulations that prevent implementation of this waiver. Idaho Department of Labor (IDOL) policies are aligned with current federal law and guidance.
3. *Describes the goals of the waiver and the expected programmatic outcomes* Idaho maintains the ETPL within IdahoWorks, supporting consumer choice and workforce alignment statewide. Requiring ETPs to report performance for all students—including those not funded by WIOA—creates operational burdens that have no direct bearing on WIOA accountability and materially reduce provider participation, especially in rural areas and among public community colleges and career-technical programs. Key Idaho dynamics: The goal of this waiver is to maintain and expand consumer choice and geographic access to high-quality training while ensuring robust, accurate reporting for WIOA-funded participants. The expected outcomes if the waiver is approved are as follows: Without this waiver, Idaho would be compelled to remove ETPs / programs that cannot or will not submit all-student data, undermining ETPL utility and pushing local areas to rely on ITA exceptions (20 CFR 680.320) more frequently—counter to transparency and choice objectives.
 - a. **Rural access:** Many counties rely on a small number of training providers; if providers withdraw from the ETPL due to reporting burden, consumer choice and geographic access shrink.
 - b. **Funding mix:** A significant portion of Idaho trainees are supported by non-WIOA funding, including Idaho LAUNCH and other state/third-party sources. All-student reporting would compel providers to collect sensitive data (often SSNs) for students outside WIOA—raising burden and privacy concerns and disincentivizing ETPL participation.
 - c. **Observed impact** The Executive Director of the state workforce board reports that providers regularly share feedback that ETP reporting is too cumbersome. Two of Idaho’s four community college presidents conducted a cost benefit analysis and were considering pulling all their programs from the ETPL. This trend threatens consumer choice, cost competitiveness, and training capacity.
 - d. **Increased ETPL participation and retention:** More providers/programs remain or join the ETPL, particularly in rural and in-demand fields.
 - e. **Improved choice/coverage:** Greater program variety across regions, delivery modes, and price points.

- f. **Sustained transparency:** Continued publication of WIOA participant outcomes at the program level; optional non-WIOA metrics reported where feasible.
 - g. **Faster onboarding:** Reduced administrative barriers for ETPs lowers cycle time to list/renew programs that meet quality and demand criteria.
- 4. *Describes how the waiver will align with the Department's policy priorities, (A)-(E).* The waiver maintains accountability where it matters—WIOA-funded participants—while advancing: In addition, Idaho has strengthened ETPL transparency and alignment by: These steps ensure that the state continues to preserve consumer choice and WIOA transparency, as mandated by USDOL, while right-sizing reporting to WIOA-relevant populations.
 - a. **Customer choice and transparency** (program-level outcomes for WIOA participants remain published).
 - b. **Employer engagement and sector alignment** (ETPL remains responsive to in-demand occupations).
 - c. **Access** (reduces ETPL contraction in rural/frontier areas).
 - d. Publishing WIOA participant performance at the program level in *IdahoWorks* (completion, employment, median earnings, credential attainment).
 - e. Encouraging providers to submit voluntary program metrics (e.g., licensure pass rates, third-party certifications, work-based learning placements), even when not WIOA-funded.
 - f. Coordinating with Registered Apprenticeship sponsors (20 CFR 680.470) to keep RA options visible on the ETPL.
 - g. Using local demand signals (job postings, sector partnerships, employer advisory input) to inform ETPL approvals and renewals.
- 5. *Describe the individuals affected by the waiver.*
 - a. **Job seekers and WIOA participants:** Broader options, better regional coverage, and more timely starts.
 - b. **Rural communities:** Reduced risk of provider exit from ETPL improves rural participants' access to training.
 - c. **Employers:** More demand-driven program offerings aligned to local hiring needs.
 - d. **Training providers:** Lower administrative burden, improved privacy posture, and clearer accountability **for WIOA-funded** outcomes.
- 6. *Describe the processes used to monitor, offer a local board notice, public comment opportunity, and report in the WIOA Annual Report, (A)-(E)* If granted, Idaho will implement the following controls: Idaho's waiver requests, along with its WIOA Combined State Plan, were posted on the Idaho Workforce Development Council's website for comment and review by required parties and the public. An invitation was

extended to two influential organizations in the state – the Idaho Association of Cities and Idaho Association of Counties - to provide them the opportunity to review all the waivers contained in the entire Combined State Plan. No local boards are affected by the waiver. All state Workforce Development Council members received copies of these waivers along with Idaho's PY2024-2027 WIOA Modified Combined State Plan. The State Workforce Development Council reviewed and approved both the waivers and WIOA Combined State Plan during its March 11, 2026 meeting. These meetings are announced and open to the public via a variety of means across the state. The comment period for both the WIOA Combined State Plan and the waivers was open from February 9, 2026, through March 11, 2026. No comments were received during that time for this or any of the other waivers.

a. Data & reporting

- i. Continue to collect and report all required WIOA participant outcomes under 20 CFR 677.230.
- ii. Publish WIOA program-level outcomes in *IdahoWorks* and in the state's WIOA Annual Report.
- iii. Encourage—but not require—submission of aggregate non-WIOA indicators (e.g., licensure pass, completion) where available.

b. Program oversight

- i. Include waiver impact checks in annual on-site/desk reviews (ETPL compliance, consumer choice, regional coverage).
- ii. Track ETPL participation (providers/programs) and **time-to-approval**; flag material declines by region/occupation for action.
- iii. Engage Local Workforce Development Areas (LWDAs) and providers via an ETPL working group to review data burden, privacy concerns, and usability.

c. Corrective action

- i. If transparency or access measurably declines (e.g., $\geq 10\%$ drop in regional program availability), Idaho will propose improvements (targeted outreach, technical assistance, or policy adjustments).
- ii. Idaho assures that, with the approval and implementation of this waiver, the state
- iii. Will not waive ETPL eligibility criteria, program quality standards, or RA automatic eligibility under 20 CFR 680.470.
- iv. Will continue to ensure that ITA-funded training is tied to in-demand occupations and that program performance for WIOA participants informs funding decisions.
- v. Will maintain all privacy, security, and FERPA-aligned protections for participant data.

7. *Provide the most recent data regarding the results and outcomes from the waiver's implementation (if a waiver renewal)*Not applicable. This is a first time request for this waiver and has not been previously approved.

Waiver D. – To Waive the Requirement for a Comprehensive One-Stop Center in Each Local Area

1. *Identify the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver*The state of Idaho, in agreement with the State Workforce Investment Board. (SWIB), is requesting to waive the requirement outlined in WIOA sec. 121 (e)(1) and 20 CFR 678.300 (c) and 678.605 to maintain comprehensive one-stop centers in each local area for Program Years 2026 and 2027. Idaho's two local areas, the Balance of State (BOS) and Eastern Idaho, are overseen by its SWIB, which carries out the roles and responsibilities of the local workforce development boards (LWDB) through a waiver from USDOL issued at the inception of WIOA. This waiver removed barriers, such as minimizing administrative activities costs, reducing administrative burdens, and allowing the state to redirect funding for direct participant services. Idaho has historically sought to eliminate and reduce these barriers to increase prospective participants' access to its WIOA programs across the state.
2. *Describe the actions that the State or local area has undertaken to remove State or local statutory or regulatory barriers*No state or local statutory or regulatory policies limit the state from implementing WIOA programs in each local area without a comprehensive one-stop center.
3. *Describes the goals of the waiver and the expected programmatic outcomes*The primary goal of this waiver is to reduce the administrative burden necessary for the establishment of not just one, but two comprehensive one-stop centers. This reduction would help to eliminate any specific overhead costs associated with this designation, freeing these funds for direct services to individual and business customers. The programmatic outcome is to allow staff the ability to focus on direct or indirect service provision, rather than spend time engrossed in addressing administrative constraints that do not realistically enhance or improve services to WIOA participants with the available funding. To maximize resources available for direct service delivery, the state will continue to use:
 - a. the SWIB as the local workforce board; and
 - b. the current Youth, Adult, and Dislocated Worker service delivery structure
4. *Describe how the waiver will align with the Department's policy priorities*The requirement to establish a comprehensive one-stop center in each local area has significantly impacted the state's progress to advance WIOA programs across Idaho by adding an estimated \$19,607 in administrative costs, which could otherwise be used to serve 6 Idahoans in WIOA programs. All of Idaho's affiliated AJCs provide the same level of service as outlined under 678.305, which defines a comprehensive one-stop center. Each AJC already provides direct access or closely coordinated indirect service access to all workforce partner programs, as identified in the state's most recent One-Stop

certification review. The preamble of WIOA's Final Rules notes the following: *...many local areas will require the establishment of multiple centers to serve their populations properly. This is highly dependent on individualized factors in each local area. This determination is best carried out at the State and local planning level. WIOA sec. 121(a) requires the establishment of the one-stop delivery system, consistent with the approved Unified or Combined State Plan, through the Local WDB for a local area and with the agreement of CEO for the local area. It is these entities that should determine the proper number and location of one-stop centers, by drawing on their knowledge of the area's needs.* Idaho followed this guidance as it implemented WIOA across the state. The Governor-appointed SWIB, in its role as LWDB, recognized that each local area necessitated more than one AJC to adequately serve its residents, with each site providing the full complement of required services under WIOA. In 2019, the Idaho Department of Labor transitioned its traditional brick-and-mortar service delivery system in favor of a "multiple hub-and-spoke" delivery model. This model has one or more offices serving as regional hubs and a network of "mobile offices" spread throughout more rural localities, typically sharing space with various local entities, such as libraries or chambers of commerce. These mobile offices provide similar services like assisting job seekers and employers with labor needs and connecting those eligible with other department programs like WIOA Title I-B programs. An evaluation of this plan implementation showed that overall enrollment in the adult program within each region did not see a significant shift between residents still served by a brick-and-mortar IDOL office and those in counties without such a physical presence. This meant that mobile offices sustained the adult WIOA enrollment levels achieved by the brick-and-mortar sites, albeit at a much lower cost.

5. *Describe the individuals affected by the waiver* The initial change to a single statewide planning area structure, in conjunction with this waiver, will provide Idaho with a structure that ensures more job seekers are served throughout the state. As evidenced since its initial implementation, the single statewide planning structure has reduced annual overhead and maximized available funding for training and direct customer services. This statewide structure enhances efforts to transform the system into a demand driven system and directly supports the importance of local community partnerships. The combination of 29 AJCs and mobile locations represent the state's comprehensive One-Stop delivery system and offers the full range of workforce development services across Idaho. Rather than continuing to operate multiple one-stop centers designated as "comprehensive", which provide the same level of services as the other brick-and-mortar ("affiliate") and mobile offices, the state's WIOA program would, at a minimum, use cost savings to serve the same number of participants or more, improving the system's reach to Idaho residents in need of the services of its services.
6. *Describe the processes used to monitor, offer a local board notice, public comment opportunity, and report in the WIOA Annual Report* As noted earlier, the primary goal of this waiver is to reduce administrative costs and maximize available funding directed to participant services through the removal or elimination of the administrative burdens imposed under this provision. With its approval, the local area's modified administrative structure under the waiver will strengthen the services provided under all Title I-B programs in the state, as this action will help to maximize all available monies and direct the funds towards program services. Both the state's Administrative Entity and the program service providers will track how these changes will impact program services, monitoring expenditures as the currently do in order to see the coming decline in

administrative costs that each local area will potentially experience. With the additional program services, any corresponding increase in services will also be noted. Idaho's waiver requests, along with its WIOA Combined State Plan, were posted on the Idaho Workforce Development Council's website for comment and review by required parties and the public. An invitation was extended to two influential organizations in the state – the Idaho Association of Cities and Idaho Association of Counties - to provide them the opportunity to review all the waivers contained in the entire Combined State Plan. No local boards are affected by the waiver. All state Workforce Development Council members received copies of these waivers along with Idaho's PY2024-2027 WIOA Modified Combined State Plan. The State Workforce Development Council reviewed and approved both the waivers and WIOA Combined State Plan during its March 11, 2026 meeting. These meetings are announced and open to the public via a variety of means across the state. The comment period for both the WIOA Combined State Plan and the waivers was open from February 9, 2026, through March 11, 2026. No comments were received during that time for this or any of the other waivers.

7. *Provide the most recent data regarding the results and outcomes from the waiver's implementation (if a waiver renewal)* As a new waiver request, this is not applicable.

TITLE I-B ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Include
1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient;	Yes
2. The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist;	Yes
3. The State established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members;	Yes
4. The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2);	Yes

The State Plan must include	Include
5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership;	No
6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions;	Yes
7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7);	Yes
8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan;	Yes
9. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I;	Yes
10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report.	Yes
11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA	Yes

The State Plan must include	Include
184(a)(3);	

ADULT 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 two years covered by the plan modification. 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 two years of the plan modification.

While states are not required to submit expected levels of performance for Effectiveness in Serving Employers for PY 2026 and PY 2027 all of core programs are expected to collect data and report as a shared indicator (as directed in guidance) for these years.

Performance Indicators	PY 2026 Expected Level	PY 2026 Negotiated Level	PY 2027 Expected Level	PY 2027 Negotiated Level
Employment (Second Quarter After Exit)	66.4%	69.0%	66.4%	69.5%
Employment (Fourth Quarter After Exit)	69.0%	69.0%	70.0%	70.0%
Median Earnings (Second Quarter After Exit)	\$7,800	\$7,800	\$7,800	\$7,800
Credential Attainment Rate	72.0%	73.0%	72.0%	73.5%
Measurable Skill Gains	61.5%	74.0%	61.5%	74.5%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2026 and 2027.

DISLOCATED 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 two years covered by the plan modification. 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 two years of the plan modification.

While states are not required to submit expected levels of performance for Effectiveness in Serving Employers for PY 2026 and PY 2027 all of core programs are expected to collect data and report as a shared indicator (as directed in guidance) for these years.

Performance Indicators	PY 2026 Expected Level	PY 2026 Negotiated Level	PY 2027 Expected Level	PY 2027 Negotiated Level
Employment (Second Quarter After Exit)	81.0%	81.0%	81.0%	81.5%
Employment (Fourth Quarter After Exit)	76.0%	76.5%	76.0%	77.0%
Median Earnings (Second Quarter After Exit)	\$9,875	\$9,875	\$9,875	\$9,875
Credential Attainment Rate	68.8%	68.8%	68.8%	68.8%
Measurable Skill Gains	62.0%	68.0%	62.0%	69.0%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2026 and 2027.

YOUTH 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 two years covered by the plan modification. 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 two years of the plan modification.

While states are not required to submit expected levels of performance for Effectiveness in Serving Employers for PY 2026 and PY 2027 all of core programs are expected to collect data and report as a shared indicator (as directed in guidance) for these years.

Performance Indicators	PY 2026 Expected Level	PY 2026 Negotiated Level	PY 2027 Expected Level	PY 2027 Negotiated Level
Employment (Second Quarter After Exit)	76.3%	76.3%	76.3%	76.5%
Employment (Fourth Quarter After Exit)	79.7%	79.7%	79.7%	79.7%
Median Earnings (Second Quarter After Exit)	\$5,300	\$5,840	\$5,300	\$5,840
Credential Attainment Rate	53.0%	54.5%	53.0%	55.5%
Measurable Skill Gains	56.0%	73.5%	56.0%	74.0%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2026 and 2027.

PROGRAM-SPECIFIC REQUIREMENTS FOR WAGNER-PEYSER PROGRAM (EMPLOYMENT SERVICES)

All Program-Specific Requirements provided for the WIOA core programs in this section must be addressed for either a Unified or Combined State Plan.

A. EMPLOYMENT SERVICE STAFF

1. DESCRIBE HOW THE STATE WILL STAFF THE PROVISION OF LABOR EXCHANGE SERVICES UNDER THE WAGNER-PEYSER ACT, SUCH AS THROUGH STATE EMPLOYEES, INCLUDING BUT NOT LIMITED TO STATE MERIT STAFF EMPLOYEES, STAFF OF A SUBRECIPIENT, OR SOME COMBINATION THEREOF.

The state of Idaho and the Idaho Department of Labor (IDOL) utilize state merit staff to implement required services, including labor exchange services, under the Wagner-Peyser Act.

2. DESCRIBE HOW THE STATE WILL UTILIZE PROFESSIONAL DEVELOPMENT ACTIVITIES FOR EMPLOYMENT SERVICE STAFF TO ENSURE STAFF IS ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH JOBSEEKERS AND EMPLOYERS

IDOL is committed to investing in professional development activities for ES staff. The central office team that supports the ES program includes an ES Program Specialist to focus on best practices in ES program design, and develop training to assure consistent, high-quality services around the state. The ES Program Specialist works with a team of local office supervisors to improve onboarding processes and identify gaps in training as well as identify priorities and resources for ongoing professional development. With the multitude of webinars, resources, and toolkits available through Workforce GPS, IDOL leverages these and other online tools to standardize ES staff training using quality sources, and supplement with classroom training, peer-learning and regional program meetings.

Additional Ongoing Professional Development for ES Staff:

- Idaho's One-Stop core partners are responsible for appropriate training to ensure all staff physically present at the One-Stop can correctly provide information to customers about the programs, services, and activities available through partner programs and make appropriate referrals.
- Training on work-based learning opportunities that can assist employers in meeting skilled-workforce needs, particularly registered apprenticeship models, and One-Stop partner programs that support work-based learning.
- In-depth analysis of regional/local labor market data, including 'real-time' labor market data provided by IDOL's Regional Economists
- One-Stop partner staff meetings to develop knowledge of partner program offerings and activities, and maintain working connections and effective referral processes.

3. DESCRIBE STRATEGIES DEVELOPED TO SUPPORT TRAINING AND AWARENESS ACROSS CORE PROGRAMS AND THE UNEMPLOYMENT INSURANCE (UI) PROGRAM AND THE TRAINING PROVIDED FOR EMPLOYMENT SERVICES AND WIOA STAFF ON IDENTIFICATION OF UI ELIGIBILITY ISSUES AND REFERRAL TO UI STAFF FOR ADJUDICATION

As the state government agency tasked with administering the unemployment insurance program for collection of taxes from employers and disbursement of benefits to claimants, IDOL provides periodic training and general information to American Job Center staff, including ES and WIOA staff, regarding general eligibility guidelines.

Strategies to support training and awareness of UI across core programs include:

- ES staff also provide RESEA services in Idaho, and they receive annual training from UI program staff specific to the requirements of the RESEA program
- Fully trained unemployment insurance staff are available by phone and via online chat, during business hours, to answer any questions from staff or claimants regarding UI issues
- UI Navigators are stationed within eight AJCs located throughout the state as well as scheduled at certain mobile locations to provide UI claimants with in-person help such as filing UI claims, resolving basic non-monetary issues, and helping them with other unemployment insurance functions.

B. EXPLAIN HOW THE STATE WILL PROVIDE INFORMATION AND MEANINGFUL ASSISTANCE TO INDIVIDUALS REQUESTING ASSISTANCE IN FILING A CLAIM FOR UNEMPLOYMENT COMPENSATION THROUGH ONE-STOP CENTERS, AS REQUIRED BY WIOA AS A CAREER SERVICE

Idaho's unemployment insurance application process is available online. Idaho's iUS web-based system and staffing model is designed to provide meaningful and personalized assistance in filing a claim for unemployment compensation at Idaho's American Job Centers, as well as at partner locations, in the following ways:

- When applying online, the iUS system provides simple, written instructions in English and Spanish to assist claimants through the application process.
- Each American Job Center provides several lobby computer stations to provide self-service access for filing an application for unemployment compensation or to access other online One-Stop services. Each workstation has been updated to improve data processing times and include larger monitors to reduce user scrolling.
- In addition, IDOL's mobile service delivery brings ES staff and laptops for customer use to rural communities on a scheduled basis to increase access to UI and other One-Stop programs in places far from an AJC.
- Each American Job Center also provides access to centralized, fully trained UI staff who answer questions, and assist with UI application or weekly claim filing. Centralized staff are available by phone or via online chat technology on the public access lobby computers.
- iUS user guides and real-time communications support is available for ES, WIOA, and other One-Stop Partner frontline staff from the centralized UI section to support staff provision of information.

C. DESCRIBE THE STATE'S STRATEGY FOR PROVIDING REEMPLOYMENT ASSISTANCE TO UI CLAIMANTS AND OTHER UNEMPLOYED INDIVIDUALS

Reemployment assistance is available to anyone in Idaho through the ES program, including UI claimants, unemployed individuals, and employed individuals. All job seekers who register in IdahoWorks receive an email to welcome them to the system and inform them of services available to assist with reemployment. All UI claimants receive information by email after filing their claim that directs them to register in IdahoWorks, informs them of assistance available through the AJCs, and provides links to the IDOL website where they can find information on available assistance and contact information for the AJC or mobile location nearest them.

Many UI customers first come to use staff- assisted ES services through the RESEA program. ES staff provide an orientation to all RESEA claimants on available AJC services. They work with each claimant one-on-one, conducting a thorough assessment of the claimant's current skills, abilities and identifying any barriers to reemployment. They also provide customized labor market information to each claimant based on their specific situation. Working together with the claimant they complete an individualized employment plan for each claimant, which may include additional follow up activities and services to assist the claimant in returning to work as soon as possible, including referrals to community services and training services as appropriate.

The RESEA program focuses on UCX claimants and those profiled as most likely to exhaust their benefits. RESEA services are provided for each claimant at an average of two and a half hours.

D. DESCRIBE HOW THE STATE WILL USE W-P FUNDS TO SUPPORT UI CLAIMANTS, AND THE COMMUNICATION BETWEEN W-P AND UI, AS APPROPRIATE INCLUDING THE FOLLOWING:

1. COORDINATION OF AND PROVISION OF LABOR EXCHANGE SERVICES FOR UI CLAIMANTS AS REQUIRED BY THE WAGNER-PEYSER ACT;

All in-state UI claimants are required to register for work in the IdahoWorks system upon filing a claim. After filing a claim for UI, the iUS web-based system provides a link to IdahoWorks, offering immediate access to work registration and the array of labor exchange services available, including links to current employment opportunities for self-referral. Wagner-Peyser funded staff provide services to UI claimants every day as a regular part of their duties, and IDOL has placed additional emphasis on ES services to unemployed Idahoans as a strategy to address business needs as the state experiences historic low UI rates.

2. REGISTRATION OF UI CLAIMANTS WITH THE STATE'S EMPLOYMENT SERVICE IF REQUIRED BY STATE LAW;

Department program policy, not state law, requires registration with ES.

3. ADMINISTRATION OF THE WORK TEST FOR THE STATE UNEMPLOYMENT COMPENSATION SYSTEM, INCLUDING MAKING ELIGIBILITY ASSESSMENTS (FOR REFERRAL TO UI ADJUDICATION, IF NEEDED), AND PROVIDING JOB FINDING AND PLACEMENT SERVICES FOR UI CLAIMANTS; AND

IDOL Wagner Peyser staff are familiar with UI eligibility requirements and do eligibility assessments and referral to adjudication as required and appropriate for RESEA participants. In 2021 a more rigorous work test process was implemented where most RESEA participants are given a job referral and follow up is done with the employer to verify the application was made and determine hire status when possible. Issues detected through RESEA interviews, work test, or other interactions with UI claimants are referred to adjudication.

The Idaho unemployment insurance (UI) division has a group of claims specialist that review work search contacts on a weekly basis. The claimants selected for review are all those coded as work-seeking. In addition, the division is establishing a new work search verification unit which will work queues within iUS, the state's unemployment insurance system, to verify work search contacts. During the adjudication process, UI staff will work with Wagner-Peyser staff across the state's AJCs to provide job referrals to claimants based on their job skills, job preferences, and labor market information. Follow up with the employers will take place to verify the claimant applied for the position. The new unit will be formed within the next month to target all work-seeking claimants.

4. PROVISION OF REFERRALS TO AND APPLICATION ASSISTANCE FOR TRAINING AND EDUCATION PROGRAMS AND RESOURCES.

Idaho's WIOA Title IB programs (Adult, Dislocated Worker, and Youth) reflect high service levels for UI claimants. IDOL's ES staff are co-located with WIOA Title IB staff, and they also participate in One-Stop partner and community meetings on a regular basis to remain up to date on training, education, and resources. ES staff are often the first point of contact for new

job seekers coming into the AJCs, whether in person or virtually, and one of their primary functions is to assess basic needs and eligibility and provide services and/or refer appropriately.

E. AGRICULTURAL OUTREACH PLAN (AOP). EACH STATE AGENCY MUST DEVELOP AN AOP EVERY FOUR YEARS AS PART OF THE UNIFIED OR COMBINED STATE PLAN REQUIRED UNDER SECTIONS 102 OR 103 OF WIOA. THE AOP MUST INCLUDE AN ASSESSMENT OF NEED. AN ASSESSMENT NEED DESCRIBES THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.

1. ASSESSMENT OF NEED. PROVIDE AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.

In 2024, there were 22,500 Idaho farms and ranches producing 185 commodities. Idaho's crop farming is integrating technology and automation as labor force shortages have been a reality in agriculture for decades. Round-up ready sugar beet seeds have freed up hand hoeing and thinning. Precision agriculture has improved and sped up the drilling/planting of seeds utilizing the Global Positioning System to keep rows straight and alleviate human error. Precision agriculture also refers to tracking the amount of water in the soil to enhance efficiency in irrigation. Programmable pivots have reduced some of the labor needed to move irrigation lines.

Idaho's top five labor-intensive crops are potatoes, sugar beets, hay/grain, onions, and corn, primarily because many workers are still needed for irrigation and harvest. In addition to these crops, there is large production of canola, peas and lentils in north-central Idaho. The northern and southwestern regions of the state have witnessed growth in hops that require hand-stringing, mowing, and pruning. Hops acreage harvested across the U.S. peaked in 2021 and by 2025 had decreased by over 30% (Source: NASS) while Idaho's hops acreage declined by 47% over the same time. Despite the declines, total acres of harvested hops in 2025 remained 53% above 2000 levels in Idaho and 15% higher nationally. Due to increased yields, statewide 2025 hops production in pounds continued to be more than double that of 2000 despite the recent acreage declines. USDA/NASS QuickStats Ad-hoc Query Tool

Nursery operations are another important agricultural activity, mainly the production of ornamental trees in north Idaho. Nursery and landscape flowers and shrubs are raised in greenhouses across southern Idaho requiring hand labor for planting during months not normally reserved for agriculture.

The dairy industry, concentrated in south central Idaho, has skyrocketed since the 1980's when California enacted environmental laws causing dairy operators to relocate operations to states with less onerous oversight. Many large dairy operations grow their own hay and forage, needing both seasonal workers for irrigation, equipment operation and harvest. Dairies need year-round milking, herding, and feeding workers as the cows are milked three times a day-- relief milkers are employed to ensure reliability. Idaho inventories report 680,000 milk cows in 2025 with 305,000 milk cow replacements, ranking third in the number of dairy cows

nationally. The number of milk cows within Idaho has more than doubled since the 332,000 reported in 2000 and has grown 8% since 2022. In 2024, Idaho reported its highest ever livestock count for cattle of all types. This contrasts with the U.S. having the lowest number of cattle on record in 2024 since 1951.

In 2024, Idaho led the nation in the production of potatoes, barley, food-size trout, hay/alfalfa, and peppermint oil. Idaho's sugar beets and hops were ranked second nationally, while cheese and milk were ranked third. Dry onions, spring wheat and lentils were ranked fourth nationally while edible peas and wool were ranked fifth. 2024 Idaho Annual Statistical Bulletin-USDA

Idaho's need for an agricultural labor force has remained steady and has been a high-demand industry for decades but lacks labor supply due to its seasonality, hard physicality of the job requiring overtime during growing season, lower wages, and dismal benefit packages. The projections provided by Idaho Department of Labor's (IDOL) Research & Analysis Bureau show the peak demand for agricultural workers was estimated at 63,352 during August 2025 (preliminary data to be benchmarked in early 2026).

2. AN ASSESSMENT OF THE AGRICULTURAL ACTIVITY IN THE STATE MEANS: 1) IDENTIFYING THE TOP FIVE LABOR-INTENSIVE CROPS, THE MONTHS OF HEAVY ACTIVITY, AND THE GEOGRAPHIC AREA OF PRIME ACTIVITY; 2) SUMMARIZE THE AGRICULTURAL EMPLOYERS' NEEDS IN THE STATE (I.E. ARE THEY PREDOMINANTLY HIRING LOCAL OR FOREIGN WORKERS, ARE THEY EXPRESSING THAT THERE IS A SCARCITY IN THE AGRICULTURAL WORKFORCE); AND 3) IDENTIFYING ANY ECONOMIC, NATURAL, OR OTHER FACTORS THAT ARE AFFECTING AGRICULTURE IN THE STATE OR ANY PROJECTED FACTORS THAT WILL AFFECT AGRICULTURE IN THE STATE

Agricultural employers hire foreign workers primarily utilizing the H2A Visa program which reported 7,296 visas certified for Idaho in 2025. 97% (7,085) of certified H2A workers in Idaho are employed in the occupations of farming, fishing and forestry. Producers are heavily dependent on foreign labor guaranteeing workers as seasonal crops must be planted, irrigated and harvested in a timely manner.

Idaho's H2A Adverse Effect Wage Rate (AEWR) for 2026 was established at \$17.07 an hour. Transportation, housing and kitchen availability or food costs must be also factored into program costs. An increasing number of employers believe the program provides the most reliable labor source, with many producers requesting the same workers each year--reducing the cost of training new workers.

The hourly AEWR applies when the job opportunity requires workers to perform agricultural labor or services covering one or more of the following SOC's:

- 45-2041 - Graders and Sorters, Agricultural Products.
- 45-2091 - Agricultural Equipment Operators.
- 45-2092 - Farmworkers and Laborers, Crop, Nursery, and Greenhouse.
- 45-2093 - Farmworkers, Farm, Ranch, and Aquacultural Animals.
- 53-7064 - Packers and Packagers, Hand.
- 45-2099 - Agricultural Workers, All Other.

Sheep herders fall under a different wage structure due to their 24/7 schedule and remote assignments. All range occupations are earning \$2,058.31 monthly in 2025. Many sheepherders are from Peru and return to Idaho each year to work. To standardize the wage makes sense considering many herders with their herds are shipped across state borders, accessing better weather and grazing opportunities seasonally.

In northern and north central Idaho, the predominant crops are hay, barley, grain, hops, peas, beans (lentils, garbanzos, and chickpeas), canola, wheat and grass seed. The earliest activity involves hops, stringing from April to May and training from May through June. The harvest season for hay begins in May and lasts through September. Harvest for the other groups lasts from August through Mid-September. The estimated number of farmworkers in northern Idaho was 3,663 for 2025 and 3,546 in 2024. North central Idaho's average estimate of ag workers is 3,860 for 2025 and 3,736 for 2024.

In Southeastern and Eastern Idaho, the predominant crops are barley, beans, grain, hay, potatoes, and sugar beets. The hiring season begins in April for irrigation activities. The harvest for potatoes and sugar beets is in October and November, respectively, occurring later in the fall due to the later start of the growing season in the spring. In addition to farmworkers, there is a requirement for truck drivers, equipment operators from May to November, along with sorters and testers during harvest. In 2025, southeastern Idaho showed an estimate of 5,969 for farmworkers while eastern Idaho had approximately 6,309. 2024 reported slightly lower amounts of agricultural employment with southeastern estimated at 5,777 and eastern at 6,106.

Southwestern Idaho has greater diversity of significant crop activity: seeds, barley, beans, corn, fruits (apples, grapes, peaches and cherries primarily), grain, hay, hops, mint, oats, onions, potatoes, sugar beets, and wheat. Workers are needed for irrigation, hoeing, topping, and harvest in the months of heavy activity. Apples and other fruits require pruning and thinning from January to March. The first cutting of hay occurs in April and can end as late as October. The number of farmworkers in southwestern Idaho was 15,074 in 2025 and 14,589 in 2024.

The traditional South-Central Idaho crops are barley, dry beans, corn, grain, hay, potatoes, sugar beets, forage crops, and wheat. There is also high demand for farm equipment operators and truck drivers. Greenhouse and nursery workers are needed for seedling and plant cultivation. South central Idaho pulls sheepherders from Peru with the caveat that the Department of Homeland Security approves countries for H2A visas with a new list for each year. South central Idaho has four of the top five statewide agricultural production by market receipts:

1. Cassia \$1,153M,
2. Twin Falls County \$1,136M,
3. Gooding \$1,118M,
4. Jerome \$944M, and
5. Canyon in southwestern Idaho \$829M

a. *Source: 2022 Ag Census.*

South central Idaho estimated an average of 14,227 farmworkers in 2025 and 13,769 in 2024.

3. AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS MEANS SUMMARIZING MIGRANT AND SEASONAL FARM WORKER (MSFW) CHARACTERISTICS (INCLUDING IF THEY ARE PREDOMINANTLY FROM CERTAIN COUNTRIES, WHAT LANGUAGE(S) THEY SPEAK, THE APPROXIMATE NUMBER OF MSFWs IN THE STATE DURING PEAK SEASON AND DURING LOW SEASON, AND WHETHER THEY TEND TO BE MIGRANT, SEASONAL, OR YEAR-ROUND FARMWORKERS). THIS INFORMATION MUST TAKE INTO ACCOUNT DATA SUPPLIED BY WIOA SECTION 167 NATIONAL FARMWORKER JOBS PROGRAM (NFJP) GRANTEES, OTHER MSFW ORGANIZATIONS, EMPLOYER ORGANIZATIONS, AND STATE AND/OR FEDERAL AGENCY DATA SOURCES SUCH AS THE U.S. DEPARTMENT OF AGRICULTURE AND THE U.S. DEPARTMENT OF LABOR (DOL) EMPLOYMENT AND TRAINING ADMINISTRATION

The characteristics of the MSFW population indicate a large percentage of MSFWs are Hispanic and predominantly Spanish speaking. Most migrant and seasonal farmworkers in or coming to Idaho originate from the southern United States (e.g., Texas, Arizona) or Mexico.

The popularity of the H2A visa program has replaced the diminishing pool of domestic migrant seasonal farmworkers, many of which found jobs in construction, manufacturing, or agricultural jobs closer to home. In 2025, the number of certified H2A visas rose to 7,296, according to the performance data provided by the Employment and Training Administration. In 2023, the estimated number of MSFWs range from an average in the winter months of 1,600 to a peak of 11,720 in October. Much of the work is seasonal, reflecting on the workforce for this industry.

Due to the difficulty in estimating farm employment monthly, IDOL staff utilize data from a variety of sources to establish MSFW population projections for the state. These include the U.S. Department of Agriculture's Census of Agriculture, U.S. Census Bureau and the Idaho Department of Labor's Quarterly Census of Employment and Wages (QCEW) data.

Challenges to the agricultural industry are many. One challenge that is impacting operations, and consequently labor demand, is the encroachment of housing across Idaho. Prime farmland and grazing acres are being supplanted by either single homes on larger plots or full-scale subdivisions. Idaho continues to be in the top five states for population growth rates, threatening the availability of acres for production going forward. In addition, the aging and succession of the producers has seen some retirees sell land and equipment when there isn't a family member to carry on the legacy. According to the 2022 Census of Ag, one out of every three producers is 65 years of age and over. There are ongoing efforts to create agricultural land trusts that retain land for the purpose of farming or ranching. This allows a producer to sell land to the trust and retire with the cash proceeds; however, competing with developers can be problematic for the trust.

Idaho's need for agricultural workers is projected to be flat, remaining around 63,000 during the peak of the agricultural season, which is the month of October when most of the crops are harvested statewide.

4. OUTREACH ACTIVITIES

The local offices outreach activities must be designed to meet the needs of MSFWs in the State and to locate and contact MSFWs who are not being reached through normal intake activities. Describe the State agency's proposed strategies for:

To address the unique regional challenges that Idaho's workforce development system faced, primarily with service accessibility in rural and remote areas and reductions in federal funds, the Idaho Department of Labor (IDOL) implemented a new service delivery model. Face-to-face service can now be found in approximately 29 communities around the state, an increase from the agency's previous brick and mortar offerings. The mobile model modernizes how the department delivers services, focusing on increasing IDOL's presence in rural Idaho while decreasing its physical footprint. It is more adaptable to fluctuations in the economy and empowers staff to be more responsive to community needs.

Bureau of Labor Statistics' farmworker estimates are significant for the three southernmost service delivery areas of the State. IDOL will provide appropriate outreach from the American Job Centers (AJC) identified by U.S.DOL as Significant MSFW One-Stop Centers in the following agricultural communities located throughout the state:

- **Caldwell AJC/Mountain Home Mobile Service Delivery/Payette Mobile Service Delivery** - Located in city of Caldwell, provides services to Canyon County, Elmore and Owyhee counties, and Washington and Payette counties.
- **Pocatello AJC/ Burley AJC/ Twin Falls AJC** – Located in the city of Pocatello, provides services to Bingham, Power, Franklin, Caribou, Bear Lake, Oneida, and Bannock counties /Minidoka and Cassia counties/and Twin Falls, Jerome, Gooding, and Lincoln counties.
- **Idaho Falls AJC/ Rexburg Mobile Service** - Provides services to Jefferson, Butte, and Bonneville counties/ and Clark, Fremont, Madison, and Teton counties.

Migrant/Seasonal Farmworker (MSFW) outreach staff are in the primary AJCs underlined above, placed there to best serve the state's high agricultural areas. During the months of high agricultural activity, the department will provide or coordinate activities to reach MSFWs in the additional communities listed.

The department ensured that bi-lingual English/Spanish capable staff have been assigned to conduct outreach and ensures multi-lingual access to language line tools through the state's One Stop system. All AJC staff participating in outreach have received training in the use of language line tools, including mobile location staff who may assist in the effort where there may be no AJC located in a specific community and may resort to using language line tools to assist in communication efforts.

During each year of this four-year plan, the department's Wagner-Peyser (W-P) staff, in collaboration with its partner organizations also serving MSFWs throughout the state, will plan to reach 8% of the estimated migrant/seasonal farmworker population during the peak of the agricultural season in the counties served by each AJC. As noted by U.S.DOL, these numerical goals are in reference only to the proposed outreach activities and are not negotiated performance targets. The offices noted in italics in the table on the following page serve as the principal locations within their respective regions with the responsibility for not only ensuring appropriate MSFW outreach but service provision as well.

AJC Regional Outreach Locations	Estimated Total Farmworker Population	Planned Outreach Goals-WP Staff (5%)	Outreach in Conjunction with Other Agencies (3%)

AJC Regional Outreach Locations	Estimated Total Farmworker Population	Planned Outreach Goals-WP Staff (5%)	Outreach in Conjunction with Other Agencies (3%)
NORTH IDAHO – <i>Bonnors Ferry/CDA</i>	3,207	160	96
SOUTHWEST IDAHO - <i>Caldwell</i>	16,135	807	484
SOUTH-CENTRAL IDAHO –<i>Twin Falls/Burley</i>	14,227	711	427
SOUTHEAST IDAHO- <i>Pocatello</i>	5,969	298	179
EASTERN IDAHO- <i>Idaho Falls</i>	6,310	316	189
Total	45,848	2,292	1,375

A. CONTACTING FARMWORKERS WHO ARE NOT BEING REACHED BY THE NORMAL INTAKE ACTIVITIES CONDUCTED BY THE EMPLOYMENT SERVICE OFFICES

The Idaho Department of Labor (IDOL) conducts proactive outreach to Migrant and Seasonal Farmworkers (MSFWs) who are not reached through normal intake activities at American Job Centers (AJCs). Outreach is conducted statewide with an emphasis on agricultural regions and peak farming seasons.

IDOL employs two full-time bilingual outreach staff to ensure coverage across all designated MSFW service areas. Outreach staff are strategically assigned to regions with significant agricultural activity and seasonal MSFW presence. Staffing levels are reviewed annually to ensure sufficient capacity to contact a majority of MSFWs statewide each year, consistent with federal requirements.

MSFWs across the Snake River Plain and Idahoans throughout the state have seen, heard, and read about accessing IDOL services and will continue to do so through various mediums, including publications and social media. The Idaho Department of Labor prints bilingual brochures, posters, and flyers for dissemination at and beyond the AJCs. One example is an easy-to-carry bilingual rack card, which outlines the state's complaints process which provides MSFWs guidance on how to file a complaint or wage claim.

Assigned outreach staff contact MSFWs at labor camps, living areas, and other locations in the community frequented by the migrant and seasonal farmworkers. Outreach staff also attend public events on evenings and weekends where migrant and seasonal farmworkers are in attendance.

Outreach activities occur during non-traditional hours and at locations where MSFWs are most likely to be present, including:

- agricultural worksites (as permitted),

- labor camps and housing facilities,
- community centers, clinics, food banks, churches, and grocery stores,
- community events and employer-sponsored gatherings.

Outreach workers encourage MSFWs to come into the local AJC one-stop or mobile location for more in-depth assessment and to register for available services. For those who choose not to or cannot visit their local AJC, the outreach worker provides on-site assistance for services that may be available, such as preparing and accepting complaints or apparent violations, and providing information on local labor markets, training opportunities, or referrals to other service providers.

Outreach staff provide information and referrals regarding Wagner-Peyser employment services, job matching, training opportunities, supportive services, Unemployment Insurance (UI), and worker rights.

Materials, tools, and resources used in outreach include:

- bilingual (English/Spanish) printed materials,
- mobile technology for intake and referrals,
- labor exchange system access,
- information on the Employment-Related Complaint System,
- educational materials on worker protections and available community resources.

B. PROVIDING TECHNICAL ASSISTANCE TO OUTREACH STAFF.

IDOL provides ongoing technical assistance and support to outreach staff to ensure effective and compliant service delivery. Technical assistance is coordinated by the State Monitor Advocate (SMA) and includes:

- regular meetings and case consultations,
- guidance on Wagner-Peyser regulations and MSFW protections,
- training on the Employment-Related Complaint System and referral procedures,
- collaboration with AJC staff to ensure seamless access to one-stop services,
- dissemination of updates from ETA guidance, regional calls, and national MSFW trainings.

Outreach staff are provided with up-to-date information on community organizations, legal aid providers, healthcare services, housing resources, and other agencies serving MSFWs within their service areas.

A primary resource available to the outreach workers is the MSFW page in the department's internal employee website, "EPIC", which provides all the information needed for all department staff who work with MSFWs. It includes Spanish language materials addressing One-Stop services, local contacts for groups serving MSFWs, as well as basic material outlining the rights MSFW are entitled to.

The State Monitor Advocate assists the department by providing training and technical assistance to One Stop Staff, especially dedicated MSFW outreach personnel, concerning the MSFW special service requirements and best practices, much of it on a one-on-one basis. The topics presented during trainings include outreach practices, labor law updates, H-2A/Foreign Labor Certification, the Employment Service Complaint System, and labor market information.

The State Monitor Advocate also provides training and technical assistance to AJC staff during the review visits to significant offices, and as needed and/or requested by office managers.

However, the Monitor Advocate continues to prioritize the provision of one-on-one training and technical assistance to newly hired outreach personnel. The Monitor Advocate makes this practice a priority when assisting with the onboarding of new outreach staff. As new outreach staff begin their work at an AJC, the SMA's individualized technical assistance continues as a program mainstay. In-person training and technical assistance presentations, especially in a group setting, may resume as necessary or as time permits.

C. INCREASING OUTREACH WORKER TRAINING AND AWARENESS ACROSS CORE PROGRAMS INCLUDING THE UNEMPLOYMENT INSURANCE (UI) PROGRAM AND THE TRAINING ON IDENTIFICATION OF UI ELIGIBILITY ISSUES

IDOL ensures outreach staff receive training across all relevant workforce core programs to support integrated service delivery. Training includes:

- Wagner-Peyser employment services and labor exchange systems,
- WIOA Title I program eligibility and referral processes,
- Unemployment Insurance (UI) basics, including identification of potential UI eligibility issues,
- coordination procedures with partner programs and AJCs through participation in the One Stop annual regional staff training sessions.

Cross training promotes staff awareness of how MSFWs may benefit from multiple programs and supports appropriate referrals and follow-up. Outreach staff work closely with AJC personnel to ensure MSFWs receive equitable access to the full range of workforce services.

MSFW outreach workers are merit staff for Wagner-Peyser Employment Services and receive an overview of the Unemployment Insurance process. As part of the state's One-Stop system, the outreach workers are also responsible for providing information regarding ES services, farmworker rights, Unemployment Insurance, the complaint system, WIOA Title I-B employment and training services for Adults, Dislocated Workers, and Youth, WIOA Title II Adult Education services, WIOA Title IV Vocational Rehabilitation services, SNAP and TANF benefits, along with other community services that may be available.

D. PROVIDING STATE MERIT STAFF OUTREACH WORKERS PROFESSIONAL DEVELOPMENT ACTIVITIES TO ENSURE THEY ARE ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH JOBSEEKERS AND EMPLOYERS

IDOL supports ongoing professional development for outreach staff to maintain high-quality services for both jobseekers and agricultural employers. Professional development activities include:

- participation in state, regional, and national MSFW-related trainings and conferences,
- attendance at ETA-sponsored outreach or agricultural workforce training events,
- peer learning and best-practice sharing across service regions,
- periodic refresher training on cultural competency, customer service, and outreach strategies.

Professional development needs are assessed annually, and training plans are adjusted to reflect changes in program requirements, agricultural labor trends, and MSFW service needs.

E. COORDINATING OUTREACH EFFORTS WITH NFJP GRANTEE AS WELL AS WITH PUBLIC AND PRIVATE COMMUNITY SERVICE AGENCIES AND MSFW GROUPS

IDOL coordinates outreach activities with the National Farmworker Jobs Program (NFJP) grantee, Community Council of Idaho, to maximize service delivery and avoid duplication of efforts. Coordination includes:

- regular communication and information sharing,
- referral processes between outreach staff and NFJP case managers,
- joint outreach activities when appropriate,
- participation in local and regional MSFW stakeholder meetings.

IDOL also collaborates with public and private community service agencies, including:

- community-based organizations,
- healthcare and housing providers,
- educational and training institutions,
- advocacy groups and employer organizations.

These partnerships strengthen the statewide MSFW service network and support comprehensive, coordinated service delivery for farmworkers and agricultural employers.

Program service information is presented verbally and/or in writing in both English and Spanish. In many instances, these efforts are coordinated with other agencies, such as Idaho Legal Aid, the Community Council of Idaho, and others to provide MSFWs with a comprehensive look at the services available to them.

5. SERVICES PROVIDED TO FARMWORKERS AND AGRICULTURAL EMPLOYERS THROUGH THE ONE-STOP DELIVERY SYSTEM

Describe the State agency's proposed strategies for:

A. PROVIDING THE FULL RANGE OF EMPLOYMENT AND TRAINING SERVICES TO THE AGRICULTURAL COMMUNITY, BOTH FARMWORKERS AND AGRICULTURAL EMPLOYERS, THROUGH THE ONE-STOP DELIVERY SYSTEM. THIS INCLUDES:

I. HOW CAREER AND TRAINING SERVICES REQUIRED UNDER WIOA TITLE I WILL BE PROVIDED TO MSFWS THROUGH THE ONE-STOP CENTERS

II. HOW THE STATE SERVES AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH SERVICES

(i) IDOL, through its AJCs and mobile locations, provides MSFWs with the full range of Employment Service (ES) benefits and protections, including job search guidance, assessment, testing, and referrals to employment and training opportunities. IDOL continues to expand services to agricultural workers and employers by coordinating labor exchange services, outreach, information dissemination, and training workshops with One-Stop partner agencies, community organizations, and the employer community.

IDOL maintains strong working relationships with partners such as the Community Council of Idaho, Idaho Legal Aid Services, Inc., and agricultural producer organizations to ensure MSFWs receive accurate information and timely referrals. AJC and mobile staff are knowledgeable about services available in their areas, including short-term training, ESL instruction, and supportive services. MSFWs registering for services receive individualized assessments of skills and needs and are referred to appropriate employment and training opportunities to support informed decision-making and meaningful access to the One-Stop system.

Outreach staff refer MSFWs in need of training to the appropriate WIOA Title I-B providers, including IDOL for Youth services and Equus Workforce Solutions for Adult and Dislocated Worker programs.

(ii) Agricultural job listings have increased in recent years, largely due to growing demand for foreign workers through the H-2A Temporary Agricultural Worker Program and the Agricultural Clearance Order process. In PY24, Idaho experienced a 6.27 percent increase in H-2A applications, totaling 965 applications—63 more than PY23. A total of 675 employers requested more than 7,961 foreign workers, a 7.39 percent increase over the previous year. Idaho also assisted neighboring states with 392 interstate clearance orders seeking an additional 7,207 workers. As H-2A activity has expanded, placements of domestic agricultural workers have declined.

IDOL provides labor exchange services to agricultural employers through automated job matching, recruitment, and direct referrals. Employer outreach includes on-site visits, engagement with grower organizations, county extension offices, and presentations to agricultural employers, farm labor contractors, and employer committees.

To identify employer labor needs, IDOL reviews prior-year job orders, consults grower organizations and employer committees, conducts outreach and surveys, and utilizes labor market information. Coordination with Community Council of Idaho and other partners continues to help identify available domestic workers and reduce reliance on foreign labor where possible.

IDOL's business services strategy emphasizes a regional approach, including targeted employer outreach, one-on-one consultations, and coordinated planning among AJCs, mobile offices, education, workforce, and economic development partners. Employer services and activities are documented through the IdahoWorks management information system to support streamlined and consistent service delivery statewide.

B. MARKETING THE EMPLOYMENT SERVICE COMPLAINT SYSTEM TO FARMWORKERS AND OTHER STAKEHOLDERS

IDOL uses multiple methods to inform MSFWs and the public about the Employment Service complaint system. Outreach staff and One-Stop partners encourage MSFWs to register for services at AJCs or mobile locations; when this is not feasible, outreach workers provide on-site assistance, including accepting complaints and documenting apparent violations.

Information about the complaint system is available through outreach orientations, printed materials at AJCs, IDOL's website, and distribution through partner organizations.

During the reporting period (PY23 & PY24), IDOL processed a total of 1,343 complaints. This includes a multitude of Employment Service and Employment-related law complaints, 31 MSFW complaints, and three apparent violations - representing over 1,971 identified issues. MSFW's most common complaint revolved around delayed wage payments, followed by discrimination complaints. In PY23, nine of 21 MSFW complaints included wage issues; in PY24, MSFW wage claims totaled two of the eight complaints for the year. The state moved to a centralized, online-reporting system to capture more complaints and ease overall reporting of these issues; unfortunately, the state has seen a slight reduction in apparent violations and MSFW complaints over the same reporting period. Noting this, the state implemented annual complaint trainings for local office staff and outreach workers, designed to empower staff to more easily recognize and submit apparent violations as they arise. Future trainings are planned and will incorporate other IDOL bureaus and divisions and possibly extend to other One-Stop partners as well. The sum of this effort is to emphasize the importance of the complaint system with the state's workforce development system so that aggrieved jobseekers may have the means of seeking some relief.

C. MARKETING THE AGRICULTURAL RECRUITMENT SYSTEM FOR U.S. WORKERS (ARS) TO AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH PUBLICITY.

Agricultural jobs, both temporary and permanent, continue to be important to local economies throughout the state. Over the last two years, agricultural employer interest in having a reliable workforce at the right time has increased, gaining steam in terms of importance, compared to other considerations they face such as increased costs due to tariffs. This situation continues to present opportunities for the IDOL and the One-Stop System to demonstrate to employers, workers and the public that AJCs and their partners can be the first and only stop in helping agricultural workers find jobs with agricultural employers find a suitable workforce through utilization of the ARS.

IDOL continues to provide agricultural employers with information on ALL programs and resources available to help them with their labor needs. By emphasizing that the ARS is simpler to use, costs less, and does not require another federal agency's involvement, employers are encouraged to consider ARS as an integral part of their effort to locate qualified citizen/legal resident domestic workers in other parts of the state/country.

ARS information continues to be shared with agricultural employer groups/associations such as the Idaho Farm Bureau and Snake River Farmers Association. MSFW outreach staff and regional business services staff also provide information about the ARS as they reach out to employers to orient them regarding One-Stop services for businesses.

6. OTHER REQUIREMENTS

A. COLLABORATION

Describe any collaborative agreements the state workforce agency (SWA) has with other MSFW service providers including NFJP grantees and other service providers. Describe how the SWA intends to build upon/increase collaboration with existing partners and in establishing new partners over the next four years (including any approximate timelines for establishing agreements or building upon existing agreements).

As mentioned before, IDOL maintains several partnerships with other WIOA Core programs and partners throughout the state, each which has a significant impact on MSFWs across the state. These include:

- The Community Council of Idaho (CCI) -As the state's NFJP One-Stop partner, it sits on the state's Workforce Development Council's (Idaho's WIOA state board) One Stop Committee. Both the state monitor advocate and the CCI executive director entered into an MOU in 2023 that is still in effect. The agreement outlines referrals, outreach and increased number of services that both the SWA and NFJP will provide to MSFWs across the state.
- HEP/CAMP – IDOL has maintained agreements with several universities' High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP). These help ensure that MSFW participants in those programs received the most effective and comprehensive services. However, since these programs have been linked to DEI-efforts, Idaho schools, like many universities across the country, have moderated these programs' impact across the state and made it somewhat difficult for the SMA to maintain contact with these programs. Despite this, interviews with local One-Stop center staff indicate that they continue to make referrals and remain informed about available program services.
- U.S.DOL Wage and Hour - The agency continues to maintain a strong, longstanding relationship with U.S.DOL's Wage and Hour Division regional office. The existing MOU helps to strengthen this bond, maximizing the coordinated effort undertaken to enforce the regulations administered by both agencies. This relationship has been instrumental in seeking remedy for MSFWs impacted by alleged violations. Additionally, select IDOL staff across the agency, not just MSFW outreach staff, are cross-trained to ensure agency staff are aware of any potential breaches of established principles.

In addition to the accords cited above, the Monitor Advocate continues to strengthen and expand collaborative associations with a variety of organizations across Idaho. These include ongoing collaborations with Idaho Legal Aid, the Idaho Commission for Hispanic Affairs, Poder de Idaho, and the Idaho Foodbank. Outside the state, Idaho's SMA has partnered with the National Center for Farmworker Health, USDOL's Regional Monitor Advocate, and several SMAs from sister states across the country. As new partnership opportunities arise, the state Monitor Advocate will work to establish formal or informal agreements, as appropriate, which may lead to the development formal MOUs that could lead to better coordination and improved service delivery, all for the benefit of Idaho's MSFWs.

To leverage resources, outreach staff will coordinate, where possible, outreach activities with partner organizations in their area, targeting large events where a greater number of farmworkers may be contacted. The State Monitor Advocate and outreach workers will

continue to make use of appropriate media, especially public service announcements using the multitude of radio stations throughout the state with Spanish programming.

The existing core and One-Stop partners form the state level WIOA Advisory Group, which meets regularly to discuss the continued improvement of the state's robust one-stop service delivery design. This collaboration is also engaged at the service delivery area level to ensure that their specific program services are integrated into the local one-stop delivery system. As part of the continuous improvement and design of the One-Stop service delivery system, new partners are actively recruited.

Supplementing the cooperative agreements noted earlier, the required One-Stop Memorandum of Understanding addresses the service delivery integration and collaboration of the partners in providing services to MSFWs. Each memorandum of understanding will be reviewed within the required three-year timeline to ensure that the collaborations are still productive and adjust as necessary to ensure service delivery alignment.

A statewide ES complaint system training took place in early January 2026, targeting all customer-facing AJC staff from several partner programs, and MSFW outreach workers. A February 2026 training focused on the state's outreach workers and those working directly with MSFWs in the AJCs. Highlights of this training include: a more in-depth analysis of the state's complaint system; a review of USDOL's mandatory changes outlining MSFW outreach program implementation; H-2a program changes for 2026, including the challenges and obligations faced by Idaho's agricultural employers relating to program participation. With the event's successful implementation, the state may have this become an annual occurrence to ensure staff maintain an awareness of the importance of this program. In addition, the state is exploring the possibility of hosting a statewide MSFW Training Conference be open to AJC staff and One-Stop partners in August of 2026.

B. REVIEW AND PUBLIC COMMENT

In developing the AOP, the SWA must solicit information and suggestions from NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. In addition, at least 45 calendar days before submitting its final AOP, the SWA must provide a proposed plan to NFJP grantees, public agencies, agricultural employer organizations, and other organizations expressing an interest and allow at least 30 days for review and comment. The SWA must: 1) Consider any comments received in formulating its final proposed AOP; 2) Inform all commenting parties in writing whether their comments have been incorporated and, if not, the reasons therefore; and 3) Transmit the comments and recommendations received and its responses with the submission of the AOP.

The AOP must include a statement confirming NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations and other interested employer organizations have been given an opportunity to comment on the AOP. Include the list of organizations from which information and suggestions were solicited, any comments received, and responses to those comments.

The State Monitor Advocate has reviewed this plan, providing direct contributions in drafting this document, with consideration given to the annual summary developed under 20 CFR 653.108(g)(4).

On January 23, 2026, electronic copies of this plan were provided to Idaho's WIOA 167 grantee- National Farmworker Jobs Program, Community Council of Idaho, with a request to submit any written comments, through March 11, 2026. A copy of this plan and a request for comments were also sent out the same day to the following agencies/service providers with instructions to provide comments:

- Erik Johnson, Director Migrant Unit Idaho Legal Aid erikjohnson@idaholegalaid.org
- Judy Taylor, Administrator, Idaho Division of Vocational Rehabilitation judy.taylor@vr.idaho.gov
- Madison Lowe, Director - HEP/CAMP, Boise State University madisonlowe@boisestate.edu
- Roberto Trinidad, Migrant Education Coordinator, Idaho Department of Education rtrinidad@sde.idaho.gov
- Irma Morin, Executive Director, Community Council of Idaho imorin@ccimail.org
- Korene González, Director-Employment and Training, Community Council of Idaho KGonzalez@ccimail.org
- Catholic Charities of Idaho, info@ccidaho.org
- Juanita Gonzalez, Director – CAMP, Idaho State University juanitagonzalez@isu.edu
 - HEP program, Idaho State University hepgrant@isu.edu
- Sonia Martínez, Director of Undergraduate Research, Idaho State University soniamartinez@isu.edu
- Mari Ramos, Executive Director, Idaho Hispanic Foundation mari@idahohispanicfoundation.org
- Eva Aguilar, Executive Director, Idaho Hispanic Chamber of Commerce, info@idahocc.org
- South Central Idaho Hispanic Chamber of Commerce, info@idhispanicchamber.org
- Annette V. Tipton, Executive Director Idaho Commission on Hispanic Affairs annette.v.tipton@icha.idaho.gov
- Brian S. Bean, Lava Lake Land and Livestock brian@lavalake.net
- *Poder of Idaho*, poder@poderofidaho.org

This plan was also incorporated as part of Idaho's Modified WIOA Combined State Plan-PY24-PY27, which underwent a public comment period, and was approved by the Workforce

Development Council during its March 11, 2026 meeting. No comments were received from any stakeholders, especially those listed above.

C. DATA ASSESSMENT

Review the previous four years Wagner-Peyser data reports on performance. Note whether the State has been meeting its goals to provide MSFWs quantitatively proportionate services as compared to non-MSFWs. If it has not met these goals, explain why the State believes such goals were not met and how the State intends to improve its provision of services in order to meet such goals.

The following data regarding Idaho's performance versus actual attainment of minimum service levels was provided by the department of Labor's *IdahoWorks* MIS system and the department's electronic outreach log records.

Prior to the full implementation of WIOA, the state struggled to achieve *Attained* status for all three of the MSFW Compliance Indicators. Since then, the state has seen improvement with few measures lacking. However, this may be attributed to several issues, mostly due to the reporting requirements under WIOA. Many of these measures are based on wage-related data. The lag time in reporting wages, which relies on automated reporting from employers, can cause a delay. In addition, because of WIOA's requirements, an individual that is considered active in any of the partner programs, despite obtaining employment, is not considered as exited from a program and therefore not immediately counted in the measures. As a result of both reporting issues, some placements may not be counted if one continues their active status in a program such as Wagner-Peyser (Labor Exchange).

Please see the tables on the following pages which note the state's performance on the MSFW Equity and Compliance indicators over the last four program years.

Corrective Action - Wagner-Peyser management and outreach staff will make a concerted effort to inform AJC staff about the need to properly identify MSFW participants. This is especially true of staff stationed in mobile locations across the state, where any participant may meet with staff. W-P program staff will continue to assess data collection processes to better document MSFW placements. Sharing best practices about outreach efforts to agricultural employers should lead to an increase in recording WIOA services to employers across the state. The state's AJCs remain as the focal point for MSFWs to fully accessing the state's labor exchange system to receive assistance in their workforce endeavors, whether it be help with a job search or a referral to a WIOA Title I-B program for training or other intensive career service. One-Stop partners are continually reminded and encouraged to refer MSFWs to these eight sites and their nearest mobile location. The department has planned for a statewide MSFW training to take place later in 2026 to address these and other issues, in the anticipation of improving Idaho's performance in these areas.

PY2021 MSFW Equity Indicators	# of MSFWs	% of MSFWs	# of Non-MSFWs	% of Non-MSFWs	Equity
Wagner-Peyser Participant MSFW	161	100%	13,079	100%	

PY2021 MSFW Equity Indicators	# of MSFWs	% of MSFWs	# of Non-MSFWs	% of Non-MSFWs	Equity
Received Basic Career Services (Staff-Assisted)	116	72.05%	9,877	75.52%	No
Received Staff-Assisted Job Search Activities	63	39.13%	6,790	51.92%	No
Received Staff-Assisted Career Guidance Services	19	11.80%	1,783	13.63%	No
Received Unemployment Insurance (UI) Claim Assistance	0	0.00%	0	0.00%	Yes
Referred to Employment	29	18.01%	2,940	22.48%	No
Referred to Federal Training	27	16.77%	1,362	10.41%	Yes
Referred to Other Federal /State Assistance	0	0.00%	0	0.00%	Yes
Received Individualized Career Services	152	94.41%	12,398	94.79%	No
Compliance Indicators	# of <u>MSFWs</u>		# of Non-<u>MSFWs</u>		Compliance
Individuals Placed in a Job Rate	67.21%		62.29%		Yes
Median Earnings of Individuals in Unsubsidized	\$6,685.88		\$6,922.47		No

PY2021 MSFW Equity Indicators	# of MSFWs	% of MSFWs	# of Non-MSFWs	% of Non-MSFWs	Equity
Employment					
Individuals Placed Long Term in Non-Agricultural Jobs Rate	58.44%		69.43%		No
PY2022 MSFW Equity Indicators	# of MSFWs	% of MSFWs	# of Non-MSFWs	% of Non-MSFWs	Equity
Wagner-Peyser Participant MSFW	182	100%	17,789	100%	
Received Basic Career Services (Staff-Assisted)	148	81.32%	14,368	80.77%	Yes
Received Staff-Assisted Job Search Activities	69	37.91%	7,864	44.21%	No
Received Staff-Assisted Career Guidance Services	14	7.69%	1,941	10.91%	No
Received Unemployment Insurance (UI) Claim Assistance	0	0.00%	0	0.00%	Yes
Referred to Employment	40	21.98%	3,043	17.11%	Yes
Referred to Federal Training	18	9.89%	1,895	10.65%	No
Referred to Other Federal /State	2	1.10%	231	1.30%	No

PY2021 MSFW Equity Indicators	# of MSFWs	% of MSFWs	# of Non-MSFWs	% of Non-MSFWs	Equity
Assistance					
Received Individualized Career Services	152	83.52%	14,782	83.10%	Yes
Compliance Indicators	# of <u>MSFWs</u>		# of Non-<u>MSFWs</u>		Compliance
Individuals Placed in a Job Rate	76.62%		69.65%		Yes
Median Earnings of Individuals in Unsubsidized Employment	\$7,475.94		\$8,325.90		No
Individuals Placed Long Term in Non-Agricultural Jobs Rate	61.45%		70.04%		No
PY 2023 MSFW Equity Indicators	# of MSFWs	% of MSFWs	# of Non-MSFWs	% of Non-MSFWs	Equity
Wagner-Peyser Participant MSFW	174		18467		
Received Basic Career Services (Staff-Assisted)	158	90.80%	15818	85.66%	Yes
Received Staff-Assisted Job Search Activities	52	29.89%	8112	43.93%	No
Received Staff-Assisted Career Guidance Services	22	12.64%	2828	15.31%	No

PY2021 MSFW Equity Indicators	# of MSFWs	% of MSFWs	# of Non-MSFWs	% of Non-MSFWs	Equity
Received Unemployment Insurance (UI) Claim Assistance	40	22.99%	3596	19.47%	Yes
Referred to Employment	30	17.24%	2649	14.34%	Yes
Referred to Federal Training	19	10.92%	2091	11.32%	Yes
Referred to Other Federal /State Assistance	1	0.57%	361	1.95%	No
Received Individualized Career Services	144	82.76%	15996	86.62%	No
Compliance Indicators	# of <u>MSFWs</u>		# of Non-<u>MSFWs</u>		<u>Compliance</u>
Individuals Placed in a Job Rate		73.74%		72.19%	Yes
Median Earnings of Individuals in Unsubsidized Employment	\$9,545.30		\$9,100.00		Yes
Individuals Placed Long Term in Non-Agricultural Jobs Rate		67.74%		71.40%	No
PY 2024 MSFW Equity Indicators	# of MSFWs	% of MSFWs	# of Non-MSFWs	% of Non-MSFWs	Equity
Wagner-Peyser Participant	209		17389		

PY2021 MSFW Equity Indicators	# of MSFWs	% of MSFWs	# of Non-MSFWs	% of Non-MSFWs	Equity
MSFW					
Received Basic Career Services (Staff-Assisted)	190	90.91%	14926	85.84%	Yes
Received Staff-Assisted Job Search Activities	82	39.23%	7918	45.53%	No
Received Staff-Assisted Career Guidance Services	59	28.23%	3461	19.90%	Yes
Received Unemployment Insurance (UI) Claim Assistance	22	10.53%	4455	25.62%	No
Referred to Employment	30	14.35%	4309	24.78%	No
Referred to Federal Training	36	17.22%	2317	13.32%	Yes
Referred to Other Federal /State Assistance	6	2.87%	442	2.54%	Yes
Received Individualized Career Services	184	88.04%	15267	87.80%	Yes
Compliance Indicators	# of <u>MSFWs</u>		# of Non-<u>MSFWs</u>		<u>Compliance</u>
Individuals Placed in a Job Rate		74.40%		72.98%	Yes
Median Earnings of	\$9,250.37		\$9,249.25		Yes

PY2021 MSFW Equity Indicators	# of MSFWs	% of MSFWs	# of Non-MSFWs	% of Non-MSFWs	Equity
Individuals in Unsubsidized Employment					
Individuals Placed Long Term in Non-Agricultural Jobs Rate		60.00%		73.26%	No

D. ASSESSMENT OF PROGRESS

The plan must include an explanation of what was achieved based on the previous AOP, what was not achieved and an explanation as to why the State believes the goals were not achieved, and how the State intends to remedy the gaps of achievement in the coming year.

Year after year, the state continually exceeds its overall planned outreach objectives for the season, achieving its outreach-contact goal of contacting 10% of MSFWs throughout the state. These last two complete program years, Idaho clearly surpassed its objective; in PY23, outreach workers contacted 7,665 MSFWs in PY23, while in PY24, 8,888 MSFWs were contacted. Outreach staff provided agricultural workers with information about the multiple services cited earlier. The state will strive to reach its goals of exceeding its planned outcomes for the year.

During PY24, Idaho actually increased the number of actual MSFW applications; over 20 percent above the number of applications received in PY23; reversing a decline seen over the last several years. This result coincided with the changes to the questions posed to *IdahoWorks* users which now allows MSFWs to identify themselves more easily, along with the extensive outreach efforts that should lead to an increase in the state's MSFW applications over the previous year. The state will continue to review MSFW registrations at various times throughout the year to ensure these applicants are appropriately coded so they may be properly served and counted for state and federal reporting purposes.

Idaho's service improvements to MSFWs included an increase in the number of equity indicators achieving compliance for PY24. It achieved success with its performance in the provision of Staff Assisted Career Guidance Services to MSFW, noting an improvement of more than 168 percent over PY23. The state also achieved compliance with the Referred to Other Federal/State Assistance and Received Individualized Career Services indicators, rising 500 percent and just under 28 percent, respectively, over the last 12 months.

Despite these improvements, there were still several areas, albeit fewer than before, that need attention. Although still technically considered non-compliant, the state's results in Staff-Assisted Job Search Activities improved markedly over last year with a 58 percent increase in the number served. The following two indicators, Referred to Employment and Referred to Federal Training, appeared as non-compliant for PY24, showing an almost 45 percent reduction and 0 increase over the achievements of the previous year. And only one Compliance indicator

showed needing attention – Individuals Placed in Non-Agricultural Jobs rate which, unfortunately, did not achieve Non-MSFW levels of job placement.

The lack of achievement in these areas may be attributed to the state’s automated system, which still causes some apprehension among MSFWs trying to access the system. Automation still tends to instill a slight fear in those not used to its features. As a result, the state will continue to periodically review MSFW applications to ensure proper coding, service provision, and reporting may take place.

E. STATE MONITOR ADVOCATE

The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.

The State Monitor Advocate, funded by Wagner-Peyser, is the department's lead representative to ensure that ES services are coordinated with other MSFW service providers, to identify overall changes in agricultural employment, MSFW trends, employment rights, and to recommend new program approaches. The Monitor Advocate Unit will continue to conduct ongoing monitoring of the service provided to Migrant and Seasonal Farmworkers. Reviews will be conducted in each of the significant offices to identify the needs and concerns that affect the provision of services for farmworkers and provide technical assistance as appropriate. The issues identified will be brought to the attention of the Administrative and Executive personnel when necessary.

On January 23, 2026, the state Monitor Advocate approved the state’s final draft of its modified Agricultural Outreach Plan, after offering suggestions and commentary to ensure the state can appropriately meet the needs of MSFWs across Idaho. This plan was also incorporated as part of Idaho’s Modified WIOA Combined State Plan-PY24-PY27, which underwent a public comment period, and was approved by the Workforce Development Council during its March 11, 2026 meeting. No comments were received from any stakeholders.

WAGNER-PEYSER ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Include
1. The Wagner-Peyser Act Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time (sec 121(e)(3));	Yes
2. If the State has significant MSFW one-stop centers, the State agency is complying with the requirements under 20 CFR 653.111, State Workforce Agency staffing requirements;	Yes
3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with	Yes

The State Plan must include	Include
disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser Act services, Adult and Dislocated Worker programs and Youth Programs under Title I; and	
4. SWA officials: 1) Initiate the discontinuation of services; 2) Make the determination that services need to be discontinued; 3) Make the determination to reinstate services after the services have been discontinued; 4) Approve corrective action plans; 5) Approve the removal of an employer's clearance orders from interstate or intrastate clearance if the employer was granted conditional access to ARS and did not come into compliance within 5 calendar days; 6) Enter into agreements with State and Federal enforcement agencies for enforcement-agency staff to conduct field checks on the SWAs' behalf (if the SWA so chooses); and 7) Decide whether to consent to the withdrawal of complaints if a party who requested a hearing wishes to withdraw its request for hearing in writing before the hearing.	Yes
5. The SWA has established and maintains a self-appraisal system for ES operations to determine success in reaching goals and to correct deficiencies in performance (20 CFR 658.601).	Yes

WAGNER PEYSER 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 two years covered by the plan modification. 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 two years of the plan modification.

While states are not required to submit expected levels of performance for Effectiveness in Serving Employers for PY 2026 and PY 2027 all of core programs are expected to collect data and report as a shared indicator (as directed in guidance) for these years.

Performance Indicators	PY 2026 Expected Level	PY 2026 Negotiated Level	PY 2027 Expected Level	PY 2027 Negotiated Level
Employment (Second Quarter After Exit)	69.3%	68.0%	69.3%	68.0%
Employment (Fourth Quarter After Exit)	70.0%	70.0%	70.0%	70.0%
Median Earnings (Second Quarter After Exit)	\$7,750	\$8,300	\$7,750	\$8,400
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2026 and 2027.

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 (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, using 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	Micron
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	IET	Developed	Certified Nurse	Workforce

Region	Institution	IELCE/ IET	Stage of Development	Description	Partner(s)
	Southern Idaho			Assistant for English Language Learners	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. A 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))

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.

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.

2. 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 the effectiveness and quality of local providers through 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 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

States must provide written and signed certifications that:

The State Plan must include	Include
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

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Include
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	Yes

The State Plan must include	Include
(regarding the supplement-not-supplant requirement);	
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

AUTHORIZING OR CERTIFYING REPRESENTATIVE

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 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

APPLICANT'S ORGANIZATION	Enter information in this column
Email	christine.hagedornreilly@cte.idaho.gov

GENERAL EDUCATION PROVISION ACT SECTION 427 ASSURANCE

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to applicants for grant awards under this program. All applicants for new grant awards must include the following information in their applications to address this provision in order to receive funding under this program. (OMB Control Number 1894-0005)

The State Plan must include	Include
I assure that the proposed project complies with the requirements in section 427 of the General Education Provisions Act (20 U.S.C. 1228a).	Yes

Compliance can be found on the following page(s) of the application:

Section III.b.5.B.i (Common Elements – Distribution of Funds) and Adult Education and Literacy Activities under Section 203 of WIOA (Program-Specific Requirements for AEFLA), which address equitable access to services for individuals with barriers to employment consistent with GEPA Section 427.

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 two years covered by the plan modification. 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 two years of the plan modification.

While states are not required to submit expected levels of performance for Effectiveness in Serving Employers for PY 2026 and PY 2027 all of core programs are expected to collect data and report as a shared indicator (as directed in guidance) for these years.

Performance Indicators	PY 2026 Expected Level	PY 2026 Negotiated Level	PY 2027 Expected Level	PY 2027 Negotiated Level
Employment (Second Quarter After Exit)	40.2%	40.2%	41.4%	41.4%
Employment (Fourth Quarter After Exit)	40.2%	40.2%	41.4%	41.4%
Median Earnings (Second Quarter	\$5,874.00	\$5,874.00	\$6,050.22	\$6,050.22

Performance Indicators	PY 2026 Expected Level	PY 2026 Negotiated Level	PY 2027 Expected Level	PY 2027 Negotiated Level
After Exit)				
Credential Attainment Rate	40.0%	40.0%	41.2%	41.2%
Measurable Skill Gains	40.0%	40.0%	41.2%	41.2%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2026 and 2027.

PROGRAM-SPECIFIC REQUIREMENTS FOR STATE VOCATIONAL REHABILITATION (COMBINED OR GENERAL)

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan must include the following descriptions and estimates, as required by sections 101(a) and 606 of the Rehabilitation Act of 1973, as amended by title IV of WIOA.

A. STATE REHABILITATION COUNCIL.

1. ALL VR AGENCIES, EXCEPT FOR THOSE THAT HAVE AN INDEPENDENT CONSUMER-CONTROLLED COMMISSION, MUST HAVE A STATE REHABILITATION COUNCIL (COUNCIL OR SRC) THAT MEETS THE CRITERIA IN SECTION 105 OF THE REHABILITATION ACT. THE DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPLICABLE, HAS:

Select A or B:

(A) is an independent State commission

(B) has established a State Rehabilitation Council

(B) has established a State Rehabilitation Council

2. IN ACCORDANCE WITH ASSURANCE (A)(1)(B), IF SELECTED, PLEASE PROVIDE INFORMATION ON THE CURRENT COMPOSITION OF THE COUNCIL BY REPRESENTATIVE TYPE, INCLUDING THE TERM NUMBER OF THE REPRESENTATIVE, AS APPLICABLE, AND ANY VACANCIES, AS WELL AS THE BEGINNING DATES OF EACH REPRESENTATIVE'S TERM.

Select 'Edit' to edit the narrative.

Note, please do not edit the table header or formatting. Only edit the table contents.

If you accidentally edit the table headers and structure, open this link to the blank table. You can copy and paste the table into the narrative field, and start over if needed.

Council Representative	Current Term Number/Vacant	Beginning Date of Term Mo./Yr.
Statewide Independent Living Council (SILC)	1	08/2024
Parent Training and Information Center	1	12/2025
Client Assistance Program	N/A	N/A
Qualified Vocational Rehabilitation (VR) Counselor (Ex Officio if Employed by the VR Agency)	1	04/2025
Community Rehabilitation Program Service Provider	1	06/2024
Business, Industry, and Labor	1	12/2025
Business, Industry, and Labor	2	12/2023
Business, Industry, and Labor	1	12/2023
Business, Industry, and Labor	1	05/2026
Disability Advocacy Groups	2	08/2022
Disability Advocacy Groups	1	06/2024
Disability Advocacy Groups	1	04/2025
Disability Advocacy Groups	1	10/2025
Current or Former Applicants for, or Recipients of, VR services	1	08/2024
Current or Former Applicants for, or Recipients of, VR services	1	12/2025
Section 121 Project Directors in the State (as applicable)	N/A	N/A
State Educational Agency Responsible for Students with Disabilities Eligible to Receive Services under Part B of the Individuals with Disabilities Education Act (IDEA)	2	10/2023
State Workforce Development	1	04/2025

Council Representative	Current Term Number/Vacant	Beginning Date of Term Mo./Yr.
Board		
VR Agency Director (Ex Officio)	N/A	N/A

3. IF THE SRC IS NOT MEETING THE COMPOSITION REQUIREMENTS IN SECTION 105(B) OF THE REHABILITATION ACT AND/OR IS NOT MEETING QUARTERLY AS REQUIRED IN SECTION 105(F) OF THE REHABILITATION ACT, PROVIDE THE STEPS THAT THE VR AGENCY IS TAKING TO ENSURE IT MEETS THOSE REQUIREMENTS.

The Council has voted and approved a position to fill the vacancy for the business and industry representative. The recommendation has been provided to the State Board of Education for review and approval prior to final approval to fill this vacancy in April 2026. All other requirements are being met by the SRC.

4. IN ACCORDANCE WITH THE REQUIREMENTS IN SECTION 101(A)(21)(A)(II)(III) OF THE REHABILITATION ACT, INCLUDE A SUMMARY OF THE COUNCIL'S INPUT (INCLUDING HOW IT WAS OBTAINED) INTO THE STATE PLAN AND ANY STATE PLAN REVISIONS, INCLUDING RECOMMENDATIONS FROM THE COUNCIL'S ANNUAL REPORTS, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION AND OTHER COUNCIL REPORTS.

The State Rehabilitation Council provides input and feedback to the Idaho Division of Vocational Rehabilitation through various methods including the SRC quarterly meetings, Annual Report development, committee work, participation in the Strategic Planning and Goal Setting activities, and other structured activities designed to leverage the strategic composition of the SRC.

Provide the VR agency's response to the Council's input and recommendations, including an explanation for the rejection of any input and recommendations.

CSNA

SRC Input:

The SRC reviewed and made recommendations for the surveys used in the current CSNA. They participated in focus groups and supported the dissemination of the surveys. The SRC responded to the findings in the initial data results during an SRC meeting and then reviewed/responded to the draft report. The SRC were presented with survey drafts to support the development of the 2026 CSNA at the January 2026 SRC meeting for review and approval.

IDVR Response:

The Division appreciates the time SRC members took to review the draft CSNA surveys and time that will be invested to complete the 2026 CSNA.

State Plan

SRC Input:

SRC members reviewed and provided input into the VR Portion of the State Plan. This was done by reviewing Agency data and information at SRC meetings and by reviewing sections of the 2-year State Plan draft updates. Additionally, the Division with guidance on the specific areas

required for the SRC to review and comment. A designated SRC member collects and summarizes the responses for the IDVR staff.

IDVR Response:

The Division appreciates the time and input of the SRC and utilizes their feedback to inform the state plan edits.

Order of Selection

April 23, 2024, The Division met with the State Rehabilitation Council to discuss the need to establish and implement an Order of Selection and enter this information into IDVR's section of the state plan based on a fiscal projection illustrating that the Division will not be able to serve all eligible individuals in the coming FFY. The Division has provided updates to the SRC following this meeting related to entering Order of Selection (OOS) in September 2024 and ongoing projections and waitlist management since entering OOS.

SRC Input:

The Council recommended entering Order of Selection in review of the provided financial analysis.

IDVR Response:

The Division appreciates the SRC's feedback related to their review of the Division's financial review and analysis of the need to implement Order of Selection and the Division's ongoing Order of Selection waitlist management.

Participant Satisfaction Surveys (PSS):

SRC Input:

The SRC membership indicated that in addition to the qualitative comments that a deeper dive by breaking down the responses based upon whether they received a CRP service or not to further evaluate program effectiveness and track progress made by the division in its state plan goals.

IDVR Response:

The Division accepted this recommendation and is now including a deeper breakdown of the data in the quarterly PSS quarterly report to the SRC.

5. PROVIDE THE VR AGENCY'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS, INCLUDING AN EXPLANATION FOR THE REJECTION OF ANY INPUT AND RECOMMENDATIONS.

List each recommendation/input followed by the VR agency response

IDVR responses to the State Rehabilitation Council's input and recommendations are addressed alongside this input in the prior section (a.4). No SRC input was rejected.

Specific input from the SRC that was accepted by the Division:

Order of Selection: The Council reviewed the data collected from the IDVR team as requested on suggestions for Pre-ETS spending percentages while IDVR is utilizing Order of Selection to

manage resources. The Council voted to adopt a maximum Pre-ETS spend recommendation for IDVR of 19.5% for State Fiscal Year 2027 after Idaho's Legislature provided a maximum Pre-ETS spending requirement of 17% during State Fiscal Year 2026.

IDVR Response: The Division has accepted this recommendation and will plan to track Pre-ETS spending during the next State Fiscal Year to target a maximum Pre-ETS spend of 19.5% to balance the need to serve individuals with disabilities from the waitlist.

State Plan Modification: The Council has reviewed the Division's State Plan Goals with the understanding of impacts on potential goal attainment due to Order of Selection. The Council did not request any changes of IDVR to the state plan goals at this time. The Council also was provided the opportunity for review of the entirety of the Division's State Plan Modifications during the public comment period, no additional recommendations were provided from the Council members.

IDVR Response: The Division continued with the same State Plan Goals during this next two-year timeframe to support the Division's efforts to increase program outcomes.

CSNA: The Council provided significant edits to the surveys that were developed to gain information from stakeholders for the 2026 CSNA report. The Council then voted to adopt the edited surveys and supported in sharing the surveys more broadly with stakeholders.

IDVR Response: The Division completed the requested edits to the surveys and worked with the Council through several versions prior to launching the CSNA stakeholder surveys.

B. COMPREHENSIVE STATEWIDE NEEDS ASSESSMENT (CSNA).

Section 101(a)(15), (17), and (23) of the Rehabilitation Act require VR agencies to provide an assessment of:

1. THE VR SERVICES NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, INCLUDING:

A. INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES AND THEIR NEED FOR SUPPORTED EMPLOYMENT;

The Idaho Division of Vocational Rehabilitation (IDVR) completed its Comprehensive Statewide Needs Assessment (CSNA) in December 2023, with no updates. The next CSNA will be completed in 2026.

The assessment identified continued demand for vocational rehabilitation services as Idaho's population grows and individuals with disabilities, specifically individuals with most significant disabilities, continue to experience lower employment outcomes and earnings than those without disabilities in Idaho.

The CSNA identified key needs for individuals with disabilities to reach successful employment outcomes including job skills training, education, transportation, job coaching, mental health services, work experiences, and benefits counseling. Individuals with mental health and cognitive disabilities continue to represent the largest populations served by the Division. Common barriers to employment include employer perceptions of individuals with disabilities as members of the workforce, lack of skills and training, and disability related barriers and concerns.

Supported Employment remains a critical service for individuals with the most significant disabilities. While employment outcomes have improved, the CSNA identified ongoing needs to strengthen provider capacity, expand Customized Employment, improve staff and provider training, and clarify service coordination among Supported Employment, Medicaid Waiver services, and Extended Employment Services. The assessment also highlighted the need to strengthen Idaho's Community Rehabilitation Program network to improve statewide access to high-quality employment services and competitive integrated employment outcomes.

B. INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES AND INDIVIDUALS WITH DISABILITIES WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

The Comprehensive Statewide Needs Assessment (CSNA) was completed previously in 2023, with no updates. The next CSNA will be completed in 2026.

The 2023 CSNA identified disparities in use of vocational rehabilitation services among minority populations in Idaho, particularly individuals of Hispanic or Latino ethnicity. Although Hispanic/Latino residents comprise 13.5 percent of Idaho's population, they represented only 9.0 percent of individuals served by the Division, indicating the largest service gap among minority populations. This disparity is influenced in part by the younger age distribution of Idaho's Hispanic population, which is expected to increase demand for Pre-Employment Transition Services and VR services as these individuals become working age and enter the workforce.

Service rates for other racial and ethnic groups generally aligned with their representation in Idaho's population, with only slight variations. The CSNA recommends that IDVR continue monitoring demographic trends and service utilization while strengthening outreach and engagement strategies to ensure equitable access for underserved and emerging populations, particularly as Idaho's population continues to grow and diversify.

C. INDIVIDUALS WITH DISABILITIES SERVED THROUGH OTHER COMPONENTS OF THE WORKFORCE DEVELOPMENT SYSTEM; AND

The Comprehensive Statewide Needs Assessment (CSNA) was completed previously in 2023, with no updates. The next CSNA will be completed in 2026.

The 2023 CSNA found that partnerships across Idaho's workforce development system are generally strong at the state level but identified opportunities to continue to improve collaboration and service coordination at the local level across the state. Key needs include increasing referrals, data sharing, co-enrollment, and partnerships supporting youth with disabilities.

The assessment also identified a need for additional training for American Job Center (AJC) staff on serving individuals with disabilities. Survey respondents and workforce partners cited improving staff knowledge, programmatic accessibility, communication, and coordinated service delivery as priorities. Concerns were also raised about the impact of workforce office closures across the state that impact access to services from partners, particularly in rural areas.

D. YOUTH WITH DISABILITIES, INCLUDING STUDENTS WITH DISABILITIES AND THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES. INCLUDE AN ASSESSMENT OF THE NEEDS OF INDIVIDUALS WITH DISABILITIES FOR TRANSITION CAREER SERVICES AND PRE-

EMPLOYMENT TRANSITION SERVICES, AND THE EXTENT TO WHICH SUCH SERVICES ARE COORDINATED WITH TRANSITION SERVICES PROVIDED UNDER IDEA.

The Comprehensive Statewide Needs Assessment (CSNA) was completed previously in 2023, with no updates. The next CSNA will be completed in 2026.

The 2023 CSNA found that youth with disabilities continue to have significant needs for transition services and Pre-Employment Transition Services (Pre-ETS). Between 2019 and 2021, the number of students receiving Pre-ETS more than doubled, reflecting expanded outreach and service delivery, while the number of potentially eligible students served increased substantially. Changes in case management practices contributed to fewer students opening formal VR cases despite increased overall engagement.

Survey results indicate that youth value Pre-ETS, with most participants rating job exploration, work-based learning, postsecondary counseling, workplace readiness, and self-advocacy services as good or excellent. Youth identified help finding a job, job coaching, employment preparation, vocational training, and transportation as their greatest service needs. Division staff and partners similarly identified limited work experience, lack of job skills, transportation, social skills, and employer perceptions of disability as the primary barriers to successful employment.

The CSNA emphasizes the continued need to expand high-quality work-based learning opportunities, strengthen job coaching and counselor support, improve communication with students and families, and enhance coordination with schools and other transition partners under IDEA to ensure students with disabilities successfully transition to competitive integrated employment or postsecondary education.

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE.

The Comprehensive Statewide Needs Assessment (CSNA) was completed previously in 2023, with no updates. The next CSNA will be completed in 2026.

The 2023 CSNA identified a continued need to strengthen Community Rehabilitation Programs (CRPs) across Idaho to improve the quality, consistency, and availability of employment services. While IDVR maintains partnerships with CRPs, particularly in more populated areas, stakeholders expressed concerns regarding provider capacity to provide VR services, their staff turnover, inconsistent service quality, and number employment outcomes tied to provider services. The pandemic further affected provider's staffing levels, training, and service delivery, and many providers have not fully recovered from setbacks from the pandemic.

Survey respondents and partners identified shortages of qualified providers to provide VR services, low reimbursement rates, inconsistent implementation of VR services across providers, and the need for additional training in WIOA requirements, labor market information, supported employment, and how to provide effective services for individuals with most significant and complex disabilities. Stakeholders also emphasized feedback that improving statewide consistency, communication, and collaboration between the Division and CRPs would support quality of provider services and participant employment outcomes.

C. GOALS, PRIORITIES, AND STRATEGIES

Section 101(a)(15) and (23) of the Rehabilitation Act require VR agencies to describe the goals and priorities of the State in carrying out the VR and Supported Employment programs. The goals and priorities are based on (1) the most recent CSNA, including any updates; (2) the State's performance under the performance accountability measures of Section 116 of WIOA; and (3) other available information on the operation and effectiveness of the VR program, including any reports received from the SRC and findings and recommendations from monitoring activities conducted under Section 107 of the Rehabilitation Act. VR agencies must—

1. DESCRIBE HOW THE SRC AND THE VR AGENCY JOINTLY DEVELOPED AND AGREED TO THE GOALS AND PRIORITIES AND ANY REVISIONS; AND

Review and modification of the goals and priorities for the Division was achieved following a joint review of the Comprehensive Statewide Needs Assessment (including major findings and recommendations) by the SRC and IDVR Strategic Leadership, and a joint in-person goal setting and risk assessment session. This full meeting of the SRC included IDVR Strategic Leadership and all field management, with a focus on identification, suggested modification, and agreement on the goals, priorities, and strategies for the state plan. This process was completed in January 2024. Due to IDVR entering Order of Selection, with all categories closed effective September 2024, the Division did not undertake additional goal setting in this 2 year plan cycle. All goals listed below remain active and are being implemented within the parameters of the Order of Selection and the Division's Corrective Action Plan with Rehabilitation Services Administration (RSA).

2. IDENTIFY MEASURABLE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS AND THE BASIS FOR SELECTING THE GOALS AND PRIORITIES (E.G., CSNA, PERFORMANCE ACCOUNTABILITY MEASURES, SRC RECOMMENDATIONS, MONITORING, OTHER INFORMATION). AS REQUIRED IN SECTION 101(A)(15)(D), (18), AND (23), DESCRIBE UNDER EACH GOAL OR PRIORITY, THE STRATEGIES OR METHODS USED TO ACHIEVE THE GOAL OR PRIORITY, INCLUDING AS APPLICABLE, DESCRIPTION OF STRATEGIES OR METHODS THAT—

- A. SUPPORT INNOVATION AND EXPANSION ACTIVITIES;
- B. OVERCOME BARRIERS TO ACCESSING VR AND SUPPORTED EMPLOYMENT SERVICES;
- C. IMPROVE AND EXPAND VR SERVICES FOR STUDENTS WITH DISABILITIES, INCLUDING THE COORDINATION OF SERVICES DESIGNED TO FACILITATE THE TRANSITION OF SUCH STUDENTS FROM SCHOOL TO POSTSECONDARY LIFE (INCLUDING THE RECEIPT OF VR SERVICES, POST-SECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT TRANSITION SERVICES); AND
- D. IMPROVE THE PERFORMANCE OF THE VR AND SUPPORTED EMPLOYMENT PROGRAMS IN ASSISTING INDIVIDUALS WITH DISABILITIES TO ACHIEVE QUALITY EMPLOYMENT OUTCOMES.

List and number each goal/priority, noting the basis, and under each goal/priority, list and number the strategies to achieve the goal/priority

These are the goals, priorities, strategies, and measures proposed by Idaho Division of Vocational Rehabilitation (IDVR) and agreed to by Idaho's State Rehabilitation Council to be

accomplished PYs 2026-2027. The Division uses RSA Primary Performance Indicators, Other Measures that Matter, and other internally developed measures to determine progress toward goals. The goals articulated below address the following:

1. Support innovation and expansion activities;
2. Overcome barriers to accessing VR and supported employment services;
3. Improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, post-secondary education, employment, and pre-employment transition services); and
4. Improve the performance of the VR and Supported Employment programs in assisting individuals with disabilities to achieve quality employment outcomes.

Goal 1: Maximize the career potential of Idahoans with disabilities engaged with the Division.

Priority 1 – Improve the quality of VR outcomes for IDVR customers. (A, B, C, D).

1. Strategy: Improve access to and utilization of relevant local area LMI and Career Pathways to inform customer career choice and promote successful outcomes. The Division will provide team member training on labor market information (LMI), career pathways, assistive technology, and job readiness.
2. Strategy: Ensure customers have better job-ready/hire-ready skills through IDVR team training and accessing IDOL workshops, tools, and resources. The Division will implement additional job readiness staff provided services for participants and will continue to deliver job readiness training for new and existing IDVR team members.
3. Strategy: Increase access to relevant educational opportunities (vocational/technical/2-year/4-year/apprenticeships and other pathways to quality employment). The Division will continue to provide training to IDVR team members on career pathways and will continue to collaborate with training providers across the state.
4. Strategy: Expand the provision of relevant Assistive Technology (AT) services and devices to IDVR customers through collaboration with Idaho Assistive Technology Project. The Division will continue to collaborate with IATP and invite them to engage in training on assistive technology for IDVR team members.
5. Strategy: Leverage technology solutions available to the Division to streamline processes, reducing staff burden and allowing enhanced engagement with IDVR customers.

Goal 1 Priority 1 Measures:

1. Measure: Increased utilization of AT services by IDVR customers.
2. Measures: Meet or exceed negotiated targets on Primary Performance Indicators 1-5 established by the US Department of Education, Rehabilitation Services Administration

3. Measure: OMTM #5: Percent of Participants Enrolled in Education/Training Program Leading to a Recognized Credential/Employment

Determining Goal 1 Priority 1 Achievement

This priority will be considered successful when the Division meets or exceeds negotiated RSA Primary Performance Indicator targets, demonstrates increased utilization of assistive technology services, and improves the percentage of participants enrolled in education or training leading to recognized credentials or obtaining employment in in-demand careers.

Priority 2: Strategically expand outreach. (B. Overcome barriers)

1. Strategy: Increase customized outreach through community organizations, WIOA partners, and professionals that serve underserved, growing, and prioritized populations identified by the SRC and IDVR management. The Division will develop and implement in coordination with the SRC and Division Field Leadership an outreach plan targeting increased outreach to underserved populations identified in the CSNA.

Goal 1 Priority 2 Measures:

1. Measure: Referrals (applications) by targeted referral source and participant demographics will be measured

Determining Goal 1 Priority 2 Achievement

This priority will be determined successful through increased applications and referrals from identified populations and referral sources, with annual review of applicant data with the SRC to assess progress toward reducing identified population service gaps.

Priority 3: Improve Community Rehabilitation Program (CRP) Service provision quality and quantity (including Supported Employment) for Idahoans with the Most Significant Disabilities. (A, B, D).

1. Strategy: Complete rate methodology/recalibration with the implementation of new CRP Manual and Contracts for the Division's Employment Services and Pre-ETS programs.
2. Strategy: Implement revised CRP Monitoring Protocol outlined in the CRP services manuals and contracts.

Goal 1 Priority 3 Measures:

1. Measure: Primary Performance Measure: Supported Employment program performance as measured by median wages, 2nd and 4th quarter employment rate after exit.

Determining Goal 1 Priority 3 Achievement

This priority will be achieved when Supported Employment outcomes increase in and demonstrate alignment with 2nd and 4th quarter after exit rates for participants utilizing CRP services, CRP monitoring demonstrates increased compliance and increased employment outcome percentages, and Supported Employment participants experience improved provider satisfaction, increased employment, and wage outcomes.

Priority 4: Improve customer engagement throughout the VR process. (A, B, C, D)

1. Strategy: Identify and implement technology available to the Division to improve initial and sustained participant engagement throughout the life of the VR case. Develop and implement data dashboards to track time since participant received a VR service and train leadership and team members on use to support meaningful participant engagement and services throughout the life of the VR case.

Goal 1 Priority 4 Measures:

1. Measure: Other Measures That Matter: #4: VR Service Provision (This profile will show the number of VR program participants who received at least one VR service divided by the total number of VR program participants).
2. Rehabilitation rate/employment rate.
3. Applicant and customer attrition rates.

Determining Goal 1 Priority 4 Achievement

Success will be demonstrated through increased VR service participation by participants with an IPE each quarter, reduced applicant and customer attrition for 'no longer interested in receiving VR services', and improved rehabilitation and employment rates.

Priority 5: Hire and retain qualified employees to deliver quality vocational rehabilitation services. (C, D)

1. Strategy: Continued efforts to expand FTE, maximize compensation, and other innovative approaches to increase employee satisfaction and retention.
2. Strategy: Leverage technology to streamline processes, reduce staff burden and allow for enhanced engagement with IDVR participants.

Goal 1 Priority 5 Measures:

1. Measure: Overall staff turnover rate.
2. Measure: Qualified Rehabilitation Professional turnover rate.

Determining Goal 1 Priority 5 Achievement

Success will be measured through reductions in overall staff turnover and Qualified Rehabilitation Professional turnover for the Division.

Goal 2: Expand utilization and improve quality of Pre-Employment Transition Services (Pre-ETS) and similar services for youth.

Priority 1: Increase utilization of Pre-ETS services and similar services to youth. (C, Expand Pre-ETS)

1. Strategy: Increase outreach by IDVR team members with schools, community organizations, and professionals that serve student, youth, and families (e.g. State Department of Education, Idaho Parents Unlimited, Idaho Council on Developmental Disabilities, school nurses, pediatric professionals, and others with connection to in-and-out of school youth) and ensure understanding of partner staff of how to refer students and youth to VR.

2. Strategy 2: Increase outreach through WIOA umbrella partners that serve students and youth (i.e. Title-I WIOA Youth, and Title-II adult education and literacy for youth under 24) and ensure understanding of partner staff of how to refer students and youth to VR.

Goal 2 Priority 1 Measures:

1. Measure: Number of students who are receiving potentially eligible services.
2. Measure: Number of Pre-ETS services (across categories).
3. Measure: Percent of potentially eligible students who apply for VR program.
4. Measure: Number of youths receiving IDVR services.

Determining Goal 2 Priority 1 Achievement

Success will be measured by increases in students served, number of Pre-ETS services provided, youth receiving VR services, and an increase in the percentage of potentially eligible students who apply for VR services from current data.

Priority 2: Improve the quality of Pre-employment Transition Services (Pre-ETS) and similar services to youth. (C, Improve Pre-ETS)

1. Strategy: Work with schools, businesses, students/youth, and families to understand scope of Work Based Learning Experiences (WBLEs) services available. Train Division staff on outreach and education strategies to assure clear and consistent understanding of scope of WBLE services available.
2. Strategy: Continue efforts to establish a comprehensive and complimentary Pre-ETS evaluation and monitoring strategy.

Goal 2 Priority 2 Measures:

1. Measure: Increased number of WBLE services provided to students and youth.
2. Measure: Implementation of Pre-ETS data dashboards to track number of services. Implementation of student assessments to determine increase in student skills while eligible and accessing Pre-ETS services.

Determining Goal 2 Priority 2 Achievement

This goal will be achieved when Pre-ETS data dashboards are implemented, evaluation of student assessments demonstrate skill gains, and increase in Work-Based Learning Experience provided to students and youth.

Goal 3: Improve outreach and engagement through individualized services to Idaho businesses.

Priority 1: Work with the business community to improve understanding and utilization of IDVR business services. (B, C, D)

1. Strategy: Identify business groups (i.e., Chamber, Workforce Development groups, Society for Human Resource Management (SHRM) that could benefit from networking with IDVR and develop plan to increase engagement with these groups and their members.

2. Strategy: Identify and provide education and training on the scope and availability of IDVR business services to provide customized business solutions to businesses across the state.
3. Strategy: Expand business spotlights to spotlight businesses across the state.
4. Strategy: Complete a review of IDVR website business pages and update content.

Goal 3 Priority 1 Measures:

1. Measure: Number of identified business groups engaged with IDVR
2. Measure: Statewide spotlights presence for each IDVR Center.
3. Measure: Increased utilization of IDVR business services.

Determining Goal 3 Priority 1 Achievement

Success will be demonstrated through increased repeat business engagement, expanded Business Spotlight participation across the state, and increased services delivered to businesses from prior year.

Priority 2: Evaluation of new Business Relations Team to determine effectiveness and promote the continuous improvement of business outreach activities. (A, B, C, D)

1. Strategy: Continue efforts to align IDVR's activities with the workforce development system, including at the local level as indicated by the CSNA. Adjust business outreach strategies based on findings.

Goal 3 Priority 2 Measure:

1. Measure: Increased utilization of IDVR business services by businesses across the state.

Determining Goal 3 Priority 2 Achievement

Success will be measured through increased utilization of business services and documented improvements to quality of business services identified through program evaluation.

Priority 3: Improved utilization of business engagement partnerships with the local workforce system. (B, C, D)

1. Strategy: Continue efforts to align IDVR activities with the workforce development system, including aligned business engagement strategy at the state and local level. Conduct evaluation of success of business services completed in collaboration with workforce partners.

Goal 3 Priority 3 Measures:

1. Measure: Increased utilization of IDVR business services.
2. Measure: 2nd and 4th quarter retention with same employer.

Determining Goal 3 Priority 3 Achievement

Success will be demonstrated through increased utilization of business services, improved business partnerships across the workforce system, and improved second- and fourth-quarter employment retention with the same employer year over year.

D. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

For the most recently completed program year, provide an evaluation and report of progress for the goals or priorities, including progress on the strategies under each goal or priority, applicable to that program year. Sections 101(a)(15) and 101(a)(23) of the Rehabilitation Act require VR agencies to describe—

1. PROGRESS IN ACHIEVING THE GOALS AND PRIORITIES IDENTIFIED FOR THE VR AND SUPPORTED EMPLOYMENT PROGRAMS;

List the goals/priorities and discuss the progress or completion of each goal/priority and related strategies

The goals and priorities for the Division are reviewed annually and revised as necessary based on input from a variety of sources including the SRC, combined plan partners, the State Independent Living Council (SILC), the Client Advocacy Program (CAP), Tribal VR representatives, findings and recommendations from monitoring activities conducted under Section 107, and the IDVR management team, including management at the regional level. Additionally, the goals and priorities are informed by the Comprehensive Statewide Needs Assessment (CSNA) which is conducted every three years.

Goal 1: Maximize the career potential of Idahoans with disabilities engaged with the Division.

Priority 1 – Improve the quality of VR outcomes for IDVR participants. (A, B, C, D).

1. Strategy: Improve access to and utilization of relevant local area LMI and Career Pathways to inform participant career choice and promote successful outcomes.

The Division has worked to increase Counselor access to relevant local area LMI data with the introduction of regular collaboration with the economists at the Idaho Department of Labor and the business services team to provide more data and insights to support better understanding of the employment landscapes in communities across Idaho. The business services team then provides the relevant data to the Counselors along with real time information on employment opportunities to support the development of vocational goals based on actionable local data. IDVR will continue the business services team provision of this information to the counselors and identify additional ways to implement the knowledge transfer of LMI from the business services team to the VR Counselors.

2. Strategy: Ensure participants have better job-ready/hire-ready skills through staff training and accessing WIOA partner workshops, tools, and resources.

The Division has continued to require engagement in the job ready process with participants prior to engaging in job search activities to ensure that participants have the support needed to address the skills needed for job searching. IDVR has also seen an increase in PY2023 and PY2024 in co-enrollment to 7.19% and 6.57% respectively versus prior co-enrollment of 5.1% in PY2021 and 6.34% in PY2022. The Division will continue to utilize the job ready process and determine additional training needs to support VR Counselors to prepare participants to be job ready.

3. Strategy: Increase access to relevant educational opportunities (vocational/technical/2-year/4-year/apprenticeships and other pathways to quality employment).

The Division has continued to provide training on the completion of quality comprehensive assessments to support the development of appropriate vocational goals and services to support individuals to engage in appropriate career training that would support their achievement of a successful employment outcome. Through these efforts to ensure that quality counseling and guidance leads to appropriate goals and services, the Division has realized an increase in training services year over year as below. The Division will continue to work with VR Counselors to ensure that they have the training and resources needed to support participants to engage in career pathways that may require training and upskilling.

Program Year	Percentage of Participants Engaged in Training Services
PY2021	25.41%
PY2022	26.48%
PY2023	27.77%
PY2024	32.23%

4. Strategy: Expand the provision of relevant Assistive Technology (AT) services and devices to IDVR participants through collaboration with Idaho Assistive Technology Project.

The Division has continued to develop support for Counselors to understand the ability for our partners to provide services that support participants that may benefit from assistive technology to be successful in employment. Additionally, IDVR has had increased collaboration with the Idaho Assistive Technology Project over the last two program years as they have been a core partner in effort with IDVR's Pre-ETS team. Additionally, the agency has representation on the SRC that provides oversight as part of their role to the Idaho Assistive Technology Project, and they work collaboratively with Agency leadership regarding ability to collaborate and support VR participants to be assessed and access necessary assistive technology. From PY 2021 to PY 2024 the Division had an increase in authorized services with IATP from \$845 to \$2730. The Division will work with IATP to develop an MOU to support ongoing referrals for assessment and access to assistive technology.

5. Strategy: Leverage technology to streamline processes, reducing staff burden and allowing enhanced engagement with IDVR participants.

The Division has begun to leverage additional Power BI data visualization software dashboards to give staff access to up-to-date information on participant case progression and case expenditures and to reduce the time needed to look up this information in our case management system. This information is tailored to specific agency roles and responsibilities and helps to identify which participants should be prioritized for engagement. IDVR's case approval process was previously handled through a cumbersome email process, but IDVR is now using updated processes in our case management system to streamline the approval process for eligibilities, plans, authorizations, and payments. The CMS automatically creates "Activity Due" reminders for staff within the CMS to remind them of approvals that need to be

completed. These approval processes are also tracked in Power BI. The Division will continue to evaluate process improvements and technology that can be leveraged to support streamlining of work processes in the next two-year State Plan cycle.

Priority 2: Strategically expand outreach. (B. Overcome barriers)

1. Strategy: Increase customized outreach through community organizations, WIOA partners, and professionals.

Prior to the Division entering Order of Selection in September 2024, the Division was actively engaged in increasing outreach through collaboration with community and WIOA partners for greater statewide reach. Due to the Division entering Order of Selection in September 2024, the Division has not actively engaged in outreach activities due to the utilization of a waitlist and all categories being closed. The Division anticipates engaging in outreach activities again in the next two years of this State Plan cycle, as the Division can open disability priority categories and serve more participants at a regular cadence off of the waitlist.

Priority 3: Improve Community Rehabilitation Program (CRP) Service provision quality and quantity (including Supported Employment) for Idahoans with the Most Significant Disabilities. (A, B, D).

1. Strategy: Complete rate methodology/recalibration. This is a part of a greater Innovation and Expansion strategy the Division is engaged in. The new rates proposed are designed to be rates that support quality Community Rehabilitation Program Services and may include the need to support a limited period of subsidized training for Idaho's CRPs, or other mechanisms of compensation for strategic initiatives above and beyond typical expenses for CRP services. The Division anticipates it may utilize Innovation and Expansion funds for CRP improvement within this 2-year state plan cycle.

The Division has engaged in a review of the rate study that was completed and has engaged with Rehabilitation Services Administration (RSA) to work towards implementing updated methodology and payment structure in alignment with the Division's Corrective Action Plan with RSA and the rate study that was completed. The Division continues to engage with RSA in this process and expects to implement updated rate structure and fees for CRP services in this 20-year state plan cycle. The Division has also engaged with a workgroup to assess mechanisms for compensation for enhanced outcomes for VR participants served by CRPs. This workgroup has paused their work until the updated rate structure is implemented but will resume meeting within this two-year state plan cycle to continue this work to create incentive payments linked to the Division's primary performance indicators and participant outcomes.

2. Strategy: Implement newly revised CRP Monitoring Protocol designed to promote two-way data-driven continuous improvement conversations/increase feedback, relevance, and understanding between IDVR and Idaho's CRPs.

The Division has outlined additional revisions to the CRP Monitoring Protocol as part of updates to the CRP Manual as part of the Division's Corrective Action Plan with RSA. The Division anticipates obtaining approval on the updated CRP manual and implementing additional updates to this monitoring protocol within this two-year state plan cycle.

Priority 4: Improve participants engagement throughout the VR process. (A, B, C, D)

1. Strategy: Leverage technology to improve initial and sustained participant engagement

The Division began using SARA (Semi-Autonomous Rehabilitation Assistant) as a primary means of communicating with participants outside of face-to-face contact in the last two years of this state plan cycle. The SARA platform allows our staff and participants to communicate through text, email, and video. Additionally, all text and email communications with participants through SARA are documented in our case management system.

The Division has already seen increased engagement with participants as SARA has given staff the flexibility to communicate with participants in their preferred manner. The Division plans to add additional prompts and automated messages that can be sent to participants based upon changes within their case status within this 2-year plan cycle to increase the benefits and utilization of this technology.

Priority 5: Hire and retain qualified employees to deliver quality vocational rehabilitation services. (C, D)

1. Strategy: Continued efforts to expand FTE, maximize compensation, and other innovative approaches to increase employee satisfaction and retention.

The Division engaged in a robust Employee Engagement Plan in the last 2 years of the State plan cycle which focused on increasing employee satisfaction and retention through creating increased flexibilities, addressing trust in leadership, management support, and increased communication. Through this work, the Division has seen positive responses to the increase in communication and flexibility offered to team members. The Division has engaged in an updated employee engagement plan for the current state plan year and intends to develop an additional plan in the second year of this state plan cycle to continue these efforts.

2. Strategy: Leverage technology to streamline processes, reduce staff burden and allow for enhanced engagement with IDVR participants.

In addition to the SARA communication processes mentioned above, the Division is leveraging Power BI data visualization software to give staff access to up-to-date information on participant case progression and case expenditures. This information is tailored to specific agency roles and responsibilities and helps to identify which participants should be prioritized for engagement. IDVR's case approval process was previously handled through a cumbersome email process, however the Division is now using updated processes in the AWARE Case Management System to streamline the approval process for eligibilities, plans, authorizations, and payments. These approval processes are also tracked in Power BI. The Division will continue to evaluate options to leverage technology and AI systems to streamline processes in this two-year state plan cycle.

Goal 2: Expand utilization and improve quality of Pre-Employment Transition Services (Pre-ETS) and similar services for youth.

Priority 1: Increase utilization of Pre-ETS services and similar services to youth. (C, Expand Pre-ETS)

1. Strategy: Increase outreach with schools, community organizations, and professionals that serve students, youth, and families (e.g. State Department of Education, Idaho

Parents Unlimited, Idaho Council on Developmental Disabilities, school nurses, pediatric professionals, and others with connection to in-and-out of school youth).

The Division completed an analysis of the needs for collaboration and service delivery to students and youth. Through this analysis, a need was identified to restructure Agency Pre-ETS positions to increase capacity was identified to meet the requirements of WIOA to make services available to eligible or potentially youth and students statewide. The Division engaged with Department of Human Resources (DHR) to develop new job descriptions to support the identified need and completed a restructuring of the Pre-ETS team as of October 27th, 2025, to include specialized roles and increased availability for outreach in the community and educational institutions. The restructuring completed utilized the existing FTPs previously allocated to the Pre-ETS program.

Due to the restructuring of roles, the Division has increased the number of Pre-ETS Team Members who are responsible for providing direct services and coordination efforts in the community and with partners to increase access to Pre-ETS services for potentially eligible and eligible students to meet the requirements for the provision of services to students and youth.

The Division has increased partnerships and outreach with Health and Welfare, Centers for Independent Living, Idaho Parents Unlimited, and Idaho Department of Career Technical Education during the first two years of this state plan cycle. The Division has presented information about the VR program at the State CTE conference to increase awareness of the Division's mission, populations served, and services provided. Due to the increase in education with partners about the Division's services to students and youth the Division has received an increase in new referral sources from CTE teachers. The Division has also continued outreach with special education administrators and 504 coordinators for school districts in Idaho. The Division is a required partner of the State Department of Education through the Pathways to Partnership grant awarded through the Rehabilitation Services Administration (RSA). Through this grant, the Division has engaged in additional coordination efforts between local education agencies, centers for independent living, businesses, and community stakeholders. Business Services Team Members and Pre-ETS Team Members are engaged in collaborative efforts with these partners to increase outreach and Pre-Employment Transition Services provided to new and existing students. The Division will continue to be engaged in partner council meetings that encourage increased referrals in the upcoming two years of this plan cycle.

2. Strategy 2: Increase outreach through WIOA umbrella partners that serve students and youth (i.e. Title-I WIOA Youth, and Title-II adult education and literacy for youth under 24).

The Division engaged in a new partnership with the Idaho Department of Labor to provide increased access to paid work-based learning experiences (WBLE). The Division has also increased referrals for students receiving pre-case services to WIOA partners as students exit their educational goals and no longer remain eligible for pre-employment transition services to assure access to workforce services, as eligible individuals without a plan for employment are currently being placed on the Division's waitlist for services.

The Division strengthened referral pathways by clarifying points of contact, sharing outreach materials, and encouraging warm handoffs between WIOA partners and vocational rehabilitation staff. These efforts are intended to improve early identification of eligible

students and youth with disabilities and increase timely access to Pre-ETS services. Additionally, the Division ensures the Pathways to Partnership grant's Regional Secondary Transition Coordinators are invited to local One-Stop meetings to provide information and updates on the grant's work. Through the work of the grant, local interagency leadership teams (LILT) were created at six pilot local education agencies around the state. These teams meet regularly to promote a shared understanding and develop resources and information to increase partner referrals and opportunities for students. WIOA partners are invited to participate as a part of the LILTs. The Division anticipates increasing collaboration in this state plan cycle with additional LILTs implemented. The Division will continue to work with partners during the upcoming two years of this state plan cycle.

Priority 2: Improve the quality of Pre-employment Transition Services (Pre-ETS) and similar services to youth. (C, Improve Pre-ETS)

1. Strategy: Work with schools, businesses, students/youth, and families to understand and improve Work Based Learning Experiences (WBLEs) for students and youth.

The Division continued prioritization for students to engage in a variety of work-based learning experiences and early engagement in these services. The Division increased its focus on connecting to employers through partnerships with business service team to create opportunities for a variety of these experiences both in the community and in the school setting. Additionally, the Division has begun to coordinate and deliver group events to meet both needs of students and employers, and to provide the students with hands-on work-based learning experience. Through the Pathways to Partnership grant, professional development opportunities have been provided, collaboratively by the Division and partners, to understand the purpose and types of work-based learning experiences. Team members have provided both virtual and in-person training opportunities to educators, internal team members, businesses, as well as students and parents. Specific tailored information was provided to support the understanding of each group type as the Division provided information sessions for parents, businesses, and educators. Additionally, through the Division's work on the Pathways to Partnership grant, a need was identified to focus on increasing and improving work-based learning experiences for students with most significant disabilities. Educators, businesses, WIOA partners, and the Division continue to engage in this work to improve these opportunities during the next two years of this state plan cycle.

2. Strategy: Continue efforts to establish a comprehensive and complimentary Pre-ETS evaluation and monitoring strategy.

During the 2-year state plan cycle, the Division implemented pre-surveys, annual progress check ins, and post-surveys for students who are engaging in pre-employment transition services. This data collection will demonstrate a baseline prior to service delivery for each student and regular progress check-ins to demonstrate progress in each service category. Pre-ETS Team Members provide services to each student based on the request for service and demonstrated need. The Division has also continued to engage in case file reviews with the leadership team to review case documentation and progress with the participant. The Division also restructured the Pre-ETS team to include specialized roles to align with checks and balances in service provision and in case documentation requirements. The Division will further implement evaluation and monitoring of the Pre-ETS program in the next two years of the state plan cycle.

Goal 3: Improve outreach and engagement through individualized services to Idaho businesses.

Priority 1: Work with the business community to improve understanding and utilization of IDVR business services. (B, C, D)

1. Strategy: Identify business groups (i.e., Chamber, Workforce Development groups, Society for Human Resource Management (SHRM) that could benefit from networking with IDVR.

The Division has engaged with various employer groups throughout the state to provide education on the services that the VR program provides to businesses to support in accessing untapped talent, and to maintain employees with disabilities as part of their workforce. Through outreach, the Division has partnered with Chambers to provide training on the business services provided by the VR program to their members and has collaborated on events to engage their members with the VR program to connect students and job seekers to the members. The Division has also ensured a presence and leadership role amongst the regional Business Services One-Stop Outreach Teams (BOOST) across the state. The Division has also worked with industry groups to provide information regarding services available to the members of the industry group that are provided by the Division and workforce partners. The Division will continue this work with partners during the next two years of the state plan cycle to support business services outreach.

2. Strategy: Identify opportunities to provide education and training on the scope and availability of IDVR business services to provide customized business solutions.

The Division has increased outreach to businesses across the state in the two-year plan cycle and had an increase in training provided to businesses throughout the state both through customized training provided, and through attendance at the Division's virtual training sessions open to the business community to gain a greater understanding of disability employment topics. The Division has also had an increase in direct collaboration with businesses leading to employment outcomes for VR participants, and businesses engaged in a variety of work-based learning experiences due to the increased outreach and education of the business community regarding the services offered by the VR program. The Division will continue this work with partners during the next two years of the state plan cycle to support business services outreach. The Division will continue this work with businesses during the next two years of the state plan cycle to support services to businesses.

3. Strategy: Expand business spotlights to each IDVR Center.

The Division has continued to host business spotlights during the two-year state plan cycle and has seen an increase in spotlights across the state with 16 spotlights completed in PY24 from 5 that were completed in PY23. Of those spotlights completed, 13 were focused on business partners spotlighted in local communities, and 9 were businesses partners that span across the state. The Division will continue this work with businesses during the next two years of the state plan cycle to support services to businesses.

4. Strategy: Continue to improve IDVR website business page for useability and improved business content.

In the past two years of the state plan cycle, the Division has engaged in efforts to update the business services pages and completed annual content updates across that section of the Division's website to comply with Federal law. Additionally, the Division added more links and resource information for businesses to connect with the Division's business services team, and to other resources that may support the business community to hire and retain qualified staff with disabilities as part of their workforce. The Division will continue this work with businesses during the next two-years of the state plan cycle to support services to businesses.

Priority 2: Evaluation of new Business Relations Team to determine effectiveness and promote the continuous improvement of business outreach activities. (A, B, C, D)

1. Strategy: Continue efforts to align IDVR BOOST team activities with the workforce development system, including at the local level as indicated by the CSNA.

The Division has established itself as a core member of the regional business services one-stop outreach groups across the state. The Division has assigned the business services specialists to provide leadership within these groups, and to support the objectives of these teams to provide more unified and collaborative business services. The Division has taken a leadership role in the objective of identifying and leading a collaborative business services activity for the Business Services One-Stop Outreach Teams (BOOST). Through this, the Division has coordinated business spotlights, tours, and other group activities to engage with businesses and share about the services that the WIOA and BOOST partners can provide. The Division has experienced an increase in business contacts entered into the Division's case management system in the two years of the state plan cycle with 1452 in PY23 to 1786 in PY24 and 5246 in PY25. The Division will continue this work with partners during the next two years of the state plan cycle to support services to businesses.

Priority 3: Improved utilization of business engagement partnerships with the local workforce system. (B, C, D)

1. Strategy: Continue efforts to align IDVR activities with the workforce development system, including aligned business engagement strategy at the state and local level.

The Division has established itself as a core member of the statewide leadership and regional business services one-stop outreach groups across the state. The Division served as a core partner to identify the statewide objectives for the regional business service outreach teams which require a business services partner meeting and a joint business services activity to be completed each quarter. To support these statewide goals, the Division has assigned the business services specialists to provide leadership within these regional teams, and to support the objectives of these teams to provide more unified and collaborative business services. The Division will continue this work with partners during the next two years of the state plan cycle to support services to businesses.

2. PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR, REFLECTING ACTUAL AND NEGOTIATED LEVELS OF PERFORMANCE. EXPLAIN ANY DISCREPANCIES IN THE ACTUAL AND NEGOTIATED LEVELS; AND

For the most recently completed program year, Idaho in the 1st quartile among all states for each performance indicator apart from median earnings, where the Division ranked in the 2nd

quartile. For the first time since reporting began, Idaho has failed to exceed negotiated performance levels for 3 of the 6 performance indicators. It is noted that these decreases are directly attributed to the Division's entrance into Order of Selection in September 2024 with all disability priority categories closed for the remainder of PY2024 which directly impacted the outcomes of the Division's performance measures that were negotiated.

The Division has seen it's levels in these indicators plateau over the past few program years, and future negotiations will include discussion about what performance levels are reasonable and appropriate given our performance relative to other states and the Division's current status in Order of Selection and disability priority categories that are open.

Program Year 2024-2025 Performance for Idaho Title IV (IDVR and ICBVI)

	PY2024 Negotiated Level	PY2024 Actual Level	PY2025 Negotiated Level	PY2025 Actual Level
Measurable Skill Gains Rate	57.5%	68.5%	58.9%	not yet available
Employment Rate - 2nd Quarter After Exit	65.5%	61.35%	66.0%	not yet available
Median Earnings - 2nd Quarter After Exit	\$5,000	\$5,936	\$5,075	not yet available
Employment Rate - 4th Quarter After Exit	63.2%	60.2%	63.7%	not yet available
Credential Attainment Rate	63.7%	56.5%	65.2%	not yet available

Expected Performance for Idaho Title IV (IDVR and ICBVI) PY2026-2027

Indicator	PY2026 State Expected Level	PY2026 Negotiated Level	PY2027 State Expected Level	PY2027 Negotiated Level
Employment (Second Quarter After Exit)	61.30%	61.40%	61.30%	61.60%
Employment (Fourth Quarter After Exit)	60.20%	60.40%	60.20%	60.60%
Median Earnings (Second Quarter After Exit)	\$6,000	\$6,000	\$6,300	\$6,300

Indicator	PY2026 State Expected Level	PY2026 Negotiated Level	PY2027 State Expected Level	PY2027 Negotiated Level
Credential Attainment Rate	56.50%	56.60%	56.50%	56.80%
Measurable Skill Gains	60.00%	61.00%	60.00%	61.20%

3. THE USE OF FUNDS RESERVED FOR INNOVATION AND EXPANSION ACTIVITIES (SECTIONS 101(A)(18) AND 101(A)(23) OF THE REHABILITATION ACT) (E.G., SRC, SILC).

The Division utilizes Innovation and Expansion (I&E) funds to provide support for the Idaho State Rehabilitation Council. This includes costs associated with meeting location and logistics, travel, disability related reasonable accommodations for council members, and administrative supplies. SFY25 expenses totaled \$8,942.

The Division also utilizes I&E funds for allowable expenses of the Idaho State Independent Living Council (SILC). The Division will reimburse up to \$129,500 of allowable expenses along with the SILC providing the associated matching funds of \$35,049. This is an annual agreement with SILC.

E. SUPPORTED EMPLOYMENT SERVICES, DISTRIBUTION OF TITLE VI FUNDS, AND ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES.

1. ACCEPTANCE OF TITLE VI FUNDS:

(A) VR agency requests to receive title VI funds.

2. IF THE VR AGENCY HAS ELECTED TO RECEIVE TITLE VI FUNDS, SECTION 606(B)(3) OF THE REHABILITATION ACT REQUIRES VR AGENCIES TO INCLUDE SPECIFIC GOALS AND PRIORITIES WITH RESPECT TO THE DISTRIBUTION OF TITLE VI FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES. DESCRIBE THE USE OF TITLE VI FUNDS AND HOW THEY WILL BE USED IN MEETING THE GOALS AND PRIORITIES OF THE SUPPORTED EMPLOYMENT PROGRAM.

The Division receives 100 percent of the title VI grant funds allotted to WIOA Title-IV and works with ICBVI on co-enrollment when SE services are indicated for their participants. The Division utilizes an auto budgeting feature within the Aware case management system to prioritize title VI grant funds and automatically obligate from the appropriate fund stream depending on the age of the individual engaging in SE services (youth or general). The Division is limited to funds drawn under SE Adult portion of the grant based upon the level of match met on the SE Youth met. Any additional adult SE obligations will be obligated and drawn under the Title I grant. The Division limits amounts drawn on the SE Adult portion award based upon federal dollars available based upon SE Youth match met. For example, controls exist where both MSD youth and SE case coding conditions must be valid for the auto budget to obligate to the youth SE pool. If the youth funds are exhausted the system will search for funds available in the adult title VI

fund before defaulting the obligation to Title I funds which are then used to support all additional SE and youth extended services (YES), when required. Currently Idaho has extended service providers who can fund these services and YES funds are not needed.

From Goal 1 Priority 3 in section d(3): Improve Community Rehabilitation Program (CRP) Service provision quality and quantity (including Supported Employment) for Idahoans with the Most Significant Disabilities.

1. Strategy: Complete rate methodology/recalibration (to include SE rate). This is a part of a greater Innovation and Expansion strategy the Division is engaged in. The new rates proposed are designed to be rates that support quality Community Rehabilitation Program Services and may include the need to support a limited period of subsidized training for Idaho's CRPs, or other mechanisms of compensation for strategic initiatives above and beyond typical expenses for CRP services. The Division anticipates it may utilize Innovation and Expansion funds for CRP improvement within this 2-year state plan cycle.

The Division has engaged in a review of the rate study that was completed and has engaged with Rehabilitation Services Administration (RSA) to work towards implementing updated methodology and payment structure in alignment with the Division's Corrective Action Plan with RSA and the rate study that was completed. The Division continues to engage with RSA in this process and expects to implement updated rate structure and fees for CRP services in this 20-year state plan cycle. The Division has also engaged with a workgroup to assess mechanisms for compensation for enhanced outcomes for VR participants served by CRPs. This workgroup has paused their work until the updated rate structure is implemented but will resume meeting to continue this work to create incentive payments linked to the Division's primary performance indicators and participant outcomes.

2. Strategy: Implement newly revised CRP Monitoring Protocol designed to promote two-way data-driven continuous improvement conversations/increase feedback, relevance, and understanding between IDVR and Idaho's CRPs (to include SE specific quality data-driven conversations built into the CRP monitoring process).

The Division has outlined additional revisions to the CRP Monitoring Protocol as part of updates to the CRP Manual as part of the Division's Corrective Action Plan with RSA. The Division anticipates obtaining approval on the updated CRP manual and implementing the additional updates to this monitoring protocol within this 2-year state plan cycle.

3. SUPPORTED EMPLOYMENT SERVICES MAY BE PROVIDED WITH TITLE 1 OR TITLE VI FUNDS FOLLOWING PLACEMENT OF INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES IN EMPLOYMENT. IN ACCORDANCE WITH SECTION 101(A)(22) AND SECTION 606(B)(3) OF THE REHABILITATION ACT, DESCRIBE THE QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES TO BE PROVIDED TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING YOUTH WITH THE MOST SIGNIFICANT DISABILITIES; AND THE TIMING OF TRANSITION TO EXTENDED SERVICES.

Supported employment means competitive integrated employment (CIE), including customized employment (CE), or employment in an integrated work setting in which an individual with a most significant disability, including a youth with a most significant disability, is working on a short-term basis toward CIE that is individualized, and customized, consistent with the unique

strengths, abilities, interests, and informed choice of the individual, including ongoing support services for individuals with the most significant disabilities. SE can be provided by VR for a period of time not to exceed 24 months, unless the VRC and participant jointly agree to extend the time to achieve the employment outcome identified in the IPE.

SE services are restricted to those participants assigned to the Most Significant Disability (MSD) category. The Disability Priority Page in the Aware case management system is used to document the justification of priority category assignment. The category assignment is also displayed on the eligibility determination.

Furthermore, SE is indicated for individuals for whom competitive integrated employment (CIE) has not historically occurred, or for whom CIE has been interrupted or intermittent as a result of a significant disability; and because of the nature and severity of their disabilities, need intensive supported employment services and extended services after the transition from support provided by the Division in order to perform this work.

A Comprehensive Assessment of Rehabilitation Needs (CARN) must contain information supporting a need for SE and ES prior to engaging a participant in SE services. Any additional assessments/evaluations purchased by the Division to determine this need should be conducted in an integrated setting to the greatest extent possible.

SE refers to support services, like job coaching, provided after placement and before the individual reaches initial stability, and prior to utilization of extended services, or long-term supports.

Extended Services (ES) are those services, including Youth Extended Services (YES), provided after the assessment of initial stabilization when required for an individual to maintain employment and to sustain employment stability. The Division limits the provision of extended services exclusively to youth.

Youth Extended Services (YES): WIOA requires the Division to make YES available when youth have no comparable ES resources available in the community. YES can continue to be provided until: Comparable benefits become available (External funders are identified) OR YES is provided for four years OR The individual reaches the age of 25 and no longer qualifies under the definition of 'youth'. The Division does not provide Extended Services to participants 25 years old or over as this is an explicitly prohibited activity under WIOA. Youth extended services are only available to youth with most significant disabilities using Titles I and VI funding; and supported employment services are only available to individuals with most significant disabilities.

Supported Employment services under the Division are only offered by qualified providers who meet the criteria to become a CRP with the Division under Idaho Administrative Procedure Act (IDAPA) 47.01.01.402: Provision of Community Rehabilitation Program Services.

The Division is committed to the advancement of opportunities for eligible individuals, including youth with the most significant disabilities, and encourages employment in the least restrictive and most integrated environments possible. The Division has established and continues to maintain strong working relationships with pertinent state agencies such as the Department of Health and Welfare (H&W). Under H&W, Home and Community Based Services (HCBS) Waiver and Aged and Disabled Waiver are the two main extended services funding

sources for Idahoans in need of Supported Employment. The third funding source is the Extended Employment Services Program which has moved from under the Division to IDH&W, eliminating any potential conflicts or perceived conflicts for serving individuals seeking non-CIE employment. This program is funded through State appropriations only. The primary service providers for extended supports under the three main funding sources are Idaho's CRPs.

The Division will continue to work closely with each program overseeing these resources to provide appropriate referral and utilization of these external sources of extended services funding. The following provides more detail on the working relationship between each ES entity and the Division:

IDH&W provides the following guidance on extended services under Idaho's Health & Welfare banner:

The Supported Employment Agency Recommendation must be completed by the Idaho Division of Vocational Rehabilitation (IDVR) when transitioning from vocational rehabilitation services or by the Supported Employment Agency (Community Rehabilitation Provider) identified on the plan or addendum. Documentation must include:

- Amount of Service
- Level of Support Needed
- Employment Goals
- Transition Plan

The Division provides funding for job development services and initial job coaching through a Community Rehabilitation Provider (CRP) agency. As soon as the person becomes employed, it is critical to work quickly to ensure there is no gap in the individual's job coaching support in the workplace. The CRP will communicate to the Service Coordinator/plan developer that the participant has been hired so planning for transition to Medicaid-funded Supported Employment services [extended services] can begin. An Employment Agency Recommendation form has been developed to assist with the transition process. It includes information from the CRP agency about the participant, their job tasks in the workplace, and a recommended level of service needed by the participant. This information will be used by the plan developer to complete an addendum to the Individualized Services Plan. A transition meeting will be called and facilitated by the Vocational Rehabilitation Counselor. This meeting should include the Service Coordinator/Plan Developer, guardian and any other identified members of the Person-Centered Planning team to ensure all parties understand the utilization of Medicaid Waiver Supported Employment funds and to obtain any signatures can be gathered as needed for addendum or plan development. IDH&W refers to CARF and RSAS (or equivalent) accreditation bodies for service provider requirements in order to receive waiver funding.

EES extended services are provided under EES policy which requires the certification of an extended employment service provider. These providers are approved by the EES program administrator on a case-by-case basis.

If a youth with a disability has been determined to need an SE strategy and an extended service funding source is not available yet, the Division will utilize VR funds for the required timeframes or until the funding becomes available for the long-term support.

The Division has developed policies to ensure that Youth Extended Services (YES) can be provided up to four years as needed for IDVR participants under the age of 25 following the achievement of employment stability when comparable external sources of long-term extended support are unavailable. Upon exhaustion of Title VI funds reserved for youth supported employment, the Division will continue to support YES with Title I funds, as required by WIOA, and will continue to leverage other sources of extended services. YES funds are considered only when external sources of extended services funding are immediately unavailable and would unnecessarily interrupt the continuity of services.

The Division supports the utilization of Natural Supports where available and encourages the development of Natural Supports for all SE participants. Natural Supports are supports and services typically available to other employees OR supports created to provide supports through people or other resources typically available in the work, home, and community environment.

Stakeholder commitment for Natural Supports include a Plan for change and the Division encourages a written commitment by the individual providing the natural supports, including contact information for a soft handoff in the event a support loss is anticipated.

The following must be satisfied before VR can close an SE case successfully:

- The individual must have completed SE services and is no longer receiving VR funded services including extended services for youth under VR. Those receiving YES remain an open case in the VR system.
- The individual has maintained employment stability for a period of 90 days after transitioning to extended services.
- Employment meets the definition of CIE.
- The employment is consistent with the vocational goal specified in the IPE.
- At the end of the 90 days the participant and VRC agree that the participant is performing well in employment (a lack of employer agreement would indicate instability).
- The individual is informed, through appropriate modes of communication, about the availability of Post-Employment Services.

The 2023 CSNA addresses the needs of individuals with the most significant disabilities in Idaho. Individuals survey results identified barriers to getting a job: Lack of training, lack of job skills, mental health concerns, and employer disability concerns were each cited by over 50 percent of respondents. Lack of job search skills was also a noted barrier for 38.7% of respondents. Concerns over loss of benefits was cited by 28.9% of respondents.

To address these needs, the Division has engaged in substantial quality improvement initiatives to impact Supported Employment services:

Enhanced CRP Monitoring Protocol (Launching in PY 26/27):

The Division has developed a revised CRP monitoring protocol and included it in the updated CRP Manual that continues to be under development as part of the Division's Corrective Action

Plan (CAP) with RSA. The CRP monitoring process drafted by the Division will occur annually and comprises two key elements: an off-site quality assurance and compliance-based review and an on-site discussion and data review. The off-site review involves examining CRP data in the Division's case management system. The monitoring reports shall quantitatively details findings, recommendations, and observations. Findings necessitate a corrective action plan (CAP) from CRPs within 90 days, to address non-compliance issues. Recommendations suggest improvements, while observations note points of interest. Subsequently, discussions between the Division and CRPs ensue to address findings and CAP development. The on-site component occurs biennially, addressing the off-site report, CRP-specific data, participant satisfaction, service access, communication, and business issues.

CRP Meetings:

The Division hosts regular statewide CRP meetings every odd number month to foster ongoing dialogue and information sharing between the Division and the CRP vendor community working with IDVR. These sessions facilitate collaborative updates, feedback exchange, and dissemination of best practices, aligning with the evolving needs of the vocational rehabilitation landscape.

4. SECTIONS 101(A)(22) AND 606(B)(4) OF THE REHABILITATION ACT REQUIRE THE VR AGENCY TO DESCRIBE EFFORTS TO IDENTIFY AND ARRANGE, INCLUDING ENTERING INTO COOPERATIVE AGREEMENTS, WITH OTHER STATE AGENCIES AND OTHER APPROPRIATE ENTITIES IN ORDER TO PROVIDE SUPPORTED EMPLOYMENT SERVICES. THE DESCRIPTION MUST INCLUDE EXTENDED SERVICES, AS APPLICABLE, TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THE PROVISION OF EXTENDED SERVICES TO YOUTH WITH THE MOST SIGNIFICANT DISABILITIES IN ACCORDANCE WITH 34 C.F.R. § 363.4(A) AND 34 C.F.R. § 361.5(C)(19)(V).

The Division does not establish cooperative agreements with private nonprofit vocational rehabilitation service providers. Services are purchased on a fee for service referral basis. The Division maintains a Community Rehabilitation Providers (CRP) portal on the Division's website. The portal hosts communication relevant to CRPs and IDVR's CRP Manual.

CRPs provide specific services for participants based on a fee-for-service or through a specific contract award. Idaho CRPs must be accredited by either the Commission on Accreditation of Rehabilitation Facilities (CARF) or the Rehabilitation Services Accreditation System (RSAS) or follow the alternative pathway through ACRE or CESP completion for sole-proprietors. Additionally, CRPs must follow the process and procedures articulated in this manual and undergo successful monitoring by IDVR to continue a working relationship with the Division. This manual addresses the Idaho Division of Vocational Rehabilitation's state-federal program. The CRP Manual outlines the service billing criteria and process required before the Division will process bills, including prohibitions on billing for multiple participants. This section also mandates notification in the eventuality of anticipated service discontinuation and prohibits participant abandonment (instead requiring at least 30 days notification for a soft handoff to another CRP ahead of CRP closure in a region). A dispute resolution process including an escalation chain is also established in this section of the guide.

The Division identifies allowable services in the CRP Manual under the Service Definitions. The Division continues working with CRPs to strengthen understanding of documented progress toward SE stability and to meet SE reporting requirements.

The Division is in the process of implementing an updated CRP manual and contracts under the Division's Corrective Action Plan with RSA that outline a CRP fee schedule for allowable costs using information from a third-party contractor to support informed, impartial, and fair rates for services to accompany a quality initiative which is targeted at improving overall CRP participant satisfaction (including SE services).

Since July 2020, the Division has had a formal signed agreement with The Idaho Department of Health and Welfare (IDHW) regarding roles and responsibilities for common program participants including interagency collaboration for the transition to long-term supported job coaching services from VR services once the individual is stable in employment under the program that the individual is eligible to receive long-term supports. Per 34 CFR 361.24 this agreement clarifies the and roles, responsibilities of the Division and IDH&W concerning common youth and adult participants.

The Division's collaboration with IDHW has been significant in the area of supported employment. The Division has a process that easily and conveniently identifies what services participants are eligible for through approved Medicaid Waivers. This occurs through an individual release of information, but the process is agreed upon by both agencies and is very timely. This provides the Division with timely understanding of services that can assist an individual with the VR process, employment needs and a funding source if extended services are necessary to maintain employment.

The Division has established procedures for appropriate referral to the Extended Employment Services (EES) program which also supports CIE extended services for youth and adults. EES services for youth are utilized when available ahead of IDVR's Youth Extended Services which are allowable when no other source of funding is available. To date both IDHW waiver programs and EES programs are able to field all extended services requests.

F. ANNUAL ESTIMATES

Sections 101(a)(15) and 101(a)(23) of the Rehabilitation Act require all VR agencies to annually conduct a full assessment of their resources and ability to serve all eligible individuals before the start of the Federal fiscal year. In accordance with 34 C.F.R. § 361.29(b), annual estimates must include the following projections:

1. ESTIMATES FOR NEXT FEDERAL FISCAL YEAR—

A. VR PROGRAM; AND

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According to 2024 ACS 1-year estimates (Table S1810: Disability Characteristics) there are 290,887 Idahoans living with a disability. Of this total 203,822 are between 18 and 74 years of

age with 21.5 percent of Idahoans with disabilities age 75 or older. 2024 annual averages for employment status by disability status indicates a labor force participation rate of 62.6 percent overall and 24.5 percent for Americans with a disability (BLS.gov). Using age stratified data published by BLS and the ACS allows a rough estimate of Idahoans who are in the labor market but are unemployed while accounting for varying unemployment rates and participation rates across age categories. This estimate provides a conservatively high figure to utilize for those Idahoans who may be eligible for Title-IV programs and are unemployed. This number does not include Idahoans with disabilities who may be seeking advancement or maintenance of employment.

Table [VR.X] Estimated Eligible Idahoans in Labor Market

ACS 2024 1-year Age	ACS 2024 Idaho Population	Idahoans with a Disability	Percent of Idahoans with a Disability	BLS 2024 Age	BLS 2024 Unemployed in Labor Force with a Disability (US)	Estimated Eligible Idahoans in Labor Market
18 to 34	448,819	51,857	11.6%	16 to 34	15.23%	3488
35 to 64	712,144	98,996	13.9%	35 to 64	6.57%	2639
65 to 74	210,415	52,969	25.2%	65+	4.60%	452
75+	136,675	62,549	45.8%	65+	4.60%	452
Total:						7,031

Additional perspective can be gained by looking at recent service trends within the Division which provide a more accurate ongoing foundation to conduct projections for program expenditures.

Table [VR.X] Projected Adequacy of Funding for Vocational Rehabilitation Services (ID-G)

Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under VR Program	Costs of Services using Title I Funds	No. of Eligible Individuals Not Receiving Services (if applicable)
MSD	2,864	2,328	\$5,431,224	536
SD	2,413	320	\$456,288	2,093
D	1818	282	\$396,478	1,536

The Division expended \$4,085,383.00 in Title I funds on services across 7,082 eligible individuals in FY 2025. The Division utilizes a 103% and 105% approach to account for increases in eligible individuals due to population growth, outreach, and increases in costs of services. The State Plan requires a one-year estimate for FY 2027 which utilizes the 105% adjustment included in the VR Program table above for an estimated total projection of

\$6,284,010. The Division is currently in Order of Selection with 1,164 individuals in the MSD category on the waitlist as of 07/07/2026.

B. SUPPORTED EMPLOYMENT PROGRAM.

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Projected Utilization of Title I and Title VI Funds

Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under Supported Employment Program	Costs of Services using Title I and Title VI Funds	No. of Eligible Individuals Not Receiving Services (if applicable)
*MSD	276	233	\$880,008	43

*The Division restricts Title-VI funds to Job Coaching services for those on an SE Plan (which by definition restricts the utilization to MSD only), the Division anticipates being able to serve all SE customers with the MSD category open.

The Division provided Supported Employment (SE) services to 222 individuals in PY 2024 at a total cost of \$838,103 with an average cost of \$3,775 per case. The Division receives \$300,000 in supplemental funds for the SE program, half of which are reserved for youth SE. The Division first exhausts Title VI SE funds within each category (youth/adult) prior to continuing SE provision with Title I general program funds. Roughly 80 (79.47) participants can be supported under the SE grant under PY 2024 conditions. PY 2026 estimates for SE indicate 233 SE participants using 105% projections from PY 2025 actuals with the additional estimated 153 participants SE services supported under Title I general funds. This increases the estimated cost for FY2027 SE services using both Title I and Title VI funds to \$880,008.

As the Division estimates for FY 2027 projections indicate that there will be roughly 536 MSD individuals that will remain on the waitlist by the end of FY 2027. Approximately 8% of these individuals remaining on the waitlist would be eligible for SE Services, as a result, the Division estimates about 43 individuals will remain on the waitlist that require SE services.

G. ORDER OF SELECTION

1. PURSUANT TO SECTION 101(A)(5) OF THE REHABILITATION ACT, THIS DESCRIPTION MUST BE AMENDED WHEN THE VR AGENCY DETERMINES, BASED ON THE ANNUAL ESTIMATES DESCRIBED IN DESCRIPTION (F), THAT VR SERVICES CANNOT BE PROVIDED TO ALL ELIGIBLE INDIVIDUALS WITH DISABILITIES IN THE STATE WHO APPLY FOR AND ARE DETERMINED ELIGIBLE FOR SERVICES.

* VR agencies may maintain an order of selection policy and priority of eligible individuals without implementing or continuing to implement an order of selection.

The VR agency is implementing an order of selection with one or more priority categories closed.

2. FOR VR AGENCIES THAT HAVE DEFINED PRIORITY CATEGORIES DESCRIBE—

A. THE JUSTIFICATION FOR THE ORDER

Due to the State of Idaho budget process, the Division's spending authority is set by a legislatively approved appropriation of funds (both federal and non-federal funds are subject to this). The state has a constitutional mandate to have a balanced budget, and this must be followed by IVDR. With a projected deficit between estimated revenue and budgeted state appropriation, the Governor of Idaho directed state agencies with General Fund appropriations to reduce their appropriation by 3% in SFY 2026 and SFY 2027. In addition, the State of Idaho Legislature requested an additional 2% reduction in General Fund appropriations in SFY 27. These mandates impact the amount of General Funds available to match federal awards. The Division projects approximately \$20,441,641.64 in total available expenditure authority for FFY 2026 and \$22,526,760.56 for FFY 2027. IDVR anticipates a budget deficit of \$4,193,422.53 in FFY 2026 and a deficit of \$5,406,046.61 in FFY 2027. As a result, the Division will be unable to cover the cost of VR services for all eligible individuals for the remainder of FFY 2026 and FFY 2027. Therefore, IDVR must continue operating on the Order of Selection, with priority categories closed, as originally approved by RSA on September 6, 2024.

The Division has implemented several cost containment measures including reductions in travel, decreases in leased office space, and reductions in supply orders. IDVR has also trained its staff on federal requirements for allocable, reasonable, and necessary costs to ensure only those VR services necessary to achieve the identified employment goal are included on individualized plans for employment. IDVR has also implemented quality assurance and compliance reviews to decrease the volume of disallowed costs and shifted Pre-ETS service delivery to primarily IDVR staff provided services to maximize payroll costs and decrease reliance on vendors.

The fiscal status of the agency will be monitored monthly to determine when the Division can open categories and release participants from the waitlist should sufficient funds become available.

B. THE ORDER (PRIORITY CATEGORIES) TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES ENSURING THAT INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES; AND

As part of every participant's eligibility determination process, a Qualified Rehabilitation Professional (QRP) that meets Qualified Rehabilitation Professional standards in the State of Idaho will evaluate: 1) disability-related functional limitations; 2) anticipated number of needed services; and 3) whether services are anticipated to be needed over an extended period to time. The QRP will use these criteria to assign eligible participants to one of three priority categories, based on the severity of the participant's disability. Priority categories ensure that VR services are prioritized for individuals with the most significant disabilities.

Idaho Division of Vocational Rehabilitation Disability Priority Categories

Priority 1: Most Significant Disability (MSD)

The participant meets the criteria established for a significant disability; and:

1. Experiences a severe physical and/or mental impairment that seriously limits three or more functional categories (such as mobility, work skills, self-care, interpersonal skills, communication, self-direction, or work tolerance) in terms of an employment outcome; and
2. Requires multiple VR services over an extended period of time.

Priority 2 - Significant Disability (SD)

The participant meets the criteria established for a disability; and:

1. Experiences a severe physical and/or mental impairment that seriously limits one or more functional categories (such as mobility, work skills, self-care, interpersonal skills, communication, self-direction or work tolerance) in terms of an employment outcome; and
2. Requires multiple VR services over an extended period of time.

Priority 3 - Disability (D)

The participant has a physical or mental impairment; and:

1. His/her impairment constitutes or results in a substantial impediment to employment; and
2. Who can benefit in terms of an employment outcome from the provision of vocational rehabilitation services.

Participants who are beneficiaries of Social Security Disability Insurance (SSDI) or recipients of Supplemental Security Income (SSI) for disability reasons are presumed eligible for VR services and to be an individual with a Significant Disability (SD) with their SSA award letters. Additional documentation is needed to substantiate whether an individual has a most significant disability.

After the presumption of eligibility, a VRC may review additional documentation to determine if the individual may be re-categorized as an individual with a most significant disability (MSD).

Priority categories will be assigned consistently, objectively, and with participant rights to review and due process. Consistent with federal regulations, the Division will not consider duration of residency in Idaho State, type of disability, age, sex, race, color, national origin, type of expected employment outcome, source of referral, particular service needs or anticipated service costs, individual or family income level, when assigning a priority of service category.

C. THE VR AGENCY'S GOALS FOR SERVING INDIVIDUALS IN EACH PRIORITY CATEGORY, INCLUDING HOW THE AGENCY WILL ASSIST ELIGIBLE INDIVIDUALS ASSIGNED TO CLOSED PRIORITY CATEGORIES WITH INFORMATION AND REFERRAL, THE METHOD IN WHICH THE VR AGENCY WILL MANAGE WAITING LISTS, AND THE PROJECTED TIMELINES FOR OPENING PRIORITY CATEGORIES. NOTE: PRIORITY CATEGORIES ARE CONSIDERED OPEN WHEN ALL INDIVIDUALS IN THE PRIORITY CATEGORY MAY BE SERVED.

Projected Service Goals for PY 2026 and PY2027

Under the Order of Selection, the Division will prioritize resources to serve individuals with most significant disabilities who are most in need of vocational rehabilitation services, per the following specifications:

- Continue to serve existing participants with an approved Individualized Plan for Employment (IPE) in all disability priority categories
- Continue to provide Pre-employment Transition Services (Pre-ETS) to eligible students if those students have begun pre-employment transition services prior to application and eligibility and to all potentially eligible students with disabilities in accordance with order of selection requirements.
- Serve individuals from the waitlist in eligibility status and new applicants based on disability priority of service category and date of application for VR services.

The Division began to serve off the waitlist as of October 27th, 2025, and plans to continue to serve off the waitlist from the Priority 1 MSD disability priority category through FFY2026 as resources are determined available. Eligible individuals in these categories will continue to be placed on the waitlist until resources become available.

The Division must also continue to provide pre-employment transition services, and necessary assessment/auxiliary aids and services, to potentially eligible and VR-eligible students who began receiving services prior to being determined eligible and placed on a waitlist or to students released from the waitlist.

The Division is taking a measured approach to serving off the waitlist and tracking its expenditures. If average case expenditures rise above the projected case costs, the Division will need to adjust its cadence to serve off the waitlist. If actual expenditures increase at a lower rate, additional individuals can begin to be released from the waitlist. The Division's budget status is reviewed at least biweekly by the Fiscal Officer with the strategic leadership team including the Division's Administrator.

Information and Referral for Individuals placed on the waitlist

The Division's policy and procedures on Order of Selection describes information and referral (I & R) as a service provided throughout the vocational rehabilitation process and for individuals who when determined eligible are placed on the waitlist when the agency is under an order of selection. Policy also describes the purpose and scope of I & R services and minimum federal requirements.

Those placed on the waitlist are informed of their eligibility, that the Division is not currently serving their Priority of Service Category, and that they have been placed on a waiting list for services. Participants are advised that they can discuss the decision and possible redetermination of the category with their local office. Information on participant rights and responsibilities, information about Order of Selection, and information on specific workforce programs that may be able to help meet vocational rehabilitation needs while they wait for IDVR services to become available. This includes programs carried out by partners in Idaho's workforce development system, as well as other federal or state funded workforce programs.

In addition to resources discussed with participants in their intake meeting with VR, enclosure with their eligibility letter, the Division's website also hosts resources that may be available to those placed on the waitlist.

Local offices maintain a comprehensive list of organizations, including other workforce development programs, to which participants can be referred. IDVR staff use these resource lists to explore options that meet the participant's needs. To the extent possible, the list includes specific points of contact within the organization.

A notification is sent to all individuals on the waiting list to notify them of their status of on the waitlist and to remind them to keep their contact information up to date with the Division. Individuals on the waiting list may choose to be removed or provide information for redetermination of their category placement.

If a participant requests a formal referral, IDVR staff are required to prepare and send a written referral to the organization best suited to meet the specific employment needs of the participant. In addition, the Division will provide the participant with the following:

1. A copy of the written referral notifying the other Federal or State program about the referral;
2. The point of contact and organization the participant is referred to;
3. Information about the most suitable services to prepare for, secure, retain, or regain employment (the purpose for referral).

Waitlist Management

On a monthly basis, the Divisions Strategic Leadership Team will review:

- Projected and actual revenues and expenditures
- Staff capacity and caseloads
- Projected and actual number of participants being served in each disability priority category
- Number of individuals on the waiting list for services in each disability priority category
- Application trends for each disability priority category
- Number of potentially eligible students with disabilities receiving Pre-ETS
- Pre-ETS expenditures

These discussions will inform decisions about changes in the open and closed disability priority service categories, including the timing of opening categories and releasing participants from the waitlist.

For closed categories, the Division will maintain a waiting list of individuals according to their disability priority category and date of application. This list will be used to manage updates to participants on the waitlist. Participants will be served from the waitlist in order of date of application and category until the category is opened. Categories will be opened when resources are sufficient to serve all participants in the service category including all individuals assigned

to the category upon eligibility determination and those individuals on that disability priority category's waitlist. Once a closed category is opened, then individuals on the next category's waitlist may begin to be served in order of application date.

3. HAS THE VR AGENCY ELECTED TO SERVE ELIGIBLE INDIVIDUALS OUTSIDE OF THE ORDER OF SELECTION WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT?

No, the Division will not exercise its discretion under 34 CFR 361.36(a)(3)(v) for those seeking to maintain employment.

H. WAIVER OF STATEWIDENESS.

The State plan shall be in effect in all political subdivisions of the State, however, the Commissioner of the Rehabilitation Services Administration (Commissioner) may waive compliance with this requirement in accordance with Section 101(a)(4) of the Rehabilitation Act and the implementing regulations in 34 C.F.R. § 361.26. If the VR agency is requesting a waiver of statewideness or has a previously approved waiver of statewideness, describe the types of services and the local entities providing such services under the waiver of statewideness and how the agency has complied with the requirements in 34 C.F.R. § 361.26. If the VR agency is not requesting or does not have an approved waiver of statewideness, please indicate "not applicable."

not applicable

I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT.

In accordance with the requirements in Section 101(a)(7) of the Rehabilitation Act, the VR agency must develop and maintain annually a description (consistent with the purposes of the Rehabilitation Act) of the VR agency's comprehensive system of personnel development, which shall include a description of the procedures and activities the State VR agency will undertake to ensure it has an adequate supply of qualified State rehabilitation professionals and paraprofessionals that provides the following:

1. ANALYSIS OF CURRENT PERSONNEL AND PROJECTED PERSONNEL NEEDS INCLUDING—

A. THE NUMBER OF PERSONNEL CURRENTLY NEEDED BY THE VR AGENCY TO PROVIDE VR SERVICES, BROKEN DOWN BY PERSONNEL CATEGORY; AND

B. THE NUMBER AND TYPE OF PERSONNEL THAT ARE EMPLOYED BY THE VR AGENCY IN THE PROVISION OF VOCATIONAL REHABILITATION SERVICES, INCLUDING RATIOS OF QUALIFIED VOCATIONAL REHABILITATION COUNSELORS TO CLIENTS;

C. PROJECTIONS OF THE NUMBER OF PERSONNEL, BROKEN DOWN BY PERSONNEL CATEGORY, WHO WILL BE NEEDED BY THE VR AGENCY TO PROVIDE VR SERVICES IN 5 YEARS BASED ON PROJECTIONS OF THE NUMBER OF INDIVIDUALS TO BE SERVED, INCLUDING INDIVIDUALS WITH SIGNIFICANT DISABILITIES, THE NUMBER OF PERSONNEL EXPECTED TO RETIRE OR LEAVE THE FIELD, AND OTHER RELEVANT FACTORS.

Select 'Edit' to edit the narrative.

Note, please do not edit the table header or formatting. Only edit the table contents.

If you accidentally edit the table headers and structure, open this link to the blank table. You can copy and paste the table into the narrative field, and start over if needed.

Personnel Projections: Idaho Division of Vocational Rehabilitation

Personnel Category	No. of Personnel Employed	No. of Personnel Currently Needed	Projected No. of Personnel Needed in 5 Years
Bureau Chief for Employment Services	1	1	1
Employment Services Program Management Staff (Center Managers and Supervisors)	9	9	9
Employment Services Program Qualified Rehabilitation Professionals – VR Counselors	19	23	25
Employment Services Program VR Coordinators	26.625	39.625	44
Employment Services Program Technical Records Specialist 1	3	3	3
Fiscal Vocational Rehabilitation Assistants	3	3	3
Bureau Chief for Pre-ETS and Business Services	1	1	1
Pre-ETS Program Management Staff (Program Manager and Supervisors)	4	4	4
Pre-ETS Program Qualified Rehabilitation Professionals- VR Counselors	7	9	10
Pre-ETS VR Coordinators	17.5	20.5	26

Personnel Category	No. of Personnel Employed	No. of Personnel Currently Needed	Projected No. of Personnel Needed in 5 Years
Business Services Supervisor	1	1	1
Business Services Specialists	4	6	7
Planning and Evaluation Manager	1	1	1
Business and Program Analysts	4	6	6
Training and Development Team (including Training and Development Manager)	4	4	4
Fiscal Team	4	6	6
Administrative Assistance (Central Office Support)	2	2	2
Deputy Administrator	1	1	1
Administrator	.5	1	1
IDVR's Budgeted Full-Time positions = 140.875, including 6 part-time positions.			

D. RATIO OF QUALIFIED VR COUNSELORS TO CLIENTS:

The Division currently has 25 filled QRP positions across the agency in the Employment Services and Pre-ETS programs. Additionally, the Division has 1,587 individuals either removed from the waitlist in eligible status or with an active Individualized Plan for Employment (IPE). With the current number of individuals being served, not including individuals that are presumed eligible and receiving services under a pre-case, IDVR has approximately a 1:63 ratio of participants to QRP's with a goal to increase to at least 1:85 during the next federal fiscal year (FFY).

E. PROJECTED NUMBER OF INDIVIDUALS TO BE SERVED IN 5 YEARS:

The Division served 7,427 eligible individuals in PY 2024. The Division also saw an 11% decrease from PY24 to PY25 as the Division entered Order of Selection. The Division, assuming a 3 percent annual growth rate, projects 7,896 eligible individuals will apply or be served in PY 2031.

PY26	6811
PY27	7016
PY28	7226
PY29	7443
PY30	7665
PY31	7896

2. DATA AND INFORMATION ON PERSONNEL PREPARATION AND DEVELOPMENT, RECRUITMENT AND RETENTION, AND STAFF DEVELOPMENT, INCLUDING THE FOLLOWING:

A. A LIST OF THE INSTITUTIONS OF HIGHER EDUCATION IN THE STATE THAT ARE PREPARING VR PROFESSIONALS, BY TYPE OF PROGRAM; THE NUMBER OF STUDENTS ENROLLED AT EACH OF THOSE INSTITUTIONS, BROKEN DOWN BY TYPE OF PROGRAM; AND THE NUMBER OF STUDENTS WHO GRADUATED DURING THE PRIOR YEAR FROM EACH OF THOSE INSTITUTIONS WITH CERTIFICATION OR LICENSURE, OR WITH THE CREDENTIALS FOR CERTIFICATION OR LICENSURE, BROKEN DOWN BY THE PERSONNEL CATEGORY FOR WHICH THEY HAVE RECEIVED, OR HAVE THE CREDENTIALS TO RECEIVE, CERTIFICATION OR LICENSURE.

Select 'Edit' to edit the narrative.

Note, please do not edit the table header or formatting. Only edit the table contents.

If you accidentally edit the table headers and structure, open this link to the blank table. You can copy and paste the table into the narrative field, and start over if needed.

Institute of Higher Education	Type of Program	No. of Students Enrolled	No. of Prior Year Graduates
Idaho State University	Master's in clinical Rehabilitation Counseling	3	9

B. THE VR AGENCY'S PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL, WHICH ADDRESSES THE CURRENT AND PROJECTED NEEDS FOR QUALIFIED PERSONNEL; AND THE COORDINATION AND FACILITATION OF EFFORTS BETWEEN THE VR AGENCY AND INSTITUTIONS OF HIGHER EDUCATION AND PROFESSIONAL ASSOCIATIONS TO RECRUIT, PREPARE, AND RETAIN PERSONNEL WHO ARE QUALIFIED, INCLUDING PERSONNEL FROM MINORITY BACKGROUNDS AND PERSONNEL WHO ARE INDIVIDUALS WITH DISABILITIES.

The Division has implemented several strategies to improve recruitment and retention of all Division team members.

The Division implemented formal changes to allow for greater flexibility to support work-life balance through an updated Alternate Work Schedule policy to offer greater flexibility in work schedules in an effort to improve team member recruitment and retention. A significant portion of team members have taken advantage of the increased flexibility in the Division's 2025 updates to the alternate work schedule policy, which directly impacts their job satisfaction.

The Division will continue to recruit qualified applicants from Rehabilitation Counselor Education programs. The Division maintains relationships with numerous institutions that provide educational programs that meet the Division's Qualified Rehabilitation Professional (QRP) standards. The Division has also engaged in agreements with several university programs to support IDVR team members and potential interns to complete their required practicum and internship hours with the Division.

The Division continues to face challenges in recruiting qualified applicants. The entry-level wage for a Qualified Rehabilitation Professional (QRP) is lower than comparable state and private positions with similar educational requirements. The Division has recently increased starting wages for the QRP role by collapsing the two QRP positions into one job description allowing the Division to hire at the higher salary. Additionally, the Division has begun work to implement a differentiated practice model which has been implemented on the Pre-ETS program with current evaluation for future implementation on the General program team. This differentiated practice model will support the Division's need to have team members that meet the QRP standard but become less reliant on the number of positions that must meet this requirement for the provision of VR services.

To increase the Division's effectiveness in hiring and retaining qualified team members especially for the QRP positions the following strategies continue to be supported:

- Flexibility in work schedules
- The Division supports paid (IDVR employees) and unpaid internships (non-employees) for master's level students in programs that meet the Division's QRP standard.
- Collaborating with Division of Human Resources to demonstrate need for increased wages for State employees to be competitive
- Improved Job Announcements

The Division conducts exit interviews with team members, when possible, to determine whether there are areas of concern affecting team member retention. The current trend suggests counselors are leaving VR for positions which do not require a master's degree and/or are paid more per hour. Idaho has a very low unemployment rate, wages in the private sector continue to outpace public sector employment.

Employee turnover for the past program year for the QRP position was 34 percent including vacancies from internal promotions. Exit interviews noted the Division's Order of Selection impacted the decision for QRPs that sought other employment opportunities.

The Division has invested in improving Agency culture, morale, and tenure through annual employee engagement plan development based on employee satisfaction surveys completed by the Department of Human Resources (DHR). The Division currently works with DHR for recruitment of open positions and seeks all available opportunities to share QRP openings

broadly to reach untapped talent pools that meet the minimum qualifications of these positions and to support reasonable accommodation requests to ensure equitable access to the VR application and hiring processes for all applicants.

C. DESCRIPTION OF STAFF DEVELOPMENT POLICIES, PROCEDURES, AND ACTIVITIES THAT ENSURE ALL PERSONNEL EMPLOYED BY THE VR AGENCY RECEIVE APPROPRIATE AND ADEQUATE TRAINING AND CONTINUING EDUCATION FOR PROFESSIONALS AND PARAPROFESSIONALS:

I. PARTICULARLY WITH RESPECT TO ASSESSMENT, VOCATIONAL COUNSELING, JOB PLACEMENT, AND REHABILITATION TECHNOLOGY, INCLUDING TRAINING IMPLEMENTED IN COORDINATION WITH ENTITIES CARRYING OUT STATE PROGRAMS UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998; AND

II. PROCEDURES FOR THE ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE FROM RESEARCH AND OTHER SOURCES TO VR AGENCY PROFESSIONALS AND PARAPROFESSIONALS AND FOR PROVIDING TRAINING REGARDING THE AMENDMENTS TO THE REHABILITATION ACT MADE BY THE WORKFORCE INNOVATION AND OPPORTUNITY ACT.

The Division maintains a statewide policy on employee training and development to foster ongoing professional development for all professional and paraprofessional team members. Individualized training requests are evaluated and approved based on course content focused on core vocational rehabilitation services. The Division's use of the YESVR platform allows IDVR team members to access training by national experts in Vocational Rehabilitation and allows the Division's Training and Development team to develop and assign in-time asynchronous trainings that are able to be loaded and tracked through the platform to ensure training consistency across the agency.

The Division conducts an annual training needs assessment with team members to gather information on team member training needs to provide subjective information IDVR team member's training needs. The Division uses this information to provide training for IDVR team members and to develop annual training plan. The Division collects objective information on training needs through annual case file review process, which identifies specific areas of training needs for professional and paraprofessional team members.

Statewide training provided to team members in PY2024 included statewide training, including Financial Participation Assessment (FPA), Order of Selection (OOS) training, Sara training (client communication software), and fiscal training to include implementation of a multi-level payment approval process to increase financial accountability of program expenditures. In PY2024, the Division partnered with Vaybrant Consulting for support bringing fiscal practices into federal compliance. Training related to contracted support provided to the Division included statewide training on new approval processes for Individualized Plan for Employment (IPE) and authorization approvals, payment reviews, and targeted fiscal department training to improve payment efficiencies. Finally, statewide multi-day training was completed to comply with the Division's Corrective Action Plan (CAP) requirements. The Agency maintains its status as a pre-approved entity to provide CRCC CEUs for agency-sponsored training.

The restructure in PY2022 and creation of the Training Department has allowed the Division to better meet employee training needs, along with increasing the ability to more quickly

recognize and adapt to shifting training priorities. Division training specialists coordinate with supervisors and managers in their assigned geographical regions to meet training needs at the local level and develop and provide statewide training under the direction of the Training and Development Manager when training needs are identified by Division leadership. Training specialists provide individual and small group trainings to new employees and coordinate learning opportunities with current Division team members. New employee training also includes standardized formal trainings and small group live trainings during an employee's first six months. Ongoing, training specialists work with their regional leadership to identify and address individual and regional training needs. The training team continues to leverage technology by creating asynchronous trainings relevant to identified training needs. Asynchronous trainings are available to all Division team members and are updated regularly to meet program requirements.

The Division continues to work with RSA grant-funding programs in the areas of Quality Management, Quality Employment, Pre-ETS programs, and Vocational Rehabilitation Counseling. Training is offered as available to IDVR team members from these partners to support skill acquisition and job competency.

The Agency continues to support succession planning and leadership development. The Division has launched a new training plan to include leadership training topics to be delivered at monthly All Managers' meetings by the Training and Development Manager. The Division has also implemented a new process for developing workgroups to support various projects and initiatives by creating task focused workgroups to encourage growth and leadership in team members by leveraging a strengths-based approach to form the members of the workgroups.

3. DESCRIPTION OF VR AGENCY POLICIES AND PROCEDURES FOR THE ESTABLISHMENT AND MAINTENANCE OF PERSONNEL STANDARDS CONSISTENT WITH SECTION 101(A)(7)(B) TO ENSURE THAT VR AGENCY PROFESSIONAL AND PARAPROFESSIONAL PERSONNEL ARE ADEQUATELY TRAINED AND PREPARED, INCLUDING—

A. STANDARDS THAT ARE CONSISTENT WITH ANY NATIONAL OR STATE-APPROVED OR -RECOGNIZED CERTIFICATION, LICENSING, REGISTRATION, OR OTHER COMPARABLE REQUIREMENTS THAT APPLY TO THE PROFESSION OR DISCIPLINE IN WHICH SUCH PERSONNEL ARE PROVIDING VR SERVICES; AND

B. THE ESTABLISHMENT AND MAINTENANCE OF EDUCATION AND EXPERIENCE REQUIREMENTS, IN ACCORDANCE WITH SECTION 101(A)(7)(B)(II) OF THE REHABILITATION ACT, TO ENSURE THAT THE PERSONNEL HAVE A 21ST CENTURY UNDERSTANDING OF THE EVOLVING LABOR FORCE AND THE NEEDS OF INDIVIDUALS WITH DISABILITIES.

A. Standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services;

The State of Idaho does not have a state licensure for rehabilitation counseling. The Division's personnel standards satisfy Federal requirements as outlined in 34 CFR 361.18(c). The Division currently has a three-pronged counselor position career ladder which includes Vocational Rehabilitation Specialist (under fill position), Vocational Rehabilitation Counselor (Qualified Rehabilitation Professional or QRP) and QRP level Training Specialists. The Division is also in the process of developing a new mentoring program that will provide training and leadership

opportunities to team members that display strengths in their work quality to act as a peer mentor in the area of their strengths to leverage a strengths-based peer mentoring training and development model.

The Division has one Qualified Rehabilitation Professional (QRP) level: Vocational Rehabilitation Counselor (VRC). The standards that satisfy the Agency's Comprehensive System of Personnel Development (CSPD) policy for VRC positions are described below.

The Division's current minimum educational qualifications to satisfy qualified rehabilitation professionals (QRP) include:

- Current Certified Rehabilitation counselor (CRC) designation obtained through the Commission on Rehabilitation Counselor Certification (CRCC) or eligibility to sit for the CRC certification exam; or
- Graduation from a program accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP) or the Commission on Rehabilitation Education (CORE) with a master's degree in Rehabilitation counseling; or
- Holds a current license as a Licensed Professional Counselor (LPC), or Licensed Clinical Professional Counselor (LCPC), or Licensed Clinical Social Worker (LCSW), or Licensed Masters Social Worker (LMSW), or Licensed Marriage and Family Counselor (LMFT or LMFT-A)* issued by the State of Idaho Division of Occupational Licensing; or
- A Doctorate degree in Philosophy, Psychology, Counseling or Social Work plus a minimum of two years of relevant work experience; or
- Master of Social Work (MSW) degree plus a minimum of two years of relevant work experience; or
- Master of Special Education (MSpEd) plus a minimum of two years of relevant work experience.
- Master of Forensic Psychology **plus** a minimum of 2 years of relevant work experience.
- Master of Marriage and Family Therapy (MFT) plus a minimum of 2 years of relevant work experience.

Employees that were previously hired into the Vocational Rehabilitation Specialist (VRS) level must obtain education and/or experience that meets the requirements of the Division's QRP standards to obtain a promotion and work independently in a Vocational Rehabilitation Counselor, Qualified Rehabilitation Professional (VRC QRP) position with the Division.

The incumbent VRS's employed by the Division will be required to meet the Division's CSPD standard to become eligible to be hired into a VRC QRP position. The Division has placed an indefinite pause of the prior 5-year requirement to meet QRP standards from the time of hire due to changes in the state's hiring practices that now require the utilization of skills-based hiring. The Division will not engage in further hiring of VRS position due to this State of Idaho hiring requirement update. Due to this, the Division is currently in the process of reclassifying the current Vocational Rehabilitation Specialist position to a Vocational Rehabilitation Coordinator positions on the General team and will sunset the VRS position once this

reclassification process is fully completed. This reclassification was completed for the Pre-ETS program during the Pre-ETS restructuring that was implemented on October 27th, 2025.

B. The establishment and maintenance of education and experience requirements, in accordance with section 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities:

The Division is committed to providing all employees with professional development opportunities which will enhance employee job performance; support the Agency's mission, values and goals; and lead to successful employment outcomes for individuals with disabilities.

The Division has established education and experience requirements for each position in the Agency with a focus on alignment of requirements contained in section 101(a)(7)(B)(ii) which meet or exceed the standards required in 101(a)(7)(B)(ii)(I)-(II) including a requirement for a master's or doctoral degree in vocational rehabilitation or a related field to be recognized as a qualified rehabilitation professional at the Division. The Division hires with a preference for people who have experience with working with people with disabilities, particularly around advocacy and providing direct support.

With the increased WIOA emphasis on workforce development the Division will also concentrate on providing training to strengthen business relationships and increase knowledge of local labor market relevance and employer needs. The Division will establish ongoing requirements to participate in continuing education around a 21st century understanding of the workforce including periodic updates on LMI and career pathways and evolving regional labor trends and expectations.

4. METHOD(S) THE VR AGENCY USES TO ENSURE THAT PERSONNEL ARE ABLE TO COMMUNICATE IN APPROPRIATE MODES OF COMMUNICATION WITH OR IN THE NATIVE LANGUAGE OF APPLICANTS OR ELIGIBLE INDIVIDUALS WHO HAVE LIMITED ENGLISH SPEAKING ABILITY.

The Division provides or purchases interpreter or language services required to access program services. The Agency continues to work with the Division of Human Resources to determine a process and standards to assess team member competency in Spanish or other foreign languages. If team members meet competency standards, they may work with and interpret for customers who's primarily language is other than English.

Since Idaho has a separate entity that addresses issues related to low vision and blindness, The Division does not provide specific training to its team members in braille, but instead either refers or jointly serves customers who require braille to the Idaho Commission for the Blind and Visually Impaired.

5. AS APPROPRIATE, DESCRIBE THE PROCEDURES AND ACTIVITIES TO COORDINATE THE DESIGNATED STATE UNIT'S COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT WITH PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT.

The Pre-ETS and Business Services Manager will facilitate the required coordination with the State Department of Education and provision of Pre-Employment Transition Services, as required under WIOA.

The Pre-ETS and Business Services Manager has knowledge of IDEA personnel qualifications, under 34 CFR 300.156. Training and education will be identified for team members regarding service provision, coordination and best practices in serving students with disabilities. The Pre-ETS and Business Services Manager and the Pre-ETS Program Manager are assigned as active members of the Idaho Interagency Council on Secondary Transition and the Special Education Advisory Panel, which promotes interagency cooperative planning, information sharing, and the collaborative use of resources at the state and local level. This Council works to ensure that training needs are adequately identified and then addressed through shared training opportunities. In addition, the Pre-ETS and Business Services Manager is a co-lead along with a representative from the State Department of Education for the Idaho Transition Team, who is tasked with providing training, disseminating information, and enhancing competitive integrated employment opportunities for students with disabilities in Idaho.

Training opportunities offered by the Division, which are relevant to both educators and vocational rehabilitation professionals, will be open to school staff for participation when practicable. For example, in the fall of 2025, The Division brought together public educators and VR Pre-employment Transition Services team members at the Pathways to Partnerships Conference and at the Envision Employment Summit. The Pre-ETS and Business Services Manager assures that the Strategic Leadership Team (SLT) is kept up to date on any relevant updates or changes. The SLT takes the information from the meeting and shares it with their relevant program team members. The Pre-ETS and Business Services Manager works collaboratively with the Training and Development Manager to develop and provide specific training for the Agency for those team members primarily responsible for working with VR participants. Finally, the Pre-ETS and Business Services Manager, or their delegate, participates in Special Education Advisory Panel for the State Department of Education.

J. COORDINATION WITH EDUCATION OFFICIALS.

In accordance with the requirements in Section 101(a)(11)(D) of the Rehabilitation Act—

1. DESCRIBE PLANS, POLICIES, AND PROCEDURES FOR COORDINATION BETWEEN THE DESIGNATED STATE AGENCY AND EDUCATION OFFICIALS RESPONSIBLE FOR THE PUBLIC EDUCATION OF STUDENTS WITH DISABILITIES, THAT ARE DESIGNED TO FACILITATE THE TRANSITION OF THE STUDENTS WITH DISABILITIES FROM THE RECEIPT OF EDUCATIONAL SERVICES IN SCHOOL TO THE RECEIPT OF VOCATIONAL REHABILITATION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES.

The following section outlines how The Division meets the requirements of 34 CFR 361.22: Coordination with education officials.

The Division has developed and maintains policies and procedures for IDVR team members in Section 9 of the Field Manual: Pre-Employment Transition. This section contains comprehensive field guidance on Pre-ETS.

The Division maintains multiple documents for the purposes of Pre-ETS planning including:

1. the Formal interagency agreement,
2. Statewide goals for postsecondary options,
3. Local Education Plans, and

4. Other relevant plans (as needed).

1. The Formal interagency agreement was developed by the Division, SDE, and ICBVI. This agreement meets the requirements of 34 CFR 361.22(b) by addressing eligibility criteria, collaborative service provision, consultation, and technical assistance, including the programmatic and fiscal responsibilities for each agency, as well as procedures for outreach, application (when required) and early engagement. The latest amended agreement is in effect as of March 2023. Current revisions are in process to ensure ongoing collaboration across the partners and that the agreement remains relevant and aligns with federal requirements.
2. The Statewide Postsecondary Plan includes the following goal: Facilitate systems change in Idaho by creating and scaling up a coordinated system of service delivery. Some strategies applied to address these goals are the following:
 - a. Strategy: Develop a common language framework with outcomes, benchmarks, and services
 - b. Strategy: Complete the Idaho Secondary Framework to include sequencing of services and individualized planning tool
 - c. Strategy: Clarify and understand roles and responsibilitiesStrategy: Build capacity to fulfill roles based on presumed competence of each individual
3. Local Education Plans are used to target technical assistance, professional development, and assistance to build collaboration between the LEA and the Division. Planning at the local level is a general preference of Idaho's LEAs. The State Department of Education has been awarded a Rehabilitation Services Administration Disability Innovation Fund Program grant that will close in 2028. Through this grant, six Local Interagency Leadership Teams were established around the state. The agencies involved include a local education agency, statewide Parent Information Training Center, local Center for Independent Living, the Division and additional outside partners as appropriate.

Division Policy: Pre-Employment Transition Services for Students and Youth outlines Division policy for internal team members and includes sections on Pre-ETS, Service Provision and Collaboration with Schools, Potentially Eligible Students, Pre-ETS services for students, youth with a disability, student with a disability, IPE development, Pre-ETS services exemption from financial participation, auxiliary aids or services, and guidance for Pre-ETS delivery under Order of Selection IDVR Policy defines Student with a Disability including age and education requirements within this policy. The earliest students can engage in Pre-ETS is 14 as agreed by the Division and ICBVI. This age was determined through collaboration with our blind agency ICBVI and the state department of education during development of our Interagency Agreement. The age is documented in our Interagency Agreement. It has been communicated to IDVR team members through the Division's policy.

Division Procedures: Pre-Employment Transition Services: This document is a guide for IDVR team members outlining Pre-ETS Procedures. This guide outlines some contract processes and guides to help IDVR team members understand the differences in how contracts are framed, but all contract requirements and actual contracts are conducted as separate formal processes.

Contracts are either written by the Pre-ETS and Business Services Manager with assistance from the Contracts and Vendor Relations Specialist and approved by our AG or following all required policies and rules outlined by the Idaho Division of Purchasing. The Division's team members can only approve and authorize services within the context of their position, approval authority, and as outlined in policies and procedures.

2. DESCRIBE THE CURRENT STATUS AND SCOPE OF THE FORMAL INTERAGENCY AGREEMENT BETWEEN THE VR AGENCY AND THE STATE EDUCATIONAL AGENCY. CONSISTENT WITH THE REQUIREMENTS OF THE FORMAL INTERAGENCY AGREEMENT PURSUANT TO 34 C.F.R. § 361.22(B), PROVIDE, AT A MINIMUM, THE FOLLOWING INFORMATION ABOUT THE AGREEMENT:

A. CONSULTATION AND TECHNICAL ASSISTANCE, WHICH MAY BE PROVIDED USING ALTERNATIVE MEANS FOR MEETING PARTICIPATION (SUCH AS VIDEO CONFERENCES AND CONFERENCE CALLS), TO ASSIST EDUCATIONAL AGENCIES IN PLANNING FOR THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO POST-SCHOOL ACTIVITIES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES AND OTHER VOCATIONAL REHABILITATION SERVICES;

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY PERSONNEL FOR STUDENTS WITH DISABILITIES THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) UNDER SECTION 614(D) OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT;

C. THE ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES;

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES. OUTREACH TO THESE STUDENTS SHOULD OCCUR AS EARLY AS POSSIBLE DURING THE TRANSITION PLANNING PROCESS AND MUST INCLUDE, AT A MINIMUM, A DESCRIPTION OF THE PURPOSE OF THE VOCATIONAL REHABILITATION PROGRAM, ELIGIBILITY REQUIREMENTS, APPLICATION PROCEDURES, AND SCOPE OF SERVICES THAT MAY BE PROVIDED TO ELIGIBLE INDIVIDUALS;

E. COORDINATION NECESSARY TO SATISFY DOCUMENTATION REQUIREMENTS SET FORTH IN 34 C.F.R. PART 397 REGARDING STUDENTS AND YOUTH WITH DISABILITIES WHO ARE SEEKING SUBMINIMUM WAGE EMPLOYMENT; AND

F. ASSURANCE THAT, IN ACCORDANCE WITH 34 C.F.R. § 397.31, NEITHER THE SEA NOR THE LOCAL EDUCATIONAL AGENCY WILL ENTER INTO A CONTRACT OR OTHER ARRANGEMENT WITH AN ENTITY, AS DEFINED IN 34 C.F.R. § 397.5(D), FOR THE PURPOSE OF OPERATING A PROGRAM UNDER WHICH YOUTH WITH A DISABILITY IS ENGAGED IN WORK COMPENSATED AT A SUBMINIMUM WAGE.

The Division and the SDE have developed a comprehensive formal interagency agreement which addresses collaborative service provision. This agreement specifies the programmatic

and fiscal responsibilities for each agency and identifies the minimum age for service delivery to students with disabilities. The minimum age is 14 for service delivery to students with disabilities.

Pre-Employment Transition Services will be provided to students with disabilities who are potentially eligible or eligible for VR services. The latest amended agreement is in effect as of March 2023. The agreement is reviewed annually for relevance and will be amended by mutual consent as needed.

The formal interagency agreement with the Division, Idaho State Department of Education (SDE), and the Idaho Commission for the Blind and Visually Impaired (ICBVI) contains several provisions designed to promote communication and the sharing of technical expertise in postsecondary planning.

The agreement stipulates that the vocational rehabilitation agency must provide consultative and technical assistance services to assist educational agencies in planning for the high school exit of students with disabilities from school to post-school activities, including employment.

The agencies agree to:

1. Encourage staff to work closely with LEAs to ensure coordination between education services, pre-employment transition services, and vocational rehabilitation services.
2. IDVR and ICBVI counselors will provide training and information to school district personnel, students and families on pre-employment transition and vocational rehabilitation services, including their role as IEP team members.
3. IDVR and ICBVI counselors are available to consult with educators concerning pre-employment transition and vocational rehabilitation services for students to assist them toward employment.
4. IDVR and ICBVI counselors will collaborate with the LEAs in their service area to identify a process for the counselors to provide input and participate in the development of the postsecondary services included in IEPs.
5. IDVR and/or ICBVI counselors may attend IEP team meetings for each referred student upon timely invitation by school personnel and the student and/or student's parent or legal guardian. VR counselors may attend either in person or via video or telephone. The IDVR and/or ICBVI counselors will provide written recommendations, if requested, for use in developing IEPs when unable to attend.
6. IDVR and ICBVI counselors will consult with educators concerning referral of students to IDVR and/or ICBVI for rehabilitation services, including pre-employment transition services. Students with blindness or visual impairments should be referred to ICBVI. Students with multiple disabilities may have dual cases with both IDVR and ICBVI to provide rehabilitation services.
7. IDVR and ICBVI counselors will accept referrals for pre-employment transition or vocational rehabilitation services, when appropriate, and will work collaboratively with input from the student's IEP team, for service provision and/or to develop an IPE. The vocational rehabilitation counselor, student, student's parent or legal guardian, and

members of the student's IEP team will collaborate to identify required vocational rehabilitation services that will move the student towards their employment goal.

8. IDVR and ICBVI counselors will help students and youth with disabilities develop and participate in Pre-Employment Transition services, including work-based learning opportunities, provide information, support, and guidance to students, parents, and schools to promote effective postsecondary services, help eligible students develop an IPE, plan and promote the use of Pre-ETS, identify and help students and their families access other appropriate resources, help students obtain technology evaluations, recommended assistive technology, and training in the use of purchased equipment, when appropriate.
9. All Vocational Rehabilitation State Plan requirements, including Order of Selection, will apply to all services provision under this cooperative agreement.

Furthermore, the formal interagency agreement with the Division, Idaho State Department of Education (SDE), the Idaho Commission for the Blind and Visually Impaired (ICBVI) contains several provisions designed to facilitate the development and implementation of Individualized Education Programs (IEPs). The agencies agree to cooperate in the development of students' Individualized Education Programs (IEPs) and any relevant Individual Plan for Employment (IPEs). Development of the IEP is vested with the IEP team, including the student and his/her parent or guardian. Approval of the IPE is vested with the Division or ICBVI, the student and his/her parent or guardian.

To accomplish the tasks outlined in the formal Interagency Agreement the Division, ICBVI, the SDE do the following:

- The Idaho Interagency Council on Secondary Transition is established by the Superintendent of Public Instruction to advise, review, analyze, and monitor the implementation of the State's Interagency Agreement on Secondary Transition. The authority to establish this Interagency Council lies in IDEA Section 640(b)(1)(A) and regulation 300.154. The Division continues to be involved in the Idaho Interagency Council on Secondary Transition with the purpose of ensuring that students with disabilities experience a collaborative, comprehensive system that facilitates a smooth exit from secondary school to adult life. The goal of this group is to increase the number of students with disabilities who are actively engaged in post-secondary education, employment, and community activities. Interagency cooperative planning, information sharing, and the collaborative use of resources assist in accomplishing IDVR's mission at the state and local level. Members include the Idaho Division of Vocational Rehabilitation (IDVR), Idaho State Department of Education (SDE), Idaho Commission for the Blind and Visually Impaired (ICBVI), Idaho Educational Services for the Deaf and Blind, Idaho Parents Unlimited, Council on Developmental Disabilities, Department of Labor, Boise State University, Idaho State University, The Assistive Technology Project, Idaho Health and Welfare, Juvenile Corrections, Department of Correction, and LEAs.
- The Division's Pre-ETS team members attend hundreds of IEP meetings statewide each year where they discuss Pre-ETS and VR services with students and families. The Division also created a one-page Request for Pre-Employment Transition Services form that is easy to complete to receive Pre-ETS. The Division is in the process of evaluating

steps to create a secure online form to further streamline the request for services process. This makes the process for receiving Pre-ETS quick and easy for students and families. When the Division receives a request form, someone will reach out to the student and/or family to discuss the VR program, order of selection, and what additional services can be made available to the student when they fully participate in the VR program. Additionally, while receiving Pre-ETS, students are provided information about the VR program and how VR can support students with employment and educational goals.

- The Division also conducts significant outreach as part of collaboration with LEAs to discuss both Pre-ETS and the VR program. They are also provided information on the VR eligibility process, so they can provide this information to families. The Pre-ETS Program Manager attends regional special education directors' meetings to present on Pre-ETS and VR services. The Division also presented at the 504 coordinators meeting, the superintendents meeting, and the statewide Pathways to Partnerships Conference. The Division provides numerous presentations at Tools for Life, which is a conference that students with disabilities attend. Presentations include information on Pre-ETS, VR services, and the VR eligibility process.

The Division has developed an informational packet for students and families that can be shared by teachers at IEP meetings when the VR counselor is not able to attend. When the student is currently engaged with VR services, the teacher will receive information on what the student has participated in with the Division and what next steps may be. The Division developed two videos that have been shared with teachers on Pre-ETS and the VR program as well as the eligibility process for VR. These videos are maintained on the VR website. These videos disseminated to LEA staff via the State Department of Education's Transition Coordinator.

The Division coordinates with local education agencies to ensure compliance with Section 511 and the documentation requirements in 34 CFR § 397. The agencies work together to provide required services and information to students and youth with disabilities as applicable.

Consistent with 34 CFR § 397.31, neither SDE nor local education agencies will enter into contracts or other arrangements with entities for programs in which youth with disabilities are employed at subminimum wage. The Division supports competitive integrated employment as the preferred outcome for students and youth with disabilities.

K. COORDINATION WITH EMPLOYERS

In accordance with the requirements in Section 101(a)(11)(E) of the Rehabilitation Act, describe how the VR agency will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of VR services; and transition services for youth and students with disabilities, including pre-employment transition services for students with disabilities.

Agency Business Services Structure:

The Division continues to provide coordination of employer related outreach efforts within the Division and coordinated services under the aegis of WIOA through partnerships with Titles I-IV and other combined state plan partners. The Division continues to evolve services provided to business and has plans for continued improvement of business services, additional training for

Division team members, increasing the quality of services provided to business, as well as improving coordination with WIOA plan partners.

Over the last two years, the Division continued to engage in coordinated business services internally through the Business Services Program Unit. This team was comprised of one business services specialist that was the point of contact for business services for each Center with the activities of the team directed by the Business Services Supervisor and the Pre-ETS and Business Services Manager. This team has supplanted the prior model of having the VR Counselors complete business services in addition to their caseload work.

In August 2023, the Division hired its first of four Business Services Specialists that are located within across the state geographically and report to the Business Services Supervisor to ensure a dedicated focus on establishing and developing quality relationships with businesses across the state. With the current Division structure, there will be one dedicated team member to serve four distinct geographic areas of the state. These positions are dedicated to engaging employers to provide outreach, education, and business services throughout the state. Currently, the agency has three of the four positions filled, will complete recruitment and onboarding for the current vacant position in 2026.

Collaboration with One-Stop Partners:

The Division continues to collaborate with Titles I-IV programs and other combined state plan partners. The Division's Pre-ETS and Business Services Manager is a member of the Statewide One-Stop Business Services Leadership Team that collaborates across the WIOA partners to assess progress and goals toward a more unified approach to the delivery of business services in Idaho. The Division was a leader in the development of regional business services outreach One-stop teams (BOOST or RBS). These teams have requirements to have at least one meeting and one partner activity completed quarterly. The Division acts as a primary contributor to the quarterly activities across the regional business services teams with the requirement for the regional business services specialist to lead at least one of the quarterly partner activities each year as a core partner.

Increasing Understanding of Business Needs and Communications:

The Division has utilized its case management system to develop a system for developing thorough documented business profiles. This process is being refined to ensure that knowledge on business partners is readily available to all Division team members that would be beneficial to understand to support outcomes for job seekers and students accessing VR services.

The Division has identified increased communication plans to support the outreach to businesses including the implementation of monthly email newsletter type communications out to business partners, increased marketing of training opportunities, and partnership with chambers and other entities to market VR trainings and services on their website platforms.

Additionally, the Division completed an update to its external website on the business services pages to increase the information available to businesses on the services that VR can provide to support employers to obtain, maintain, and advance individuals with disabilities as part of their workforce.

Increasing Business Access of VR Services:

The Division continues to strive to become a dependable and useful resource for business to fill open positions. The Division continues to host and maintain a 'Jobs in Idaho' page as an employer recruitment resource.

The Agency leadership team collaboratively continues to work to identify ways that the Division can better meet the needs of businesses to include identifying training and education, services, and partnership options that the Division can make available to meet business needs.

The Division has continued to provide virtual Business Spotlight Sessions which allow businesses a platform to share information about their business and their needs in a group setting. Since the implementation of the Business Spotlight sessions in April 2021, the Division has continued to refine this business service and now offers business spotlights regionally, in addition to statewide business spotlights. The Division has also ensured collaboration with One-Stop partners and invites partners from the WIOA programs, in addition to other workforce program partners to attend to learn more about these businesses, their goals, and hiring needs to support job seekers utilizing workforce services to obtain and maintain employment.

The Division piloted a series of trainings for businesses throughout calendar year 2024 in collaboration with Idaho Commission for the Blind and Visually Impaired that was comprised of 5 sessions focused on supporting employers to hire and maintain individuals with disabilities as part of their workforce. Due to the success of this pilot, the Division implemented a monthly training series that took place in calendar year 2025 with co-presenters from various partners that brought expertise in various areas to support the monthly training topic for businesses. In addition, the Division completed a 5 session series for National Disability Employment Awareness Month in October 2025 with ICBVI. Due to the ongoing positive feedback and interest from the business community in these trainings, the Division will continue its DREAM training series as a core service to businesses to support the facilitation of VR services for participants to reach a successful employment outcome.

Supporting Job Seekers and Students to Access Employment Opportunities:

With the development of business services specialist positions, the Division is reevaluating its communication plan for effective communication of business services information with other IDVR team members. The Division has implemented a change to have the business services specialists in each center to be responsible to have a standing agenda item on each center monthly team meeting to assure that relevant and timely sharing of business services information is able to happen in these meetings. The business services specialists also host monthly office hours in their regional areas where team members on the Pre-ETS and General teams are able to drop in to ask questions, or to attend in-time training on topics relevant to supporting students and job seekers to access career exploration, work-based learning experiences, and employment opportunities.

The business services team is also leading efforts and hosting workshops for students and job seekers working with the VR program to increase their skills for connecting with employers for work-based learning experiences and employment opportunities through job readiness workshops that provide the attendees increased understanding around current resume trends, job seeking skills and how to apply in a digital age to job openings, how to market yourself to employers, interview skills, and how to disclose their disability and request reasonable accommodations.

The business specialists also consult with the local economists at the Idaho Department of Labor to provide up to date local labor market information (LMI) to the Pre-ETS and General teams to support understanding of the realities of employment opportunities in local communities for both students and job seekers working with VR to better understand the impact of LMI on their potential employment goals and outcomes. In addition to providing LMI data to the VR Counselors, they also connect with employers and provide bi-weekly workforce updates to their regional teams to assure ongoing up to date information about employment opportunities to support the facilitation of VR services for job seekers and students working with VR.

The Division also specifically addressed the intersection of business and pre-employment transition services. The Division has implemented performance goals for team members under the Pre-ETS and business services programs to work collaboratively to provide work-based learning experiences to students with disabilities. Through these goals, multiple new Pre-ETS services that include community business support were developed and implemented to include a career exploration fair in Coeur d'Alene and business tours in Idaho Falls. In addition to these larger scale events, smaller local collaboration has taken place that includes setting up business tours for students receiving Pre-ETS services, informational interviews, and business speakers arranged to provide career exploration experiences to groups of students.

The business services specialists will work closely with the Pre-ETS counselors to understand needs and identify additional opportunities for students to complete various types of work-based learning experiences. Subsequently these teams will work with businesses to facilitate the identified services for students.

IDVR Business Services Specialists worked collaboratively with the Training Team and the Pre-ETS Supervisors to deliver training to the Pre-ETS team members on how to engage with employers to support the development of Pre-ETS services that require business participation. Additionally, the Business Specialists also supported the delivery of training for Pre-ETS team members by US DOL staff to ensure Pre-ETS team members understand Child Labor Laws and their impact on students completing work-based learning experiences to ensure compliance with state and federal requirements. The Business team has also developed and delivered several trainings to support Pre-ETS team members to understand employer requirements under the ADA for supporting students when students are engaged in a work-based learning experience with a business. This cross training of business and Pre-ETS personnel is essential to advancing our Pre-ETS WBLE strategy and expanding business partnerships to support students and job seekers to learn about and access career opportunities in their local communities.

In November 2022, the Division joined the Rural Youth Apprenticeship Development (RYAD) grant efforts which then concluded in 2025. Through collaboration with the RYAD grant project, the division has developed an outline for a pre-apprenticeship program for students engaged with the Division and receiving Pre-ETS services. The Division is in the development stages for this pre-apprenticeship structure with the goal is to implement this pilot in the 2026-2027 school year.

L. INTERAGENCY COOPERATION WITH OTHER AGENCIES

In accordance with the requirements in Section 101(a)(11)(C) and (K), describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system to develop opportunities for community-based employment in integrated settings, to the greatest extent practicable for the following:

1. STATE PROGRAMS (DESIGNATE LEAD AGENCY(IES) AND IMPLEMENTING ENTITY(IES)) CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

The Idaho Division of Vocational Rehabilitation (the Division or IDVR) and the following entities have entered into or are developing formal agreements with programs to outline and explain the collaborative relationship between the program and the Division. The agreements outline some or all of the following: goals, planning processes, information sharing and confidentiality, technology, accountability, service delivery support, cost sharing, annual action plans, duration, amendments, and termination/conflict resolution, when applicable.

The cooperative agreements with agencies mentioned in this section of the state plan were created to allow for more efficient service delivery to those populations under each cooperative agreement. They have allowed for more efficient referral, eligibility determination and collaborative service provision. Participants have benefited from these cooperative agreements because of the well-established relationships and improved understanding of cross-program requirements. Participants also receive more effective referral and expedited service provision because of the established agreements.

The Division's case management system collects outcome data for individuals served under many of these agreements. The Division has yet to analyze this information for program improvement purposes.

1. *State programs (designate lead agency(ies) and implementing entity(ies)) carried out under section 4 of the Assistive Technology Act of 1998.*

The program which carries out the statewide Assistive Technology program for Idaho is the Idaho Assistive Technology Project (IATP), housed by the Center on Disabilities and Human Development at the University of Idaho. IATP's goal is to increase the availability of assistive technology devices and services for older persons and Idahoans with disabilities. The Division and IATP have had a long-term working relationship to assist IDVR participants with assistive technology services and devices, to include VR representation on the IATP Council. The Division is in the early development stages of formalizing a cooperative agreement with IATP. The components of the cooperative agreement will include coordination and availability of services, the reciprocal referral process, and other programs and resources available through the Idaho Assistive Technology Project.

The collaboration between the Division and IATP has improved access to Assistive Technology (AT) services and devices for those individuals with disabilities who can benefit from these services. IDVR team members have a linkage directly to AT resources our existing collaborative efforts to include AT assessments, services, and devices from AT subject matter experts. AT services and devices can reduce barriers to employment, allowing individuals with disabilities the opportunity to be more productive and succeed in employment. The Division does not currently track outcomes related to services provided under this agreement but is looking to internally boost assistive technology as a strategy in this state plan and will look at overall

provision of AT as a peripheral measure. The formal agreement with IATP has been delayed due to the Division's priorities to address corrective actions with Rehabilitation Services Administration (RSA) related to the Division's allowability of purchased services. Once the Division has updated its purchase of services and rate setting policies and are approved by RSA under IDVR's Corrective Action Plan (CAP), the Division will re-engage with IATP with the goal to continue efforts to draft and finalize an agreement to be effective by 07/2027.

2. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE DEPARTMENT OF AGRICULTURE;

The Division does not engage in any programs carried out by the Under Secretary for Rural Development of the U.S. Department of Agriculture.

The Division will continue to assess, develop, and implement rural outreach strategies and assure aligned partner coordination efforts to expand service options and access in rural communities across the State as outlined in the Division's State Plan goals in Section c.

3. NON-EDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH;

The Division does not currently have formal agreements with non-educational agencies serving out-of-school youth.

Out-of-school youth (youth ages 14-24 not enrolled in a secondary program) are encouraged to complete their high school education or pursue a formal or self-study GED program whenever possible to increase their options and access to postsecondary opportunities. This includes referral to Idaho Career & Technical Education's Adult Education program (available to those over the age of 16). Idaho Job Corps maintains a partnership with GED providers to offer a path to a high school diploma or GED for those age 16-24.

The WIOA Title-I Youth program under the Idaho Department of Labor (IDOL) focuses on education, training, and employment opportunities for out-of-school youth. WIOA Youth provides an array of services to qualifying youth including dropout recovery services, paid and unpaid work experiences, occupational skill training, leadership development opportunities, facilitation of employer connections, interviewing skills, and mentoring.

Numerous regional partnerships take advantage of local resources or serve as referral sources to the Division to engage out-of-school youth. These resources differ by location with a common theme of providing a mechanism of outreach for out-of-school youth.

4. STATE USE CONTRACTING PROGRAMS;

Through the State Use Contracting program, Community Rehabilitation Programs provide skill development and training for individuals with disabilities. While many programs providing state use goods do not meet the integrated criteria established under WIOA, the program does generate income for CRPs allowing increased stability of their overall programs with supplemental revenue. Fiscally healthy CRPs are then able to continue operations in their Competitive Integrated Employment divisions. This indirectly benefits those customers of IDVR who require CRP services.

5. STATE AGENCY RESPONSIBLE FOR ADMINISTERING THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT (42 U.S.C. 1396 ET SEQ.);

The Idaho Department of Health and Welfare (H&W) maintains all related programs in the state including the state Medicaid program, the state Developmental Disabilities Program, and the state Mental Health program. Under Medicaid H&W operates the Idaho Home and Community Based Services project.

Since July 2020, IDVR has had a formal signed agreement with the Idaho Department of Health and Welfare as it relates to Title XIX of the Social Security Act outlining the following areas:

- Service delivery coordination to maximize customer choice and outcomes.
- Per 34 CFR 361.24 this agreement clarifies the and roles, responsibilities of IDVR and IDH&W concerning common consumers.
- Interagency dispute resolution
- Information to increase interagency collaboration.
- Information identifying the interagency coordination responsibilities for the purposes of promoting the coordination and timely delivery of employment services.
- Authority and funding clarification.
- Outlines points of collaboration.
- Methods of Referral
- Confidentiality of Records
- Agreement termination provisions

The Division's collaboration with IDHW has been significant in the area of supported employment. We have a process that easily and conveniently identifies what services participants are eligible for through approved Medicaid Waivers. This occurs through an individual release of information, but the process is agreed upon by both agencies and is very timely. This provides the Division with timely understanding of services that can assist an individual with the VR process, employment needs and a funding source if extended services are necessary to maintain employment.

The Division has established procedures for appropriate referral to the Extended Employment Services (EES) program which also supports CIE extended services. EES services are utilized when available ahead of IDVR's Youth Extended Services which are allowable when no other source of funding is available. To date both IDHW waiver programs and EES programs are able to field all extended services requests.

6. STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES;

The Division has a working relationship with the Adult Developmental Disabilities Services (ADDs) program under the IDHW. There currently is no formal agreement. The Division's collaboration with IDHW has been significant in the area of supported employment. A significant portion of the SE population are individuals with developmental disabilities. The Division and ADDs has a process that easily and conveniently identifies what services participants are eligible for through Medicaid Waiver. This occurs through an individual release

of information, but the process is agreed upon by both agencies and is very timely. This provides the Division with timely understanding of services that can assist an individual with the VR process, employment needs, and a funding source if extended services are necessary to maintain employment.

7. STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES; AND

The Division and Idaho Department Health and Welfare (H&W) Behavioral Health no longer have a formal agreement in the delivery of behavioral health services. However, the Division has representation on the State Planning Council on Behavioral Health. The purpose of this Council is to 'serve as an advocate for adults with serious mental issues, children with severe emotional disturbances, and others with mental health or substance use needs. Expand, improve, notify, or transform Behavioral Health service delivery system for individuals with severe mental illness, serious emotional disturbance, and substance use disorders to ensure access to treatment, prevention, and rehabilitation services, including those services that go beyond the traditional behavioral health system. Advise the State Behavioral Health Authority on problems, policies and programs and provide guidance to the State Behavioral Authority in the development and implementation of the State Behavioral Health Systems Plan. Monitor, review, and evaluate the allocation and adequacy of behavioral health services throughout the state not less than once a year. Serve as a vehicle for intra- and inter-agency policy and program development. Present to the Governor and legislature by June 30 of each year a report on the Council's challenges and achievements and impact on the quality of life that Behavioral Health services had on Idaho citizens. The Council will incorporate recommendations for service system improvements submitted by the regional behavioral health boards.' Referrals come to the IDVR local offices through community behavioral health organizations.

8. OTHER FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS OUTSIDE THE WORKFORCE DEVELOPMENT SYSTEM.

Idaho Industrial Commission (IIC): This agreement outlines the relationship between the Division and the ICC with regard to persons injured on the job who may also have other non-work-related injuries. The Industrial Commission will be the lead Agency for injured workers in Idaho and will refer them to the Division when they are unable to return to previous or similar employment due to the work-related injury.

The cooperative agreement with the Idaho Industrial Commission benefits participants who have experienced an industrial injury, covered by worker's compensation law. Participants benefit in terms of access and service provision because of the well-developed relationships fostered by this agreement. Participants receipt of services is generally faster and more streamlined because program staff have strong working relationships and an understanding the requirements of each program. Currently outcomes are not being tracked in the Division's case management system.

Independent Living: The Division is the Designated State Entity (DSE) for the Title VII Part B funds distributed by the Administration for Community Living (ACL). The Division currently contracts and allocates a percentage of the total grant funds to the following entities:

- Idaho Commission for the Blind and Visually Impaired (ICBVI)
- State Independent Living Center (SILC)

- Living Independence Network Corporation (LINC)
- Disability Action Center – Northwest (DAC)
- Living Independently for Everyone (LIFE)

The Division projects distribution of funds based upon percentages agreed to by participating entities and has finished transitioning to the following percentage split which will be utilized for the two-years covered by this state plan:

Federal Award Share by Independent Living Program: FFY 2026 and FFY 2027

	Organization's Percentage of Total Award
SILC	30.0%
ICBVI	21.0%
LINC	24.5%
LIFE	19.5%
DAC	5.0%
Total	100.0%

Part B funds are used to enhance and expand core independent living services.

This agreement is to describe the transfer VR funds for IL activities as outlined in Section 705 and 713 of the Rehabilitation Act of 1973 as amended by WIOA. This agreement increases the IL centers' ability to provide services to individuals with disability who require independent living services. The Division does not track services or outcomes as they relate to this cooperative agreement.

Project Search: Project Search is a high school transition collaborative effort between school districts, VR, and host businesses. It is an international, evidence-based model which prepares transition students identified as requiring long term supports for the world of work, thus helping them move into community employment after high school graduation. The Project Search program combines two hours of daily classroom training along with four hours of unpaid internship. These internship experiences are provided in three different eight-week rotations and can include: housekeeping, dietary, laundry, childcare, and equipment transportation. Even though the students may not be hired by the host business, they are better prepared for work and better able to access employment after Project Search completion.

This collaborative agreement describes the roles, responsibilities, and process between all parties involved. Students participate in internships and other Pre-ETS activities in several rotating work sites. Students develop work skills which will increase their employment options at the completion of the program. Students will either participate in Pre-ETS as a potentially eligible student or as an eligible participant through an approved IPE. The Division maintains employment information on all successful outcomes.

Tribal VR (Nez Perce Tribe, Coeur d'Alene Tribe, Shoshone/Bannock Tribe, and Shoshone/Paiute Tribe): The Division entered into one collaborative cooperative agreement

with all four federally funded Tribal VR programs in the state. The updated cooperative agreement addresses WIOA requirements, specifically to include address transition services to students and youth with disabilities.

The intent of the agreement is to develop and implement a cooperative system for providing vocational rehabilitation services to eligible American Indians with disabilities and to promote and enhance to the greatest extent possible vocational rehabilitation services like that of those provided by the State of Idaho. The Division has the basic responsibility to provide rehabilitation services to eligible participants in the State of Idaho. The Nez Perce Tribe, Coeur d'Alene Tribe, Shoshone/Paiute and Shoshone/Bannock Tribe, through a Federal Section 121 grant, will work cooperatively with the Division.

American Indian (or Alaska Native) participants benefit from the enhanced cross program collaboration described in this cooperative agreement. They experience greater access to services in an expedient manner because of the well-developed relationships and increased collaboration fostered by the agreement. IDVR team members are provided with cultural awareness and sensitivity training, so they are better prepared to engage with shared participants. Participants also receive a comprehensive array of unduplicated service.

Currently outcomes are not being tracked in the Division's case management system. The Division still needs to evaluate a better method for collecting jointly served participants.

U.S. Department of Veterans Affairs (VA) Veterans Readiness and Employment (VR&E) Program and the Division: This cooperative agreement is entered into by the U.S. Department of Veterans Affairs (VA) Veterans Readiness and Employment Program (VR&E) and the Idaho Division of Vocational Rehabilitation with the purpose of ensuring seamless, coordinated, and effective vocational rehabilitation services to Idaho's veterans with disabilities and dependents with disabilities, improving cooperation and collaboration between the two agencies, avoiding duplication of services, improving inter-agency communication, and to establish staff cross-training opportunities. This agreement was last updated in November 2023.

Veteran participants with disabilities jointly served by VR&E and IDVR receive faster, more streamlined access to services and shared program resources because of the increased collaboration created by this agreement.

Currently outcomes are not being tracked in the Division's case management system. The Division needs to evaluate a better method for collecting jointly served participants.

Idaho Department of Labor as an Employment Network: The Idaho Department of Labor (IDOL) has revised their PPLUS agreement with the Division. American Dream Employment Network (ADEN), an administrative EN, has taken over the technical assistance and training of PPLUS for IDOL. The PPLUS agreement describes the referral process between the Division and ADEN/IDOL under the SSA's Ticket to Work program authorized under the Ticket to Work and Work Incentives Improvement Act of 1999 (P.L. 106-170, Title 1, Subtitle A, 42 U.S.C. 1320b-19 et seq.) and the revised regulations Social Security promulgated under 20 CFR Part 411 that took effect July 21, 2008. The Agreement further describes the responsibilities of each agency in working with Social Security beneficiaries (those receiving SSI/SSDI benefits).

The cooperative agreements with Employment Networks, including the agreement with IDOL, assist those participants who could benefit from additional supports and services needed to

maintain their employment. The Division has experienced low volume referrals to ENs across the state, however the Division continues to reinforce the value of services provided by ENs for participants who could benefit from additional supports to maintain their employment. The Division continues to educate team members and works with ENs to market their services to increase the number of referrals. Outcomes are not tracked in the Division's case management system.

Adult Corrections: The Division in collaboration with the Idaho Department of Correction (IDOC), had a Memorandum of Agreement (MOA) to provide a cooperative effort in the delivery of comprehensive vocational rehabilitation services to participants who are involved with the criminal justice system. This MOA was cancelled by IDOC due to funding constraints in the most recent PY.

Students with Disabilities:

The Division is beginning to see more students reach their employment goal because of the early engagement with teachers, parents, and students. The Division has a dedicated team of 33 individuals on the Pre-ETS team who are engaged with schools. VR Team Members who only serve students and youth typically are more knowledgeable and specialized in serving this population. IDVR's case management system does capture employment outcomes for students who apply for VR services. Not all potentially eligible students apply for services, however those that do are also being tracked. Referrals to the Division are made by school counselors, special education teachers, self-referral, outside entities, or by word of mouth. The Division participates in coordination efforts with local education agencies as well as the State Department of Education to create additional opportunities to students.

9. OTHER PRIVATE NONPROFIT ORGANIZATIONS.

The Division is engaged with over 30 Community Rehabilitation Programs across Idaho, of which less than half are private nonprofit organizations. These entities tend to be the largest most established CRPs in the state and often serve multiple centers. While formal agreements do not currently exist, the Division is engaged in the process to update the CRP manual and develop contracts as part of it's Corrective Action Plan with Rehabilitation Services Administration (RSA).

ASSURANCES

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner, that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:

The VR agency must select the "Edit" button to review and agree to the VR State plan Assurances.

The State Plan must include
1. Public Comment on Policies and Procedures: The designated State agency assures it will

The State Plan must include
comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.
2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement: The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a Unified State plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.
3. Administration of the VR services portion of the Unified or Combined State Plan: The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:
3.a. the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.
3.b. either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act.
3.c. consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act.
3.d. the financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3).
3.e. as applicable, the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act.
3.f. as applicable, the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act.
3.g. statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act.
3.h. the requirements for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act.
3.i. all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act.
3.j. the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act.
3.k. the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by

The State Plan must include
sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act.
3.l. the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities as set forth in section 101(a)(18)(A).
3.m. the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.
4. Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:
4.a. comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(E) and (20) of the Rehabilitation Act.
4.b. impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act.
4.c. provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services or, if implementing an order of selection, in accordance with criteria established by the State for the order of selection as set out in section 101(a)(5) of the Rehabilitation Act.
4.d. determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act.
4.e. comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act.
4.f. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act
4.g. provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act.
4.h. comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by sections 101(a)(14) and 511 of the Rehabilitation Act.
4.i. meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs.
4.j. With respect to students with disabilities, the State,
4.j.i. has developed and will implement,

The State Plan must include
4.j.i.A. strategies to address the needs identified in the assessments; and
4.j.i.B. strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and
4.j.ii. has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15), 101(a)(25) and 113).
4.j.iii. shall reserve not less than 15 percent of the allocated funds for the provision of pre-employment transition services; such funds shall not be used to pay for the administrative costs of providing pre-employment transition services.
5. Program Administration for the Supported Employment Title VI Supplement to the State plan:
5.a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act.
5.b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act.
6. Financial Administration of the Supported Employment Program (Title VI):
6.a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(H) and (I) of the Rehabilitation Act.
6.b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.
7. Provision of Supported Employment Services:
7.a. The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.

The State Plan must include
7.b. The designated State agency assures that the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(7)(C) and (E) of the Rehabilitation Act.

Do you attest that these assurances will be met?

Yes

VOCATIONAL REHABILITATION (COMBINED OR GENERAL) CERTIFICATIONS

States must provide written and signed certifications that:

1. THE (ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE,) IS AUTHORIZED TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN UNDER TITLE I OF THE REHABILITATION ACT OF 1973 (REHABILITATION ACT), AS AMENDED BY TITLE IV OF WIOA[1], AND ITS STATE PLAN SUPPLEMENT UNDER TITLE VI OF THE REHABILITATION ACT;

[1] Public Law 113-128.

ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE

Idaho Division of Vocational Rehabilitation

2. IN THE EVENT THE DESIGNATED STATE AGENCY IS NOT PRIMARILY CONCERNED WITH VOCATIONAL AND OTHER REHABILITATION OF INDIVIDUALS WITH DISABILITIES, THE DESIGNATED STATE AGENCY MUST INCLUDE A DESIGNATED STATE UNIT FOR THE VR PROGRAM (SECTION 101(A)(2)(B)(II) OF THE REHABILITATION ACT). AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE I OF THE REHABILITATION ACT FOR THE PROVISION OF VR SERVICES, THE (DESIGNATED STATE AGENCY OR THE DESIGNATED STATE UNIT WHEN THE DESIGNATED STATE AGENCY HAS A DESIGNATED STATE UNIT)[2] AGREES TO OPERATE AND IS RESPONSIBLE FOR THE ADMINISTRATION OF THE STATE VR SERVICES PROGRAM IN ACCORDANCE WITH THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[3], THE REHABILITATION ACT, 34 CFR 361.13(B) AND (C), AND ALL APPLICABLE REGULATIONS[4], POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE TO STATES UNDER SECTION 111(A) OF THE REHABILITATION ACT ARE USED SOLELY FOR THE PROVISION OF VR SERVICES AND THE ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

[2] All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

[3] No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

[4] Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3474; and the State VR Services program regulations at 34 C.F.R. part 361.

ENTER THE NAME OF DESIGNATED STATE AGENCY

Idaho State Board of Education

3. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE VI OF THE REHABILITATION ACT FOR SUPPORTED EMPLOYMENT SERVICES, THE DESIGNATED STATE AGENCY, OR THE DESIGNATED STATE UNIT WHEN THE DESIGNATED STATE AGENCY HAS A DESIGNATED STATE UNIT, AGREES TO OPERATE AND IS RESPONSIBLE FOR THE ADMINISTRATION OF THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM IN ACCORDANCE WITH THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[5], THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[6], POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER TITLE VI ARE USED SOLELY FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES AND THE ADMINISTRATION OF THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

[5] No funds under title VI of the Rehabilitation Act may be awarded without an approved supported employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

[6] Applicable regulations, in part, include the citations in footnote 4, as well as Supported Employment program regulations at 34 C.F.R. part 363.

4. THE DESIGNATED STATE UNIT OR, IF NOT APPLICABLE, THE DESIGNATED STATE AGENCY HAS THE AUTHORITY UNDER STATE LAW TO PERFORM THE FUNCTIONS OF THE STATE REGARDING THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT AND IS RESPONSIBLE FOR THE ADMINISTRATION OF THE VR PROGRAM IN ACCORDANCE WITH 34 CFR 361.13(B) AND (C);

5. THE STATE LEGALLY MAY CARRY OUT EACH PROVISION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT.

6. ALL PROVISIONS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT ARE CONSISTENT WITH STATE LAW.

7. THE (ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY UNDER STATE LAW TO RECEIVE, HOLD, AND DISBURSE FEDERAL FUNDS MADE AVAILABLE UNDER THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;

ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW

Judy B. Taylor

8. THE (ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND THE SUPPLEMENT FOR SUPPORTED EMPLOYMENT SERVICES;

ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW

Interim Administrator, Idaho Division of Vocational Rehabilitation

9. THE AGENCY THAT SUBMITS THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT HAS ADOPTED OR OTHERWISE FORMALLY APPROVED THE PLAN AND ITS SUPPLEMENT.

FOOTNOTES

[¹] Public Law 113-128.

[²] All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

[³] No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

[⁴] Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3474; and the State VR Services program regulations at 34 C.F.R. part 361.

[⁵] No funds under title VI of the Rehabilitation Act may be awarded without an approved supported employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

[⁶] Applicable regulations, in part, include the citations in footnote 4, as well as Supported Employment program regulations at 34 C.F.R. part 363.

CERTIFICATION SIGNATURE

To review and complete the Certification section of the VR portion of the State plan, please select the "Edit" button.

Note, please do not edit the table header or formatting. Only edit the table contents.

If you accidentally edit the table headers and structure, open this link to the blank table. You can copy and paste the table into the narrative field, and start over if needed.

Signatory information	Enter Signatory information in this column
Name of Signatory	Judy B. Taylor
Title of Signatory	Interim Administrator, Idaho Division of Vocational Rehabilitation
Date Signed	03/16/2026

VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Each State VR program must submit expected levels of performance in its Unified or Combined State Plan and in the two-year modification of that plan. Expected levels of performance for the first two years of a state plan must be submitted in the initial submission of the Unified or Combined State Plan and in the initial submission of the two-year modification of that Plan, for years three and four, as described in 34 CFR § 361.170(a). Expected levels of performance must be stated to the nearest tenth of a percent (XX.X %) or to the nearest whole dollar for median earnings. State VR programs are reminded that the expected levels of performance must be published for public comment prior to plan submission in accordance with state law, regulation, and policy.

The submission of expected levels is the first step in the negotiations process. Once the expected levels of performance have been submitted, State VR programs may begin negotiations with RSA's State Monitoring and Program Improvement Division. Each State VR program must reach agreement with RSA on the negotiated levels of performance for the indicators for each of the first two years of the Unified or Combined State Plan (or for the third and fourth years of the Unified or Combined State Plan during the required two-year modification process) in accordance with 116(b)(3)(A)(iv).

RSA will use its statistical adjustment model to derive pre-program year estimated levels of performance for each indicator. Each State VR program and RSA will consider the negotiation factors outlined in WIOA section 116(b)(3)(A)(v) during the negotiation process. Once negotiated levels of performance are agreed upon, each State VR program must incorporate the negotiated levels of performance into the Unified or Combined State Plan and the two-year modification of that plan prior to the plan's approval (section 116(b)(3)(A)(iv) of WIOA).

Effectiveness in Serving Employers (ESE)

The ESE indicator has been defined in the ESE final rule and PY 2024 was the first year of data for the newly defined performance indicator. However, a minimum of at least two baseline years of data must be collected to support a statistical adjustment model that could produce sufficiently reliable estimates for the purposes of performance negotiations and state performance assessments. The Departments, in accordance with 20 CFR § 677.190(c)(4) and 34 CFR §§ 361.190(c)(4) and 463.190(c)(4), will collect and monitor state ESE performance results for at least PY 2024 and PY 2025 to establish a credible baseline and provide technical assistance. After PY 2025 data are collected the Departments will develop a statistical adjustment model for ESE in accordance with section 116(b)(3)(A)(viii) of WIOA. Since the ESE indicator is a statewide measure that reflects a combined result across WIOA titles I, II, III, and IV programs, the Departments will jointly engage in negotiations with state representatives from all core programs when feasible. While states are not required to submit expected levels of performance for Effectiveness in Serving Employers for PY 2026 and PY 2027 all of core programs are expected to collect data and report as a shared indicator (as directed in guidance) for these years.

Performance Indicators	PY 2026 Expected Level	PY 2026 Negotiated Level	PY 2027 Expected Level	PY 2027 Negotiated Level
Employment	61.3%	61.4%	61.3%	61.6%

Performance Indicators	PY 2026 Expected Level	PY 2026 Negotiated Level	PY 2027 Expected Level	PY 2027 Negotiated Level
(Second Quarter After Exit)				
Employment (Fourth Quarter After Exit)	60.2%	60.4%	60.2%	60.6%
Median Earnings (Second Quarter After Exit)	6,000.00	6,000.00	6,300.00	6,300.00
Credential Attainment Rate	56.5%	56.6%	56.5%	56.8%
Measurable Skill Gains	60.0%	61.0%	60.0%	61.2%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2026 and 2027.

GENERAL EDUCATION PROVISION ACT SECTION 427 ASSURANCE - VOCATIONAL REHABILITATION

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to applicants for grant awards under this program. All applicants for new grant awards must include the following information in their applications to address this provision in order to receive funding under this program. (OMB Control Number 1894-0005)

The State Plan must include	Include
I assure that the proposed project complies with the requirements in section 427 of the General Education Provisions Act (20 U.S.C. 1228a).	Yes

Compliance can be found on the following page(s) of the application:

Compliance with Section 427 of the General Education Provisions Act (GEPA) can be found in the following State Plan sections: Description b, Description c, Description d, Description e, Description l.

GENERAL EDUCATION PROVISION ACT SECTION 427 ASSURANCE - SUPPORTED EMPLOYMENT

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to applicants for grant awards under this program. All applicants for new grant awards must include the following information in their applications to address this provision in order to receive funding under this program. (OMB Control Number 1894-0005)

The State Plan must include	Include
I assure that the proposed project complies with the requirements in section 427 of the General Education Provisions Act (20 U.S.C. 1228a).	Yes

Compliance can be found on the following page(s) of the application:

Compliance with Section 427 of the General Education Provisions Act (GEPA) can be found in the following State Plan sections: Description b, Description c, Description d, Description e, Description l.

PROGRAM-SPECIFIC REQUIREMENTS FOR STATE VOCATIONAL REHABILITATION (BLIND)

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan must include the following descriptions and estimates, as required by sections 101(a) and 606 of the Rehabilitation Act of 1973, as amended by title IV of WIOA.

A. STATE REHABILITATION COUNCIL.

1. ALL VR AGENCIES, EXCEPT FOR THOSE THAT HAVE AN INDEPENDENT CONSUMER-CONTROLLED COMMISSION, MUST HAVE A STATE REHABILITATION COUNCIL (COUNCIL OR SRC) THAT MEETS THE CRITERIA IN SECTION 105 OF THE REHABILITATION ACT. THE DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPLICABLE, HAS:

Select A or B:

(A) is an independent State commission

(B) has established a State Rehabilitation Council

(A) is an independent State commission

2. IN ACCORDANCE WITH ASSURANCE (A)(1)(B), IF SELECTED, PLEASE PROVIDE INFORMATION ON THE CURRENT COMPOSITION OF THE COUNCIL BY REPRESENTATIVE TYPE, INCLUDING THE TERM NUMBER OF THE REPRESENTATIVE, AS APPLICABLE, AND ANY VACANCIES, AS WELL AS THE BEGINNING DATES OF EACH REPRESENTATIVE'S TERM.

Select 'Edit' to edit the narrative.

Note, please do not edit the table header or formatting. Only edit the table contents.

If you accidentally edit the table headers and structure, open this link to the blank table. You can copy and paste the table into the narrative field, and start over if needed.

Council Representative	Current Term Number/Vacant	Beginning Date of Term Mo./Yr.

Council Representative	Current Term Number/Vacant	Beginning Date of Term Mo./Yr.
Statewide Independent Living Council (SILC)		
Parent Training and Information Center		
Client Assistance Program		
Qualified Vocational Rehabilitation (VR) Counselor (Ex Officio if Employed by the VR Agency)		
Community Rehabilitation Program Service Provider		
Business, Industry, and Labor		
Business, Industry, and Labor		
Business, Industry, and Labor		
Business, Industry, and Labor		
Disability Advocacy Groups		
Current or Former Applicants for, or Recipients of, VR services		
Section 121 Project Directors in the State (as applicable)		
State Educational Agency Responsible for Students with Disabilities Eligible to Receive Services under Part B of the Individuals with Disabilities Education Act (IDEA)		
State Workforce Development Board		
VR Agency Director (Ex Officio)		

3. IF THE SRC IS NOT MEETING THE COMPOSITION REQUIREMENTS IN SECTION 105(B) OF THE REHABILITATION ACT AND/OR IS NOT MEETING QUARTERLY AS REQUIRED IN SECTION

105(F) OF THE REHABILITATION ACT, PROVIDE THE STEPS THAT THE VR AGENCY IS TAKING TO ENSURE IT MEETS THOSE REQUIREMENTS.

n/a

4. IN ACCORDANCE WITH THE REQUIREMENTS IN SECTION 101(A)(21)(A)(II)(III) OF THE REHABILITATION ACT, INCLUDE A SUMMARY OF THE COUNCIL'S INPUT (INCLUDING HOW IT WAS OBTAINED) INTO THE STATE PLAN AND ANY STATE PLAN REVISIONS, INCLUDING RECOMMENDATIONS FROM THE COUNCIL'S ANNUAL REPORTS, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION AND OTHER COUNCIL REPORTS.

n/a

5. PROVIDE THE VR AGENCY'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS, INCLUDING AN EXPLANATION FOR THE REJECTION OF ANY INPUT AND RECOMMENDATIONS.

List each recommendation/input followed by the VR agency response

n/a

B. COMPREHENSIVE STATEWIDE NEEDS ASSESSMENT (CSNA).

Section 101(a)(15), (17), and (23) of the Rehabilitation Act require VR agencies to provide an assessment of:

1. THE VR SERVICES NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, INCLUDING:

A. INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES AND THEIR NEED FOR SUPPORTED EMPLOYMENT;

2026-2027 Modification:

The Comprehensive Statewide Needs Assessment (CSNA) was completed in 2023, prior to the submission of the 2024 State Plan. No updates have been made since that time. A new CSNA is scheduled to be completed in 2026. The goals, priorities, and strategies developed from the 2023 CSNA remain in effect and are reflected in Section D of this document.

The following themes emerged in the area of the needs of individuals with the most significant disabilities including their need for supported employment:

- Supported Employment (SE) is a necessary service for people with the most significant disabilities and needs, which is an area that ICBVI could improve. Access to providers and extended services are a challenge.
- Participants expressed that there is a need to improve the quality of services provided by ICBVI to individuals with the most significant disabilities, particularly those with comorbidity/multiple disabilities.
- Having employees who are ready and able to provide employment to individuals with blindness and visual impairments is a necessity.
- Overall, ICBVI is doing a great job in preparing people for independence and employment, though some individuals feel financially prepared while others do not.

Identifying best practices and increasing financial literacy/benefits counseling services could improve ICBVI's ability to serve people with the most significant needs related to sustainability.

- The rehabilitation needs of individuals with the most significant disabilities that were cited the most frequently (beyond SE) include transportation, job skills, training, job coaching, access to technology, employer support, and little to no work experience.

The data from the 2023 CSNA indicates that for all three years of the study, individuals with visual impairments constituted the largest percentage of applicants, total number of cases served, and the total number of plans developed for ICBVI. Over the three-year period, the number of applicants and total number of cases decreased for all other disability categories apart from Communicative Impairments. For this category, the numbers increased by 1 in 2021. Physical Impairments and Communicative Impairments were the next largest disability categories during the three-year period but include limitations in comparisons due to the low numbers.

B. INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES AND INDIVIDUALS WITH DISABILITIES WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

Data for ethnicity is obtained from 2021 American Community Survey one-year and five-year estimates. The ethnic demographic averages for each area are calculated by adding population totals for each ethnic group and dividing by the total population.

The State averages are below the National averages for ethnic diversity in the categories for Hispanics and Latino, Blacks and African American, and Asian.

Whites comprise over 78% of Idaho's population and the State's average is 20.6% higher than the National average of 58.1%. R4's average for Whites is the lowest in the State (70.4%) and the average is 12.3% higher than the National average. Note that five of R4's eight counties are considered to be over 49.5% urban.

Hispanic and Latinos comprise the second largest ethnic group in the State (13.3%), with an average that is 5.5% lower than the National average. Four regions have over 11.5% of individuals reporting Hispanic and Latino ethnicity. R4's average for individuals of Hispanic/Latino ethnicity exceeds the State average by 5.5%, exceeds the State's urban average by 3.2%; and exceeds the other region averages by up to 20.3%.

The State's average for Asians (1.4%) is significantly lower than the National average by 4.2 percentage points. The region with the highest percentage rate of Asian residents is RTV (1.8%).

The National average for Black or African Americans is almost 12% and the State of Idaho's average is significantly lower than the National average as Blacks comprise less than 1% of Idaho's population. RTV has the highest average of Black Americans in the State (1%).

The following themes emerged related to the needs of individuals with disabilities, including individuals who may be unserved or underserved by ICBVI:

- Stakeholders identified geographic, economic, and systemic factors that may contribute to variations in access to services across the state, including barriers experienced by individuals living in rural areas and individuals from low-income households.

- Barriers to accessing services may be compounded for individuals with disabilities who reside in rural communities due to transportation limitations, service availability, and distance from providers.
- Data and stakeholder input indicate that unemployment and workforce participation rates for individuals with disabilities remain low statewide. These factors are associated with broader economic conditions, including poverty rates, and highlight the importance of employment-related training and sustainable employment opportunities for individuals who are blind or visually impaired.
- Population growth and demographic shifts within Idaho underscore the need for ongoing assessment of service capacity, outreach efforts, and emerging service needs across different regions of the state.

C. INDIVIDUALS WITH DISABILITIES SERVED THROUGH OTHER COMPONENTS OF THE WORKFORCE DEVELOPMENT SYSTEM; AND

The following information was gathered from the individuals interviewed for this assessment in the area of the needs of individuals with disabilities served through other components of the Statewide Workforce Development System (from the 2023 CSNA):

- Overall, access and engagement within AJCs is lacking; therefore, many people did not have much experience accessing their services.
- There was concern that the AJCs did not understand how to work with individuals with blindness and visual impairments, so they either do not get help, or get referred elsewhere (i.e., ICBVI).
- Low incidence disabilities can be challenging for community partners who do not work with them often. ICBVI should be trusted and used as the expert for consultation, strategic planning, and advocacy.
- ICBVI could improve its collaboration with the Workforce Development System through sharing data, increased cross-referral, leveraging resources, sharing consumers, and developing youth program partnerships.

The following recommendations are offered to ICBVI based on the results of the research in the Needs of Individuals with Disabilities served through other Components of the Statewide Workforce Development System area (from the 2023 CSNA):

- ICBVI should develop regular opportunities for cross-training among local level WIOA core partner staff to learn about available services and increase the level of consumers with ICBVI and other workforce programs to leverage resources and serve Idahoans together.
- ICBVI is encouraged to identify effective ways to share consumer data and develop joint opportunities to increase the level of partnership at the local level.
- ICBVI should continue efforts to improve services for individuals with blindness and visual impairments in the larger Idaho workforce system by maintaining partnerships and the level of engagements of ICBVI within the WIOA core programs. For example, ICBVI can provide ADA training, disability awareness and etiquette training, community

accessibility, blind-specific training, assistive technology, etc., to workforce agencies as well as community partners.

D. YOUTH WITH DISABILITIES, INCLUDING STUDENTS WITH DISABILITIES AND THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES. INCLUDE AN ASSESSMENT OF THE NEEDS OF INDIVIDUALS WITH DISABILITIES FOR TRANSITION CAREER SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES, AND THE EXTENT TO WHICH SUCH SERVICES ARE COORDINATED WITH TRANSITION SERVICES PROVIDED UNDER IDEA.

According to the 2023 CSNA, the most common themes that emerged in this area are:

- ICBVI will need to monitor the increasing demands of students, educators, and families across the State to ensure there are adequate resources available to meet the demand.
- Students and youth need access to transportation and education. These seem to be the most important services and the lack thereof creates barriers faced by youth with blindness and visual impairments.
- Relationships with educators have greatly increased, which has resulted in students having more access to ICBVI and other workforce system partners. However, there seems to be a continued lack of understanding and support by parents, indicating a need for ICBVI to increase direct communication with parents and families of students and youth with disabilities served by the organization.

Recommendations for improving service needs for students and youth with disabilities (from the 2023 CSNA):

- ICBVI is encouraged to continue efforts to identify needs and programs for implementing Pre-ETS. The agency should consider adding some tiered approaches that will enhance the delivery of Pre-ETS to SWD who may have multiple disabilities. In addition, ICBVI is encouraged to develop strategies, either through direct or contracted services, to increase the delivery of Pre-ETS to all areas of the State.
- ICBVI is encouraged to focus outreach efforts to students and youth with disabilities that are not traditionally known to ICBVI through collaboration with special education services. The agency should consider increasing marketing and outreach to mainstream educators, 504 coordinators, school counselors, school nurses, and eye/pediatric medical providers in the community. As outreach results in increased referrals and applications by these populations, ICBVI is encouraged to tailor services to meet the diverse needs of these individuals.
- ICBVI is encouraged to increase marketing, communication, and expectations directed toward parents and families of youth with disabilities.
- ICBVI should consider assessing the availability of education and training services that could lead to in-demand jobs to increase educational engagement and workforce participation in youth.
- ICBVI is encouraged to assess its ability to support youth in accessing transportation to increase their independence, access to education and training, and ability to enter into the workforce.

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE.

From the 2023 CSNA, the following themes were recurring from the individuals interviewed for this assessment in the area of the need to establish, develop or improve community rehabilitation programs serving individuals with disabilities in Idaho:

- Overall, ICBVI seems to struggle with having access to qualified CRPs. Similar concerns were expressed, but one particular description stood out regarding consumers not having enough options or access in order to make informed decisions about CRP services: "Choice is not informed choice."
- CRPs are generally viewed as caring with the desire to provide high quality services; however, they need extensive training and support in order to do this successfully. Implementing qualification standards was suggested; however, it was followed up by fear of that limiting further access and options.
- Pre-employment transition services have created additional opportunities for CRPs. This is seen as a great opportunity for all involved, but the level of quality varies.
- The provision of Pre-ETS has helped vendors grow a better understanding of SWD impairments.
- Training was identified as a need that would increase CRP knowledge of working with individuals with blindness and visual impairments. Cross-training with ICBVI staff, CRPs and others could greatly improve understanding and service delivery.

The following recommendations are offered to ICBVI based on the results of the research in the Need to Establish, Develop or Improve Community Rehabilitation Programs in ICBVI (from the 2023 CSNA):

- ICBVI should consider statewide training opportunities (regularly) to increase the skills of CRPs and understanding of working with individuals with disabilities, particularly those with blindness and visual impairments.
- Develop and implement improved screening protocol that examines the knowledge of the CRP prior to contracting with the provider. This could help identify ongoing needs and supports that could be provided by ICBVI or through continued collaboration. Areas to investigate include the following:
 - Knowledge of disability services/ resources in the local area;
 - Experience advocating for workplace accommodations with employers;
 - Experience working with consumers with blindness and visual impairments;
 - Knowledge and use of American Job Centers;
 - Employers with whom provider has built relationships; and
 - Knowledge and use of medical and community resource organizations in the local area.

- ICBVI is encouraged to consult and partner with CRP staff to engage in a collaborative process to revise policies and fees for service that are agreed upon by both groups, especially if increased qualification standards are set for staff.
- If this does not already exist, consider adding feedback questions related to CRP services to the participant satisfaction surveys sent by ICBVI.

C. GOALS, PRIORITIES, AND STRATEGIES

Section 101(a)(15) and (23) of the Rehabilitation Act require VR agencies to describe the goals and priorities of the State in carrying out the VR and Supported Employment programs. The goals and priorities are based on (1) the most recent CSNA, including any updates; (2) the State's performance under the performance accountability measures of Section 116 of WIOA; and (3) other available information on the operation and effectiveness of the VR program, including any reports received from the SRC and findings and recommendations from monitoring activities conducted under Section 107 of the Rehabilitation Act. VR agencies must—

1. DESCRIBE HOW THE SRC AND THE VR AGENCY JOINTLY DEVELOPED AND AGREED TO THE GOALS AND PRIORITIES AND ANY REVISIONS; AND

ICBVI does not have a SRC. The goals and priorities were developed from the 2023 CSNA.

2. IDENTIFY MEASURABLE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS AND THE BASIS FOR SELECTING THE GOALS AND PRIORITIES (E.G., CSNA, PERFORMANCE ACCOUNTABILITY MEASURES, SRC RECOMMENDATIONS, MONITORING, OTHER INFORMATION). AS REQUIRED IN SECTION 101(A)(15)(D), (18), AND (23), DESCRIBE UNDER EACH GOAL OR PRIORITY, THE STRATEGIES OR METHODS USED TO ACHIEVE THE GOAL OR PRIORITY, INCLUDING AS APPLICABLE, DESCRIPTION OF STRATEGIES OR METHODS THAT—

A. SUPPORT INNOVATION AND EXPANSION ACTIVITIES;

B. OVERCOME BARRIERS TO ACCESSING VR AND SUPPORTED EMPLOYMENT SERVICES;

C. IMPROVE AND EXPAND VR SERVICES FOR STUDENTS WITH DISABILITIES, INCLUDING THE COORDINATION OF SERVICES DESIGNED TO FACILITATE THE TRANSITION OF SUCH STUDENTS FROM SCHOOL TO POSTSECONDARY LIFE (INCLUDING THE RECEIPT OF VR SERVICES, POST-SECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT TRANSITION SERVICES); AND

D. IMPROVE THE PERFORMANCE OF THE VR AND SUPPORTED EMPLOYMENT PROGRAMS IN ASSISTING INDIVIDUALS WITH DISABILITIES TO ACHIEVE QUALITY EMPLOYMENT OUTCOMES.

List and number each goal/priority, noting the basis, and under each goal/priority, list and number the strategies to achieve the goal/priority

2026–2027 Modification:

This section has been updated to ensure alignment with current federal nondiscrimination requirements. Goals and strategies are framed to ensure services are available to all eligible individuals based on functional need, informed choice, and program requirements.

A. Support innovation and expansion activities

ICBVI is not engaging in any specific innovation and expansion activities in PY2025.

B. Overcome barriers to accessing VR and supported employment services.

Goal 1 – Reduce barriers to employment for individuals who are blind or visually impaired.

Narrative: The most significant themes that emerged from the 2023 CSNA include:

- Lack of transportation
- Lack of information about available services
- Geographic, economic, and systemic factors that may affect access to services, particularly in rural areas

Priority 1: Address transportation barriers for individuals who are blind or visually impaired.

Strategies for Priority 1

1. Have all ICBVI regions apply to serve on their regional transportation boards/councils.
2. Develop policies to improve client engagement during the planning process and throughout the IPE to ensure transportation needs are consistently addressed.
3. Include questions related to transportation in the client satisfaction survey.

Performance Measure for Priority 1:

1. Results of the client satisfaction survey: Greater than 70 percent of participants who exit the program report satisfaction with transportation services provided through their IPE.

Priority 2: Increase outreach and awareness of ICBVI services through community partnerships.

Strategies for Priority 2

1. Ensure informational materials are current and accessible, including ongoing improvements to the agency website.
2. Participate in community events statewide, including outreach efforts in rural communities.

Performance Measure for Priority 2

1. Number of new referrals, applications, eligibilities, and initial IPEs. Targets are based on an annual increase of four percent:

	PY2024	PY2025
Referrals	112	116
Applications	87	90

	PY2024	PY2025
Eligibilities	73	75
Initial IPE's	58	60

Priority 3: Reduce systemic and informational barriers that may limit access to vocational rehabilitation services.

Strategies for Priority 3:

1. Participate in councils, committees, and community organizations that provide services to individuals with disabilities and individuals facing economic or geographic barriers to employment.
2. Attend community events and engage with partners to increase awareness of ICBVI services among individuals who may be unserved due to transportation, economic, or informational barriers.

Performance Measures for Priority 3:

1. Increase overall VR program applications by ten percent over the previous program year.
2. Increase applications originating from rural areas by ten percent over the previous program year.
3. Increase applications from individuals reporting financial or transportation-related barriers by fifteen percent over the previous program year.

C. Improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, post-secondary education, employment, and pre-employment transition services)

Goal 2: Improve transition services for students who are blind or visually impaired.

Narrative: The most significant themes that emerged from the 2023 Comprehensive Statewide Needs Assessment include:

- Students and youth require access to transportation and educational supports to successfully engage in transition and post-secondary planning. Limited access to these services may create barriers for students who are blind or visually impaired.
- Stakeholder input indicates a need for increased communication and education for parents and families to support student participation in transition services and informed decision-making related to education and employment.

Priority 1: Increase training related to post-secondary education opportunities and transportation.

Strategies for Priority 1:

1. Utilize a tiered approach to delivering Pre-Employment Transition Services (Pre-ETS).

2. Increase attention to transportation needs during assessment activities and workplace readiness training.
3. Conduct an annual review with students and families to assess satisfaction with training related to transportation and post-secondary planning.

Performance Measures for Priority 1:

1. Thirty-five percent or more of students participating in transition services enroll in post-secondary education.
2. A satisfaction rate of seventy percent or greater related to transportation supports and training.

Priority 2: Improve outreach, coordination, and education related to Pre-Employment Transition Services.

Strategies for Priority 2:

1. Develop an annual review process with students and parents that focuses on the delivery, quality, and accessibility of Pre-ETS.
2. Improve outreach and coordination with Local Education Agencies (LEAs) to support consistent access to Pre-ETS across service areas.
3. Revise the intake process for students and parents to emphasize Pre-ETS and provide accessible informational materials for families.
4. Update the transition services section of the ICBVI website to improve clarity and accessibility for students and parents.

Performance Measures for Priority 2:

1. Seventy percent or greater satisfaction rate with Pre-ETS as measured through annual reviews.
2. Thirty percent of new student referrals each program year originate from LEAs outside the city in which the regional office is located.

D. Improve the performance of the VR and Supported Employment programs in assisting individuals with disabilities to achieve quality employment outcomes.

Goal 3: Improve services to businesses and strengthen engagement within the Workforce Development System (WDS).

Narrative: Emergent themes from the 2023 CSNA include:

- Business engagement has not historically been an area of strength for ICBVI; however, efforts to expand partnerships with employers and workforce partners are increasing to better serve individuals and businesses under WIOA.
- Employer perceptions and lack of awareness regarding the skills and abilities of individuals with disabilities continue to present barriers to hiring, indicating a need for education and outreach to employers.

- Coordination between ICBVI and the broader workforce system related to employer engagement varies across the state, and opportunities exist to strengthen collaboration with workforce partners to support business services at a statewide level.
- Businesses responding to the CSNA expressed interest in receiving assistance; however, low response rates suggest a need for increased and more consistent employer engagement.

Priority 1: Increase outreach and engagement with business partners.

Strategies for Priority 1:

1. Develop work-based learning experiences (WBLEs) to expand employment opportunities and increase employer awareness, particularly for individuals who are not eligible for Pre-Employment Transition Services (Pre-ETS).
2. Develop and disseminate success stories that highlight partnerships between ICBVI, participants, and employers.
3. Utilize state and national resources and strategies to expand outreach to both existing and new business partners.

Performance Measures for Priority 1:

1. VR Counselors will arrange a minimum of five work-based learning experiences per region during Program Year 2025 for participants who are not eligible for Pre-ETS.
2. ICBVI will develop and publish a minimum of five success stories featuring participants and business partners during the period of this State Plan.
3. ICBVI will increase competitive integrated employment outcomes by twenty percent over the period of this State Plan.

Priority 2: Increase participation and coordination within the Idaho One-Stop System.

Strategy for Priority 2:

1. Develop and implement a plan to strengthen partnerships with Idaho Division of Vocational Rehabilitation (IDVR) and the Idaho Department of Labor (IDOL) to collaboratively provide services and education to employers.

Performance Measure for Priority 2:

1. ICBVI will participate in a minimum of three workplace tours or employer-focused educational activities in each region during each program year of this State Plan.

D. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

For the most recently completed program year, provide an evaluation and report of progress for the goals or priorities, including progress on the strategies under each goal or priority, applicable to that program year. Sections 101(a)(15) and 101(a)(23) of the Rehabilitation Act require VR agencies to describe—

1. PROGRESS IN ACHIEVING THE GOALS AND PRIORITIES IDENTIFIED FOR THE VR AND SUPPORTED EMPLOYMENT PROGRAMS;

List the goals/priorities and discuss the progress or completion of each goal/priority and related strategies

Goal 1 – Reduce barriers to employment for individuals who are blind or visually impaired.

Narrative: The most significant themes that emerged from the 2023 CSNA include:

- Lack of transportation
- Lack of information about available services
- Geographic, economic, and systemic factors that may affect access to services, particularly in rural areas

Priority 1: Address transportation barriers for individuals who are blind or visually impaired.

Strategies for Priority 1

1. Have all ICBVI regions apply to serve on their regional transportation boards/councils.
2. Develop policies to improve client engagement during the planning process and throughout the IPE to ensure transportation needs are consistently addressed.
3. Include questions related to transportation in the client satisfaction survey.

Performance Measure for Priority 1:

1. Results of the client satisfaction survey: Greater than 70 percent of participants who exit the program report satisfaction with transportation services provided through their IPE.

Priority 2: Increase outreach and awareness of ICBVI services through community partnerships.

Strategies for Priority 2

1. Ensure informational materials are current and accessible, including ongoing improvements to the agency website.
2. Participate in community events statewide, including outreach efforts in rural communities.

Performance Measure for Priority 2

1. Number of new referrals, applications, eligibilities, and initial IPEs. Targets are based on an annual increase of four percent:

	PY2024	PY2025
Referrals	112	116
Applications	87	90
Eligibilities	73	75
Initial IPE's	58	60

Priority 3: Reduce systemic and information barriers that may limit access to vocational rehabilitation services.

Strategies for Priority 3:

1. Participate in councils, committees, and community organizations that provide services to individuals with disabilities and individuals facing economic or geographic barriers to employment.
2. Attend community events and engage with partners to increase awareness of ICBVI services among individuals who may be unserved due to transportation, economic, or informational barriers.

Performance Measures for Priority 3:

1. Increase overall VR program applications by ten percent over the previous program year.
2. Increase applications originating from rural areas by ten percent over the previous program year.
3. Increase applications from individuals reporting financial or transportation-related barriers by fifteen percent over the previous program year.

2026–2027 Modification:

Between 2024 and 2026, ICBVI staff participated in regional transportation boards and councils in the Treasure Valley, Lewiston/Nez Perce County, and Bannock County, and provided input to the Coeur d’Alene and Twin Falls transit systems. Participation opportunities varied by region, as not all transportation boards allowed representation by ICBVI counselors.

As part of ongoing efforts to reduce transportation-related barriers, ICBVI updated agency policy to require Vocational Rehabilitation Counselors to address transportation needs during comprehensive assessments and throughout the development and amendment of Individualized Plans for Employment (IPEs). As of January 2026, client satisfaction with transportation services is 67 percent, which remains below the established performance target.

ICBVI staff also conducted community outreach activities statewide, including outreach in rural and frontier communities such as Lapwai, Lewiston, Payette, Caldwell, Idaho Falls, Jerome, Wendell, Gooding, Twin Falls, Coeur d’Alene, and the greater Treasure Valley. These efforts were intended to increase awareness of ICBVI services and reduce informational and geographic barriers to access.

During Program Year 2024, ICBVI received 105 referrals, accepted 78 applications, determined 74 individuals eligible for services, and developed 55 approved Individualized Plans for Employment. While the transportation satisfaction benchmark has not yet been met, available data demonstrates continued progress in outreach, access, and service engagement. Based on these findings, ICBVI will continue to carry this goal forward into the 2026–2027 State Plan period.

Goal 2: Improve transition services for students who are blind or visually impaired.

Narrative: The most significant themes that emerged from the 2023 Comprehensive Statewide Needs Assessment include:

- Students and youth require access to transportation and educational supports to successfully engage in transition and post-secondary planning. Limited access to these services may create barriers for students who are blind or visually impaired.
- Stakeholder input indicates a need for increased communication and education for parents and families to support student participation in transition services and informed decision-making related to education and employment.

Priority 1: Increase training related to post-secondary education opportunities and transportation.

Strategies for Priority 1:

1. Utilize a tiered approach to delivering Pre-Employment Transition Services (Pre-ETS).
2. Increase attention to transportation needs during assessment activities and workplace readiness training.
3. Conduct an annual review with students and families to assess satisfaction with training related to transportation and post-secondary planning.

Performance Measures for Priority 1:

1. Thirty-five percent or more of students participating in transition services enroll in post-secondary education.
2. A satisfaction rate of seventy percent or greater related to transportation supports and training.

Priority 2: Improve outreach, coordination, and education related to Pre-Employment Transition Services.

Strategies for Priority 2:

1. Develop an annual review process with students and parents that focuses on the delivery, quality, and accessibility of Pre-ETS.
2. Improve outreach and coordination with Local Education Agencies (LEAs) to support consistent access to Pre-ETS across service areas.
3. Revise the intake process for students and parents to emphasize Pre-ETS and provide accessible informational materials for families.
4. Update the transition services section of the ICBVI website to improve clarity and accessibility for students and parents.

Performance Measures for Priority 2:

1. Seventy percent or greater satisfaction rate with Pre-ETS as measured through annual reviews.

2. Thirty percent of new student referrals each program year originate from LEAs outside the city in which the regional office is located.

2026–2027 Modification:

During the 2024–2026 period, ICBVI refined its transition services for students to enhance the delivery and outreach of Pre-Employment Transition Services (Pre-ETS). Staff conducted outreach with Local Education Agencies (LEAs) in rural areas of Nez Perce County, including Orofino, Kamiah, and Lapwai, and participated in transition fairs with the Idaho Interagency Transition Council in the Treasure Valley. The Twin Falls office engaged Head Start programs and local high schools in Bliss, Gooding, Filer, and Kimberly, while the Coeur d’Alene office distributed informational materials at medical offices and Department of Labor locations in Bonners Ferry, Sandpoint, and Saint Maries.

ICBVI revised intake processes and materials to increase emphasis on Pre-ETS and improve accessibility for students and families. The transition services section of the ICBVI website was updated to improve clarity and accessibility for students and parents. As of June 2025, client satisfaction with Pre-ETS is 75 percent. Data related to referrals from LEAs outside the cities in which regional offices are located will be captured following full implementation of the Aware case management system, supporting continued monitoring of outreach and access across service areas.

In Program Year 2024, ICBVI provided Pre-Employment Transition Services to 113 students with disabilities. During the same period, 30 participants achieved competitive integrated employment, 119 measurable skill gains were recorded, and 186 Pre-ETS services were delivered, with an average hourly wage of \$20.66 at program exit. These outcomes demonstrate continued progress in transition service delivery and student engagement and support the continuation of this goal during the 2026–2027 State Plan period.

Goal 3: Improve services to businesses and strengthen engagement within the Workforce Development System (WDS).

Narrative: Emergent themes from the 2023 CSNA include:

- Business engagement has not historically been an area of strength for ICBVI; however, efforts to expand partnerships with employers and workforce partners are increasing to better serve individuals and businesses under WIOA.
- Employer perceptions and lack of awareness regarding the skills and abilities of individuals with disabilities continue to present barriers to hiring, indicating a need for education and outreach to employers.
- Coordination between ICBVI and the broader workforce system related to employer engagement varies across the state, and opportunities exist to strengthen collaboration with workforce partners to support business services at a statewide level.
- Businesses responding to the CSNA expressed interest in receiving assistance; however, low response rates suggest a need for increased and more consistent employer engagement.

Priority 1: Increase outreach and engagement with business partners.

Strategies for Priority 1:

1. Develop work-based learning experiences (WBLEs) to expand employment opportunities and increase employer awareness, particularly for individuals who are not eligible for Pre-Employment Transition Services (Pre-ETS).
2. Develop and disseminate success stories that highlight partnerships between ICBVI, participants, and employers.
3. Utilize state and national resources and strategies to expand outreach to both existing and new business partners.

Performance Measures for Priority 1:

1. VR Counselors will arrange a minimum of five work-based learning experiences per region during Program Year 2025 for participants who are not eligible for Pre-ETS.
2. ICBVI will develop and publish a minimum of five success stories featuring participants and business partners during the period of this State Plan.
3. ICBVI will increase competitive integrated employment outcomes by twenty percent over the period of this State Plan.

Priority 2: Increase participation and coordination within the Idaho One-Stop System.***Strategy for Priority 2:***

1. Develop and implement a plan to strengthen partnerships with Idaho Division of Vocational Rehabilitation (IDVR) and the Idaho Department of Labor (IDOL) to collaboratively provide services and education to employers.

Performance Measure for Priority 2:

1. ICBVI will participate in a minimum of three workplace tours or employer-focused educational activities in each region during each program year of this State Plan.

2026–2027 Modification:

During the 2024–2026 period, ICBVI increased engagement with employers and strengthened participation in the Idaho One-Stop System. Staff conducted workplace tours and other employer-focused educational activities in Lewiston, the Treasure Valley, Coeur d’Alene, Pocatello/Idaho Falls, and the Twin Falls region. Employer engagement increased during this period, with 259 individual employer contacts recorded in Program Year 2024, representing a 224 percent increase compared to Program Year 2022.

ICBVI continues to collaborate with the Idaho Division of Vocational Rehabilitation (IDVR) and the Idaho Department of Labor (IDOL) through data-sharing agreements and quarterly joint staff training. In addition, the Commission has proposed quarterly business services meetings between ICBVI leadership and IDVR’s Business Engagement team to further strengthen coordination. Monthly business engagement meetings between VR Counselors and the ICBVI Business Consultant also continue.

VR Counselors met or exceeded the minimum requirement of five work-based learning experiences for participants who are not eligible for Pre-Employment Transition Services (Pre-

ETS), with additional activities currently in development. Several business success stories were developed during this State Plan period and will be published on the ICBVI website. Collectively, these activities demonstrate measurable progress and support the continuation of this goal during the 2026–2027 State Plan period.

2. PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR, REFLECTING ACTUAL AND NEGOTIATED LEVELS OF PERFORMANCE. EXPLAIN ANY DISCREPANCIES IN THE ACTUAL AND NEGOTIATED LEVELS; AND

Program Year 2024-2025 Performance for Idaho Title IV (IDVR and ICBVI)

	PY2024 Negotiated Level	PY2024 Actual Level	PY2025 Negotiated Level	PY2025 Actual Level
Measurable Skill Gains Rate	57.5%	68.5%	58.9%	not yet available
Employment Rate - 2nd Quarter After Exit	65.5%	61.35%	66.0%	not yet available
Median Earnings - 2nd Quarter After Exit	\$5,000	\$5,936	\$5,075	not yet available
Employment Rate - 4th Quarter After Exit	63.2%	60.2%	63.7%	not yet available
Credential Attainment Rate	63.7%	56.5%	65.2%	not yet available

Expected Performance for Idaho Title IV (IDVR and ICBVI) PY2026-2027

Indicator	PY2026 State Expected Level	PY2026 Negotiated Level	PY2027 State Expected Level	PY2027 Negotiated Level
Employment (Second Quarter After Exit)	61.30%	61.40%	61.30%	61.60%
Employment (Fourth Quarter After Exit)	60.20%	60.40%	60.20%	60.60%
Median Earnings (Second Quarter After Exit)	\$6,000	\$6,000	\$6,300	\$6,300
Credential	56.50%	56.60%	56.50%	56.80%

Indicator	PY2026 State Expected Level	PY2026 Negotiated Level	PY2027 State Expected Level	PY2027 Negotiated Level
Attainment Rate				
Measurable Skill Gains	60.00%	61.00%	60.00%	61.20%

3. THE USE OF FUNDS RESERVED FOR INNOVATION AND EXPANSION ACTIVITIES (SECTIONS 101(A)(18) AND 101(A)(23) OF THE REHABILITATION ACT) (E.G., SRC, SILC).

n/a

E. SUPPORTED EMPLOYMENT SERVICES, DISTRIBUTION OF TITLE VI FUNDS, AND ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES.

1. ACCEPTANCE OF TITLE VI FUNDS:

(B) VR agency does NOT elect to receive title VI funds and understands that supported employment services must still be provided

2. IF THE VR AGENCY HAS ELECTED TO RECEIVE TITLE VI FUNDS, SECTION 606(B)(3) OF THE REHABILITATION ACT REQUIRES VR AGENCIES TO INCLUDE SPECIFIC GOALS AND PRIORITIES WITH RESPECT TO THE DISTRIBUTION OF TITLE VI FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES. DESCRIBE THE USE OF TITLE VI FUNDS AND HOW THEY WILL BE USED IN MEETING THE GOALS AND PRIORITIES OF THE SUPPORTED EMPLOYMENT PROGRAM.

n/a

3. SUPPORTED EMPLOYMENT SERVICES MAY BE PROVIDED WITH TITLE 1 OR TITLE VI FUNDS FOLLOWING PLACEMENT OF INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES IN EMPLOYMENT. IN ACCORDANCE WITH SECTION 101(A)(22) AND SECTION 606(B)(3) OF THE REHABILITATION ACT, DESCRIBE THE QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES TO BE PROVIDED TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING YOUTH WITH THE MOST SIGNIFICANT DISABILITIES; AND THE TIMING OF TRANSITION TO EXTENDED SERVICES.

Supported employment services are provided to our blind or visually impaired clients who have multiple disabilities, who have the most significant disabilities, who are consequently are eligible to receive supported employment services. These multiple disabilities include developmental disabilities, traumatic brain injuries, and mental illness or a combination of these disabilities. SE services are provided by the community rehabilitation programs which are accredited by CARF or RSAS.

Supported Employment Services include the following:

Time limited services needed to include job coaching and communication with the employers, to support training while the individual is employed. Continued funding of SE cases is contingent

upon progress toward learning the essential functions of the job and/or fading hours of ongoing support to the level of employer satisfaction immediately prior to the assessment of initial stability.

Any other service that would be identified as requisite to the targeted supported employment outcome after placement ahead of transfer to externally funded ongoing support services.

SE may also include Customized Employment elements, after placement.

Extended services for youth are available for qualifying youth in the absence of other ongoing support services available in the community.

ICBVI and IDVR provide the upfront training until the clients are stabilized on their jobs and at that point they are transferred to the long-term support services through Health and Welfare HCBS waiver or the IDVR Extended Employment Services (EES) Program.

Extended services are available to youth with most significant disabilities for up to 4 years, or until the individual turns 25 years old and no longer meets the definition of a “youth with a disability”, whichever comes first.

4. SECTIONS 101(A)(22) AND 606(B)(4) OF THE REHABILITATION ACT REQUIRE THE VR AGENCY TO DESCRIBE EFFORTS TO IDENTIFY AND ARRANGE, INCLUDING ENTERING INTO COOPERATIVE AGREEMENTS, WITH OTHER STATE AGENCIES AND OTHER APPROPRIATE ENTITIES IN ORDER TO PROVIDE SUPPORTED EMPLOYMENT SERVICES. THE DESCRIPTION MUST INCLUDE EXTENDED SERVICES, AS APPLICABLE, TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THE PROVISION OF EXTENDED SERVICES TO YOUTH WITH THE MOST SIGNIFICANT DISABILITIES IN ACCORDANCE WITH 34 C.F.R. § 363.4(A) AND 34 C.F.R. § 361.5(C)(19)(V).

2026–2027 Modification:

In September 2024, the Idaho Division of Vocational Rehabilitation (IDVR) entered an Order of Selection. As a result, ICBVI will provide supported employment services, using ICBVI Title I funds, to individuals who are eligible for ICBVI services and who would otherwise be referred to IDVR but are currently on IDVR’s waitlist for services, in accordance with the existing Memorandum of Understanding.

In 2018, ICBVI relinquished all of its Title VI, Part B funds to the Idaho Division of Vocational Rehabilitation (IDVR). As a result, IDVR now manages the supported employment (SE) program for the state.

ICBVI and IDVR agree to the following:

- ICBVI and IDVR agree to collaborate on all supported employment (SE) cases when the individual has a disability profile which includes blindness or visual impairment meeting the eligibility criteria of ICBVI.
- ICBVI agrees to fund services related to addressing the visual disability.
- IDVR agrees to fund employment related services.

Furthermore, ICBVI has adopted IDVR’s policies around SE, which include service provider standards.

The VR program policy around the arrangement of supported employment services and extended employment services includes:

Supported employment means competitive integrated employment (CIE), including customized employment (CE), or employment in an integrated work setting in which an individual with a most significant disability, including a youth with a most significant disability, is working on a short-term basis toward competitive integrated employment that is individualized, and customized, consistent with the unique strengths, abilities, interests, and informed choice of the individual, including ongoing support services for individuals with the most significant disabilities. SE can be provided by the state VR programs for a period of time not to exceed 24 months, unless the VRC and client jointly agree to extend the time to achieve the employment outcome identified in the IPE.

SE refers to support services (such as job coaching) provided after placement and before the individual reaches initial stability, and prior to utilization of extended services (long-term supports).

Extended Services (ES) are those services, including extended services for youth, are provided after the assessment of initial stabilization when required for an individual to maintain employment (to sustain employment stability).

Extended Services for Youth: The state VR program makes extended services for youth available when youth have no comparable ES resources available in the community. Extended services can continue to be provided until:

- Comparable benefits become available (External funders are identified) OR
- Extended services are provided for four years OR The individual reaches the age of 25 and no longer qualifies under the definition of 'youth'.

Supported Employment services are only offered by qualified providers as identified under IDVR standards.

ICBVI is committed to the advancement of opportunities for Idaho citizens with disabilities, including youth with the most significant disabilities, and encourages employment in the least restrictive and most integrated environments possible. ICBVI and IDVR have established and continues to maintain strong working relationships with pertinent state agencies such as the Department of Health and Welfare (H&W). Under H&W, Home and Community Based Services (HCBS) Waiver and Aged and Disabled Waiver are the two main extended services funding sources for Idahoans in need of Supported Employment. The third funding source is the Extended Employment Services Program. This program is funded through State appropriations only. The primary service providers for long term supports under the three main funding sources are CRPs.

ICBVI and IDVR utilize the State's Extended Employment Services program as well as the Medicaid Home and Community-Based Services (HCBS), and Aged and Disabled (A&D) waivers for long term support. The VR program will continue to work closely with each agency overseeing these resources to streamline the referral process and improve utilization of this external source of extended services funding. The following provides more detail on the working relationship between each ES entity and IDVR.

The Supported Employment Agency Recommendation must be completed, and this is done by IDVR on behalf of both state VR agencies when transitioning from vocational rehabilitation services or by the Supported Employment Agency (Community Rehabilitation Provider) identified on the plan or addendum. Documentation must include:

- Amount of Service
- Level of Support Needed
- Employment Goals
- Transition Plan

The ICBVI counselor is a member of the Person-Centered Planning Team and participates in all planning and coordination activities.

EES extended services are provided under EES policy which requires the certification of an extended employment service provider. These providers are approved by the EES program administrator on a case by case basis. All EES approved providers are also CRPs which are initially approved as CRPs under IDVR's accreditation requirement.

If a youth with a disability has been determined to need an SE strategy and an extended service funding source is not available yet, IDVR will utilize VR funds for the required timeframes or until the funding becomes available for the long-term support.

Extended services for youth can be provided up to four years as needed for youth under the age of 25 following the achievement of employment stability when comparable external sources of long-term extended support are unavailable. Upon exhaustion of Title VI funds reserved for youth supported employment, IDVR will continue to support extended services with Title I funds, as required by WIOA, and will continue to leverage other sources of extended services.

ICBVI and IDVR support the utilization of Natural Supports where available and encourages the development of Natural Supports for all SE customers. Natural Supports are supports and services typically available to other employees OR supports created to provide supports through people or other resources typically available in the work, home, and community environment.

ICBVI works collaboratively with IDVR through the entire life of the SE case, and will continue to provide any supportive services needed to address the visual disability of the participant up to program exit.

F. ANNUAL ESTIMATES

Sections 101(a)(15) and 101(a)(23) of the Rehabilitation Act require all VR agencies to annually conduct a full assessment of their resources and ability to serve all eligible individuals before the start of the Federal fiscal year. In accordance with 34 C.F.R. § 361.29(b), annual estimates must include the following projections:

1. ESTIMATES FOR NEXT FEDERAL FISCAL YEAR—

A. VR PROGRAM; AND

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2026–2027 Modification:

All charts in this section have been updated to reflect the most recent Program Year (PY) data.

Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under VR Program	Costs of Services using Title I Funds	No. of Eligible Individuals Not Receiving Services (if applicable)
n/a	428	428	\$655,000	0

The number of eligible individuals is based on the agency's annual estimates. Because ICBVI is not operating under an Order of Selection, all eligible individuals are expected to receive vocational rehabilitation services.

B. SUPPORTED EMPLOYMENT PROGRAM.

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Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under Supported Employment Program	Costs of Services using Title I and Title VI Funds	No. of Eligible Individuals Not Receiving Services (if applicable)
n/a	8	8	\$14,900	n/a

The number of eligible individuals expected to receive supported employment services has been stable over the past 2 years, and ICBVI does not anticipate an increase. Estimated cost of services using Title 1 funds is based on expenditures made in SFY 2024 for eligible individuals. ICBVI is currently not on an Order of Selection.

G. ORDER OF SELECTION

1. PURSUANT TO SECTION 101(A)(5) OF THE REHABILITATION ACT, THIS DESCRIPTION MUST BE AMENDED WHEN THE VR AGENCY DETERMINES, BASED ON THE ANNUAL ESTIMATES DESCRIBED IN DESCRIPTION (F), THAT VR SERVICES CANNOT BE PROVIDED TO ALL ELIGIBLE INDIVIDUALS WITH DISABILITIES IN THE STATE WHO APPLY FOR AND ARE DETERMINED ELIGIBLE FOR SERVICES.

* VR agencies may maintain an order of selection policy and priority of eligible individuals without implementing or continuing to implement an order of selection.

The VR agency is not implementing an order of selection and all eligible individuals will be served.

2. FOR VR AGENCIES THAT HAVE DEFINED PRIORITY CATEGORIES DESCRIBE—

A. THE JUSTIFICATION FOR THE ORDER

n/a

B. THE ORDER (PRIORITY CATEGORIES) TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES ENSURING THAT INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES; AND

n/a

C. THE VR AGENCY'S GOALS FOR SERVING INDIVIDUALS IN EACH PRIORITY CATEGORY, INCLUDING HOW THE AGENCY WILL ASSIST ELIGIBLE INDIVIDUALS ASSIGNED TO CLOSED PRIORITY CATEGORIES WITH INFORMATION AND REFERRAL, THE METHOD IN WHICH THE VR AGENCY WILL MANAGE WAITING LISTS, AND THE PROJECTED TIMELINES FOR OPENING PRIORITY CATEGORIES. NOTE: PRIORITY CATEGORIES ARE CONSIDERED OPEN WHEN ALL INDIVIDUALS IN THE PRIORITY CATEGORY MAY BE SERVED.

n/a

3. HAS THE VR AGENCY ELECTED TO SERVE ELIGIBLE INDIVIDUALS OUTSIDE OF THE ORDER OF SELECTION WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT?

Yes

H. WAIVER OF STATEWIDENESS.

The State plan shall be in effect in all political subdivisions of the State, however, the Commissioner of the Rehabilitation Services Administration (Commissioner) may waive compliance with this requirement in accordance with Section 101(a)(4) of the Rehabilitation Act and the implementing regulations in 34 C.F.R. § 361.26. If the VR agency is requesting a waiver of statewideness or has a previously approved waiver of statewideness, describe the types of services and the local entities providing such services under the waiver of statewideness and how the agency has complied with the requirements in 34 C.F.R. § 361.26. If the VR agency is not requesting or does not have an approved waiver of statewideness, please indicate "not applicable."

Services provided under the State Plan are available in all political subdivisions of the state.

I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT.

In accordance with the requirements in Section 101(a)(7) of the Rehabilitation Act, the VR agency must develop and maintain annually a description (consistent with the purposes of the Rehabilitation Act) of the VR agency's comprehensive system of personnel development, which shall include a description of the procedures and activities the State VR agency will undertake to ensure it has an adequate supply of qualified State rehabilitation professionals and paraprofessionals that provides the following:

1. ANALYSIS OF CURRENT PERSONNEL AND PROJECTED PERSONNEL NEEDS INCLUDING—

A. THE NUMBER OF PERSONNEL CURRENTLY NEEDED BY THE VR AGENCY TO PROVIDE VR SERVICES, BROKEN DOWN BY PERSONNEL CATEGORY; AND

B. THE NUMBER AND TYPE OF PERSONNEL THAT ARE EMPLOYED BY THE VR AGENCY IN THE PROVISION OF VOCATIONAL REHABILITATION SERVICES, INCLUDING RATIOS OF QUALIFIED VOCATIONAL REHABILITATION COUNSELORS TO CLIENTS;

C. PROJECTIONS OF THE NUMBER OF PERSONNEL, BROKEN DOWN BY PERSONNEL CATEGORY, WHO WILL BE NEEDED BY THE VR AGENCY TO PROVIDE VR SERVICES IN 5 YEARS BASED ON PROJECTIONS OF THE NUMBER OF INDIVIDUALS TO BE SERVED, INCLUDING INDIVIDUALS WITH SIGNIFICANT DISABILITIES, THE NUMBER OF PERSONNEL EXPECTED TO RETIRE OR LEAVE THE FIELD, AND OTHER RELEVANT FACTORS.

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2026–2027 Modification:

All charts and associated data in this section have been updated to accurately reflect the current status of ICBVI's Comprehensive System of Personnel Development.

number of personnel expected to retire or leave the field, and other relevant factors.

Personnel Category	No. of Personnel Employed	No. of Personnel Currently Needed	Projected No. of Personnel Needed in 5 Years
Administrator	1	1	1
VR Chief	1	1	1
Managers	5	5	5
Counselors	7	7	8
VRA	5	5	6
Data Coordinator	1	1	1
Business Analyst	1	1	1

Personnel Category	No. of Personnel Employed	No. of Personnel Currently Needed	Projected No. of Personnel Needed in 5 Years
Financial	2	2	2
BEP	2	2	2
Instructors	14	16	16
Reader/Drivers	4	5	5
Office Specialists	2	2	2
Storekeeper	1	1	1

ICBVI currently has two vacant Instructor positions and one vacant Reader/Driver position. Based on projected service needs, the agency anticipates the need for one additional Vocational Rehabilitation Counselor and one additional Vocational Rehabilitation Assistant within the next five years. The current ratio of qualified vocational rehabilitation counselors to individuals served is approximately 1:61. Based on projected staffing and service levels, the counselor-to-client ratio is projected to be approximately 1:68 in five years.

D. RATIO OF QUALIFIED VR COUNSELORS TO CLIENTS:

ICBVI anticipates serving up to 428 individuals during FY 2025. Therefore, the VRC to client ratio would be 1:61.

E. PROJECTED NUMBER OF INDIVIDUALS TO BE SERVED IN 5 YEARS:

This estimate is based on the number of individuals in Idaho who have reported a visual disability (including but not limited to blindness) and who are in the potential labor force (defined here as 18 to 64 years old). Using data and age-adjusted prevalence rates from the 2019 American Community Survey (ACS) combined with current and projected working-age population from the Idaho Department of Labor, it is estimated that there are approximately 22,763 Idahoans with some form of visual disability in the working-age population. If age-adjusted prevalence rates remain stable, it is expected that this number will grow to 23,664 by 2024 and 24,634—approximately 4%--by 2029 based on IDOL's population growth projections. Ada, Canyon, Kootenai, and Bonneville counties will have the largest populations of individuals who are blind or visually impaired based on the 2019 ACS data.

During PY 2024, ICBVI had 412 clients with an IPE in place. Based on projected population growth and historical service trends, the agency projects the following number of individuals to be served:

- FFY25 - 428
- FFY26 - 445
- FFY27 - 462
- FFY28 - 480
- FFY29 - 499

- FFY30 - 519
- FFY31 - 540

2. DATA AND INFORMATION ON PERSONNEL PREPARATION AND DEVELOPMENT, RECRUITMENT AND RETENTION, AND STAFF DEVELOPMENT, INCLUDING THE FOLLOWING:

A. A LIST OF THE INSTITUTIONS OF HIGHER EDUCATION IN THE STATE THAT ARE PREPARING VR PROFESSIONALS, BY TYPE OF PROGRAM; THE NUMBER OF STUDENTS ENROLLED AT EACH OF THOSE INSTITUTIONS, BROKEN DOWN BY TYPE OF PROGRAM; AND THE NUMBER OF STUDENTS WHO GRADUATED DURING THE PRIOR YEAR FROM EACH OF THOSE INSTITUTIONS WITH CERTIFICATION OR LICENSURE, OR WITH THE CREDENTIALS FOR CERTIFICATION OR LICENSURE, BROKEN DOWN BY THE PERSONNEL CATEGORY FOR WHICH THEY HAVE RECEIVED, OR HAVE THE CREDENTIALS TO RECEIVE, CERTIFICATION OR LICENSURE.

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Institute of Higher Education	Type of Program	No. of Students Enrolled	No. of Prior Year Graduates
Idaho State University	MA in Clinical Rehabilitation Counseling	3	9

B. THE VR AGENCY'S PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL, WHICH ADDRESSES THE CURRENT AND PROJECTED NEEDS FOR QUALIFIED PERSONNEL; AND THE COORDINATION AND FACILITATION OF EFFORTS BETWEEN THE VR AGENCY AND INSTITUTIONS OF HIGHER EDUCATION AND PROFESSIONAL ASSOCIATIONS TO RECRUIT, PREPARE, AND RETAIN PERSONNEL WHO ARE QUALIFIED, INCLUDING PERSONNEL FROM MINORITY BACKGROUNDS AND PERSONNEL WHO ARE INDIVIDUALS WITH DISABILITIES.

ICBVI plans for recruitment will be to continue to recruit qualified staff from Idaho State University and at other regional and national institutions of higher education. We maintain contact with Western Washington University, Utah State University, Portland State University, Western Oregon University, University of Wisconsin-Stout, University of Northern Colorado and Montana State University, all of which have master's programs in Rehabilitation Counseling.

ICBVI also uses the following for recruitment of Senior VR Counselors and Senior Instructors for the Blind:

- Commission on Rehabilitation Counselor Certification (CRCC)
- The Association for Education and Rehabilitation of the Blind and Visually Impaired (AER) website

- The internet is utilized by the Idaho Division of Human Resources
- Internships and practicums completed by students with ICBVI
- Personal contact with instructors in university programs
- National Federation of the Blind (NFB) website
- CSAVR and NCSAB
- Region X Coalition

ICBVI has provided practicums and internships for master's level students in the Rehabilitation Counseling program over the last five years and anticipates that it will provide an additional one to three practicums or internships in the next two years.

Training and continuing education are provided to VR staff from a variety of venues:

- National Rehabilitation Association (state and national conferences)
- The Association for Education and Rehabilitation of the Blind and Visually Impaired (AER)
- Helen Keller National Institute
- State and regional conferences and workshops
- Collaborative training with IDVR
- Technical Assistance Centers (e.g. WITAC, YTAC)
- Annual in-service training
- Webinar based training

Presently, ICBVI employs 12 individuals who are blind or visually impaired.

ICBVI participates in career fairs and recruitment activities statewide to encourage applications from qualified individuals, including individuals with disabilities.

ICBVI salaries compare favorably with surrounding states in the Pacific Northwest. The agency also encourages and supports professional development, including training, education time, and formal education and certification for staff.

ICBVI hires individuals into permanent positions from temporary positions when they meet the minimum qualifications for the position, as determined by the State of Idaho Department of Human Resources for the applicable classified position.

Current personnel needs for the VR Program:

The VR program is currently fully staffed.

Projected personnel needs for the VR Program:

Based on anticipated retirements during this State Plan period, ICBVI anticipates the need to recruit one VR Counselor.

C. DESCRIPTION OF STAFF DEVELOPMENT POLICIES, PROCEDURES, AND ACTIVITIES THAT ENSURE ALL PERSONNEL EMPLOYED BY THE VR AGENCY RECEIVE APPROPRIATE AND ADEQUATE TRAINING AND CONTINUING EDUCATION FOR PROFESSIONALS AND PARAPROFESSIONALS:

I. PARTICULARLY WITH RESPECT TO ASSESSMENT, VOCATIONAL COUNSELING, JOB PLACEMENT, AND REHABILITATION TECHNOLOGY, INCLUDING TRAINING IMPLEMENTED IN COORDINATION WITH ENTITIES CARRYING OUT STATE PROGRAMS UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998; AND

II. PROCEDURES FOR THE ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE FROM RESEARCH AND OTHER SOURCES TO VR AGENCY PROFESSIONALS AND PARAPROFESSIONALS AND FOR PROVIDING TRAINING REGARDING THE AMENDMENTS TO THE REHABILITATION ACT MADE BY THE WORKFORCE INNOVATION AND OPPORTUNITY ACT.

Specific areas of training that are emphasized are:

- The Rehabilitation Act and its regulations, as amended by WIOA;
- The Workforce Innovation and Opportunity Act (WIOA)
- Social Security Work Incentives and Employment;
- Transition planning for students with blindness and visual impairment;
- Continuing education on the medical aspects of vision related disabilities; and
- Assistive Technology for the blind and visually impaired.

All agency personnel have an annual evaluation of his or her performance, goals and plans. It is during this process that ICBVI assesses how training has impacted an employee's ability to perform the essential functions of his or her position, and to set new goals and priorities for the next year.

3. DESCRIPTION OF VR AGENCY POLICIES AND PROCEDURES FOR THE ESTABLISHMENT AND MAINTENANCE OF PERSONNEL STANDARDS CONSISTENT WITH SECTION 101(A)(7)(B) TO ENSURE THAT VR AGENCY PROFESSIONAL AND PARAPROFESSIONAL PERSONNEL ARE ADEQUATELY TRAINED AND PREPARED, INCLUDING—

A. STANDARDS THAT ARE CONSISTENT WITH ANY NATIONAL OR STATE-APPROVED OR -RECOGNIZED CERTIFICATION, LICENSING, REGISTRATION, OR OTHER COMPARABLE REQUIREMENTS THAT APPLY TO THE PROFESSION OR DISCIPLINE IN WHICH SUCH PERSONNEL ARE PROVIDING VR SERVICES; AND

B. THE ESTABLISHMENT AND MAINTENANCE OF EDUCATION AND EXPERIENCE REQUIREMENTS, IN ACCORDANCE WITH SECTION 101(A)(7)(B)(II) OF THE REHABILITATION ACT, TO ENSURE THAT THE PERSONNEL HAVE A 21ST CENTURY UNDERSTANDING OF THE EVOLVING LABOR FORCE AND THE NEEDS OF INDIVIDUALS WITH DISABILITIES.

A.

Standards that are consistent with any national or State-approved or — recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services;

The State of Idaho does not require a state licensure for rehabilitation counselors. Educational standards for personnel established by ICBVI for qualified rehabilitation professionals (QRP) are intended to meet a base level of quality expected of the counselors by the Commission.

ICBVI's minimum standards for Senior VR Counselor for the Blind are consistent with the national standard of CRC. ICBVI places great importance on recruiting, hiring and retraining staff that are appropriately and adequately trained to provide services to our blind and visually impaired clients. We currently have eight staff with CRC certification, including the Chief of Rehabilitation Services. In addition, we have 14 Instructors for the Blind and six of them have Master's degrees and/or AER Certification in Rehabilitation Teaching or Orientation and Mobility.

ICBVI tracks and monitors each employee's individual training and development. Special emphasis is placed on training required to maintain CRC or AER certification. This includes training on disability topics, vocational counseling, ethics, case management, assessment, job placement strategies and especially assistive technology for the blind and visually impaired. Specific development needs identified for each employee are addressed during annual performance evaluations. While specific priorities evolve year-to-year, ICBVI consistently addresses WIOA, data collection and reporting, assessment, counseling and guidance, vocational planning, job placement, as well as assistive and rehabilitation technology.

B.

ICBVI is committed to providing all employees with development opportunities which will enhance employee job performance; support the agency's mission, values and goals; and lead to successful employment outcomes for individuals with disabilities. With emphasis on workforce development, ICBVI will also concentrate on providing training to strengthen business relationships and increase knowledge of labor market relevance and employer needs.

Through an increased emphasis on data-driven decisions, ICBVI will increase utilization of the most recently available labor market information to promote more informed decision making on the part of client's when selecting potential employment options.

In 2022, ICBVI started using Next Steps Idaho. Next Steps Idaho is a homegrown, statewide initiative designed to support and guide Idahoans at different stages of life as they seek education, training, career change or advancement, and that "dream job." Sponsored by the Idaho State Board of Education, in partnership with Idaho's employers and the state's Workforce Development Council, this comprehensive clearinghouse of resources and tools pertaining to education, training, and career exploration and development.

As well, in order for staff to have a 21st century understanding of the evolving labor force and needs of individuals with disabilities, ICBVI continues to use the following resources:

- Idaho Labor Market Information
- The Career Index Plus

- Career Pathways

4. METHOD(S) THE VR AGENCY USES TO ENSURE THAT PERSONNEL ARE ABLE TO COMMUNICATE IN APPROPRIATE MODES OF COMMUNICATION WITH OR IN THE NATIVE LANGUAGE OF APPLICANTS OR ELIGIBLE INDIVIDUALS WHO HAVE LIMITED ENGLISH SPEAKING ABILITY.

ICBVI utilizes Language Link for translation services.

ICBVI purchases sign language interpreting services for individuals who are deaf. In cases where the client is deaf and blind, ICBVI will often work collaboratively with the general VR agency and the Helen Keller's national and regional centers to provide services. If ICBVI has a client who is monolingual speaking an interpreter will be hired by the agency.

5. AS APPROPRIATE, DESCRIBE THE PROCEDURES AND ACTIVITIES TO COORDINATE THE DESIGNATED STATE UNIT'S COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT WITH PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT.

ICBVI VR counselors, under the direction and supervision of the Rehabilitation Services Chief, will facilitate the required coordination with the State Department of Education and provision of Pre-employment Transition Services, as required under WIOA.

The Rehabilitation Services Chief will facilitate the required coordination with the State Department of Education and provision of Pre-employment Transition Services, as required under WIOA.

Training and education will be identified for staff regarding service provision, coordination, and best practices in serving students with disabilities. A VR counselor is assigned as an active member of the Idaho Interagency Council on Secondary Transition and the Special Education Advisory Panel, which promotes interagency cooperative planning, information sharing, and the collaborative use of resources at the state and local level. This Council works to ensure that training needs are adequately identified and then addressed through shared training opportunities.

Training opportunities offered by ICBVI which are relevant to both educators and vocational rehabilitation professionals will be opened to school staff for participation when practicable. For example, every fall, ICBVI in collaboration with IDVR, IESDB and the State Department of Education host a conference (Transition Institute). This conference is attended by educators, VR staff, and other agencies and individuals who service transition age youth. The Transition Coordinator also frequently attends Management Team meetings to share progress and development of pre-employment transition services .

VR counselors throughout the state will serve on regional Special Education and Transition Boards and Councils.

J. COORDINATION WITH EDUCATION OFFICIALS.

In accordance with the requirements in Section 101(a)(11)(D) of the Rehabilitation Act—

1. DESCRIBE PLANS, POLICIES, AND PROCEDURES FOR COORDINATION BETWEEN THE DESIGNATED STATE AGENCY AND EDUCATION OFFICIALS RESPONSIBLE FOR THE PUBLIC EDUCATION OF STUDENTS WITH DISABILITIES, THAT ARE DESIGNED TO FACILITATE THE

TRANSITION OF THE STUDENTS WITH DISABILITIES FROM THE RECEIPT OF EDUCATIONAL SERVICES IN SCHOOL TO THE RECEIPT OF VOCATIONAL REHABILITATION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES.

2026–2027 Modification:

All sections of this portion of the State Plan have been revised to reflect current information, including the most up-to-date dates for all Memoranda of Understanding.

ICBVI VR Counselors and the Idaho Education Services for the Deaf and Blind (IESDB) staff coordinate with regional education officials to identify blind and visually impaired students in the K-12 school system. VR counselors regularly meet with special education teachers, teachers of the visually impaired (IESDB Staff), school counselors, school nurses and other personnel involved in school to work transition. A transition Individualized Plan for Employment (IPE) is developed within 90 days of eligibility determination (unless an extension is agreed upon) to assist the student with their successful transition from school to work.

To facilitate the transition of students with disabilities, the following cooperative agreements have been established:

Interagency Agreement between the State Department of Education (SDE), IDVR and ICBVI - Amended agreement effective 2025.

Idaho Educational Services for the Deaf and Blind – November 2021

Pre-Employment Transition Services (Pre-ETS): In collaboration with local educational agencies (LEA's), IESDB, and IDVR are required to offer to transition age students with disabilities (ages 14-21), Pre-Employment Transition Services (CFR 361.48(a)).

Pre-ETS are available to students with disabilities who are potentially eligible and eligible for ICBVI VR services.

In 2020, ICBVI and IDVR administration agreed to a minimum age of 14 years old that students with disabilities may begin receiving Pre-Employment Transition Services. This agreed lower threshold will be effective upon approval of this plan.

Pre-ETS include:

- Job exploration counseling.
- Work-based learning experiences, (which may include in-school or after school opportunities, experience outside the traditional school setting including internships that are provided in an integrated environment).
- Counseling on opportunities in comprehensive transition or enrollment in post-secondary educational programs.
- Workplace readiness training to develop social skills; and
- Independent living instruction in self-advocacy/peer mentoring.

In order to reach those goals, each ICBVI region is ensuring they have a strong relationship with the local school districts, Transition Councils, and One-Stop partners. State-wide Pre-

Employment Transition Services and programs have been implemented and will continue to expand as the population of high school students we serve increases.

Under the direction of the Rehabilitation Services Chief, VR counselors collaborate with LEAs to educate and inform them of Pre-ETS activities. The Rehabilitation Services Chief provides oversight into all staff engaged in the delivery of Pre-ETS to help develop and enhance existing referral and outreach strategies within schools.

Youth seeking subminimum wage employment

ICBVI has created a checklist for youth seeking subminimum wage employment, which includes the documentation requirements and responsibilities under Section 511. The checklist includes the requirement for a transition or Pre-ETS service to be completed prior to youth verification of Career Counseling and Information and Referral (CCI&R) under Section 511.

Under a memorandum of understanding, the Idaho Division of Vocational Rehabilitation provides CCI&R services for the state.

Responsibilities of the VR program:

The ICBVI checklist includes:

- Documentation of the provision of transition services or pre-employment transition services.
- Application for VR services.
- The provision of Career Counseling, and Information and Referral Services.

Responsibilities of the Local Education Agency (LEA):

Documentation of completion of appropriate transition services for a youth with a disability under IDEA, which includes:

- Youth's name
- Description of the service or activity completed
- Name of the provider of the required service or activity
- Date required service or activity completed

Career Counseling, and Information and Referral Services (CCI&R)

Counselors providing the service address the following elements of the VR process which includes a discussion of competitive integrated employment and services available at VR to assist the individual in making an informed choice whether or not to continue pursuit of employment with a 14(c) certificate holder.

CCI&R activities include:

- Counseling in self-advocacy, self-determination and high expectations
- Review of any assessment information available (e.g. Interest inventories)

- Person-centered planning
- Discussion of marketable skills
- Soft skills
- Review of labor market information
- SSA benefits planning

2. DESCRIBE THE CURRENT STATUS AND SCOPE OF THE FORMAL INTERAGENCY AGREEMENT BETWEEN THE VR AGENCY AND THE STATE EDUCATIONAL AGENCY. CONSISTENT WITH THE REQUIREMENTS OF THE FORMAL INTERAGENCY AGREEMENT PURSUANT TO 34 C.F.R. § 361.22(B), PROVIDE, AT A MINIMUM, THE FOLLOWING INFORMATION ABOUT THE AGREEMENT:

A. CONSULTATION AND TECHNICAL ASSISTANCE, WHICH MAY BE PROVIDED USING ALTERNATIVE MEANS FOR MEETING PARTICIPATION (SUCH AS VIDEO CONFERENCES AND CONFERENCE CALLS), TO ASSIST EDUCATIONAL AGENCIES IN PLANNING FOR THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO POST-SCHOOL ACTIVITIES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES AND OTHER VOCATIONAL REHABILITATION SERVICES;

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY PERSONNEL FOR STUDENTS WITH DISABILITIES THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) UNDER SECTION 614(D) OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT;

C. THE ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES;

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES. OUTREACH TO THESE STUDENTS SHOULD OCCUR AS EARLY AS POSSIBLE DURING THE TRANSITION PLANNING PROCESS AND MUST INCLUDE, AT A MINIMUM, A DESCRIPTION OF THE PURPOSE OF THE VOCATIONAL REHABILITATION PROGRAM, ELIGIBILITY REQUIREMENTS, APPLICATION PROCEDURES, AND SCOPE OF SERVICES THAT MAY BE PROVIDED TO ELIGIBLE INDIVIDUALS;

E. COORDINATION NECESSARY TO SATISFY DOCUMENTATION REQUIREMENTS SET FORTH IN 34 C.F.R. PART 397 REGARDING STUDENTS AND YOUTH WITH DISABILITIES WHO ARE SEEKING SUBMINIMUM WAGE EMPLOYMENT; AND

F. ASSURANCE THAT, IN ACCORDANCE WITH 34 C.F.R. § 397.31, NEITHER THE SEA NOR THE LOCAL EDUCATIONAL AGENCY WILL ENTER INTO A CONTRACT OR OTHER ARRANGEMENT WITH AN ENTITY, AS DEFINED IN 34 C.F.R. § 397.5(D), FOR THE PURPOSE OF OPERATING A PROGRAM UNDER WHICH YOUTH WITH A DISABILITY IS ENGAGED IN WORK COMPENSATED AT A SUBMINIMUM WAGE.

The formal interagency agreement with the Idaho State Department of Education (SDE), the Idaho Division of Vocational Rehabilitation (IDVR), and the Idaho Commission for the Blind and Visually Impaired (ICBVI) contains a number of provisions designed to promote communication and the sharing of technical expertise in transition planning. The agreement stipulates that the vocational rehabilitation agency must provide consultative and technical assistance services to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including employment. The agencies agree that:

- They will encourage staff to work closely with LEAs to ensure coordination between education services, pre-employment transition services, and vocational rehabilitation services.
- ICBVI and IDVR counselors will provide training and information to school district personnel, students and families on pre-employment transition and vocational rehabilitation services, including their role as IEP team members.
- ICBVI and IDVR counselors are available to consult with educators concerning preemployment transition and vocational rehabilitation services for students to assist them toward employment.
- ICBVI and IDVR counselors will collaborate with the LEAs in their service area to identify a process for the counselors to provide input and participate in the development of the transition services included in IEPs.
- ICBVI and/or IDVR counselors may attend IEP team meetings for each referred student upon timely invitation by school personnel and the student and/or student's parent or legal guardian. VR counselors may attend either in person or via video or telephone. The ICBVI and/or IDVR counselors will provide written recommendations, if requested, for use in developing IEPs when unable to attend.
- ICBVI and IDVR counselors will consult with educators concerning referral of students to ICBVI and/or IDVR for rehabilitation services, including pre-employment transition services. Students with blindness or visual impairments should be referred to ICBVI.
- Students with multiple disabilities may have dual cases with both IDVR and ICBVI to provide rehabilitation services.
- ICBVI and IDVR counselors will accept referrals for pre-employment transition or vocational rehabilitation services, when appropriate, and will work collaboratively with input from the student's IEP team, for service provision and/or to develop an IPE. The vocational rehabilitation counselor, student, student's parent or legal guardian, and members of the student's IEP team will collaborate to identify required vocational rehabilitation services that will move the student towards their employment goal.

The Idaho Interagency Council on Secondary Transition is established by the Superintendent of Public Instruction to advise, review, analyze, and monitor the implementation of the State's Interagency Agreement on Secondary Transition. The authority to establish this Interagency Council lies in IDEA Section 640(b)(1)(A) and regulation 300.154. ICBVI continues to be involved in the Idaho Interagency Council on Secondary Transition with the purpose of ensuring that students with disabilities experience a collaborative, comprehensive system

that facilitates a smooth transition from secondary school to adult life. The goal of this group is to increase the number of youth with disabilities who are actively engaged in post-secondary education, employment, and community activities. Interagency cooperative planning, information sharing, and the collaborative use of resources assist in accomplishing ICBVI's mission at the state and local level.

The formal interagency agreement includes an assurance that neither the Idaho State Department of Education nor local educational agencies will enter into contracts or other arrangements for programs in which youth with disabilities are compensated at subminimum wages. The agreement also describes the coordination necessary to ensure that all required documentation is completed before a youth with a disability may pursue subminimum wage employment.

K. COORDINATION WITH EMPLOYERS

In accordance with the requirements in Section 101(a)(11)(E) of the Rehabilitation Act, describe how the VR agency will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of VR services; and transition services for youth and students with disabilities, including pre-employment transition services for students with disabilities.

2026–2027 Modification:

This section remains unchanged from the 2024 State Plan.

Recurring themes in the 2023 CSNA include the following:

- Through ICBVI's Pre-ETS efforts, transition-age youth have more access to employers than ever before. Work-based learning experiences are showing employers the abilities of students and youth with disabilities, which is increasing the number of employers willing to provide these experiences, particularly in rural areas.
- Business partnerships may not be considered an area of strength for ICBVI; however, it is a focus, and efforts are growing to serve this dual consumer under WIOA.
- Business/Employers were not interviewed; however, ICBVI business needs and employer barriers were discussed by ICBVI staff and partners, which included the following:
 - Perceptions/stigmas and education for employers related to the skills and abilities of hiring people with disabilities, including dispelling myths; and
 - New and updated strategies for serving business.
- The partnerships between ICBVI and the local workforce system appear to be lacking when it comes to partnering with business. There is some perception that workforce has strong relationships and access to employers, yet ICBVI is not included in these business partnerships at a statewide level.
- Businesses who responded to the survey were open to receiving help in a variety of ways, but the low response rates reveal that ICBVI needs stronger engagement with employers.

To address the needs of employers, ICBVI will pursue the following strategies:

- ICBVI will market success stories that include business and ICBVI consumers.
- ICBVI will implement strategies to develop work-based learning experiences for ICBVI consumers to increase awareness and opportunities with employers, focusing adults and other consumers who do not qualify for Pre-ETS.
- ICBVI will develop a plan to increase its partnership with IDVR and IDOL in the area of services to employers, and collectively provide services and education to employers in Idaho.

In addition to the CSNA, the Commission launched a new web site. In this site is a link for employers to request services/contact from ICBVI. As of December 2023, there have been a few requests from employers.

L. INTERAGENCY COOPERATION WITH OTHER AGENCIES

In accordance with the requirements in Section 101(a)(11)(C) and (K), describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system to develop opportunities for community-based employment in integrated settings, to the greatest extent practicable for the following:

1. STATE PROGRAMS (DESIGNATE LEAD AGENCY(IES) AND IMPLEMENTING ENTITY(IES)) CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

2026–2027 Modification:

This section remains unchanged from the 2024 State Plan.

The state program which carries out the statewide Assistive Technology program for Idaho is the Idaho Assistive Technology Project (IATP), housed by the Center on Disabilities and Human Development at the University of Idaho.

IATP's goal is to increase the availability of assistive technology devices and services for older persons and Idahoans with disabilities. ICBVI and IATP have had a long-term working relationship to assist client's with assistive technology services and devices specific to the blind and visually impaired. ICBVI also has representation on the IATP Council.

The collaboration between ICBVI and IATP has improved access to AT services and devices for those individuals with blindness or visual impairments who can benefit from these services. This collaboration includes ICBVI's participation in the planning and delivery of the Tools for Life Fair.

Tools for Life is for transitioning youth with disabilities and all who support them. Attendees include educators, special educators, therapists, counselors, service providers, job developers, other rehabilitation specialists, and especially high school students with disabilities and their families.

Each year, the fair is held in a different city in Idaho. This helps to make it more accessible to students and families across the state. The Fair travels between North Idaho, Boise and southeast Idaho.

2. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE DEPARTMENT OF AGRICULTURE;

ICBVI does not directly participate in programs carried out by the Secretary for Rural Development of the U.S. Department of Agriculture. However, the agency recognizes the unique barriers faced by individuals who are blind or visually impaired in Idaho's rural communities and is committed to addressing those barriers through its current and future outreach efforts. ICBVI has increased, and will continue to increase, outreach in rural communities throughout the state. This includes visiting rural communities to provide outreach to local eye care providers and low vision clinics, as well as strengthening partnerships with rural school districts to ensure students with visual impairments have equitable access to vocational rehabilitation services. With seven dedicated counselors located in six regional offices throughout Idaho, ICBVI remains committed to providing vocational rehabilitation services to individuals living in rural communities. These ongoing efforts are reflected in the goals and strategies described throughout this State Plan.

3. NON-EDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH;

While ICBVI does not engage in any cooperative agreements with any noneducational agencies who serve out of school youth, the Commission does collaborate with all WIOA Core partners to identify and engage those out of school youth in the state who are blind or visually impaired.

Out-of-school youth are encouraged to complete their high school education or pursue a formal GED program whenever possible to increase their options and access to postsecondary opportunities. This includes referral to Idaho Career & Technical Education's Adult Education program. Idaho Job Corps now maintains a partnership with Idaho Universities to offer a path to a high school diploma or GED for those age 16-24.

ICBVI also connects appropriate youth to The Youth Apprenticeship Program. This program connects people, ages 16-24, to training and careers in Idaho. The Youth Apprenticeship program provides education, work experience, and access to postsecondary education, training, and certifications.

ICBVI also partners with Job Corps to develop ways to provide students with access to paid work experiences, work readiness training, and instruction in self-advocacy in addition to attending their Job Corps courses. Job Corps is now housed in regional Universities, which makes the program and other educational opportunities much more accessible for individuals serviced by the Commission.

The Commission collaborates with IDVR for the purpose of expanding apprenticeships in the state. IDVR coordinates apprenticeships for the Title IV programs.

4. STATE USE CONTRACTING PROGRAMS;

ICBVI does not engage in any state use contracting programs.

5. STATE AGENCY RESPONSIBLE FOR ADMINISTERING THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT (42 U.S.C. 1396 ET SEQ.);

The Idaho Department of Health and Welfare (H&W) maintains all related programs in the state including the state Medicaid program, the state Developmental Disabilities Program, and the

state Mental Health program. Under Medicaid H&W operates the Idaho Home and Community Based Services project.

Since IDVR manages the SE program for both state units, they oversee the development of policies and procedures for the program.

IDVR has collaboratively developed a draft agreement with H&W as it relates to Title XIX of the Social Security Act.

ICBVI participates in H&W sponsored trainings to support the VR staff on Medicaid services and benefits. This training enables VR staff to assist clients and families identify how those services can support success in an employment outcome.

6. STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES;

ICBVI has a partnership with the Adult Developmental Disabilities Services (ADDS) program under the Department of Health & Welfare (H&W). While there currently is no formal agreement; H&W is a WIOA core partner. ICBVI works closely with IDVR (who manages the SE program for the state) in the provision of VR services to individuals with developmental disabilities. ICBVI have also had trainings to educate VR staff on Medicaid services and benefits thus allowing ICBVI staff to better assist clients in achieving their employment goals.

The Commission has also strengthened our collaboration with the Idaho Educational School for the Deaf and Blind, and now serve an increasing number of students with developmental disabilities. These individuals are served by both the general and blind programs, resulting in a more robust model of service delivery for these individuals with the most significant disabilities.

7. STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES; AND

Under a memorandum of understanding, ICBVI and IDVR agree to collaborate on all cases in who meet ICBVI eligibility criteria and who also have secondary severe and persistent mental health diagnosis.

This team approach is used to ensure that the Idahoans served by this agreement will benefit as to remaining de-institutionalized and successfully integrated into their respective communities from a psychological, psychosocial, and employment perspective. Those client's who have a severe and persistent mental illness deemed not eligible for the H&W-Behavioral Health program will be provided necessary VR services through ICBVI and IDVR.

ICBVI leverages the relationship with IDVR in the provision of services to individuals who are blind and visually impaired and who have significant mental health challenges. In the past two years, IDVR has represented the Title IV programs on the State Planning Council on Behavioral Health. The purpose of this Council is to "serve as an advocate for adults with serious mental issues, children with severe emotional disturbances, and others with mental health or substance use needs. Expand, improve, notify or transform Behavioral Health service delivery system for individuals with severe mental illness, serious emotional disturbance, and substance use disorders to ensure access to treatment, prevention, and rehabilitation services, including those services that go beyond the traditional behavioral health system.

The partnership has resulted in program participants experiencing more rapid engagement in the program, a broader scope of wrap around services, and leading to more opportunities for competitive integrated employment.

8. OTHER FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS OUTSIDE THE WORKFORCE DEVELOPMENT SYSTEM.

ICBVI has the following cooperative agreements:

Idaho Educational Services for the Deaf and Blind (IESDB): This agreement outlines how the two agencies will coordinate referrals, data sharing, services and communication to benefit the transition of students with blindness and visual impairments throughout the state.

Idaho Division of Vocational Rehabilitation (IDVR): This Memorandum of Understanding (MOU) establishes guidelines and policies to delineate the services both agencies will provide to individuals with disabilities. Furthermore, this agreement enhances cooperation and collaboration between the two agencies, improves inter-agency communication, and establishes staff cross-training opportunities.

ICBVI works cooperatively with the general agency, IDVR. They act as the DSE and receive the funding for Independent Living for the state of Idaho. IDVR provides that funding (Title VII Part B) to ICBVI, as well as the State Independent Living Council (SILC) and the Centers for Independent Living (CILS) in Idaho. ICBVI then provides the services to Idahoans who are blind or visually impaired and in need of independent living skills such as helping them re-learn to utilize their home appliances, set up their home in an accessible manner, assist them with learning the skills of shopping, communication, handling finances or other areas to improve and enhance their ability to continue to live independently.

Tribal VR (Nez Perce Tribe, Coeur d'Alene Tribe, Shoshone/Bannock Tribe, and Shoshone/Paiute Tribe): ICBVI, along with IDVR entered into one collaborative cooperative agreement with three of the four federally funded Tribal VR programs in the state, while also maintaining a single cooperative agreement with the fourth Tribal VR program. These revised cooperative agreements include the WIOA requirements, specifically to include address transition services to students and youth with disabilities.

State Department of Education (SDE): ICBVI, along with IDVR and the Idaho SDE established and approved a Memorandum of Understanding for Transition Services for Students with Disabilities, which includes the provision of Pre- Employment Transition Services, and clarifies the roles and responsibilities of each agency.

9. OTHER PRIVATE NONPROFIT ORGANIZATIONS.

ICBVI does not have cooperative agreements with private nonprofit service providers as we pay fee for service.

ICBVI has a Policy and Service Provision Agreement with several Community Rehabilitation Providers (CRP) that is updated as requested by either party. This agreement includes:

- Policies regarding the ICBVI authorization process and invoicing

- Staffing of referrals
- Dispute resolution
- Billable services
- Requirements for employment verification
- Policies around the provision of Pre-Employment Transition Services

This agreement also includes the provision of services, which include:

- All five of the required Pre-Employment Transition Services
- In-house vocational evaluations
- Community-based work evaluations
- Job search assistance
- Job readiness training
- On the job supports - short term
- On the job supports - supported employment

ASSURANCES

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner, that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:

The VR agency must select the “Edit” button to review and agree to the VR State plan Assurances.

The State Plan must include
1. Public Comment on Policies and Procedures: The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.
2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement: The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a Unified State plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.

The State Plan must include
3. Administration of the VR services portion of the Unified or Combined State Plan: The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:
3.a. the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.
3.b. either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act.
3.c. consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act.
3.d. the financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3).
3.e. as applicable, the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act.
3.f. as applicable, the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act.
3.g. statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act.
3.h. the requirements for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act.
3.i. all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act.
3.j. the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act.
3.k. the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act.
3.l. the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities as set forth in section 101(a)(18)(A).
3.m. the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.
4. Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:
4.a. comply with all requirements regarding information and referral services in accordance

The State Plan must include
with sections 101(a)(5)(E) and (20) of the Rehabilitation Act.
4.b. impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act.
4.c. provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services or, if implementing an order of selection, in accordance with criteria established by the State for the order of selection as set out in section 101(a)(5) of the Rehabilitation Act.
4.d. determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act.
4.e. comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act.
4.f. comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act.
4.g. provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act.
4.h. comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by sections 101(a)(14) and 511 of the Rehabilitation Act.
4.i. meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs.
4.j. with respect to students with disabilities, the State:
4.j.i. has developed and will implement,
4.j.i.A. strategies to address the needs identified in the assessments; and
4.j.i.B. strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and
4.j.ii. has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15), 101(a)(25) and 113).
4.j.iii. shall reserve not less than 15 percent of the allocated funds for the provision of pre-employment transition services; such funds shall not be used to pay for the administrative costs of providing pre-employment transition services.

The State Plan must include
5. Program Administration for the Supported Employment Title VI Supplement to the State plan:
5.a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act.
5.b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act.
6. Financial Administration of the Supported Employment Program (Title VI):
6.a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(H) and (I) of the Rehabilitation Act.
6.b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.
7. Provision of Supported Employment Services:
7.a. The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.
7.b. The designated State agency assures that the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(7)(C) and (E) of the Rehabilitation Act.

Do you attest that these assurances will be met?

Yes

States must provide written and signed certifications that:

1. THE (ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE,) IS AUTHORIZED TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN UNDER TITLE I OF THE REHABILITATION ACT OF 1973 (REHABILITATION ACT), AS AMENDED BY TITLE IV OF WIOA[1], AND ITS STATE PLAN SUPPLEMENT UNDER TITLE VI OF THE REHABILITATION ACT;

[1] Public Law 113-128.

ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE

Idaho Commission for the Blind and Visually Impaired

2. IN THE EVENT THE DESIGNATED STATE AGENCY IS NOT PRIMARILY CONCERNED WITH VOCATIONAL AND OTHER REHABILITATION OF INDIVIDUALS WITH DISABILITIES, THE DESIGNATED STATE AGENCY MUST INCLUDE A DESIGNATED STATE UNIT FOR THE VR PROGRAM (SECTION 101(A)(2)(B)(II) OF THE REHABILITATION ACT). AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE I OF THE REHABILITATION ACT FOR THE PROVISION OF VR SERVICES, THE (DESIGNATED STATE AGENCY OR THE DESIGNATED STATE UNIT WHEN THE DESIGNATED STATE AGENCY HAS A DESIGNATED STATE UNIT)[2] AGREES TO OPERATE AND IS RESPONSIBLE FOR THE ADMINISTRATION OF THE STATE VR SERVICES PROGRAM IN ACCORDANCE WITH THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[3], THE REHABILITATION ACT, 34 CFR 361.13(B) AND (C), AND ALL APPLICABLE REGULATIONS[4], POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE TO STATES UNDER SECTION 111(A) OF THE REHABILITATION ACT ARE USED SOLELY FOR THE PROVISION OF VR SERVICES AND THE ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

[2] All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

[3] No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

[4] Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3474; and the State VR Services program regulations at 34 C.F.R. part 361.

ENTER THE NAME OF DESIGNATED STATE AGENCY

Idaho Commission for the Blind and Visually Impaired

3. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE VI OF THE REHABILITATION ACT FOR SUPPORTED EMPLOYMENT SERVICES, THE DESIGNATED STATE AGENCY, OR THE DESIGNATED STATE UNIT WHEN THE DESIGNATED STATE AGENCY HAS A DESIGNATED STATE UNIT, AGREES TO OPERATE AND IS RESPONSIBLE FOR THE ADMINISTRATION OF THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM IN

ACCORDANCE WITH THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[5], THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[6], POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER TITLE VI ARE USED SOLELY FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES AND THE ADMINISTRATION OF THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

[5] No funds under title VI of the Rehabilitation Act may be awarded without an approved supported employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

[6] Applicable regulations, in part, include the citations in footnote 4, as well as Supported Employment program regulations at 34 C.F.R. part 363.

4. THE DESIGNATED STATE UNIT OR, IF NOT APPLICABLE, THE DESIGNATED STATE AGENCY HAS THE AUTHORITY UNDER STATE LAW TO PERFORM THE FUNCTIONS OF THE STATE REGARDING THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT AND IS RESPONSIBLE FOR THE ADMINISTRATION OF THE VR PROGRAM IN ACCORDANCE WITH 34 CFR 361.13(B) AND (C);

5. THE STATE LEGALLY MAY CARRY OUT EACH PROVISION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT.

6. ALL PROVISIONS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT ARE CONSISTENT WITH STATE LAW.

7. THE (ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY UNDER STATE LAW TO RECEIVE, HOLD, AND DISBURSE FEDERAL FUNDS MADE AVAILABLE UNDER THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;

ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW

Beth Cunningham M. A., CRC, CVE - Administrator

8. THE (ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND THE SUPPLEMENT FOR SUPPORTED EMPLOYMENT SERVICES;

ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW

Caleb Tibbetts, MS, CRC - Rehabilitation Services Chief

9. THE AGENCY THAT SUBMITS THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT HAS ADOPTED OR OTHERWISE FORMALLY APPROVED THE PLAN AND ITS SUPPLEMENT.

[1] PUBLIC LAW 113-128. [2] ALL REFERENCES IN THIS PLAN TO "DESIGNATED STATE AGENCY" OR TO "THE STATE AGENCY" RELATE TO THE AGENCY IDENTIFIED IN THIS PARAGRAPH. [3] NO FUNDS UNDER TITLE I OF THE REHABILITATION ACT MAY BE AWARDED WITHOUT AN APPROVED VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN IN ACCORDANCE WITH SECTION 101(A) OF THE REHABILITATION ACT. [4]

APPLICABLE REGULATIONS, IN PART, INCLUDE THE EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS (EDGAR) IN 34 CFR PARTS 76, 77, 79, 81, AND 82; 2 CFR PART 200 AS ADOPTED BY 2 CFR PART 3474; AND THE STATE VR SERVICES PROGRAM REGULATIONS AT 34 C.F.R. PART 361. [5] NO FUNDS UNDER TITLE VI OF THE REHABILITATION ACT MAY BE AWARDED WITHOUT AN APPROVED SUPPORTED EMPLOYMENT SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN IN ACCORDANCE WITH SECTION 606(A) OF THE REHABILITATION ACT. [6] APPLICABLE REGULATIONS, IN PART, INCLUDE THE CITATIONS IN FOOTNOTE 4, AS WELL AS SUPPORTED EMPLOYMENT PROGRAM REGULATIONS AT 34 C.F.R. PART 363.

[1] Public Law 113-128.

[2] All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

[3] No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

[4] Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3474; and the State VR Services program regulations at 34 C.F.R. part 361.

[5] No funds under title VI of the Rehabilitation Act may be awarded without an approved supported employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

[6] Applicable regulations, in part, include the citations in footnote 4, as well as Supported Employment program regulations at 34 C.F.R. part 363.

CERTIFICATION SIGNATURE

To review and complete the Certification section of the VR portion of the State plan, please select the "Edit" button.

Note, please do not edit the table header or formatting. Only edit the table contents.

If you accidentally edit the table headers and structure, open this link to the blank table. You can copy and paste the table into the narrative field, and start over if needed.

Signatory information	Enter Signatory information in this column
Name of Signatory	Beth Cunningham
Title of Signatory	Administrator
Date Signed	2/26/2024

VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Each State VR program must submit expected levels of performance in its Unified or Combined State Plan and in the two-year modification of that plan. Expected levels of performance for the first two years of a state plan must be submitted in the initial submission of the Unified or Combined State Plan and in the initial submission of the two-year modification of that Plan, for

years three and four, as described in 34 CFR § 361.170(a). Expected levels of performance must be stated to the nearest tenth of a percent (XX.X %) or to the nearest whole dollar for median earnings. State VR programs are reminded that the expected levels of performance must be published for public comment prior to plan submission in accordance with state law, regulation, and policy.

The submission of expected levels is the first step in the negotiations process. Once the expected levels of performance have been submitted, State VR programs may begin negotiations with RSA's State Monitoring and Program Improvement Division. Each State VR program must reach agreement with RSA on the negotiated levels of performance for the indicators for each of the first two years of the Unified or Combined State Plan (or for the third and fourth years of the Unified or Combined State Plan during the required two-year modification process) in accordance with 116(b)(3)(A)(iv).

RSA will use its statistical adjustment model to derive pre-program year estimated levels of performance for each indicator. Each State VR program and RSA will consider the negotiation factors outlined in WIOA section 116(b)(3)(A)(v) during the negotiation process. Once negotiated levels of performance are agreed upon, each State VR program must incorporate the negotiated levels of performance into the Unified or Combined State Plan and the two-year modification of that plan prior to the plan's approval (section 116(b)(3)(A)(iv) of WIOA).

Effectiveness in Serving Employers (ESE)

The ESE indicator has been defined in the ESE final rule and PY 2024 was the first year of data for the newly defined performance indicator. However, a minimum of at least two baseline years of data must be collected to support a statistical adjustment model that could produce sufficiently reliable estimates for the purposes of performance negotiations and state performance assessments. The Departments, in accordance with 20 CFR § 677.190(c)(4) and 34 CFR §§ 361.190(c)(4) and 463.190(c)(4), will collect and monitor state ESE performance results for at least PY 2024 and PY 2025 to establish a credible baseline and provide technical assistance. After PY 2025 data are collected the Departments will develop a statistical adjustment model for ESE in accordance with section 116(b)(3)(A)(viii) of WIOA. Since the ESE indicator is a statewide measure that reflects a combined result across WIOA titles I, II, III, and IV programs, the Departments will jointly engage in negotiations with state representatives from all core programs when feasible. While states are not required to submit expected levels of performance for Effectiveness in Serving Employers for PY 2026 and PY 2027 all of core programs are expected to collect data and report as a shared indicator (as directed in guidance) for these years.

Performance Indicators	PY 2026 Expected Level	PY 2026 Negotiated Level	PY 2027 Expected Level	PY 2027 Negotiated Level
Employment (Second Quarter After Exit)	61.3	61.4	61.3	61.6
Employment (Fourth Quarter)	60.2	60.4	60.2	60.6

Performance Indicators	PY 2026 Expected Level	PY 2026 Negotiated Level	PY 2027 Expected Level	PY 2027 Negotiated Level
After Exit)				
Median Earnings (Second Quarter After Exit)	6000.0	6000.0	6300.0	6300.0
Credential Attainment Rate	56.5	56.6	56.5	56.8
Measurable Skill Gains	60.0	61.0	60.0	61.2
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2026 and 2027.

GENERAL EDUCATION PROVISION ACT SECTION 427 ASSURANCE - VOCATIONAL REHABILITATION

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to applicants for grant awards under this program. All applicants for new grant awards must include the following information in their applications to address this provision in order to receive funding under this program. (OMB Control Number 1894-0005)

The State Plan must include	Include
I assure that the proposed project complies with the requirements in section 427 of the General Education Provisions Act (20 U.S.C. 1228a).	Yes

Compliance can be found on the following page(s) of the application:

The requirements of Section 427 of the General Education Provisions Act (GEPA) are addressed throughout this State Plan. Relevant information can be found in the following sections:

- Section b. Comprehensive Statewide Needs Assessment
- Section c. Goals, Priorities, and Strategies
- Section j. Coordination with Education Officials
- Section l. Coordination with Other Programs

GENERAL EDUCATION PROVISION ACT SECTION 427 ASSURANCE - SUPPORTED EMPLOYMENT

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to applicants for grant awards under this program. All applicants for new grant awards must include the following information in their applications to address this provision in order to receive funding under this program. (OMB Control Number 1894-0005)

The State Plan must include	Include
I assure that the proposed project complies with the requirements in section 427 of the General Education Provisions Act (20 U.S.C. 1228a).	No

Compliance can be found on the following page(s) of the application:

ICBVI does not receive Supported Employment funds (Title VI).

VII. PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult program, Dislocated Worker program, Youth program, Wagner-Peyser Act program, Adult Education and Family Literacy Act program, and the Vocational Rehabilitation program—and also submit relevant information for any of the eleven partner programs it elects to include in its Combined State Plan. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. 24 If included, Combined State Plan partner programs are subject to the “common planning elements” in Sections II-IV of this document, where specified, as well as the program-specific requirements for that program.

[24] States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

CAREER AND TECHNICAL EDUCATION PROGRAMS AUTHORIZED UNDER THE THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006, AS AMENDED BY THE STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT (PERKINS V) (TITLE 20, UNITED STATES CODE (20 U.S.C. 2301 ET SEQ.))

NOTE: Unless otherwise noted, statutory references in this section are to Pub. L. 115–224,—*The Strengthening Career and Technical Education for the 21st Century Act* (“Perkins V” or “the Act”). (20 U.S.C. 2301 et seq.) The term “the State” used throughout this section refers to the State Perkins Eligible Agency and “the State Plan” refers to the “Perkins State Plan”.

(OMB Control Number: 1830-0029)

A. PLAN DEVELOPMENT AND CONSULTATION

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.
2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)
3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

Text Box 1: Statutory Requirements for State Plan Consultation

- (c) PLAN DEVELOPMENT.—
- (1) IN GENERAL.—The eligible agency shall—
 - (A) Develop the State plan in consultation with—
 - (i) Representatives of secondary and postsecondary career and technical education programs, including eligible recipients and representatives of 2-year minority serving institutions and historically Black colleges and universities and tribally controlled colleges or universities in States where such institutions are in existence, adult career and technical education providers, and charter school representatives in States where such schools are in existence, which shall include teachers, faculty, school leaders, specialized instructional support personnel, career and academic guidance counselors, and paraprofessionals;
 - (ii) Interested community representatives, including parents, students, and community organizations;
 - (iii) Representatives of the State workforce development board established under section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the “State board”);
 - (iv) Members and representatives of special populations;
 - (v) Representatives of business and industry (including representatives of small business), which shall include representatives of industry and sector partnerships in the State, as appropriate, and representatives of labor organizations in the State;
 - (vi) Representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth, including the State Coordinator for Education of Homeless

Text Box 1: Statutory Requirements for State Plan Consultation

Children and Youths established or designated under section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(d)(3));

- (vii) Representatives of Indian Tribes and Tribal organizations located in, or providing services in, the State; and
- (viii) Individuals with disabilities; and
- (B) Consult the Governor of the State, and the heads of other State agencies with authority for career and technical education programs that are not the eligible agency, with respect to the development of the State plan.
- (2) ACTIVITIES AND PROCEDURES.—The eligible agency shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities described in paragraph (1) to participate in State and local decisions that relate to development of the State plan. (3) CONSULTATION WITH THE GOVERNOR.—The consultation described in paragraph (1)(B) shall include meetings of officials from the eligible agency and the Governor’s office and shall occur—
 - (A) During the development of such plan; and
 - (B) Prior to submission of the plan to the Secretary.

(Section 122(c)(1) of Perkins V)

1.

The initial Idaho Perkins V State Plan was developed and posted in fiscal year 2019. The Idaho Perkins V State Plan was approved by the State Board for Career Technical Education on April 18, 2024.

The following describes stakeholder engagement for that plan. IDCTE has reviewed and updated this current version based on internal feedback, stakeholder consultation, and public comment building on the original plan development work. That process is described in further detail below.

During 2019 the Idaho Division of Career Technical Education (Division) engaged in a series of outreach efforts designed to collect input from as many stakeholder groups as possible, including:

- Outreach sessions for secondary and postsecondary stakeholder groups including sessions during the Division’s annual statewide conferences. This annual conference brings approximately 900 secondary and postsecondary educators and industry stakeholders to Boise for a three-day training, and is Idaho’s largest CTE professional development opportunity. The summer conference alternates every other year with regionally based conferences held around the state.

- The 2019 conference included several sessions specific to labor market information and understanding Perkins V requirements.
- During our spring 2019 and winter 2020 outreach, the Division hosted community forums in each of Idaho's six education regions. Members of the community, including family members, community organizations, and business members were invited to attend. Business members were represented from each region.
- Various meetings with the Idaho Workforce Developmental Council (WDC) were held to discuss a combined Workforce Innovation and Opportunity Act (WIOA) plan and development of a labor market tool designed to help grant recipients identify high-skill, high-wage, and in-demand occupations. While the ultimate decision was not to pursue a combined plan at that time. It was agreed to that common labor market data would be used to discuss regional labor market trends. Newly developed labor market tools allowed recipients to use readily available data to help reduce the data burden associated with the Comprehensive Local Needs Assessment (CLNA) and to help ensure consistent data analyses statewide.
- As a part of outreach efforts, directors from each of our Centers for New Direction were invited to the regional meetings, and were provided with additional information on how the Perkins V projects could expand services (including individual services) through the Centers. Center Directors were connected with postsecondary representatives to ensure additional special populations were considered in the planning and project process.
- In conjunction with the WDC Council, the Division conducted 14 regional listening sessions to better understand the needs of local communities and small business owners. Division staff also met with representatives of Idaho Business for Education, including a 90-minute listening session with Scott Stump who oversaw the federal Office of Career, Technical, and Adult Education. Additionally, the Division reached out to the Idaho Association for Commerce and Industry, as well as numerous Chambers of Commerce around the state.
- To help expand CTE access for more students, both the spring and fall 2019 outreach included a specific focus on better supporting students in need. This included recommendations that recipients connect with local foster care advocates, local homeless support entities, and local outreach organizations. Idaho Division of Juvenile Corrections was included in the outreach efforts and is working to expand CTE programming to help reduce recidivism for juvenile offenders. The winter 2020 outreach sessions included agencies related to special populations in an effort to expand knowledge of CTE programs and foster collaboration.
- The outreach included multiple contacts with state tribal leaders including the Idaho State Board of Education's Indian Education Committee, individual tribes, and listening sessions. At the request of the tribes, the Division conducted individual meetings with leaders from three of Idaho's five tribes. Follow-up meetings were requested, including joint meetings between the tribes and local school districts and postsecondary institutions have been scheduled to identify strategies for collaboration. The Division continues to engage with this group and work with recipients of funding to increase engagement.

- As part of WIOA listening tours, Division staff met with representatives of Idaho Division of Vocational Rehabilitation, as well as regional advocacy groups representing individuals with physical disabilities, blind and visually impaired, cognitive disabilities, and seniors.
- The Division is also a member of the Idaho Interagency Council on Student Transition (IICST), a group devoted to helping students with disabilities transition from secondary to postsecondary life. The Division attended a conference hosted by the National Technical Assistance Center on Transition (NTACT) with other members of IICST centered on incorporating assistance for students with disabilities into Perkins V state plans.
- The Division held Idaho's first Rural District Symposium centered around helping rural and remote districts strengthen student learning outcomes and align district priorities with Perkins V.
- During the 2023 calendar year, Division staff held sessions during the summer annual conferences where stakeholders were given the opportunity to provide feedback on the current administration of Perkins V funding. This feedback was used to inform updates that were incorporated into the updated plan. The updated plan was then provided to secondary and postsecondary education stakeholders and posted on the Division's website for 30 days for public comment. Near the conclusion of the public comment period the Division held a statewide virtual hearing to provide an additional opportunity for the public to provide comment.

2.

The Division is the state agency responsible for career technical education in Idaho, including secondary, postsecondary and other adult training programs. The Idaho State Board for Career Technical Education, pursuant to Section 33-2205, Idaho Code, is the designated agency for implementing the provisions of the Smith Hughes Act of 1917 and any subsequent amendments as well as all other federally or state funded career technical education programs. The State Board is the Division's governing board and Idaho's state education agency. The State Superintendent of Public Instruction sits on the State Board and administers the State Department of Education (SDE).

3.

During the Spring 2019 outreach, the Division hosted community forums in each of Idaho's six education regions. Members of the community, including, adult students, family members, community organizations, and business members were invited to attend.

In conjunction with the WDC, the Division conducted 14 regional listening sessions to better understand the needs of local communities and small business owners.

During our winter 2020 outreach, the Division hosted more community forums in each of Idaho's six education regions. Members of the community, including, adult students, family members, community organizations, and business members were invited to attend. During the summer of 2023 the Division conducted a number of stakeholder meetings in conjunction with the Divisions annual summer conferences held around the state as well as meetings conducted

with secondary and postsecondary education groups who were specifically asked to provide feedback to the state plan and performance level descriptors.

Prior to submission of the updated draft State plan to the State Board for Career Technical Education in April 2024, the draft State plan was made available on the Divisions website for review in accordance with the 30-day public comment period required by the Act. Comments have been and will continue to be collected via email to stakeholderinput@cte.idaho.gov and shared in Appendix A of the State plan.

B. PROGRAM ADMINISTRATION AND IMPLEMENTATION

- 1. State's Vision for Education and Workforce Development
 - a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)
 - b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)
 - c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)
 - d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)

Text Box 2: Required Uses of State Leadership Funds

(a) GENERAL AUTHORITY.—

From amounts reserved under section 112(a)(2), each eligible agency shall—

Text Box 2: Required Uses of State Leadership Funds

- (1) Conduct State leadership activities to improve career and technical education, which shall include support for—
 - (A) Preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations;
 - (B) Individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;
 - (C) Recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and
 - (D) Technical assistance for eligible recipients; and

(2) Report on the effectiveness of such use of funds in achieving the goals described in section 122(d)(2) and the State determined levels of performance described in section 113(b)(3)(A), and reducing disparities or performance gaps as described in section 113(b)(3)(C)(ii)(II).

(Section 124 of Perkins V)

- 2. Implementing Career and Technical Education Programs and Programs of Study
 - a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)
 - b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 1321¹ will—
 - i. Promote continuous improvement in academic achievement and technical skill attainment;
 - ii. Expand access to career and technical education for special populations; and
 - iii. Support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)
 - c. Describe how the eligible agency will—
 - i. Make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early

college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

- ii. Facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;
- iii. Use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;
- iv. Ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;
- v. Coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;
- vi. Support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and
- vii. Improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

Text Box 3: Statutory Definition of Career Pathways

The term 'career pathways' has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102)

(7) Career pathway.--The term "career pathway" means a combination of rigorous and high-quality education, training, and other services that—

- (A) Aligns with the skill needs of industries in the economy of the State or regional economy involved;
- (B) Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly

Text Box 3: Statutory Definition of Career Pathways

known as the "National Apprenticeship Act"; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an "apprenticeship", except in section 171);

- (C) Includes counseling to support an individual in achieving the individual's education and career goals;
- (D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- (E) Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- (F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
- (G) Helps an individual enter or advance within a specific occupation or occupational cluster. (Section 3(7) of the Workforce Innovation and Opportunity Act [Public Law 113- 128])

(Section 3(8) of Perkins V)

- d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)
- e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)
- f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.
- g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.
- h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

Text Box 4: Statutory Requirements of Local Applications

- (b) CONTENTS.—The eligible agency shall determine the requirements for local applications, except

Text Box 4: Statutory Requirements of Local Applications

that each local application shall contain—

- (1) A description of the results of the comprehensive needs assessment conducted under subsection (c)
- (2) Information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including—
 - (A) How the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded;
 - (B) A description of any new programs of study the eligible recipient will develop and submit to the State for approval; and
 - (C) How students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study;
- (3) A description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners, will provide—
 - (A) Career exploration and career development coursework, activities, or services;
 - (B) Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment described in subsection (c); and
 - (C) An organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program;
- (4) A description of how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965);
- (5) A description of how the eligible recipient will—
 - (A) Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
 - (B) Prepare CTE participants for non-traditional fields;
 - (C) Provide equal access for special populations to career and technical education courses, programs, and programs of study; and

Text Box 4: Statutory Requirements of Local Applications

- D) Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;
- (6) A description of the work-based learning opportunities that the eligible recipient will provide to students participating in career and technical education programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable;
- (7) A description of how the eligible recipient will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable;
- (8) A description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession; and
- (9) A description of how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.

(Section 134(b) of Perkins V)

Text Box 5: Statutory Requirements for Comprehensive Local Needs Assessment

- (c) COMPREHENSIVE NEEDS ASSESSMENT.—
- (1) IN GENERAL.—To be eligible to receive financial assistance under this part, an eligible recipient shall—
 - (A) Conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and
 - (B) Not less than once every 2 years, update such comprehensive local needs assessment.
- (2) REQUIREMENTS.—The comprehensive local needs assessment described in paragraph
 - (1) Shall include each of the following:
 - (A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113 including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

Text Box 4: Statutory Requirements of Local Applications

- (B) A description of how career and technical education programs offered by the eligible recipient are—(i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and (ii)(I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the “State board”) or local workforce development board, including career pathways, where appropriate; or (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.
- (C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.
- (D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.
- (E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including— (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations; (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

(Section 134(c) of Perkins V)

- 3. Meeting the Needs of Special Populations
 - a. Describe the eligible agency’s program strategies for special populations, including a description of how individuals who are members of special populations—
 - i. Will be provided with equal access to activities assisted under this Act;
 - ii. Will not be discriminated against on the basis of status as a member of a special population;
 - iii. Will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;
 - iv. Will be provided with appropriate accommodations; and
 - v. Will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment.

(Section 122(d)(9) of Perkins V)

- 4. Preparing Teachers and Faculty
 - a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

¹Based on the context of this requirement, the reference to the local application process under “section 132” appears to be a typographical error in the Perkins V statute. The correct section for local applications in Perkins V is section 134. Therefore, eligible agencies should respond to this item using the provisions in section 134 of Perkins V.

1.

a. Idaho’s vision for CTE is to provide premier educational opportunities for students and adults to gain relevant workforce and leadership skills in applied settings; to provide a gateway to meaningful careers and additional education opportunities; and to educate a strong talent pipeline that meets Idaho business workforce needs.

The WDC arrived at three broad goals for the State’s workforce system, which are outlined below. Under each of these goals, the WDC identified several strategies that relate more specifically to the populations, services, policies, and priorities within the workforce development system. The strategies cited under each goal below are a priority subset of the WDC’s strategic plan that directly relate to the foundational analysis within the State’s WIOA plan.

1. Promote policies that align workforce, education, economic development, and entrepreneurship to meet industry and employer’s workforce needs.

- Leverage public and private resources (in order to provide greater levels of service to those with barriers to employment and in rural communities).

2. Facilitate development of an Idaho workforce that is highly skilled and committed to continuous learning.

- Provide access to low-skilled and at-risk youth and adults, dislocated workers and others with barriers to employment to a full range of information and supports to prepare for work that leads to economic self-sufficiency.

- Enhance opportunities for lifelong learning by expanding delivery options such as: 1) stackable credentials, 2) compressed scheduling, 3) on-line and distance learning, 4) modularized curriculum and 5) other alternative learning modalities

- Encourage the use of workplace flexibility options such as job sharing, job restructuring, part-time worker pools, flex-time and telecommuting to increase employment opportunities and retain quality workers

- Promote employment practices and workplace environments that encourage a culture of diversity and inclusiveness

3. Support a comprehensive education and workforce delivery system.

- Maintain a quality One-Stop Career System that connects employers and workers and facilitates access to workforce services, education services and information.
- Enhance coordination among workforce system partners and streamline services by eliminating duplication and ineffective or unnecessary practices.
- Provide access to information, financial aid and other supportive services that allow all workers to obtain education and training that leads to employment.
- Coordinate a system of work supports for low-income workers to encourage economic self-sufficiency (e.g., food stamps, child care, and housing) and provide safety nets to those who are in transition in the workforce.

Idaho's WDC identified four focus areas for the purposes of improving Idaho's workforce system.

- Serving Rural Communities.
- Attracting, Training, and Retaining Quality Staff.
- Career Pathways.
- Connecting Youth.

The Division, which administers both the WIOA Title II and Carl D. Perkins programs and administers both secondary and postsecondary career technical education in Idaho, is essential in connecting workforce programs with career technical education, engaging the State's technical colleges, and administering the development of meaningful career pathways. To this end, the Division aligns its efforts with the WDC's goals.

The Division connects education to Idaho's workforce in three essential ways, through the microcredential process, technical advisory committees, and the Centers for New Directions.

The Division is currently aligning all secondary CTE programs of study to postsecondary CTE programs using a microcredential system called SkillStack®. SkillStack® is a digital badging/microcredentialing platform that allows Idaho's educators to validate the skills their students demonstrate proficiency in. The State Board requires Idaho's public postsecondary institutions to use SkillStack® for all CTE and non-CTE badges and microcredentials.

Program standards are developed for each badge through a collaborative process that engages industry, postsecondary faculty, secondary faculty, and other critical stakeholders. As students provide evidence of the competencies for each skill, educators evaluate the competencies based on common assessments. Once all skills are validated for a particular badge, the information is entered in the SkillStack® platform and badges are awarded.

Secondary students may earn postsecondary credit through successful completion of dual credit courses, articulation agreements between high school and postsecondary institutions for achieved outcomes, and by earning microcredentials and badges in SkillStack® combined with the postsecondary institutions prior learning assessment process.

Originally, Idaho's high school, college, university, and workforce training educators were the only individuals allowed to validate skills in SkillStack®. These entities gain authorization to validate skills upon verification and training from the Division. Since the original State Plan, we now have other educational and non-CTE entities using the system.

Employers can access SkillStack® and search the database for individuals that have been awarded badges aligned to the jobs and skills they are trying to find. The SkillStack® platform can then invite those individuals identified to learn more about the company's open position by visiting the company's website or location where the job is posted.

As of June 2023, 32,000 unique students have earned over 115,000 microcredentials in the SkillStack® platform.

Successful career technical education programs maintain close ties with business and industry, and must be integrally linked to their communities and state. Career technical education programs in Idaho are required to incorporate active input from applicable business and industry technical advisory committees (TACs).

The TAC advises the program to ensure it stays up to date in terms of content and training. TAC members also assist in, and advocate for, student, faculty, and program need. TACs strengthen the working relationships between the career technical education programs and the communities they serve.

The Division also administers the Center for New Directions programs. Through these program, single parents and displaced homemakers receive services to help them move from dependence to independence. Services include personal, career, and education counseling, assessment and testing, and preparation for employment and training. The program also promotes gender equity in the Division's programs by supporting nontraditional career fields through grants, scholarships, and other methods. The Centers for New Directions are on Idaho Technical College System campuses.

b. Idaho State Board for Career Technical Education and IDCTE Objectives (fiscal years 2024-2028).

MISSION STATEMENT

CTE system's mission is to prepare Idaho's youth and adults for high-skill, in-demand careers.

VISION STATEMENT

The Division's vision is to be:

1. A premier educational opportunity for students and adults to gain relevant workforce and leadership skills in an applied setting;
2. A gateway to meaningful careers and additional educational opportunities; and
3. A strong talent pipeline that meets Idaho business workforce needs.

GOAL 1 EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

Objective A: Support State Board Policy III.Y by aligning CTE programs among the technical colleges and ensuring that secondary program standards align to those postsecondary programs.

Objective B: Technical assistance and support for CTE programs – Provide timely, accurate, and comprehensive support to CTE programs that meets the needs of administrators and instructors at both the secondary and postsecondary levels.

Objective C: Data-informed improvement – Develop quality and performance management practices that will contribute to system improvement, including current research, data analysis, and strategic and operational planning.

Objective D: Funding Quality Programs – Secondary and postsecondary programs will include key components that meet the definition of a quality program and are responsive to the needs of business and industry.

Objective E: Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements.

GOAL 2 EDUCATIONAL READINESS – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn at the next educational level.

Objective A: Workforce Training – Non-credit training will provide additional support in delivering skilled talent to Idaho’s employers.

Objective B: Adult Education (AE) – AE will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.

Objective C: Centers for New Directions (CND) – CNDs will help foster positive student outcomes, provide community outreach events and workshops, as well as collaborate with other agencies.

GOAL 3 EDUCATIONAL ATTAINMENT – Idaho’s public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

Objective A: Talent Pipelines/Career Pathways – CTE students will successfully transition from high school and postsecondary education to the workplace through a statewide career pathways model.

Objective B: Higher Level of Educational Attainment – Increase completion of microcredentials.

GOAL 4 WORKFORCE READINESS- The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

Objective A: CTE concentrators will demonstrate college and career readiness.

Objective B: CTE teachers will track student progress for pathway completion through the microcredential platform.

Goals and objectives are reviewed annually and updated at a minimum of every four years.

c. The Division and the WDC are partner agencies in developing and executing Idaho's Workforce Development State Plan. The WDC, in conjunction with the Idaho Department of Labor, is an important stakeholder in the Perkins V State Plan, providing crucial labor market information, to all Perkins V eligible recipients and working with the Centers for New Directions to provide education opportunities for special population students within through Idaho's six technical colleges.

d. The Division will use leadership funds in accordance with Section 112(a)(2)(B) of the Act to:

- Support non-traditional students through an equal distribution of \$10,000 to each of the six eligible postsecondary recipients. Any unspent funds from prior year will be targeted towards non-traditional student activities;
- Support programs at the Idaho Department of Corrections not to exceed 1 percent of the total allocation for the State;
- Provide additional funds equal to 0.5 percent to be distributed to the Idaho Department of Juvenile Corrections and Idaho Educational Services for the Deaf and Blind at a base amount of \$7,500 per facility with the remainder split evenly between the two agencies;
- Support enrollment of special populations into CTE programs through coordination with other State agencies including, but not limited to, the Division of Vocational Rehabilitation and the Idaho State Department of Education (an amount equal to 0.1 percent).

Remaining leadership funds will be used to provide statewide professional development and leadership development; provide technical assistance to recipients; develop statewide programs and programs of study; support Career and Technical Student Organizations (CTSOs); support development of valid and reliable assessments of competencies and technical skills; program alignment; and enhanced data use capabilities.

2.

a. Secondary The Idaho Division of Career Technical Education (Division) currently supports fifty-seven (57) approved programs of study for secondary programs in seven (7) program areas representing fifteen (15) of the sixteen (16) career clusters as described in the National Career Clusters® Framework as presented by Advance CTE (excluding Government career cluster). All Idaho public secondary schools are required to provide career technical education courses.

The seven program areas are:

- Agriculture, Food, and Natural Resources
- Business and Marketing Education
- Engineering and Technology Education
- Family and Consumer Sciences and Human Services
- Health Professions and Public Safety
- Trades and Industry

- Individualized Occupational Training

Middle School Students may also participate in career exploration starting in middle school. Idaho public schools are required to provide career exploration courses to students grades 7 and 8. Career technical education programs may be delivered starting in grade 7.

Postsecondary The technical colleges support over 200 programs representing all seven of the identified secondary program areas.

b.

i. The Division collects data related to local education agencies (LEA) through the Idaho System for Educational Excellence (ISEE) operated and maintained by the Office of the State Board of Education (OSBE). ISEE is a robust data system allowing for the collection of disaggregated data down to the student and course level at each public school within the state. Each CTE course is assigned a unique code by OSBE associated with federally accepted School Codes for Exchange of Data (SCED) codes. Postsecondary CIP codes are then aligned to the SCED codes. School administrators are responsible for accurate entry of data into ISEE.

The Division collects postsecondary disaggregated data directly from the institutions. Each CTE program is assigned a unique program ID associated with federally accepted CIP codes. Institutions are required to certify that information provided to the Division is accurate and complete. The Division validates all postsecondary data tied to approved programs.

Pursuant to Section 33-2202, Idaho Code, the Division, through the Administrator for Career Technical Education, is responsible for administering all public CTE programs in Idaho. As such, the Division is authorized to set the process and procedures for establishing approved CTE programs of study. The secondary portion of a program of study is called a pathway and consists of a sequence of courses culminating in a capstone course. Through consultation with industry leaders, postsecondary institutions, and LEAs, the Division establishes program standards to align with industry standards. It is through the standards setting process that the Division develops programs of study for the State of Idaho.

ii. All eligible recipients must verify that special populations have access to all program areas offered in their school through the application process. The Division works with organizations that focus on support for special populations to help identify and eliminate barriers for special populations to participate in CTE programs.

All eligible recipients must verify that special populations have access to all program areas offered in their school through the application process. The Division works with organizations that focus on support for special populations to help identify and eliminate barriers for special populations to participate in CTE programs.

iii. Successful career technical education programs maintain close ties with business and industry, and must be integrally linked to their communities and the state. Career technical education programs in Idaho are required to incorporate active input from an appropriately qualified business and industry TAC.

An effective TAC reveals local career opportunities, prepares students to enter the workforce, and helps upgrade the skills of workers already employed. The TAC advises the program to ensure it stays up to date in terms of content and training. TAC members also assist in, and

advocate for, student, faculty, and program need. TACs strengthen the working relationships between the career technical education programs and the communities they serve.

TACs at the secondary level are established by a program representative, which is typically the local CTE administrator, teacher, or departmental chairperson. TACs must meet Division guidelines.

c.

i. Approved program areas are listed on the Division website. Information is also disseminated at career fairs, student assemblies, and through the Next Steps Idaho website. Next Steps is Idaho's comprehensive clearinghouse of information and resources pertaining to college and career. The website features a grade-by-grade timeline to help students prepare for life after high school. Resources provided on the website are designed to assist students in exploring careers, obtaining postsecondary credits through advanced opportunities, and inform students of the availability of funding sources for their career development.

Postsecondary institutions provide a course catalog available in hard copy and online. Institutions employ transition coordinators to provide guidance to secondary students seeking to obtain certifications or degrees in their chosen profession. Each coordinator is responsible for disseminating information about available programs to LEAs within the region associated with their postsecondary institution.

Information regarding secondary approved programs of study and associated standards may be found on the Division website.

ii. The state of Idaho supports collaboration through the implementation of horizontal and vertical program alignment, by promoting content alignment to postsecondary career technical programs. Secondary programs of study are the primary focus of alignment with postsecondary CTE programs.

The Division's annual professional development conference, provides multiple training and collaboration opportunities to foster the development of strong programs. Additionally, it provides the opportunity for ancillary stakeholders to access state level program managers and agency directors that oversee program development and delivery.

Division staff uses the information gathered to help guide agency collaboration efforts throughout the year with key stakeholder groups. These groups include:

- Centers for New Directions.
- Dual Credit and Transition Coordinators.
- Postsecondary Presidents, Provosts, and Deans.
- Department of Corrections.
- Department of Juvenile Corrections.
- Idaho Bureau of Education Services for the Deaf and Blind.
- Department of Education, Special Education Secondary Transition.
- Division of Vocational Rehabilitation.

- High school counselors and college and career advisors.
- Teachers, instructors, and administrators.
- Department of Labor.
- Workforce Training Centers.
- Fire service trainers.
- Local Adult Education directors.

Through Idaho's advanced opportunities programs, secondary students can participate in programs and courses designed to provide a postsecondary experience or deliver postsecondary level instruction. Most of these programs, when successfully completed, result in secondary students earning postsecondary credits while in high school or when they matriculate to a public Idaho postsecondary institution. These programs require secondary and postsecondary programs to collaborate to assure success.

iii. The Idaho Department of Labor developed a labor market information tool in collaboration with the Division and the WDC. The labor market tool is a sortable database accessible to all recipients that may be used to identify in-demand occupations at the statewide level or refined down to occupations within each region.

iv. The Division works with organizations to focus on support for special populations to help identify and eliminate barriers for special populations to participate in CTE programs.

v. Section 33-2202, Idaho Code, establishes the Idaho State Board for Career Technical Education and the role of the State Administrator for career technical education in Idaho. The State Board, established in Section 33-101, Idaho Code, serves as the Idaho State Board for Career Technical Education. The State Board of Education has governance and oversight over all publicly funded education in Idaho (elementary, secondary, and postsecondary) and is Idaho's State Education Agency. Section 33-107, Idaho Code, authorizes the Board to approve all non-CTE programs leading to a degree and section 33-2202, Idaho Code authorizes the State Board for Career Technical Education authority to approve CTE programs and set policy for all CTE programs. Through Board Policy III.G. the Board has established the process for the approval and discontinuation of all postsecondary programs. Through this process, the Division reviews and approves programs of study and career pathways aligned with the approved CTE program standards or forwards the requests to the full Board for approval with recommendation.

vi. As part of the new program application process, all new secondary program applications are required to demonstrate the existence of a relevant and participatory TAC. These committees are designed to help ensure program delivery aligns with industry needs and to help provide real world experiences to CTE students as part of their program experience. When possible, secondary programs are encouraged to partner with their postsecondary counterparts to create regional, program specific advisory committees.

The Division requires work-based learning standards in all Idaho programs of study and also requires a Workplace Readiness Assessment.

In addition to the work-based learning courses available in each CTE program of study, the WDC has an initiative tied to work-based learning and established a statewide definition in collaboration with a variety of stakeholders.

The Division provides disaggregated performance data annually for recipient analysis by program of study. Performance gaps will necessitate a performance improvement plan with a description of strategies that will be employed (professional development, micro-messaging, etc.) to address issues. The Division will review, assess, and approve all performance improvement plans.

vii. The Division works with organizations to focus on support for special populations to help identify and eliminate barriers for special populations to participate in CTE programs.

d.

Secondary and postsecondary career technical education programs provide opportunities for students to earn college credit as outlined in State Board Advanced Opportunities policies and procedures. The State Board recognizes four advanced opportunities programs. Additionally, Section 33-4602, Idaho Code, establishes the state funded advanced opportunities program. This program provides each Idaho public school student with access to funds to reimburse public schools for the cost of eligible advanced opportunities costs. These include dual credit courses per credit fees, Advanced Placement exams, CLEP exams, CTE exams that lead to an industry-recognized certificate, license, or degree and CTE workforce training courses. The State Board has set the dual credit course fee at \$75/per credit for courses taken through the high school. Dual credit courses include CTE courses.

In addition, articulation agreements as well as badges awarded in Idaho's microcredentialing platform, administered by the Division, link secondary career technical education programs and postsecondary programs that may lead to: Microcredentials; Basic Technical Certificate; Intermediate Technical Certificate; Advanced Technical Certificate; or an Associate of Applied Science Degree (A.A.S.). Completion of an A.A.S. degree may lead to a Bachelor of Applied Technology Degree (B.A.T.) or Bachelor of Applied Science Degree (B.A.S.).

The Division is currently aligning all secondary CTE programs of study to postsecondary CTE programs using a microcredentialing system called SkillStack®. SkillStack® is a digital badging and microcredentialing platform that allows Idaho's educators to validate the skills their students demonstrate proficiency leading to industry-relevant badges and microcredentials. Microcredentials may be stacked. Public postsecondary institutions may then award credits and or credentials through the Board's established credit for prior learning process.

Program standards are developed for each badge through a collaborative process that engages industry, postsecondary faculty, secondary faculty, and other critical stakeholders. As students provide evidence of the competencies for each skill, educators evaluate the competencies based on common assessments. Once all skills are validated for a particular badge, the information is entered in the SkillStack® platform and badges are issued.

Through Idaho Advanced Opportunities program and credit for prior learning policies secondary students can receive postsecondary credit for work accomplished during their high school tenure.

Originally, Idaho's high school, college, university, and workforce training educators were the only individuals allowed to validate skills in SkillStack®. These individuals gain authorization to validate skills upon verification and training from the Division. Since the original Perkins V State Plan, we now have other educational and non-CTE entities using the system.

Employers can search the database for individuals that have been awarded badges aligned to the jobs they are trying to fill. The SkillStack® platform will invite those individuals to learn more about the open position by visiting the company's website or location where the job is posted.

e.

In Idaho, the secondary portion of a program of study is called a pathway and consists of a sequence of courses culminating in a capstone course. Capstone courses are primarily limited to juniors and seniors and require Technical Skills Assessments (TSAs) that test a student's understanding of program standards. The Division, through consultation with industry leaders, postsecondary institutions, and LEAs establishes program standards to align with industry standards, and it is through the standards setting process that the Division develops programs of study for the State of Idaho.

All eligible recipients must verify that special populations have access to all program areas offered in their school through the application process. The Division will work with others to promote and develop resources and training for identifying and eliminating barriers for special populations.

Successful career technical education programs maintain close ties with business and industry and must be integrally linked to their communities and state. Career technical education programs in Idaho are required to incorporate active input for an appropriately qualified business and industry TAC.

An effective TAC reveals local career opportunities, prepares students to enter the workforce, and helps upgrade the skills of workers already employed. The TAC advises the program to ensure it stays up to date in terms of content and training. TAC members also assist in, and advocate for, student, faculty, and program need. TACs strengthen the working relationships between the career technical education programs and the communities they serve.

TACs at the secondary level are established by a program representative, which is typically the local CTE administrator, teacher, or departmental chairperson. TACs must meet Division guidelines.

f.

Local application available on Division platform.

g.

Comprehensive local needs assessment template available on Division platform.

h.

SIZE

As defined by the Division, at the secondary level, means the recipient must offer a minimum of one Division approved program of study aligned to one state authorized CTSO. LEAs can also be in the application process as determined by the Division to be eligible for funding. Individual courses that constitute a program of study should take into consideration the available space, equipment, technology, safety, and teacher to student ratio for a quality student experience.

At the postsecondary level, means a program approved by the Idaho State Board for Career Technical Education in compliance with Board policy III.G, Postsecondary Program Approval and Discontinuance, that meets the enrollment requirements established by the postsecondary institution and offers a recognized postsecondary credential.

SCOPE

At the secondary level means a program must provide opportunity for postsecondary advancement as evidenced by: at least opportunity to earn college credits under Idaho's Advanced Opportunities program; alignment with business and industry needs as identified in the CLNA; rigorous academic and technical skills aligned with challenging academic and CTE standards (including employability skills); a capstone course within a program of study; a recognized industry or postsecondary credential; participation in work based learning experiences; and identifying one (1) of the three (3) definitions of a high skill, high wage, or in demand occupation in their CLNA.

At the postsecondary level means programs that provide opportunities to earn a degree or certificate, including, but not limited to, Basic Technical Certificate (B.T.C.), Intermediate Technical Certificate (I.T.C.), Advanced Technical Certificate (A.T.C.), or Associate of Applied Science degree (A.A.S.) that: aligns with business and industry needs as identified in the CLNA; includes rigorous academic and technical skills aligned with challenging academic and CTE standards; provides work based learning experiences; and leads to a high skill, high wage, or in demand occupation.

QUALITY

At the secondary level means an educational program that effectively uses data to inform and improve student success, including closing student equity gaps in access and completion and improving attainment of rigorous academic and technical skills. Secondary CTE concentrators, as defined by the state, demonstrate acceptable levels of proficiency as measured by TSAs. Authorized CTSOs must align with CTE course curriculum, but are not limited to programs of study offered.

Postsecondary CTE concentrators, as defined by the Division, demonstrate proficiency through earning a degree or certificate (Basic Technical Certificate (B.T.C.), Intermediate Technical Certificate (I.T.C.), Advanced Technical Certificate (A.T.C.), or Associate of Applied Science degree (A.A.S.).

All secondary and postsecondary recipients must complete or update their CLNA at least every two years, have a TAC for each program of study that meets at least once a year, annually submit program data and analysis showing progress toward performance targets, employ faculty that meet the minimum certification requirements as established by the Division, and must connect to an authorized CTSO that is aligned to course curriculum and led by qualified personnel.

a.

i. All eligible recipients must verify that special populations have access to all program areas offered in their school through the application process. The Division works with organizations that focus on support for special populations to help identify and eliminate barriers for special populations to participate in CTE programs.

ii. Members of special populations enroll in CTE programs in accordance with their individual interests and not on the basis of their status as members of special populations. The local application requires eligible recipients to describe specific strategies that will be used to prevent discrimination against individuals based on their status as member of special populations.

The Division will provide technical assistance to eligible recipients to enable them to identify and overcome barriers to equitable participation for each student, including barriers based on special population, or on gender, race, color, national origin, disability, and age as required by various civil rights laws. Assistance will also be provided to prevent enrolling special population students into specific career technical education programs based on status rather than interests.

iii. The Division will consult with other Idaho agencies related to special populations to gain a deeper understanding of student needs. Agencies will be invited to provide technical assistance in the Division's efforts to develop and implement training. The Division will provide technical assistance to those agencies.

iv. Secondary and postsecondary programs are required to provide reasonable accommodations in accordance with Individuals with Disabilities Education Act (IDEA)

v. The Division has connected with the Division of Vocational Rehabilitation and other statewide agencies. The Division works with these agencies to promote interagency collaboration between local Perkins recipients and agencies who serve special populations.

4.

a.

The Division provides professional development opportunities for teachers, faculty, school leaders, and other CTE professionals to build their capacity to use competency-based models. LEA's and postsecondary institutions are encouraged to use Perkins funds to support professional development as defined in the Act (page 5).

The Division works to ensure that school counselors and college and career advisors are equipped to help students understand the value of acquiring workplace readiness and leadership skills including: creative literacy, critical thinking, collaboration, technology, and communication skills. They will also help students take advantage of learning in applied settings, such as work-based learning, including school-based simulated work sites, mentoring, work site visits, job shadowing, project-based learning, and skills-based and paid internships. OSBE collaborates with the Division to provide resources and tools for teachers, school counselors and college and career advisors and other educators to help all students improve instruction and support college and career readiness through the Next Steps Idaho website in alignment with the state college and career readiness competencies.

The Division provides professional development through Leadership Institution. Leadership Institute is a professional development program delivered through the Division that prepares the next generation of district and state career technical education leaders. It is designed to produce forward-thinking and change-oriented leaders through a three-year professional development program. The program consists of three basic components: (1) CTE governance; (2) policy and advocacy; and (3) personal leadership development.

The Division offers new teacher training in several layers to completely support new teachers who enter the classroom directly from industry. These individuals are issued a three-year nonrenewal limited occupational specialist (LOS) teaching certificate for their first three years in the classroom while earning their standard teaching certificate. Components of the new teacher training program are: (1) Pre-service Academy, which is an online training to instruct new teachers in Idaho's teacher standards, (2) First Camp and First Camp OA (occupational analysis), (3) prescribed teacher training offer through three different formats/platforms, which the new teachers can choose, and (4) a mentoring and coaching program. The teacher training program consists of:

1. Pre-service Academy: This self-paced program is offered completely online. It instructs new teachers in the foundational standards for Idaho teachers.

2. First Camp and First Camp OA: First Camp is a four-day intensive training intended to cover many of the "firsts" of a new teacher's experience. It embarks on the topics they will learn in more depth through their teacher training such as pedagogy, classroom management, instructional planning, and so forth. First Camp OA is a training offered during their second year intended to cover occupational analysis to help new teachers take the content they know from their industry background and turn it into curriculum.

3. Teacher training: New teachers complete a training program of their choice to learn about the learner, pedagogy, classroom management, planning for instruction, and other necessary components of teaching. One option is to complete 12 credits of prescribed university coursework. Another option is to participate in the InSpIRE Ready! program, which is underwritten by the Division. InSpIRE Ready! stands for Industry Specialist Integrating Real-world Experience. Secondary teachers complete the Non-traditional Teacher Preparation Program offered through the College of Southern Idaho. Postsecondary teachers complete a prescribed list of courses offered through CTE Learn, which is the education arm of the Association for Career Technical Education (ACTE).

4. Mentor program: During the first three years while teachers are awarded a three-year LOS certificated. The Division provides a mentor/coach who observes their teaching at least once per semester, provides feedback and coaching, and helps them through their certification process. Mentors are not evaluative, only supportive.

The Division hosts an annual summer conference that provides workshops in broad, overlapping areas such as CTE and academic integration, linking secondary and postsecondary education, workforce development, career advising, quality program improvement, program promotion and management, and current industry-based skill standards.

The Division works with organizations that focus on support for special populations to help identify and eliminate barriers for special populations to participate in CTE programs.

C. FISCAL RESPONSIBILITY

- 1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—
 - a. Each eligible recipient will promote academic achievement;
 - b. Each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and
 - c. Each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)
- 2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—
 - a. Among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and
 - b. Among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)
- 3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)
- 4. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.
- 5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

- 6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—
 - a. Include a proposal for such an alternative formula; and
 - b. Describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

- 7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—
 - a. Include a proposal for such an alternative formula; and
 - b. Describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

- 8. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

1.

Local applications and CLNAs are two separate documents used to inform projects funded through the Act. Project descriptions and budgets must be submitted on an annual basis and must include information on how needs identified in the CLNA determined which projects to fund. All applications go through a two-step process of approval. Recipients must be approved through a local application.

Applications and CLNAs will be reviewed by Program Quality Managers, the Program Director of Perkins and Methods of Administration, and other Division personnel as applicable. Reviews assess:

- The recipient's qualifying program of study.
- The accuracy of the list of programs of study in the application.
- Presence, accuracy, and reasonableness of the information as required by section 134 of the Act.

Project descriptions and budgets will be reviewed by Program Quality Managers, the Program Director of Perkins and Methods of Administration, and other Division personnel as applicable to determine:

- Connectivity to the application and CLNA.
- Completeness of project.
- Allowability and accuracy of proposed project budgets.

Eligible recipients must offer CTE programs that include rigorous, sequential CTE content aligned with state content standards as applicable to the program area.

Programs of study must meet the Division standards and will be evaluated on a regular basis by Program Quality Managers assigned to one of the seven (7) discipline areas. All secondary concentrators must demonstrate industry-determined levels of proficiency as measured by TSAs.

Postsecondary concentrators demonstrate proficiency through any of the following: earning a microcredential; Basic Technical Certificate; Intermediate Technical Certificate; Advanced Technical Certificate; or an Associate of Applied Science Degree (A.A.S.) Completion of an A.A.S. degree may lead to a Bachelor of Applied Technology Degree (B.A.T.) or Bachelor of Applied Science Degree (B.A.S.).

2.

Funds made available under Section 111 of the Act will be allocated to both secondary and postsecondary and adult career technical education programs. Of the funds available under Section 112(a)(1), 15 percent will be reserved in accordance with Section 112(c). The remaining funds will be allocated 65 percent to secondary education recipients and 35 percent to postsecondary education recipients.

Idaho's allocation of funds to secondary and postsecondary recipients reflects historical data analysis with a basis in career technical education full-time equivalent (FTE) positions funded by both State and Federal agencies.

Idaho encourages any LEA, including public charter schools, not meeting the minimum allocation amount of \$15,000 (Sec. 131(c)(1)) to enter into a consortium with other LEAs for the purpose of meeting the minimum allocation amount. LEAs, in accordance with Section 131(f)(1) of the Act, are encouraged to operate programs that are of sufficient size, scope, and quality to be effective or to participate in a Career Technical Center. Funds distributed to individual LEAs within the consortium must be pooled to meet the minimum allocation requirement. Funds shall be used only for purposes and projects mutually beneficial to all consortium members. Such funds may not be reallocated to individual members of the consortium for purposes or projects benefiting only one member of the consortium.

Waivers of the minimum allocation amount will only be granted in those instances where the LEA has an approved program of study that is of sufficient size, scope, and quality, and can demonstrate they are unable to enter into a consortium agreement. Documentation of the attempt(s) to enter into an agreement will be required. Waivers are based on the LEA's ability to enter into an agreement.

Postsecondary institutions must meet the \$50,000 minimum allocation amount (Sec. 132(c)(1)) to be eligible for Perkins funds.

Allocation amounts are calculated in accordance with section 131(a)-(e). Reserve fund amounts are provided for those districts designated as rural or remote. Values are based on the initial assumption that all local education agencies have a program of study and may be used to help determine if a program of study is appropriate. Final funding distributions are made to local education agencies with an approved program or an approved plan to start a program. Allocations will be updated annually to reflect the Idaho allotment amount as determined by the US Secretary of Education.

3.

Allocations are calculated yearly based on federal and state requirements.

4.

Allocations are calculated yearly based on federal and state requirements.

5.

The Division will update data annually based on the US Census data and state enrollment data to verify eligible local education agencies. This includes local education agencies without geographic borders by using actual enrollment and population data based on a percentage of the local population.

Idaho charter schools may be authorized through the Idaho Public Charter School Commission or authorized by a school district Board of Trustees. Charter schools approved by the Idaho Public Charter School Commission are separate local education agencies with attendance areas that may overlap multiple school district boundaries.

Charter schools authorized by a school district may be identified as separate local education agencies, however, their attendance boundaries fall within the authorizing school district's boundaries. Virtual charter schools are approved by the Idaho Public Charter School Commission and attendance area covers the entire state.

For purposes of Perkins V funds, charter schools authorized by the school district board of trustees are considered to be the same as all other schools within the school district. Charter schools operating approved career technical education programs that are authorized by the Idaho Public Charter School Commission may qualify for separate allocations.

6.

Idaho is not requesting a waiver at this time.

7.

Idaho is not requesting a waiver at this time.

8.

The Division maintains effort in aggregate expenditures and reports these expenditures on the Consolidated Annual Report. The baseline is a continuing level determined annually from the prior fiscal year's appropriation.

D. ACCOUNTABILITY FOR RESULTS

- 1. Identify and include at least one (1) of the following indicators of career and technical education program quality—
 - a. The percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;
 - b. The percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
 - c. The percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of “other” program quality measure(s) is optional for States.

Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

- 2. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

Text Box 6: Statutory Definition of CTE Concentrator

The term ‘CTE concentrator’ means—

- (A) At the secondary school level, a student served by an eligible recipient who has completed at least 2 courses* in a single career and technical education program or program of study; and
- (B) At the postsecondary level, a student enrolled in an eligible recipient who has—
 - (i) Earned at least 12 credits within a career and technical education program or program of study; or
 - (ii) Completed such a program if the program encompasses fewer than 12 credits or the equivalent in total. (Section 3(12) of Perkins V)

* This means that once a student completes 2 courses in a single CTE program or program of study, they are counted as a CTE concentrator.

(Section 3(12) of Perkins V)

- 3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—
 - a. A description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);
 - b. An explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and
 - c. A description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

- 4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).

As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

- 5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)

As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP),² the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.

Text Box 7: Statutory Requirements for Consultation on State Determined Performance Levels

- (B) PUBLIC COMMENT.—
 - (i) IN GENERAL.—Each eligible agency shall develop the levels of performance under subparagraph (A) in consultation with the stakeholders identified in section 122(c)(1)(A).
 - (ii) WRITTEN COMMENTS.—Not less than 60 days prior to submission of the State plan, the eligible agency shall provide such stakeholders with the opportunity to provide written comments to the eligible agency, which shall be included in the State plan, regarding how the levels of performance described

Text Box 7: Statutory Requirements for Consultation on State Determined Performance Levels

under subparagraph (A)—

- (I) Meet the requirements of the law;
 - (II) Support the improvement of performance of all CTE concentrators, including subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and
 - (III) Support the needs of the local education and business community.
- (iii) ELIGIBLE AGENCY RESPONSE.—Each eligible agency shall provide, in the State plan, a written response to the comments provided by stakeholders under clause (ii).

(Section 113(b)(3)(B) of Perkins V)

[2] See page 11 of Committee Report at <https://www.congress.gov/115/crpt/srpt434/CRPT-115srpt434.pdf>.

1.

Idaho has determined the percentage of CTE concentrators graduating high school having attained postsecondary credits as one of the indicators of program quality.

Numerator: The number of CTE concentrators who graduated from high school having attained postsecondary credits in the relevant CTE program of study earned through a dual credit or another credit transfer agreement.

Denominator: The number of CTE concentrators who graduated from high school.

ISEE: Count of CTE concentrators having College Credit issued in their relevant CTE program of study. At this time, the Division is unable to use ISEE data for credits earned since credits could be earned in a variety of classes (ex. Spanish).

SkillStack®: Includes stacked microcredentials through the Board's established credit for prior learning process.

Idaho has also selected the applicable TSA as a measure of student success as a statewide, valid, and reliable assessment that is comparable across the State.

Numerator: The number of CTE concentrators who passed the TSA during the reporting year.

Denominator: The number of CTE concentrators who took the TSA during the reporting year.

The Division will calculate participation rates separately from federal measures. For students that left school or had a schedule change, they will be excluded from the participation rate.

Data Source/Criteria

ISEE: Student demographics (gender, race, special populations)

CTECS (assessment vendor): Provide pass rates, includes retake score.

Idaho does not currently have reliable systems for tracking performance indicators related to recognized postsecondary credential attainment or work-based learning participation. A statewide work-based learning system is in the early stages of development and may provide more opportunities for assessing program quality in the future.

2.

This information is provided in section 5.

3.

In the spring of 2019, the Division began outreach efforts with a discussion of performance measure definitions and the selection of which quality of program measure Idaho would use for secondary concentrators. In October of 2019, based on feedback received from stakeholders, the Division selected postsecondary credits as our quality measure. Measurement Guides were developed in November based on feedback before analyzing baseline data in December. Baseline data includes an average of two to four years of data, depending on the specific measure. Secondary baseline data for academic achievement is dependent upon data entered into the statewide system in compliance with federal and state code, including demographic information.

In January 2020, the Division finalized baseline performance levels and announced the opening of the public comment period by email to stakeholders and posting to the Division website. The Division's winter outreach included a workshop for secondary and postsecondary stakeholders to assist in the review and analysis of their individualized data reports, including a reminder of the timeline for public comment periods for performance levels and the state plan.

In January 2024, the Division updated baseline measures using data collected over the prior three school years (20/21 to 22/23) and proposed State determined performance levels for the next four years. This was announced along with the public comment period as part of the revised State Plan. Secondary and postsecondary programs were provided the proposed baseline measures and given an opportunity to provide additional comment. The Division will be reviewing recipient's individualized reports for the CLNA and disaggregated data analysis.

4.

Comments for the 2024 Idaho State Plan are found in Appendix A.

5.

The Division uses evidence-based research to provide technical assistance to address disparities and gaps in performance.

TRADE ADJUSTMENT ASSISTANCE (TAA)

There are no program-specific state planning requirements for TAA. If the state includes TAA in a Combined State Plan, the state must incorporate TAA in its responses to the common planning elements in sections II, III, IV, and V of the WIOA State Plan requirements instrument.

Has the state incorporated TAA into the sections indicated above?

Yes

JOBS FOR VETERANS' STATE GRANTS

(OMB Control Number: 1293-0017)

Components of the Jobs for Veterans State Grants State Plan

Jobs for Veterans State Grants (JVSG) recipients must provide a four-year state plan as a condition for the receipt of annual funding in accordance with 38 U.S.C. § 4102A(c). This plan must include responses to each of the components below.

A. DESCRIBE HOW THE STATE INTENDS TO PROVIDE EMPLOYMENT, TRAINING, AND JOB PLACEMENT SERVICES TO VETERANS AND ELIGIBLE PERSONS UNDER THE JVSG PROGRAM (I.E., VIRTUALLY AND IN-PERSON).

To improve employment outcomes for veterans and eligible persons, the Idaho Department of Labor (IDOL) deploys JVSG-funded staff statewide in accordance with current USDOL-VETS guidance, including VPL 05-24. IDOL utilizes a Consolidated DVOP/LVER (CODL) service delivery model to deliver the full range of JVSG program activities, ensuring coordinated, equitable access to individualized career services and employer engagement functions across the state in alignment with program intent and federal requirements.

Eight American Job Centers (AJCs) serve as regional hubs: Post Falls, Lewiston, Caldwell, Boise, Twin Falls, Burley, Pocatello, and Idaho Falls. Seven of these offices have permanently stationed JVSG-funded staff. Staff are assigned to locations with higher concentrations of registered veterans and areas supporting Veterans Readiness and Employment (VR&E) services. Veterans Readiness and Employment (VR&E) is a U.S. Department of Veterans Affairs (VA) program that provides employment and rehabilitation services to eligible veterans.

Many veterans and eligible persons access AJC services online. JVSG staff are fully equipped to case manage veterans and eligible persons virtually. Staff also have mobile office kits with two laptops, a printer, and internet capability to assist rural veterans and eligible persons who cannot visit a brick-and-mortar IDOL office.

At point of entry, front desk staff inquire about military service or connection to military service member or veteran. At which time front desk staff ask veterans or eligible persons to complete a screening tool to identify service needs and determine the appropriate referral, including individualized career services provided by JVSG staff or assistance from Employment Services (ES) staff.

If an AJC temporarily lacks on-site JVSG staff and encounters a veteran and eligible person requiring more than core services, AJC staff assess the veteran and eligible person's needs and determine whether to refer them to the nearest available CODL. If the veteran and eligible person cannot access services virtually, AJC staff schedule an appointment for the next rural outreach visit, where the veteran and eligible person receives the same services available at larger offices.

The state maintains a shared internal website that includes all JVSG-related veteran services information and training documentation for department employment services staff. If there is staff turnover or AJCs are temporarily without JVSG staff, IDOL ensures each office has access to

the same information, so veterans and eligible persons receive appropriate quality services in the absence of a JVSG-funded staff member.

JVSG staff provide individualized career services to veterans and eligible persons with employment barriers using a case management framework. Services include working collaboratively with veterans and eligible persons to develop targeted resumes, prepare for interviews, and create effective job search strategies. JVSG staff work closely with Employment Services (ES) staff, who engage employers, support job development activities, and recruit veterans and eligible persons for employment opportunities. Staff maintain information on job-ready veterans and eligible persons for use during employer outreach and review resumes and case management records to support appropriate employer referrals.

IDOL assigns JVSG staff to support service delivery across the state, including the largest labor market area encompassing Boise, Meridian, and Nampa. To maintain access to individualized career services statewide, staff conduct regular outreach to rural areas without permanently stationed JVSG staff, ensuring that veterans and eligible persons with employment barriers have access to individualized career services.

JVSG staff conduct training and workshops to help employers understand veterans and eligible persons unique skills and employment needs. Employers are trained in military terminology and culture and educated on the benefits of hiring veterans and eligible persons.

IDOL has established key partnerships and specialized initiatives in the following areas:

- **Veterans Readiness and Employment (VR&E) Partnership** The Idaho Department of Labor (IDOL) directly supports the partnership established through the Memorandum of Understanding (MOU) between the U.S. Department of Labor (USDOL) and Veterans Readiness and Employment (VR&E). IDOL maintains a collaborative working relationship with VR&E to support eligible veterans' transition to employment. JVSG-funded staff may assist VR&E participants by providing individualized career services and labor market information, in compliance with VPL 01-26, to support vocational and employment outcomes. IDOL and VR&E coordinate efforts to support veterans' successful entry into employment consistent with the objectives of the federal partnership.
- **Homeless Veteran Outreach** IDOL continues developing strategies to reach homeless veterans and those at risk of becoming homeless. JVSG staff actively help support and participate in three Stand Down events throughout the state—Boise, Pocatello, and Post Falls. These events provide much-needed information, assistance, and supportive services to over 1,500 veterans and family members annually. The Boise VA Regional Office administers the Grant Per Diem program, which helps shelter homeless veterans while attending education programs. The VA Homeless Coordinators work closely with JVSG staff to secure employment for participants. These partnerships benefit Idaho veterans significantly. Over recent years, the number and quality of facilities and services for the homeless have improved dramatically in Idaho's most populated area, the Treasure Valley. JVSG staff maintain active partnerships with staff at these facilities to provide individualized career services and employment referrals needed to help veterans break the cycle of homelessness. As these partnerships develop, IDOL plans to participate in service information days at shelters regularly.

- **Native American Veteran Services** Idaho JVSG staff maintain connections with local Native American reservations. Outreach activities are conducted with tribal approval.
 - A JVSG staff member located near the Shoshone Bannock reservation in Southeast Idaho provides outreach and individualized career services to disabled veterans in tribal lands.
 - In Lewiston, a JVSG staff member works with the Nez Perce Tribe in Lapwai, Idaho. Staff receive referrals from tribal veteran representatives, attend Tribal Homeless Veteran Stand Downs and Tribal Resource Fairs, and maintain an open dialogue with the Tribal Employment Rights Office (TERO).
 - In Post Falls, JVSG staff collaborate with JVSG eligible persons Coordinator representing the Coeur d'Alene Tribe based in Worley, Idaho. Engagement focuses on veteran hiring events, the Stand Down, and other special events.
- **Consolidated Service Delivery Model** Effective October 2025, IDOL transitioned to a consolidated (CODL) service delivery model. Under this model, the agency placed at least one CODL position in each brick-and-mortar American Job Center statewide, with additional CODL positions strategically assigned to locations based on higher general population, greater veteran and eligible persons density, and workload demand. CODL staff perform both DVOP and LVER functions in compliance with 38 U.S.C. §§ 4103A and 4104. These staff maintain focus on providing individualized career services to veterans and eligible persons with employment barriers while also supporting employer outreach, veteran advocacy, and labor market engagement consistent with JVSG statutory and regulatory requirements.

B. LIST THE POPULATIONS TO BE SERVED BY DISABLED VETERANS' OUTREACH PROGRAM (DVOP) AND CONSOLIDATED POSITION STAFF, INCLUDING THE ELIGIBILITY CRITERIA FOR REFERRAL FOR DVOP SERVICES.

IDOL provides comprehensive services to veterans and eligible persons, with special emphasis on those with employment barriers. CODL staff provide individualized career services only to veterans and eligible persons who meet employment barrier criteria or additional priority populations identified in current USDOL-VETS guidance, including VPL 05-24. Veterans and eligible persons who do not meet eligibility criteria receive priority of service through Wagner-Peyser Employment Services, WIOA Title I programs, or other appropriate partner programs.

To receive DVOP individualized career services, an eligible veteran (as defined by 38 U.S.C. § 4211(4)) must:

- Express interest in receiving one or more individualized career services; and
- Have employment barriers, or
- Belong to an additional priority population identified in current guidance.

DVOPs may serve the following populations of veterans per VPL 01-26, VPL 05-24 or current guidance:

- Special Disabled or Disabled Veterans -Special disabled or disabled veterans, as defined in 38 U.S.C. § 4211(1) and (3), are those;

- Who are entitled to compensation (or those who would be entitled to compensation but are not receiving it due to the receipt of military retired pay) under laws administered by the Secretary of Veterans Affairs; or
- Who were discharged or released from active duty because of a service-connected disability.
- Other Eligible Veterans-Other eligible veterans as defined under 38 U.S.C. § 4211(4); eligible veteran means a person who;
 - Served on active duty for a period of more than 180 days and was discharged with other than a dishonorable discharge.
 - Was discharged or released from active duty because of a service-connected disability.
 - As a member of a reserve component under an order to active duty pursuant to section 12301(a), (d), or (g), 12302, or 12304 of title 10, served on active duty during a period of war or in a campaign or expedition for which a campaign badge is authorized and was discharged or released from such duty with other than a dishonorable discharge; or
 - Was discharged or released from active duty by reason of a sole survivorship discharge.
- Additional Priority Populations include;
 - A homeless person, as defined in Sections 103(a) and (b) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11302(a) and (b)), as amended.
 - A recently separated service member, as defined in 38 U.S.C. § 4211(6).
 - An offender, as defined by WIOA Section 3(38), who is currently incarcerated or who has been released from incarceration.
 - A veteran lacking a high school diploma or equivalent certificate.
 - A low-income individual (as defined by WIOA Section 3(36)).
- Additional Eligible Populations include;
 - A veteran between the ages of 18 and 24 years old who possesses limited civilian work history.
 - A Vietnam-era veteran. Vietnam-era veterans are those whose active military, naval, or air service was during the Vietnam era (the period beginning February 28, 1961, and ending May 7, 1975, in the case of a veteran who served in the Republic of Vietnam during that period, and the period beginning August 5, 1964, and ending May 7, 1975, in all other cases).
- Eligible Transitioning Service Members, Spouses, and Caregivers -In annual appropriations acts, Congress has authorized Jobs for Veterans State Grant (JVSG) funding to support services to certain transitioning service members, spouses, and caregivers consistent with VPL 05-24;

- Transitioning members of the Armed Forces who have been identified as in need of individualized career services.
- Members of the Armed Forces who are wounded, ill, or injured and receiving treatment in Military Treatment Facilities (MTFs) or Warrior Transition Units (WTUs); and
- The spouses or other family caregivers of such wounded, ill, or injured members.
- Priority of Service - Priority of service will be provided to all eligible persons at the point of entry in accordance with 38 U.S.C. § 4215 and current guidance

C. DESCRIBE THE ROLES AND RESPONSIBILITIES ASSIGNED TO DISABLED VETERANS' OUTREACH PROGRAM (DVOP) SPECIALISTS, LOCAL VETERANS' EMPLOYMENT REPRESENTATIVE (LVER) STAFF, AND CONSOLIDATED DVOP/LVER POSITIONS BY THE STATE. THESE MUST BE CONSISTENT WITH 38 U.S.C. 4103A AND 4104.

Duties of the DVOP

DVOPs provide individual career services to veterans and eligible persons population outlined in VPL 05-24. These positions provide workforce services to veterans and eligible persons with employment barriers, with primary focus on providing individualized career services to those as described in current guidance. DVOP staff utilize the case management approach to serve veterans and eligible persons with employment barriers and special workforce needs. These services include, but are not limited to:

- Assessment, including documented Individual Employment Plans (IEP) and consistent, continual contact
- Outreach to locate veterans in need of individualized career services
- Counseling, group counseling, and career/vocational guidance
- Referral to supportive or remedial services
- Coordination with Veterans Readiness and Employment (VR&E), WIOA services and other partner programs as appropriate
- Referral to job-focused and outcome-driven training and certification
- Job development services
- Referral to employment opportunities

Duties of the LVER

The Local Veterans Employment Representative (LVER) must perform only the duties outlined in 38 USC 4104(b), which states that the LVER's principal duties are to;

- Conduct outreach to employers in the area to assist veterans and eligible persons in gaining employment, including conducting seminars for employers and, in conjunction with employers, conducting job search workshops and establishing job search groups; and

- Facilitate employment, training, and placement services furnished to veterans and eligible persons in a state under the applicable state employment service delivery systems.

LVERs promote the advantages of hiring veterans and eligible persons to employers, employer associations, and business groups. When employer outreach is conducted by a state "business services team" or similar entity, the LVER must be included as a member of that team. As advocates for all veterans and eligible persons served by the AJC in conjunction with business, industry, and other community-based organizations, LVERs participate in appropriate activities such as:

- Planning and participating in job and career fairs
- Conducting employer outreach and carrying a DVOP-produced list of job-ready veterans and eligible persons
- In conjunction with employers, conducting job searches and workshops, and establishing job search groups
- Coordinating with unions, apprenticeship programs, and businesses or business organizations to promote and secure employment and training programs for veterans and eligible persons
- Informing federal contractors of the process to recruit qualified veterans and eligible persons
- Promoting credentialing and licensing opportunities for veterans and eligible persons
- Coordinating and participating with other business outreach efforts
- Educating employers about IdahoWorks, a system that allows employers to post job openings and search for veterans and eligible persons resumes
- Making employers aware of the HIRE Vets Medallion program and Work Opportunity Tax Credit

Duties of the Consolidated CODL Position

The consolidated position has the same roles and responsibilities as the DVOP and LVER positions listed above. Time allocation between DVOP and LVER functions is flexible and based on workload demand and local area need. CODL positions may be assigned on a full-time or part-time basis.

D. DEMONSTRATE THE MANNER IN WHICH DVOP, LVER AND CONSOLIDATED DVOP/LVER STAFF ARE INTEGRATED INTO THE STATE'S EMPLOYMENT SERVICE DELIVERY SYSTEMS OR AMERICAN JOB CENTER (AJC). THIS DEMONSTRATION SHOULD SHOW ACTIVE ENGAGEMENT BETWEEN JVSG AND OTHER AJC STAFF, SUCH AS THROUGH PARTICIPATION IN STAFF MEETINGS AND CROSS-TRAINING OPPORTUNITIES.

To initiate services through the One-Stop system, all eligible persons are registered in the IdahoWorks system, IDOL's customer registration and job-matching platform. Because effective job matching depends on accurate customer-provided information, veteran and eligible persons

registration records are routinely reviewed for completeness and updates to experience or skills. Eligible persons needing assistance are contacted by email, telephone, or mail, informed of available services, and invited to engage with the office for further support.

When an eligible person indicates that individualized services are requested, an assessment is conducted, including completion of a veteran intake form, to identify service needs and determine the appropriate level of support. Eligible person whose needs can be met through basic career services are served by Employment Services (ES) staff, while those requesting or identified as needing individualized career services are referred to JVSG staff performing DVOP functions for case management support. JVSG staff regularly participate in ES and WIOA meetings, coordinate referrals to WIOA as appropriate, and maintain a list of job-ready veterans and eligible persons for ES staff to support employment referrals.

All the state's AJC managers have attended NVTI training; all are aware of the role of the DVOP, LVER, and CODL. They promote priority of service for all covered persons, through training and facilitation, in all federally funded programs, primarily Wagner-Peyser and WIOA. All office staff are familiar with the full array of veteran services and are instructed to provide priority of service to all covered persons.

All local offices train non-JVSG-funded staff to refer to the department's internal website to provide basic veterans' information. The IDOL website also has a veterans' link specifically to help self-service veterans navigate job search functions and available services.

Non-JVSG-funded AJC staff are trained to screen customers for veteran status as they arrive. Staff assess career services such as job referral, resume assistance, job search guidance, layoff assistance needs, or more intensive WIOA services. If the assessment indicates a need for more than core services and JVSG eligible person is eligible to meet with a DVOP, they are referred to JVSG staff performing DVOP functions. JVSG staff inform JVSG eligible person of all available services and determine if enrollment in WIOA is beneficial and appropriate. Staff concentrate their efforts on serving veterans and eligible persons with special employment and training needs by focusing on the facilitation of individualized career services through case management.

Other partners are made aware of veteran services available through IDOL's ongoing outreach efforts.

IDOL assigns JVSG staff to perform employer outreach and job development functions in support of veteran and eligible person employment. These staff conduct outreach to local employers, promote job development activities, and market IDOL services with the goal of facilitating employment opportunities for veteran and eligible person. Some JVSG staff perform employer outreach functions on a part-time basis while also carrying out other JVSG service delivery responsibilities. Staff collaborate with partner organizations to jointly host job search workshops, hiring events, and other employer-focused activities in local offices. During these activities, staff promote qualified veteran and eligible person to employers using IDOL marketing materials.

JVSG staff periodically visit employers within their areas of responsibility to explain the benefits of using IDOL services, highlight the advantages of hiring veterans and eligible persons, and promote the availability of a job-ready pool of qualified veterans and eligible persons. Staff also

participate in quarterly employer committee meetings hosted by AJCs across the state to promote veteran and eligible persons hiring. Through these activities, IDOL works to understand employer practices and tailor department services to meet employer needs.

JVSG staff work closely with Employment Services (ES) staff to promote the hiring of veterans and eligible persons by private and public employers. During employer outreach visits, staff inform employers about IDOL services available to support veteran and eligible persons employment, including individualized career services. ES staff also help build employer awareness of JVSG services and coordinate with JVSG staff to support veterans and eligible persons job development activities. This coordinated approach supports the creation of employment opportunities for veterans and eligible persons.

Staff regularly distribute eligible person and employer information packets to employers, either electronically or in person. These materials highlight the benefits of hiring eligible person and encourage employers to post job openings through IDOL systems, allowing employers to connect with eligible person who have expressed interest in their industry.

E. DESCRIBE THE STATE'S PERFORMANCE INCENTIVE AWARD PROGRAM TO ENCOURAGE INDIVIDUALS AND/OR EMPLOYMENT SERVICE OFFICES TO IMPROVE AND/OR ACHIEVE EXCELLENCE IN THE PROVISION OF SERVICES TO VETERANS, INCLUDING:

1. THE NOMINATION AND SELECTION PROCESS FOR ALL PERFORMANCE INCENTIVE AWARDS TO INDIVIDUALS AND/OR OFFICES;

This award shall be used in accordance with VPL 01-24 and Title 38 U.S.C. § 4102A(c) or the most recent guidance from USDOL-VETS. The objective of the JVSG cash incentive award program, known as Veterans Service Performance Incentive Award Program, is to recognize, promote, and reward exceptional performance in the provision of service to veterans and eligible persons within the context of statutes and regulations. The award program creates awareness and interest regarding the importance of providing high-quality outreach and services for veterans and eligible persons and promoting an environment that fosters continuous improvement in the broad-spectrum encompassing service delivery to veterans and eligible persons. The award system shall continue to operate as defined in the applicable State Plan and as approved by USDOL.

The state anticipates that individuals and teams will recognize the value of the awards program and develop a healthy sense of competition within the agency that supports a team esprit de corps designed to sharpen service delivery to eligible persons. Incentive awards shall be expended up to and including one percent of the total grant amount for the fiscal year, which is set aside by the fiscal department of IDOL solely for this purpose. The individual amounts awarded shall be determined based on a percentage of the total award amount available for that fiscal year (not to exceed one percent of the state's total fiscal year allocation or the most current USDOL guidance on grant-funded incentive award amounts).

- Eligibility Criteria
 - Veterans Service Performance Awards will be presented to eligible employment service offices that demonstrate exceptional service to veterans and eligible persons, including specific activities or initiatives that promote successful employment of veterans and eligible persons. Nominations must detail the

activities that meet this aim and may also include descriptions of how the office achieved one or more of the following:

- System improvements that result in improved services for veterans and other eligible persons under JVSG
 - Outstanding case management on behalf of JVSG participants
 - Exceptional effort expended to assist a homeless veteran, formerly incarcerated veteran, or other hard-to-place JVSG participant
 - Activities that led to improved performance, reduced time or cost, or promote collaboration around service to veterans and eligible persons
 - Outstanding outreach or placement efforts on behalf of veterans and eligible persons and JVSG participants
 - Extraordinary community relations efforts to increase awareness of veterans' issues
 - Development of a program, for which the impact may not be directly measurable (i.e., resume skills building program), targeted to support veterans and eligible persons
- Selection and Award Process
 - The solicitation for nominations shall be published in IDOL's monthly newsletter each March. The application must be completed, signed, scanned, and sent to the State Veterans Coordinator by April 1 of each grant year. Each nomination will be screened to ensure the recipient is eligible to receive the award under state and department merit award policies.
 - The State Veterans Coordinator will convene an award review committee of not less than five members of the agency to include one area manager, two office managers, one central office employee, and one ES staff member to review nominations and make award recommendations to the division administrator. Nominations will be scored based on information provided in response to the seven questions on the nomination form and may use a scoring rubric established by the State Veterans Services Coordinator. After review by the division administrator, award recommendations will be forwarded to the Director by April 17 of each calendar year. The Director will have final approval of awardees.
 - Winners will be announced in May of that year, with the distribution of awards to take place in July of that year.
 - IDOL will provide an annual incentive award report in accordance with VPL 01-24 or the most current policy guidance on this subject.

2. THE APPROXIMATE NUMBER AND VALUE OF CASH AWARDS USING THE ONE PERCENT INCENTIVE AWARD ALLOCATION;

Idaho elects to use one percent of the Jobs for Veterans State Grant (JVSG) allocation to provide cash performance awards to eligible employment service offices. The IDOL has a team-centric vision that allows all members to strive for excellence in all aspects up to and including serving our nation's veterans. The cash awards will go to the top two or three offices, depending upon funding availability. This is the reasoning behind awarding the cash incentive awards to the top two or three highest performing eligible employment service offices, the team performs together, and the team is awarded together. The awards program is intended to encourage and incentivize the improvement and modernization of employment, training, and placement services for veterans, and recognize eligible employment service offices for excellence in the provision of such services, or for having made demonstrable improvements in the provision of services to veterans.

Award Amounts:

The state shall request one percent of its annual allocation for each year's JVSG grant as performance incentive awards for eligible employment service offices that will be paid in cash.

Eligible Employment Service Office Award amounts if two offices are selected:

- 1st Place Employment Service Office Winner (approximately ½ of the annual allocation)
- 2nd Place Employment Service Office Winner (approximately ½ of the annual allocation)

Eligible Employment Service Office Award amounts if three offices are selected:

- 1st Place Employment Service Office Winner (approximately ⅓ of the annual allocation)
- 2nd Place Employment Service Office Winner (approximately ⅓ of the annual allocation)
- 3rd Place Employment Service Office Winner (approximately ⅓ of the annual allocation)

3. THE GENERAL NATURE AND APPROXIMATE VALUE OF NON-CASH PERFORMANCE INCENTIVE AWARDS TO BE CHARGED TO THE BASE ALLOCATION; AND

Idaho Department of Labor will not charge non-cash incentive awards to the base allocation.

4. ANY CHALLENGES THE STATE MAY ANTICIPATE TO CARRYING OUT A PERFORMANCE INCENTIVE AWARD PROGRAM AS MANDATED BY 38 U.S.C. § 4102A(C). THIS SHOULD INCLUDE ANY STATE LAWS OR POLICIES THAT PROHIBIT SUCH AWARDS, IF APPLICABLE. DESCRIBE THE STATE'S EFFORTS IN OVERCOMING THOSE CHALLENGES.

There are no anticipated challenges in carrying out the performance incentive award.

F. LIST THE PERFORMANCE TARGETS FOR DIRECT SERVICES TO VETERANS PROVIDED BY JVSG STAFF, AS MEASURED BY PARTICIPANTS':

- employment rate in the second quarter after exit from the program;
- employment rate in the fourth quarter after exit; and
- median earnings in the second quarter after exit.

Idaho's JVSG performance targets for direct services are as follows:

Employment Rate 2nd Quarter After Exit: **59%**
Employment Rate 4th Quarter After Exit: **56%**
Median Earnings 2nd Quarter After Exit: **\$7,163**

UNEMPLOYMENT INSURANCE (UI)

(OMB Control Number: 1205-0132)

The Unemployment Insurance (UI) program requires a State Quality Service Plan (SQSP) on a 2-year planning cycle that is a condition of receipt of administrative funding to administer the program. The SQSP is the State's UI performance management and planning process that allows for an exchange of information between Federal and State partners to enhance the UI program's ability to reflect their joint commitment to performance excellence and client-centered services. A formal two-year SQSP is submitted biennially. On the off years, States may be required to modify the SQSP with additional corrective action plans and narrative if they are failing any new performance measures, and they are required to provide updated budget documents, certifications, and assurances. ETA Handbook No. 336, 18th Edition provides detailed guidance for the preparation and submittal of the SQSP and supplemental guidance is provided in an annual UIPL, issued as UIPL 15-19 for the FY 2020 SQSP. The Social Security Act (SSA) sections 302 and 303 authorize the Secretary of Labor to provide funds to administer the UI program and govern the expenditure of those funds. States that choose the option to include UI in a WIOA Combined State Plan will be required to submit their SQSP through the Combined State Plan process. The SQSP must be prepared in accordance to the instructions in ET Handbook 336, 18th Edition and there are no changes to the established SQSP cycle if a State chose to submit their SQSP through the Combined State Plan process.

A. CONTENTS OF A COMPLETE UI SQSP PACKAGE

A complete UI SQSP package includes the following documents, as described in Chapter 1, ETA Handbook 336, 18th Edition:

1. TRANSMITTAL LETTER

A cover letter to the appropriate Regional Office (RO) transmitting all the required SQSP documents.

January 7, 2026

Ms. Tamika Ledbetter
Region 6 Administrator
Employment and Training Administration
United States Department of Labor
90 7th Street, Suite 17-300
San Francisco, CA 94103 -1516

Dear Ms. Ledbetter,

Enclosed is the Idaho Department of Labor's L
fiscal year 2026.

If you have any questions, please contact JoAnna
joanna.henry@labor.idaho.gov .

2. BUDGET WORKSHEETS/FORMS

Budget worksheets/forms and plan for program administration based on projected allocations received from the Federal partner. These forms include Worksheet UI-1 and SF 424, SF 424A and SF 424B. The SF 424A is only required if the State vary the quarterly distribution of base claims activity staff years.

View Burden Statement

Application for Federal Assistance SF-424

* 1. Type of Submission:

☐

Preapplication

☒

Application

☐

Changed/Corrected Application

* 2. Type of Application:

☒

New

☐

Continuation

☐

Revision

* 3. Date Received:

08/23/2025

4. Applicant Identifier:

5a. Federal Entity Identifier:

State Use Only:

6. Date Received by State:

7. State Application

8. APPLICANT INFORMATION:

* a. Legal Name:

Executive Office of the State of Idaho

* b. Employer/Taxpayer Identification Number (EIN/TIN):

d. Address:

* Street1:

317 W Main St

Street2:

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

EMPLOYMENT AND TRAINING ADMINISTRATION

11. Catalog of Federal Domestic Assistance Number:

17.225

CFDA Title:

UNEMPLOYMENT INSURANCE

* 12. Funding Opportunity Number:

FY 2026 BASE ALLOCATIONS

* Title:

FY 2026 BASE ALLOCATIONS - ETA UIPL 15-25 FY 2026 STATE WORKFORCE AGENCY UI RESOURCE PLANNING TARGETS AND GUIDELINES

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

FY 2026 BASE GRANT ALLOCATIONS

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

ID-002

Attach an additional list of Program/Project Congressional Districts if needed.

Add A

17. Proposed Project:

* a. Start Date:

10/01/2025

18. Estimated Funding (\$):

* a. Federal

15,734,654.00

* b. Applicant

0.00

* c. State

0.00

* d. Local

0.00

* e. Other

0.00

* f. Program Income

0.00

* g. TOTAL

15,734,654.00

* 19. Is Application Subject to Review By State Under Executive Order 12372?

☐

a. This application was made available to the State under the Executive Order 12372.

☐

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☒

c. Program is not covered by E.O. 12372.

[View Burden Statement](#)

BUDG

Grant Program Function or Activity (a)		Assistance Listing Number (b)	
1.	FT 2026 BARE ALLOCATIONS - ETR, OPL 15-25 FT 2026 STATE WORKFORCE AGENCY OF RESOURCE PLANNING TARGETS AND GUIDELINES	17.123	\$
2.			
3.			

8. Object Class Categories	(1)
a. Personnel	\$
b. Fringe Benefits	
c. Travel	
d. Equipment	
e. Supplies	
f. Contractual	
g. Construction	
h. Other	
i. Total Direct Charges (Sum of a. thru h.)	

(a) Grant Program	
8.	FY 2026 BAKK ALLOCATIONS - ETA 20PL 15-25 FY 2026 STA AGENCY VI RESOURCE PLANNING TARGETS AND GUIDELINES
9.	
10.	
11.	
12. TOTAL (sum of lines 8-11)	
13. Federal	Total \$
14. Non-Federal	\$
15. TOTAL (sum of lines 13 and 14)	\$
SECTION E - BUDGET EST	
(a) Grant Program	
16.	FY 2026 BAKK ALLOCATIONS - ETA 20PL 15-25 FY 2026 STA AGENCY VI RESOURCE PLANNING TARGETS AND GUIDELINES
17.	

ASSURANCES - NO

Public reporting burden for this collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, reviewing existing information, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Project Director (0418-0182).

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to all Federal awarding agencies. Further, certain Federal awarding agencies may require additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capacity to carry out the project (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller of the United States and, if appropriate, the State through any authorized representative, access to the right to examine all records, books, papers, documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directed standards.

9. Will comply, as applicable, with the provisions of the Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violations of facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazard areas and floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-547).

3. THE STATE PLAN NARRATIVE

State Plan Narrative is a vital element of the SQSP that provides a vehicle for sharing with the Federal partner State-specific efforts that affect the administration of the UI Program. The State Plan Narrative allows the State to describe in a single narrative: a) State performance in comparison to the Government Performance Review Act goals; b) actions planned to correct deficiencies regarding UI programs, UI program reviews and reporting requirements; and c) results of customer satisfaction surveys (optional).

Guidance from USDOL's Unemployment Insurance Program Letter (UIPL) 14-25 directs states with the following instruction regarding the inclusion of their SQSP in their state's WIOA Combined State Plan. Below is the excerpt from the UIPL (pages 11-12) providing states direction on this matter, specifically excluding this section and others from inclusion in the Combined State Plan.

g. **WIOA Combined State Plans.** WIOA provides the option for states to submit a Combined State Plan that includes program plans for mandatory one-stop partners and other programs. Given that the UI program is a mandatory one-stop partner under WIOA, states have the option of including the UI program as part of the Combined State Plan. However, each state must participate in the UI Performs SQSP process whether or not the state decides to include the UI program as part of its Combined State Plan.

If a state chooses to submit a WIOA Combined State Plan with UI as a required partner, the state must incorporate SQSP into the Combined State Plan via the WIOA State Plan Portal at <https://wioaplans.ed.gov/>. Those states must incorporate only the allowable documents for FY 2026 into the Combined State Plan upon ETA's approval of the SQSP, but no later than October 31, 2025.

Because of the sensitive nature of some SQSP documents, **only the following SQSP documents are allowed to be included in the WIOA Combined State Plan:**

- Transmittal Letter
- A list of CAPs (the Alternate year SQSP Overview Page from the SQSP CAPs and Quarterly Reporting Workbook)
- Budget Worksheets/Forms
- Organization Chart
- SQSP Signature Page

4. CORRECTIVE ACTION PLANS (CAPS)

CAPs are expected as a part of the SQSP when State's annual performance does not meet the established criteria for core measures, Secretary's Standards, UI program, assurances, and other program deficiencies identified in the annual SQSP guidance provided by the Department. The CAP must list both specific milestones for key corrective actions or improvement activities, and the completion date for each milestone.

MEASURES/PROGRAMS TO BE ADDRESSED		
Measures/Programs to be Addressed (Each Measure Below is Hyperlinked to the CAP Worksheet)		
B E N E F I T S	First Payment Promptness	
	First Payment Promptness (IntraState 14/21 Days)	
	First Payment Promptness (InterState 14/21 Days)	
	First Payment Promptness (IntraState 35 Days)	
	First Payment Promptness (InterState 35 Days)	
	Nonmonetary Determination Timeliness	
	Nonmonetary Determination Quality - Separations	
	Nonmonetary Determination Quality - Nonseps	
A P P E A L S	Lower Authority Appeals (30 Days)	
	Lower Authority Appeals (45 Days)	
	Average Age of Pending Lower Authority Appeals	
	Average Age of Pending Higher Authority Appeals	
	Lower Authority Appeals Quality	
T A X	New Employer Status Determinations Timelapse	
	Tax Quality (Part A)	No
	Tax Quality (Part B)	The fa
	TPS Sample Reviews	
	Effective Audit Measure	F
	Improper Payments Measure	
	Detection of Overpayments - 3 Year Measure	

5. UI PROGRAM INTEGRITY ACTION PLAN (UI IAP)

The UI IAP outlines the strategies the State will undertake during the planning period regarding the prevention reduction and recovery of UI improper payments.

Guidance from USDOL's Unemployment Insurance Program Letter (UIPL) 14-25 directs states with the following instruction regarding the inclusion of their SQSP in their state's WIOA Combined State Plan. Below is the excerpt from the UIPL (pages 11-12) providing states direction on this matter, specifically excluding this section and others from inclusion in the Combined State Plan.

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- Budget Worksheets/Forms
- Organization Chart
- SQSP Signature Page

6. ORGANIZATIONAL CHART

The organization chart must conform to the requirement for delivery of service through public employment offices, or such other designated providers as the Secretary may authorize; show the State's configuration from the Governor of the State down to the point of Employment Service and UI customer service delivery; and provide sufficient detail to show each organizational unit involved and the title of the unit manager.

IDAHO

Department of Labor

July 1, 2025

559 FTP / 88 Vacant



Revised: June 27, 2025



Idaho Department of Labor
 UI Compliance Bureau - 1760
 Josh McKenna - Administrator
 102.0 FTF / 13 Vacant
 Excluded: August 1, 2025

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Programs to H-1B
Employers

2004-2005
 Program Revisions
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VACANT
in Two Exchanges
Available for the
1994-1995 Season

1999-2000 Chairman
 of the National
 Highway Traffic
 Safety Board

Lynne Simon, Director
 Institute of Management
 Studies
 Tel Aviv

Low Interest Rates
Capable
of Sustaining
Growth 100%

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1. **Business Process Control**
 2. **in the Enterprise**
 3. **Standard Model**
 4. **Key Objectives**

Source: U.S. Census Bureau, "U.S. Census Bureau," <http://www.census.gov>.

Journal of Management Education 32(1)
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in Day Forward
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James Earl Ray
at San Francisco
Federal House
May 1968

The Women
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Learning Objectives
 1. Identify the components of a business plan.
 2. Explain the importance of a business plan.
 3. Describe the steps to develop a business plan.

James L. Long, Esq. was
J.P. for the Town of
Bridgewater, Mass.
(1870-1871)

WUOLAH
At the Entrance
Front of RST 1
(7th Street)

**Journal of the
Academy of
Management
1999, Vol. 43, No. 1, 1-10**

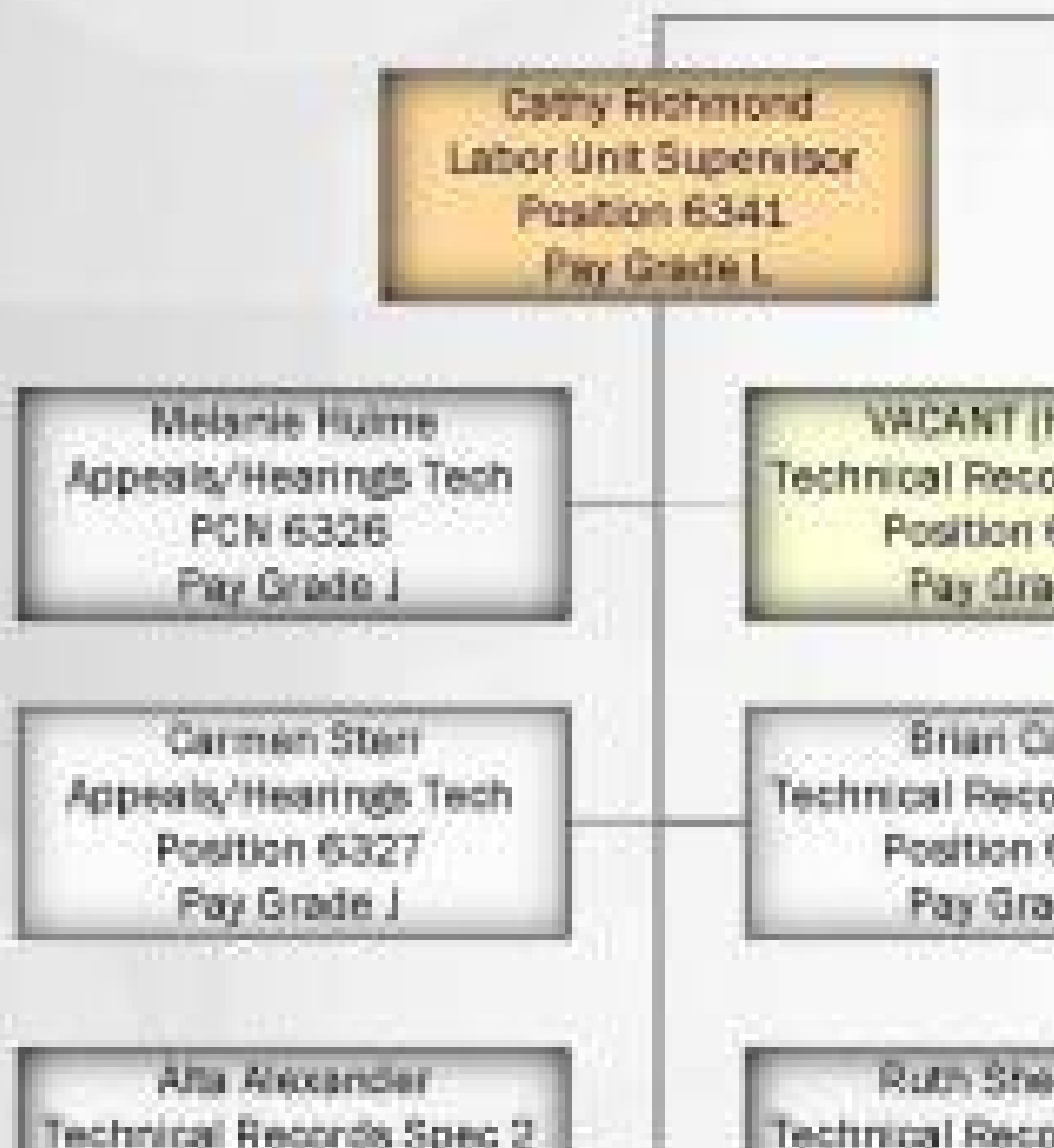
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 Fax 610-398-6000

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 University of Illinois
 Champaign, IL 61824
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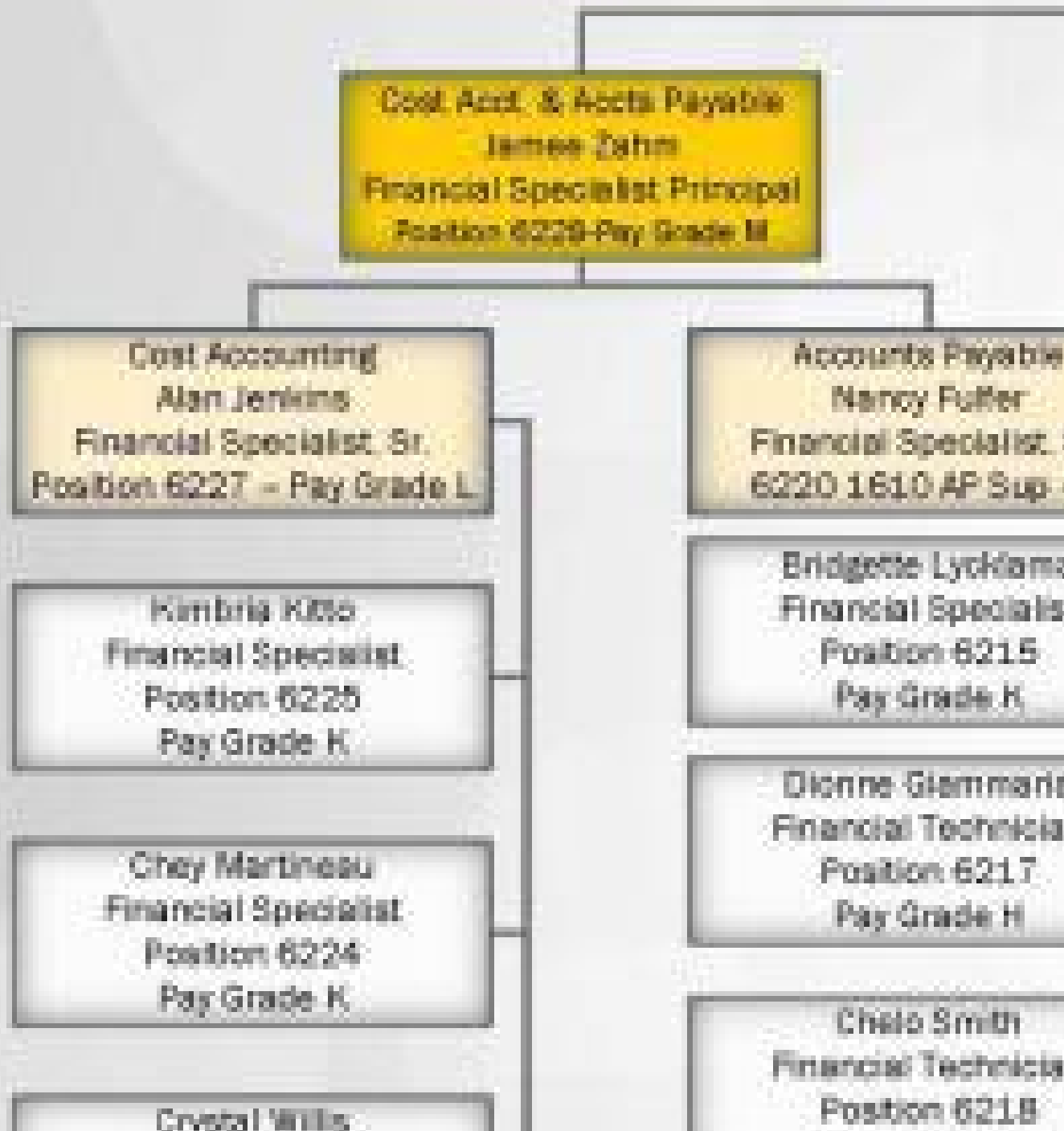
1. **General Information**
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 4. **Methodology**
 5. **Results**
 6. **Conclusion**
 7. **References**
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Idaho Department of Labor
Workforce Administration – 1780
Kristyn Carr – Administrator
22.00 FTP / 7 Vacant
Revised: August 1, 2025



Idaho Department of Labor
Accounting Bureau – 1610
Matt Warnick – Administrator
FTP 32 / 0 Vacant
REVISED: April 14, 2025



Penny Buchanan
Workforce Consultant
Position 6052
Pay Grade J

Jaquetta Bank
Workforce Consultant
Position 6047
Pay Grade J

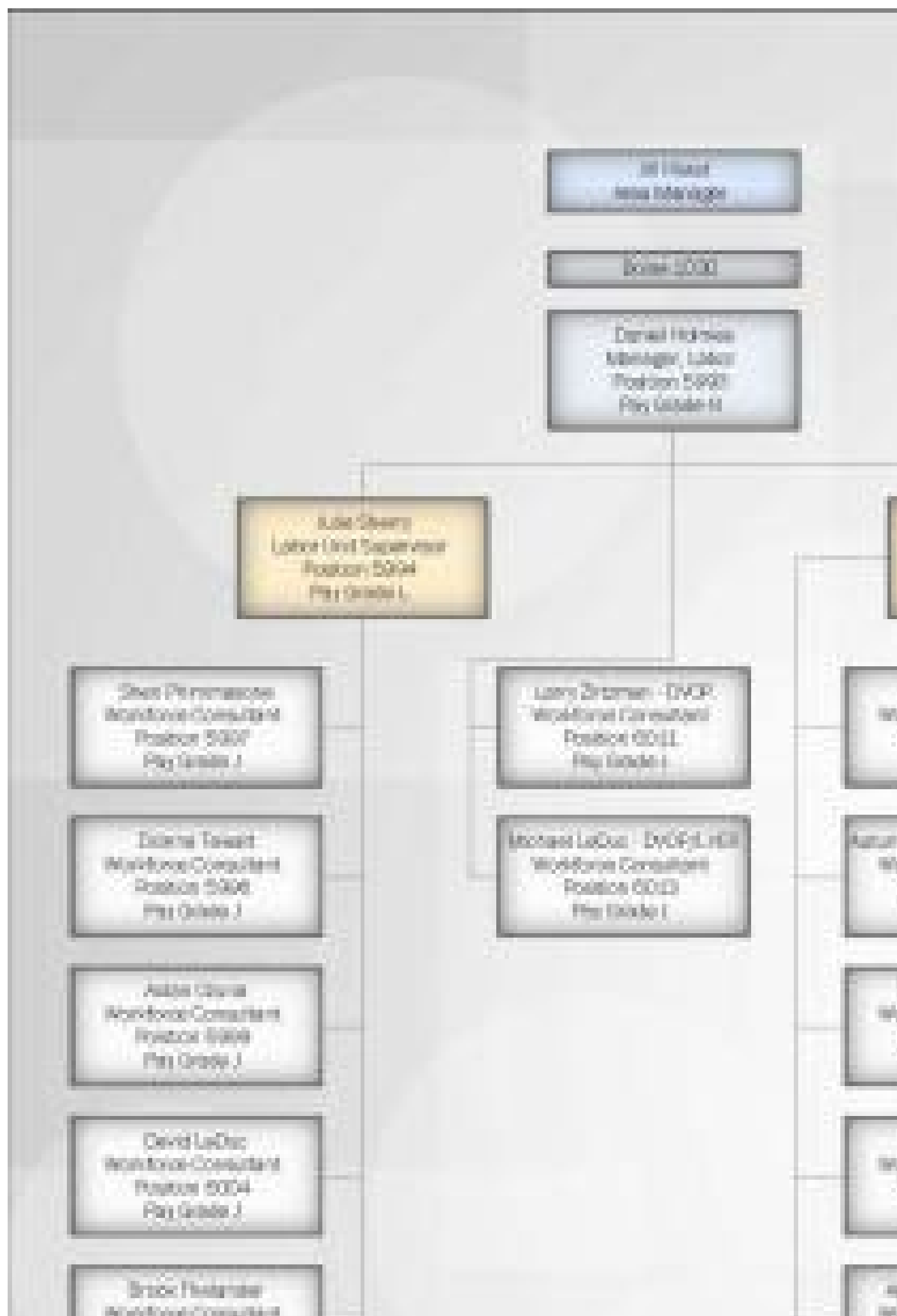
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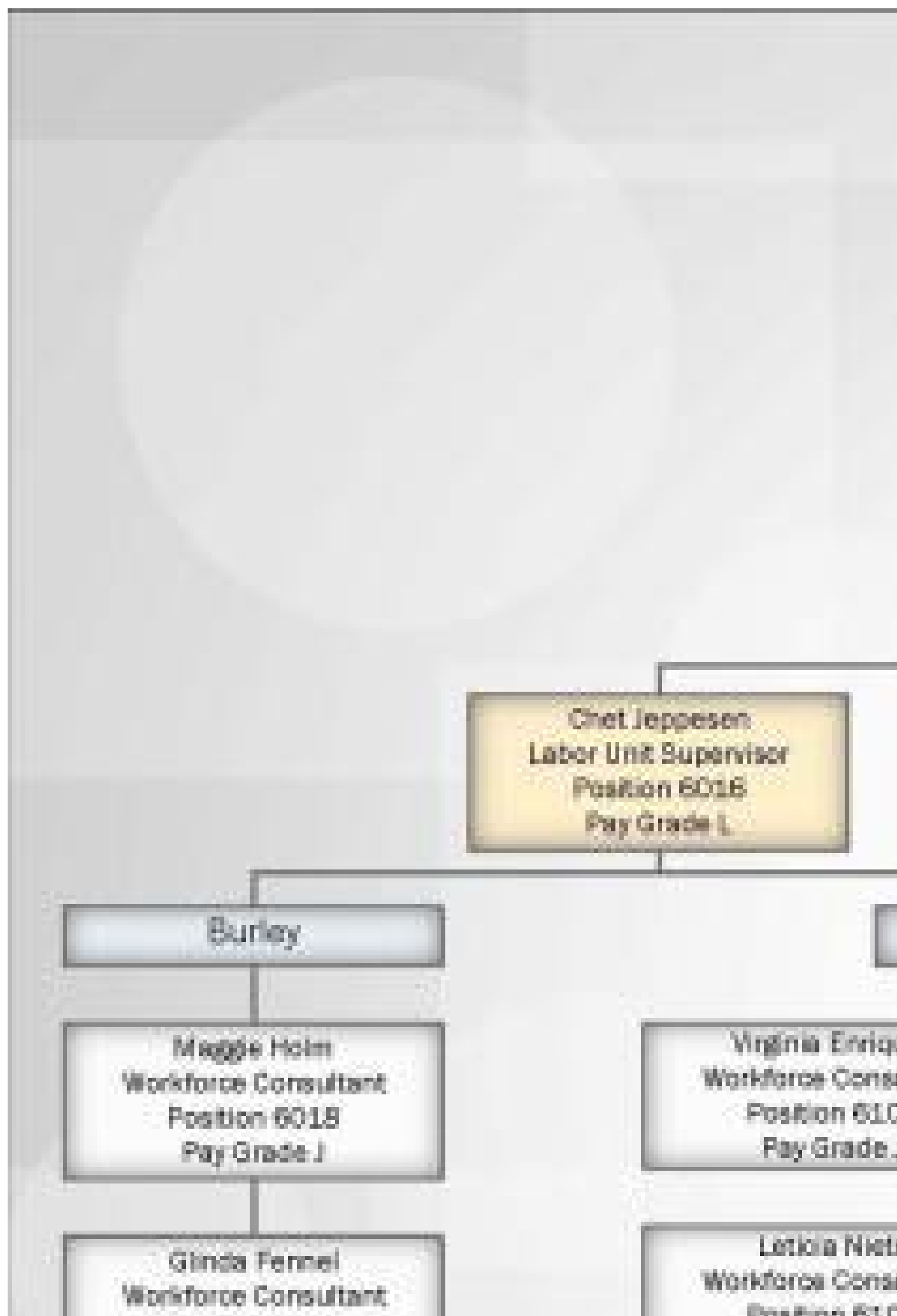
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Brice West - DVOF
Workforce Consultant
Position 6078
Pay Grade J

Monica Jones (Orfino)





Brandy Wirt
Labor Unit Superv
Position 6083
Pay Grade L

Lindsey Morris
Workforce Consultant
Position 6090
Pay Grade J

Jennifer Haeder
Workforce Consultant

Brandon Moffat
Labor Unit Supervisor
Position 6057
Pay Grade L

Alayna Colston (Salmon)
Workforce Consultant
Position 6068
Pay Grade J

Faviola Munio Espinoza
Workforce Consultant

7. SQSP SIGNATURE PAGE

The State administrator must sign and date the SQSP Signature Page. By signing the Signature Page, the State administrator certifies that the State will comply with all the assurances and activities contained in the SQSP guidelines.

Though a State needs to submit the complete SQSP package on a 2-year cycle, there are certain documents contained in the SQSP package which are required to be submitted by States annually as part of the off-year submission. The documents which are required to be submitted annually are considered a modification to the complete SQSP submitted the previous year. Since funds for State UI operations are appropriated each year, each State is required to annually submit the transmittal letter, budget worksheets, organizational chart and the signature page. The modification may also include CAPs for new identified performance deficiencies, and any required modifications to existing CAPs.

Since the UI program is a required one-stop partner, States have the option of including UI in the Combined State Plan authorized by WIOA sec. 103.

U.S. De
SQSP SI

OMB Control No.: 1205-0132

U.S. DEPARTMENT OF LABOR Employment
and Training Administration

UNEMPLOYM
STATE QUALI
SIGNA

This Unemployment Insurance State Quality Service Agreement is entered into by the
Department of Labor, Employment and Training Administration

IDAHO DEPAR
(NAME OF S

The Unemployment Insurance SQSP is part of the
fiscal year, the State agency will adhere to and can
interpreted by the DOL and adhere to the Federal r

All work performed under this agreement will be i
with the following SQSP

B. REQUIREMENTS FOR STATES ELECTING TO INCLUDE UI IN THE COMBINED STATE PLAN

States that elect to include UI in the Combined State Plan must:

1. SUBMIT AN SQSP IN THE FOLLOWING MANNER DEPENDING ON THEIR TIMING IN THE SQSP CYCLE:

A. IF A STATE IS IN THE FIRST YEAR OF THEIR 2-YEAR CYCLE, THE STATE IS REQUIRED TO SUBMIT THE MOST RECENTLY APPROVED COMPLETE SQSP PACKAGE. A COMPLETE SQSP PACKAGE WILL INCLUDE THE TRANSMITTAL LETTER, BUDGET WORKSHEETS/FORMS, STATE PLAN NARRATIVE, CAPS (INCLUDING THE MILESTONES AND THE COMPLETION DATE FOR EACH MILESTONE), THE UI IAP, ORGANIZATIONAL CHART, AND THE SQSP SIGNATURE PAGE. ONE OF THE KEY GOALS FOR THE UI PROGRAM IS TO ENSURE THAT CLAIMANTS ARE ABLE TO SUCCESSFULLY RETURN TO WORK. AS SUCH, THE SQSP STATE PLAN NARRATIVE MUST PROVIDE A DISCUSSION OF THE PLAN COORDINATION WITH OTHER WIOA COMBINED PLAN PROGRAMS TO ENSURE A COORDINATED EFFORT AND INTEGRATED SERVICE DELIVERY.

Idaho is in the first year of the 2-year cycle; as such the required documents are submitted in the appropriate sections as presented in the guidance to states under UIPL 14-25.

B. IF A STATE IS IN THE SECOND YEAR OF THE 2-YEAR CYCLE, THE STATE IS REQUIRED TO SUBMIT THE MOST RECENTLY APPROVED COMPLETE SQSP PACKAGE WITH A MODIFICATION THAT MUST INCLUDE THE TRANSMITTAL LETTER, BUDGET WORKSHEETS/FORMS, ORGANIZATIONAL CHART, AND THE SQSP SIGNATURE PAGE. THE MODIFICATION MAY ALSO INCLUDE CAPS FOR NEW IDENTIFIED PERFORMANCE DEFICIENCIES, AND ANY REQUIRED MODIFICATIONS TO EXISTING CAPS. THE CAP MUST LIST BOTH SPECIFIC MILESTONES FOR KEY CORRECTIVE ACTIONS OR IMPROVEMENT ACTIVITIES, AND THE COMPLETION DATE FOR EACH MILESTONE.

Idaho is in the first year of the 2-year cycle; as such the required documents are submitted in the appropriate sections as presented in the guidance to states under UIPL 14-25.

2. SUBMIT THE REQUIRED OFF-YEAR SQSP COMPONENTS AS A MODIFICATION TO THE COMBINED STATE PLAN ON THE SAME CYCLE AS THE REGULAR SQSP PROCESS WHICH MUST BE APPROVED BY SEPTEMBER 30TH EACH YEAR

Idaho is in the first year of the 2-year cycle; as such the required documents are submitted in the appropriate sections as presented in the guidance to states under UIPL 14-25.

SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

(OMB Control No. 1205-0040)

A. ECONOMIC PROJECTIONS AND IMPACT

1. DISCUSS LONG-TERM PROJECTIONS FOR JOBS IN INDUSTRIES AND OCCUPATIONS IN THE STATE THAT MAY PROVIDE EMPLOYMENT OPPORTUNITIES FOR OLDER WORKERS. (20 CFR 641.302(D)) (MAY ALTERNATIVELY BE DISCUSSED IN THE ECONOMIC ANALYSIS SECTION OF STRATEGIC PLAN.)

The ICOA's long term senior employment strategies focus on the Workforce Development Council's main industry sectors, primarily Professional and Business Services, Health Care and Social Assistance Services, and Leisure and Hospitality. Below are the number of jobs per targeted industry mentioned above and the growth over the past 10 years.

SCSEP Table 1: Workforce Development Council's Target Industries

Sectors	2014	2024	2014-2024 Difference	Growth
Health Care and Social Assistance	82,500	119,400	36,900	44.7%
Professional, Scientific and Technical Services	31,900	53,500	21,600	67.7%
Leisure and hospitality	65,900	94,200	28,300	42.9%
Arts, Entertainment, & Recreation	9,700	15,700	6,000	61.9%
Accommodation & Food Services	56,200	78,500	22,300	39.7%

Source: 2026 WIOA Analysis / U.S Bureau of Labor Current Employment Statistics (CES)

The occupations identified as high demand provide the data needed for ICOA and Easterseals-Goodwill to develop and recruit specific organizations to consider employing individuals 55+. The Top Five Occupations typically requiring a high school education or less for entry, Idaho, 2022-2032 by annual openings are identified below.

SCSEP Table 2: Top Five Occupations typically requiring a high school education or less for entry, Idaho, 2022-2023 by Annual Openings

Source: Idaho Department of Labor, Research and Communications

Title	Avg. annual openings	2023 annual avg.
Retail salespersons	10,187	\$3
Cashiers	4,459	\$2
Fast food and counter workers	4,236	\$2
Waiters and waitresses	3,222	\$2
Customer service representatives	2,786	\$3
		\$3

2. DISCUSS HOW THE LONG-TERM JOB PROJECTIONS DISCUSSED IN THE ECONOMIC ANALYSIS SECTION OF STRATEGIC PLAN RELATE TO THE TYPES OF UNSUBSIDIZED JOBS FOR WHICH SCSEP PARTICIPANTS WILL BE TRAINED AND THE TYPES OF SKILL TRAINING TO BE PROVIDED. (20 CFR 641.302(D))

SCSEP Table 3: High Demand Jobs and Active Training Host Sites

Host Agency Types	Number of Active Sites	High Demand Skill Sets
Social Assistance	18	Customer Service Representatives, Office Clerks, Administrative Assistants
Stores	4	Customer Service Representatives, Office Clerks, Administrative Assistants, Maintenance and Repair Workers
Meal Sites/Food Banks	1	Customer Service

Host Agency Types	Number of Active Sites	High Demand Skill Sets
		Representatives, Office Clerks, Administrative Assistants

Source: Grantee Performance Management System (GPMS), Idaho SCSEP

In addition, SCSEP participants have access to online training certifications for Customer Service Representative, Essential Entry-Level Workplace and Clerical Skills, Supervisor/Manager, Essential Entry-Level Work Skills, Essential Medical Office Skills, Administrative Assistant, and Sales Representative.

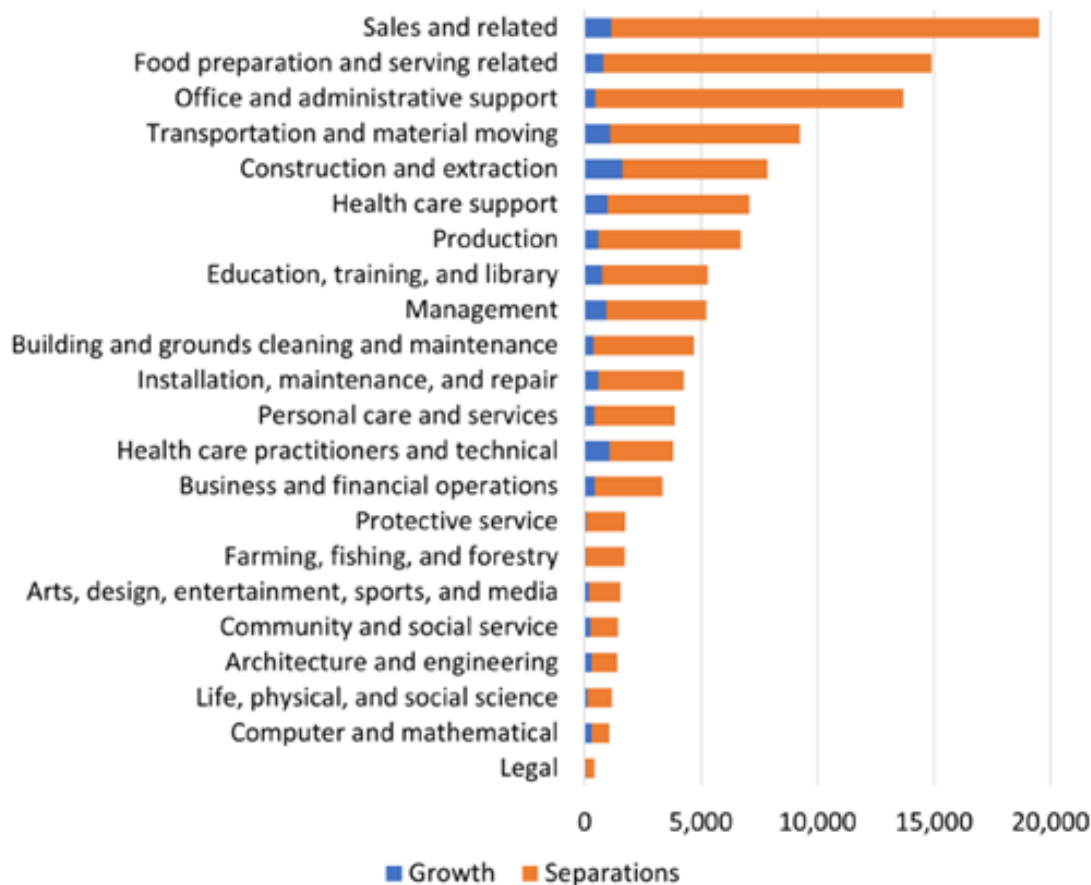
3. DISCUSS CURRENT AND PROJECTED EMPLOYMENT OPPORTUNITIES IN THE STATE (SUCH AS BY PROVIDING INFORMATION AVAILABLE UNDER §15 OF THE WAGNER-PEYSER ACT (29 U.S.C. 491-2) BY OCCUPATION), AND THE TYPES OF SKILLS POSSESSED BY ELIGIBLE INDIVIDUALS. (20 CFR 641.325(C))

In 2020, health care and social assistance provided 109,395 jobs. Over the long term, the health care and social assistance sector is projected to add the newest jobs at 23,156. The aging workforce and in-migration of retirees will continue to drive significant growth in this sector. Social assistance is projected to add 2,639 jobs, growing 16 percent, as more individuals and families are seeking counseling, services for the elderly and disabled, assistance with retraining, emergency food and shelter, and day care services. The growth and aging of Idaho's population will foster this industry's growth. Idaho's health care will grow about 21 percent between 2020 and 2030. Its rapid growth has led to shortages in many health care occupations.

Employment in the Arts, Entertainment & Recreation industry provided 76,748 jobs in 2020 and is projected to add 1,482 new jobs by 2030. This industry includes amusement, gambling, recreation, performing arts, spectator sports, and museums/historic sites. Idaho's population and economy are expected to see continued growth, and many of those moving to the state are over the age of 65. The workforce participation rate of this group is just 17.7%, providing an opportunity for employers to leverage these individuals for unfilled jobs. However, employers may need to modify their work environments or address accessibility issues to retain older workers. Idaho's workforce system can help by educating employers on the benefits of hiring older workers and the workplace practices that would be desirable to older workers.

The Idaho Department of Labor projects a total of about 120,000 openings each year due to growth and separations from 2022 – 2032. Figure 1 and Table 4 below show the projected annual openings for major occupation groups, with sales, food service and administrative jobs dominating projections.

SCSEP Figure 1: Projected annual openings due to growth and separations, Idaho, 2022-2032



Source: Idaho Department of Labor, Research and Communications & Idaho WIOA PY 2024 - 2027

SCSEP Table 4. Current and Projected Employment Opportunities for SCSEP Eligible individuals

Source: Idaho Department of Labor; 2024

Occupational Code and Title		Employment Projection		Change, 2022-2032			Projected Annual Openings
		Number		Number	Percentage	Annual	
		2022	2033				
35-3023	Fast Food and Counter Workers	16,625	18,682	2,057	12.4%	1.2%	4,236
41-2011	Cashiers	22,535	23,083	548	2.4%	0.2%	4,459
41-2031	Retail Salespersons	62,656	69,114	6,458	10.3%	1.0%	10,187
43-4051	Customer Service Representative	19,551	20,510	959	4.9%	0.5%	2,786

B. SERVICE DELIVERY AND COORDINATION

1. A DESCRIPTION OF ACTIONS TO COORDINATE SCSEP WITH OTHER PROGRAMS. THIS MAY ALTERNATIVELY BE DISCUSSED IN THE STATE STRATEGIES SECTION OF THE STRATEGIC PLAN, BUT REGARDLESS OF PLACEMENT IN DOCUMENT, MUST INCLUDE:

A. PLANNED ACTIONS TO COORDINATE ACTIVITIES OF SCSEP GRANTEES WITH WIOA TITLE I PROGRAMS, INCLUDING PLANS FOR USING THE WIOA ONE-STOP DELIVERY SYSTEM AND ITS PARTNERS TO SERVE INDIVIDUALS AGED 55 AND OLDER. (20 CFR 641.302(G), 641.325(E))

Strategy: ICOA collaborated with one-stop partners to develop a Memorandum of

Understanding outlining roles and responsibilities. ICOA will continue to uphold the statutes developed in the MOU for the upcoming WIOA State Plan.

Planned Actions:

- This Memorandum of Understanding includes referral information between SCSEP, the Idaho Department of Labor, the Idaho Division of Vocational Rehabilitation, the Idaho Commission for the Blind and Visually Impaired, the Idaho Division of Career and Technical Education, and the Department of Health and Welfare.

- IDOL will plan to provide Adult and Dislocated Worker Program training to ICOA's SCSEP contractor.
 - ICOA has built the agreement roles and responsibilities into statewide contractor reviews. These reviews will be conducted on an ongoing basis between ICOA and its subrecipient, Easterseals-Goodwill.

B. PLANNED ACTIONS TO COORDINATE ACTIVITIES OF SCSEP GRANTEES WITH THE ACTIVITIES BEING CARRIED OUT IN THE STATE UNDER THE OTHER TITLES OF THE OLDER AMERICANS ACT (OAA). (20 CFR 641.302(H))

Strategy: ICOA will continue coordinating employment resource sharing between ICOA's SCSEP contractor and the Area Agencies on Aging's (AAAs).

Planned Actions:

- SCSEP participants can participate in services and/or gain information available through their local AAA's such as administrative assistants, food service, health care, housing, recreation, libraries, and social service agencies.
- ICOA's SCSEP contractor will provide eligibility training and establish referral protocols with the AAAs and coordinate regional resources and outreach activities. Training can be conducted by ICOA and/or ESGW staff.

C. PLANNED ACTIONS TO COORDINATE SCSEP WITH OTHER PRIVATE AND PUBLIC ENTITIES AND PROGRAMS THAT PROVIDE SERVICES TO OLDER AMERICANS, SUCH AS COMMUNITY AND FAITH- BASED ORGANIZATIONS, TRANSPORTATION PROGRAMS, AND PROGRAMS FOR THOSE WITH SPECIAL NEEDS OR DISABILITIES. (20 CFR 641.302(I))

Strategy (Private Agencies): ICOA will coordinate information sharing with the following WIOA Advisory Groups for resource sharing and outreach via phone, email, and/or in-person meetings:

- Title I - Adult, Dislocated, and Youth Programs
- Title II - Adult Education and Family Literacy Programs
- Title III - Wagner-Peyser/Employment Services
- Title IV-Vocational Rehabilitation

- Vocational Rehabilitation Services in Idaho are provided through two agencies: The Idaho Division of Vocational Rehabilitation and the Idaho Commission for the Blind and Visually Impaired
- Combined Plan Partner - Jobs for Veterans State Grant Program
- Combined Plan Partner - Trade Adjustment Program
- One-Stop Partner - Unemployment Insurance
- One-Stop Partner - Carl D Perkins and Career-Technical Education
- One-Stop Partner - Community Development Block Grant
- One-Stop Partner - TANF & SNAP
- One-Stop Partner - Idaho Commission for the Libraries

Additional collaboration will be coordinated with ICOA's stakeholders such as, but not limited to: senior meal sites, home delivered meal services, tribal leaders, Commodity Supplemental Food Program (CSFP) partners, and other AAA-contracted programs

Planned Actions:

- ICOA will plan to collaborate with WIOA Advisory Group partners to share information about the SCSEP program within their internal and external stakeholders
- ICOA will connect ESGW's employment specialists and/or other support staff with ICOA's six contracted Area Agencies on Aging (AAA) across the state to conduct training about SCSEP. Additionally, ICOA will refer
- ICOA's SCSEP contractor will provide training in regards to conducting referrals to WIOA partners and the Centers for Independent Living. This training will focus on referral coordination and meeting participants' supportive service needs, such as, transportation, caregiver support, congregate meals and health promotions.

D. PLANNED ACTIONS TO COORDINATE SCSEP WITH OTHER LABOR MARKET AND JOB TRAINING INITIATIVES. (20 CFR 641.302(J))

Strategy: Through collaboration with the State WIOA Advisory Group (IDOL, Division of Career Technical Education, Vocational Rehabilitation, Commission for the Blind and Visually Impaired and ICOA), ICOA will promote job training initiatives through ICOA's SCSEP contractor, the Area Agencies on Aging and the Centers for Independent Living.

Planned Actions:

- ICOA will continue participating in the quarterly State WIOA Advisory Group meetings to ensure strategies are being implemented throughout Idaho.
- ICOA will distribute job training initiatives to local ICOA's SCSEP contractor offices, Area Agencies on Aging and Centers for Independent Living for implementation.

E. ACTIONS TO ENSURE THAT SCSEP IS AN ACTIVE PARTNER IN THE ONE-STOP DELIVERY SYSTEM AND THE STEPS THE STATE WILL TAKE TO ENCOURAGE AND IMPROVE COORDINATION WITH THE ONE-STOP DELIVERY SYSTEM. (20 CFR 641.335)

Strategy: ICOA has worked with the Idaho Department of Labor to develop a standardized Memorandum of Understanding between state organizations and contracted providers.

Planned Actions:

- As needed, ICOA will continue to work with partners to standardize requirements to be incorporated into regional and local Memorandums of Understanding.

F. EFFORTS TO WORK WITH LOCAL ECONOMIC DEVELOPMENT OFFICES IN RURAL LOCATIONS.

Strategy: ICOA's SCSEP contractor will continue to conduct SCSEP outreach to economic development offices located in rural counties with persistent underemployment.

Planned Actions:

ICOA's SCSEP contractor will continue to provide SCSEP outreach to local economic development offices in rural counties with persistent underemployment: Ada and Gem.

2. THE STATE'S LONG-TERM STRATEGY FOR ENGAGING EMPLOYERS TO DEVELOP AND PROMOTE OPPORTUNITIES FOR THE PLACEMENT OF SCSEP PARTICIPANTS IN UNSUBSIDIZED EMPLOYMENT. (20 CFR 641.302(E)) (MAY ALTERNATIVELY BE DISCUSSED IN THE STATE STRATEGIES SECTION OF STRATEGIC PLAN.)

Strategy: To engage employers and promote opportunities for the placement of SCSEP participants, ICOA will focus on WIOA targeted industries highest growth sectors industries (See Table 1 Health Care and Social Assistance, Art and Leisure, Food and Accommodation) and Idaho Department of Labor, Current and Projected Employment Opportunities (See Table 4).

Planned Actions:

ICOA's SCSEP contractor will recruit nonprofit Health Care and Social Assistance organizations to participate as Host Agencies and/or prospective employers and prepare participants to compete for these job positions.

3. THE STATE'S LONG-TERM STRATEGY FOR SERVING MINORITY OLDER INDIVIDUALS UNDER SCSEP. (20 CFR 641.302 (C))

Strategy: ICOA evaluates SCSEP labor and management reports and develops strategies to increase minority participation.

Planned Actions:

ICOA will work with regional one-stop offices and ICOA's SCSEP contractor to address low minority participation as identified in the SCSEP management and USDOL's SCSEP State minority reports.

4. A LIST OF COMMUNITY SERVICES THAT ARE NEEDED AND THE PLACES WHERE THESE SERVICES ARE MOST NEEDED. SPECIFICALLY, THE PLAN MUST ADDRESS THE NEEDS AND

LOCATION OF THOSE INDIVIDUALS MOST IN NEED OF COMMUNITY SERVICES AND THE
GROUPS WORKING TO MEET THEIR NEEDS. (20 CFR 641.330)

Strategy: ICOA will develop strategies connecting individuals who are most in need with community services in the Targeted Industry.

Planned Actions:

ICOA's SCSEP contractor will identify non-profit/governmental Host Agencies to provide individuals, who qualified for the SCSEP program, the training needed to compete for jobs in the Workforce Development Council Targeted Industries. For improved coordination of services, ICOA and ESGW will target Ada and Gem counties.

SCSEP Table 5: Community Job Service Needs

Non-profit or governmental host agencies that meet community service training needs	Targeted Industries
Warehouses (shipping and receiving), thrift stores, correctional industries, restore, Habitat for Humanity	Advanced Manufacturing
Technical Businesses, universities, cities county and state governments, veterinary services	High Tech
Hospitals, home care companies, doctors offices, non-profit clinics (i.e. Terry Reilly)	Health Care
Establishments that operate or provide services to meet cultural, entertainment and recreational interest	Leisure and Hospitality

5. THE STATE'S LONG-TERM STRATEGY TO IMPROVE SCSEP SERVICES, INCLUDING PLANNED
LONG-TERM CHANGES TO THE DESIGN OF THE PROGRAM WITHIN THE STATE, AND
PLANNED CHANGES IN THE USE OF SCSEP GRANTEEES AND PROGRAM OPERATORS TO
BETTER ACHIEVE THE GOALS OF THE PROGRAM. THIS MAY INCLUDE RECOMMENDATIONS
TO THE DEPARTMENT AS APPROPRIATE. (20 CFR 641.302(K))

Strategy: Participate with WIOA partners to align the SCSEP vision and mission with other agencies employment strategies.

Planned Actions:

As part of WIOA's State Plan Advisory Group, ICOA will coordinate SCSEP efforts with one stop offices, develop on the job experience policy, coordinate statewide SCSEP resource training, promote job training initiatives, provide outreach to economic development offices, focus skill development on high job growth sectors, increase participation, and target service needs.

6. THE STATE'S STRATEGY FOR CONTINUOUS IMPROVEMENT IN THE LEVEL OF
PERFORMANCE FOR SCSEP PARTICIPANTS' ENTRY INTO UNSUBSIDIZED EMPLOYMENT, AND

TO ACHIEVE, AT A MINIMUM, THE LEVELS SPECIFIED IN OAA SECTION 513(A)(2)(E)(II). (20 CFR 641.302(F))

Strategy: ICOA works closely with the SCSEP contractor to meet or exceed “Employment Rate – 2nd Quarter after Exit” and “Employment Rate – 4th Quarter after Exit” levels. In the most recent program years (2023 and 2024), ICOA achieved the following rates:

PY 2023:

- Employment Rate – 2nd Quarter after Exit: 15.4%
- Employment Rate – 4th Quarter after Exit: 14.3%

PY 2024

- Employment Rate – 2nd Quarter after Exit: 55.6%
- Employment Rate – 4th Quarter after Exit: 11.1%

Planned Action:

- ICOA monitors the SCSEP contractor quarterly performance reports and develops strategies to meet USDOL’s annual goals.

C. LOCATION AND POPULATION SERVED, INCLUDING EQUITABLE DISTRIBUTION

1. A DESCRIPTION OF THE LOCALITIES AND POPULATIONS FOR WHICH PROJECTS OF THE TYPE AUTHORIZED BY TITLE V ARE MOST NEEDED. (20 CFR 641.325 (D))

Strategy: ICOA’s SCSEP contractor will meet the Equitable Distribution levels set by USDOL.

Planned Action: ICOA uses the USDOL’s Equitable Distribution level and determines the underserved areas to be targeted by the SCSEP contractor.

2. LIST THE CITIES AND COUNTIES WHERE THE PROJECT WILL BE CONDUCTED. INCLUDE THE NUMBER OF SCSEP AUTHORIZED POSITIONS AND INDICATE WHERE THE POSITIONS CHANGED FROM THE PRIOR YEAR.

- USDOL sends each SCSEP state grantee their respective data for equitable distribution. ICOA will use this data when it becomes available annually by USDOL. Idaho’s SCSEP program narrowed its service area to Ada and Gem counties because of limited federal funds and administrative capacity. By concentrating resources, ICOA and Easterseals-Goodwill, can better serve the highest-need areas. The positions did not change from the prior year.

SCSEP Table 8: SCSEP Authorized Positions by County

Idaho Authorized Positions (PY 2024/25)		Allocated Authorized
Ada County	41	41
Gem County	2	2

Idaho Authorized Positions (PY 2024/25)		Allocated Authorized
Total	43	43

3. DESCRIBE CURRENT SLOT IMBALANCES AND PROPOSED STEPS TO CORRECT INEQUITIES TO ACHIEVE EQUITABLE DISTRIBUTION.

Strategy: ICOA will continue adhering to the developed policy to meet the USDOL's equitable distribution level and focus on increasing enrollment in the underserved areas. Focusing on two counties will offer several strategic advantages.

Planned Action:

- Adhere to SCSEP policy that sets maximum participation levels and transition from overenrolled areas to underserved.
 - ICOA will work closely with the current national SCSEP grantee, Easterseals-Goodwill, to negotiate swaps for participant slots, if needed.

4. THE STATE'S LONG-TERM STRATEGY FOR ACHIEVING AN EQUITABLE DISTRIBUTION OF SCSEP POSITIONS WITHIN THE STATE THAT:

A. MOVES POSITIONS FROM OVER-SERVED TO UNDERSERVED LOCATIONS WITHIN THE STATE IN COMPLIANCE WITH 20 CFR 641.365.

Strategy: ICOA will analyze the state equitable distribution to determine the need to move authorized positions from the state to the federal program or vice versa.

Planned Action:

For counties in which there are underserved and/or overserved participants, ICOA will work with the federal SCSEP contractor in Idaho to determine if a position transfer would allow both programs to meet USDOL's goals. (Note: the current state and federal SCSEP contractor in Idaho is Easterseals-Goodwill. This relationship ensures that transfers between state and federal participants, or vice versa, are executed in a coordinated manner).

B. EQUITABLY SERVES RURAL AND URBAN AREAS.

Strategy: ICOA will ensure rural and urban counties are served equitably.

Planned Action:

- The ICOA will require the SCSEP contractor to follow and meet the equitable distribution formula released by the USDOL.
- The SCSEP contractor will conduct outreach to eligible host agencies that reside in rural areas to address underserved rural areas.

C. SERVES INDIVIDUALS AFFORDED PRIORITY FOR SERVICE UNDER 20 CFR 641.520. (20 CFR 641.302(A), 641.365, 641.520)

Strategy: The ICOA requires the SCSEP contractor to follow the service rule priority.

Planned Action:

- ICOA will monitor priority of service (65 Years of age or older, Disabled, Limited English proficiency or low literacy skills, Resides in a rural area, Veteran, Low employment prospects, Failed to find employment, Homeless or at risk of homelessness) through quarterly progress reports.

5. THE RATIO OF ELIGIBLE INDIVIDUALS IN EACH SERVICE AREA TO THE TOTAL ELIGIBLE POPULATION IN THE STATE. (20 CFR 641.325(A))

The Idaho counties and "Ratio of Eligible Individuals" (55 years old and over and below 125% poverty) are listed in SCSEP Table 9: Relative Distribution of Eligible Individuals.

SCSEP Table 9: Relative Distribution of Eligible Individuals

Urban and Rural Counties	Population of Individuals 55+	Ratio of Eligible State Population (est. 567,684)	Greatest Economic Need	Minorities 55+	Limited English Proficient	Greatest Social Need
Ada (U)	140,659	24.77%	10,538	20,751	3,121	3,126
Gem (R)	7,352	1.25%	723	N/A	27	N/A

County Population: 55 years and older, Greatest Economic Need: 55 years old or over and below 125% of poverty, Ratio of Individuals: those individuals 55 years or older and below 125% of poverty compared to the total population of Idahoans 55+, Minorities: 2023 ACS 1-Year Estimate: 55+ African American, American Indian, Asian, Native Hawaiian, Two or More Races and Hispanic or Latino (not including "White"), Limited English Proficient: 2024 ACS 1-Year Estimate "Limited English Speaking Households", Greatest Social Need: 2024: ACS 1-Yr Estimates 65 years or older Age by Disability Status by Poverty Status.

Sources: U.S. Census Bureau, U.S. Department of Commerce. "Age and Sex." American Community Survey, ACS 1-Year Estimates Subject Tables, Table S0101, <https://data.census.gov/table/ACSST1Y2023.S0101?q=2023+&g=050XX00US16001,16045>. Accessed on 30 Dec 2025.

U.S. Census Bureau. "Poverty Status in the Past 12 Months by Sex by Age." American Community Survey, ACS 1-Year Estimates Detailed Tables, Table B17001, https://data.census.gov/table/ACSDT1Y2024.B17001?q=B17001&g=040XX00US16_050XX00US16045. Accessed on 30 Dec 2025.

U.S. Census Bureau. "Sex by Age (Black or African American Alone)." American Community Survey, ACS 1-Year Estimates Detailed Tables, Table B01001B, [https://data.census.gov/table/ACSDT1Y2024.B01001B?q=B01001B:+Sex+by+Age+\(Black+or+African+American+Alone\)&g=040XX00US16_050XX00US16001,16045](https://data.census.gov/table/ACSDT1Y2024.B01001B?q=B01001B:+Sex+by+Age+(Black+or+African+American+Alone)&g=040XX00US16_050XX00US16001,16045). Accessed on 30 Dec 2025.

U.S. Census Bureau. "Limited English-Speaking Households." American Community Survey, ACS 1-Year Estimates Subject Tables, Table S1602,

<https://data.census.gov/table/ACSST1Y2024.S1602?g=050XX00US16001,16045>. Accessed on 30 Dec 2025.

U.S. Census Bureau. "Age by Disability Status by Poverty Status." American Community Survey, ACS 1-Year Estimates Detailed Tables, Table B18130, <https://data.census.gov/table/ACSDT1Y2024.B18130?q=B18130&g=050XX00US16001>. Accessed on 30 Dec 2025.

6. THE RELATIVE DISTRIBUTION OF ELIGIBLE INDIVIDUALS WHO:

A. RESIDE IN URBAN AND RURAL AREAS WITHIN THE STATE

SCSEP Table 9: Relative Distribution of Eligible Individuals

Urban and Rural Counties	Population of Individuals 55+	Ratio of Eligible State Population (est. 567,684)	Greatest Economic Need	Minorities 55+	Limited English Proficient	Greatest Social Need
Ada (U)	140,659	24.77%	10,538	20,751	3,121	3,126
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County Population: 55 years and older, Greatest Economic Need: 55 years old or over and below 125% of poverty, Ratio of Individuals: those individuals 55 years or older and below 125% of poverty compared to the total population of Idahoans 55+, Minorities: 2023 ACS 1-Year Estimate: 55+ African American, American Indian, Asian, Native Hawaiian, Two or More Races and Hispanic or Latino (not including "White"), Limited English Proficient: 2024 ACS 1-Year Estimate "Limited English Speaking Households", Greatest Social Need: 2024: ACS 1-Yr Estimates 65 years or older Age by Disability Status by Poverty Status.

Sources: U.S. Census Bureau, U.S. Department of Commerce. "Age and Sex." American Community Survey, ACS 1-Year Estimates Subject Tables, Table S0101, <https://data.census.gov/table/ACSST1Y2023.S0101?q=2023+&g=050XX00US16001,16045>. Accessed on 30 Dec 2025.

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U.S. Census Bureau. "Sex by Age (Black or African American Alone)." American Community Survey, ACS 1-Year Estimates Detailed Tables, Table B01001B, [https://data.census.gov/table/ACSDT1Y2024.B01001B?q=B01001B:+Sex+by+Age+\(Black+or+African+American+Alone\)&g=040XX00US16_050XX00US16001,16045](https://data.census.gov/table/ACSDT1Y2024.B01001B?q=B01001B:+Sex+by+Age+(Black+or+African+American+Alone)&g=040XX00US16_050XX00US16001,16045). Accessed on 30 Dec 2025.

U.S. Census Bureau. "Limited English-Speaking Households." American Community Survey, ACS 1-Year Estimates Subject Tables, Table S1602, <https://data.census.gov/table/ACSST1Y2024.S1602?g=050XX00US16001,16045>. Accessed on 30 Dec 2025.

U.S. Census Bureau. "Age by Disability Status by Poverty Status." American Community Survey, ACS 1-Year Estimates Detailed Tables, Table B18130, <https://data.census.gov/table/ACSDT1Y2024.B18130?q=B18130&g=050XX00US16001>. Accessed on 30 Dec 2025.

B. HAVE THE GREATEST ECONOMIC NEED

SCSEP Table 9: Relative Distribution of Eligible Individuals

Urban and Rural Counties	Population of Individuals 55+	Ratio of Eligible State Population (est. 567,684)	Greatest Economic Need	Minorities 55+	Limited English Proficient	Greatest Social Need
Ada (U)	140,659	24.77%	10,538	20,751	3,121	3,126
Gem (R)	7,352	1.25%	723	N/A	27	N/A

County Population: 55 years and older, Greatest Economic Need: 55 years old or over and below 125% of poverty, Ratio of Individuals: those individuals 55 years or older and below 125% of poverty compared to the total population of Idahoans 55+, Minorities: 2023 ACS 1-Year Estimate: 55+ African American, American Indian, Asian, Native Hawaiian, Two or More Races and Hispanic or Latino (not including "White"), Limited English Proficient: 2024 ACS 1-Year Estimate "Limited English Speaking Households", Greatest Social Need: 2024: ACS 1-Yr Estimates 65 years or older Age by Disability Status by Poverty Status.

Sources: U.S. Census Bureau, U.S. Department of Commerce. "Age and Sex." American Community Survey, ACS 1-Year Estimates Subject Tables, Table S0101, <https://data.census.gov/table/ACSST1Y2023.S0101?q=2023+&g=050XX00US16001,16045>. Accessed on 30 Dec 2025.

U.S. Census Bureau. "Poverty Status in the Past 12 Months by Sex by Age." American Community Survey, ACS 1-Year Estimates Detailed Tables, Table B17001, https://data.census.gov/table/ACSDT1Y2024.B17001?q=B17001&g=040XX00US16_050XX00US16045. Accessed on 30 Dec 2025.

U.S. Census Bureau. "Sex by Age (Black or African American Alone)." American Community Survey, ACS 1-Year Estimates Detailed Tables, Table B01001B, [https://data.census.gov/table/ACSDT1Y2024.B01001B?q=B01001B:+Sex+by+Age+\(Black+or+](https://data.census.gov/table/ACSDT1Y2024.B01001B?q=B01001B:+Sex+by+Age+(Black+or+)

African+American+Alone)&g=040XX00US16_050XX00US16001,16045. Accessed on 30 Dec 2025.

U.S. Census Bureau. "Limited English-Speaking Households." American Community Survey, ACS 1-Year Estimates Subject Tables, Table S1602, <https://data.census.gov/table/ACSST1Y2024.S1602?g=050XX00US16001,16045>. Accessed on 30 Dec 2025.

U.S. Census Bureau. "Age by Disability Status by Poverty Status." American Community Survey, ACS 1-Year Estimates Detailed Tables, Table B18130, <https://data.census.gov/table/ACSST1Y2024.B18130?q=B18130&g=050XX00US16001>. Accessed on 30 Dec 2025.

C. ARE MINORITIES

SCSEP Table 9: Relative Distribution of Eligible Individuals

Urban and Rural Counties	Population of Individuals 55+	Ratio of Eligible State Population (est. 567,684)	Greatest Economic Need	Minorities 55+	Limited English Proficient	Greatest Social Need
Ada (U)	140,659	24.77%	10,538	20,751	3,121	3,126
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County Population: 55 years and older, Greatest Economic Need: 55 years old or over and below 125% of poverty, Ratio of Individuals: those individuals 55 years or older and below 125% of poverty compared to the total population of Idahoans 55+, Minorities: 2023 ACS 1-Year Estimate: 55+ African American, American Indian, Asian, Native Hawaiian, Two or More Races and Hispanic or Latino (not including "White"), Limited English Proficient: 2024 ACS 1-Year Estimate "Limited English Speaking Households", Greatest Social Need: 2024: ACS 1-Yr Estimates 65 years or older Age by Disability Status by Poverty Status.

Sources: U.S. Census Bureau, U.S. Department of Commerce. "Age and Sex." American Community Survey, ACS 1-Year Estimates Subject Tables, Table S0101, <https://data.census.gov/table/ACSST1Y2023.S0101?q=2023+&g=050XX00US16001,16045>. Accessed on 30 Dec 2025.

U.S. Census Bureau. "Poverty Status in the Past 12 Months by Sex by Age." American Community Survey, ACS 1-Year Estimates Detailed Tables, Table B17001, https://data.census.gov/table/ACSST1Y2024.B17001?q=B17001&g=040XX00US16_050XX00US16045. Accessed on 30 Dec 2025.

U.S. Census Bureau. "Sex by Age (Black or African American Alone)." American Community Survey, ACS 1-Year Estimates Detailed Tables, Table B01001B,

[https://data.census.gov/table/ACSDT1Y2024.B01001B?q=B01001B:+Sex+by+Age+\(Black+or+African+American+Alone\)&g=040XX00US16_050XX00US16001,16045](https://data.census.gov/table/ACSDT1Y2024.B01001B?q=B01001B:+Sex+by+Age+(Black+or+African+American+Alone)&g=040XX00US16_050XX00US16001,16045). Accessed on 30 Dec 2025.

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D. ARE LIMITED ENGLISH PROFICIENT

SCSEP Table 9: Relative Distribution of Eligible Individuals

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U.S. Census Bureau. "Age by Disability Status by Poverty Status." American Community Survey, ACS 1-Year Estimates Detailed Tables, Table B18130, <https://data.census.gov/table/ACSDT1Y2024.B18130?q=B18130&g=050XX00US16001>. Accessed on 30 Dec 2025.

E. HAVE THE GREATEST SOCIAL NEED. (20 CFR 641.325(B))

SCSEP Table 9: Relative Distribution of Eligible Individuals

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https://data.census.gov/table/ACSDT1Y2024.B17001?q=B17001&g=040XX00US16_050XX00US16045. Accessed on 30 Dec 2025.

U.S. Census Bureau. "Sex by Age (Black or African American Alone)." American Community Survey, ACS 1-Year Estimates Detailed Tables, Table B01001B, [https://data.census.gov/table/ACSDT1Y2024.B01001B?q=B01001B:+Sex+by+Age+\(Black+or+African+American+Alone\)&g=040XX00US16_050XX00US16001,16045](https://data.census.gov/table/ACSDT1Y2024.B01001B?q=B01001B:+Sex+by+Age+(Black+or+African+American+Alone)&g=040XX00US16_050XX00US16001,16045). Accessed on 30 Dec 2025.

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U.S. Census Bureau. "Age by Disability Status by Poverty Status." American Community Survey, ACS 1-Year Estimates Detailed Tables, Table B18130, <https://data.census.gov/table/ACSDT1Y2024.B18130?q=B18130&g=050XX00US16001>. Accessed on 30 Dec 2025.

F. FORMERLY INCARCERATED INDIVIDUALS, AS DEFINED IN TEGL 17-20

On April 15th, 2021, the US Department of Labor Employment & Training Administration released Training and Employment Guidance Letter No. 17-20 that provided guidance to Senior Community Service Employment Program (SCSEP) grantees regarding updates to the priority of service provisions, durational limit waiver categories, and State Plan requirements due to the passage of the Supporting Older Americans Act of 2020, which reauthorized the Older Americans Act (OAA) and included new provisions regarding certain individuals who were formerly incarcerated or under supervision following release from prison or jail. Under TEGL No. 17-20, "formerly incarcerated individuals" are those individuals who: 1) were incarcerated and released from prison or jail at any point within the last five years; or 2) were under supervision at any point within the last five years, following release from prison or jail. The five-year period specified in this definition refers to the five years preceding the date of first determination of program eligibility, as described in 20 CFR 641.505, for initial enrollment into the program.

The following information reflects Idaho and Ada County data reported in the *Ada County Sheriff's Office Annual Report, 2024* and the Idaho Department of Corrections *Population Report, 2025*. In FY 2025, a total of 8,168 individuals (75.3%) were incarcerated in in state prison facilities, while 6.4% were housed in in-state Community Reentry Centers. The SCSEP program collaborates with Ada County's Reentry Center and local treatment courts to support the recruitment of eligible SCSEP participants.

Idaho - Ada County, 2024	
Ada County Jail Daily Average	939
Average Jail Length of Stay	53.4 days
Idaho Department of Corrections, 2025	
Percentage of IDOC incarcerated aged 55+ (2025)	17.3%

References:

Ada County Sheriff's Office. (2024). *ACSO Annual Report*.

<https://adacounty.id.gov/sheriff/community/sheriffs-reports/>

Idaho Department of Corrections. (2025). *FY25 Incarcerated Population Report*.

<https://www.idoc.idaho.gov/content/about-us/research-and-statistics>

7. A DESCRIPTION OF THE STEPS TAKEN TO AVOID DISRUPTIONS TO THE GREATEST EXTENT POSSIBLE, WHEN POSITIONS ARE REDISTRIBUTED, AS PROVIDED IN 20 CFR 641.365; WHEN NEW CENSUS OR OTHER RELIABLE DATA BECOME AVAILABLE; OR WHEN THERE IS OVER-ENROLLMENT FOR ANY OTHER REASON. (20 CFR 641.325(I), 641.302(B))

Strategy: ICOA will collaborate with partners to reduce negative impacts of redistribution, new Census or over-enrollment.

Planned Action:

ICOA will negotiate participant's transfers with national grantee when USDOL's releases the authorized positions, will update target employment areas based on Census and labor market reports, and reviews quarterly progress reports and works with one-stop partners and SCSEP contractor to address over-enrollment.

PERFORMANCE INDICATOR APPENDIX

ALL WIOA CORE PROGRAMS

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.

ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES - ADULT 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 two years covered by the plan modification. 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 two years of the plan modification.

While states are not required to submit expected levels of performance for Effectiveness in Serving Employers for PY 2026 and PY 2027 all of core programs are expected to collect data and report as a shared indicator (as directed in guidance) for these years.

Performance Indicators	PY 2026 Expected Level	PY 2026 Negotiated Level	PY 2027 Expected Level	PY 2027 Negotiated Level
Employment (Second Quarter After Exit)	66.4%	69.0%	66.4%	69.5%
Employment (Fourth Quarter After Exit)	69.0%	69.0%	70.0%	70.0%
Median Earnings (Second Quarter After Exit)	\$7,800	\$7,800	\$7,800	\$7,800
Credential Attainment Rate	72.0%	73.0%	72.0%	73.5%
Measurable Skill Gains	61.5%	74.0%	61.5%	74.5%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2026 and 2027.

ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES - DISLOCATED 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 two years covered by the plan modification. 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 two years of the plan modification.

While states are not required to submit expected levels of performance for Effectiveness in Serving Employers for PY 2026 and PY 2027 all of core programs are expected to collect data and report as a shared indicator (as directed in guidance) for these years.

Performance Indicators	PY 2026 Expected Level	PY 2026 Negotiated Level	PY 2027 Expected Level	PY 2027 Negotiated Level
Employment (Second Quarter After Exit)	81.0%	81.0%	81.0%	81.5%
Employment (Fourth Quarter After Exit)	76.0%	76.5%	76.0%	77.0%
Median Earnings (Second Quarter After Exit)	\$9,875	\$9,875	\$9,875	\$9,875
Credential Attainment Rate	68.8%	68.8%	68.8%	68.8%
Measurable Skill Gains	62.0%	68.0%	62.0%	69.0%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2026 and 2027.

ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES - YOUTH 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 two years covered by the plan modification. 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 two years of the plan modification.

While states are not required to submit expected levels of performance for Effectiveness in Serving Employers for PY 2026 and PY 2027 all of core programs are expected to collect data and report as a shared indicator (as directed in guidance) for these years.

Performance Indicators	PY 2026 Expected Level	PY 2026 Negotiated Level	PY 2027 Expected Level	PY 2027 Negotiated Level
Employment (Second Quarter After Exit)	76.3%	76.3%	76.3%	76.5%
Employment (Fourth Quarter After Exit)	79.7%	79.7%	79.7%	79.7%
Median Earnings (Second Quarter After Exit)	\$5,300	\$5,840	\$5,300	\$5,840
Credential Attainment Rate	53.0%	54.5%	53.0%	55.5%
Measurable Skill Gains	56.0%	73.5%	56.0%	74.0%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2026 and 2027.

WAGNER-PEYSER ACT - WAGNER PEYSER 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 two years covered by the plan modification. 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 two years of the plan modification.

While states are not required to submit expected levels of performance for Effectiveness in Serving Employers for PY 2026 and PY 2027 all of core programs are expected to collect data and report as a shared indicator (as directed in guidance) for these years.

Performance Indicators	PY 2026 Expected Level	PY 2026 Negotiated Level	PY 2027 Expected Level	PY 2027 Negotiated Level
Employment (Second Quarter After Exit)	69.3%	68.0%	69.3%	68.0%
Employment	70.0%	70.0%	70.0%	70.0%

Performance Indicators	PY 2026 Expected Level	PY 2026 Negotiated Level	PY 2027 Expected Level	PY 2027 Negotiated Level
(Fourth Quarter After Exit)				
Median Earnings (Second Quarter After Exit)	\$7,750	\$8,300	\$7,750	\$8,400
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

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The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2026 and 2027.

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM - 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 two years covered by the plan modification. 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 two years of the plan modification.

While states are not required to submit expected levels of performance for Effectiveness in Serving Employers for PY 2026 and PY 2027 all of core programs are expected to collect data and report as a shared indicator (as directed in guidance) for these years.

Performance Indicators	PY 2026 Expected Level	PY 2026 Negotiated Level	PY 2027 Expected Level	PY 2027 Negotiated Level
Employment (Second Quarter After Exit)	40.2%	40.2%	41.4%	41.4%
Employment (Fourth Quarter After Exit)	40.2%	40.2%	41.4%	41.4%
Median Earnings (Second Quarter	\$5,874.00	\$5,874.00	\$6,050.22	\$6,050.22

Performance Indicators	PY 2026 Expected Level	PY 2026 Negotiated Level	PY 2027 Expected Level	PY 2027 Negotiated Level
After Exit)				
Credential Attainment Rate	40.0%	40.0%	41.2%	41.2%
Measurable Skill Gains	40.0%	40.0%	41.2%	41.2%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

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The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2026 and 2027.

VOCATIONAL REHABILITATION PROGRAM (COMBINED OR GENERAL) - VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Each State VR program must submit expected levels of performance in its Unified or Combined State Plan and in the two-year modification of that plan. Expected levels of performance for the first two years of a state plan must be submitted in the initial submission of the Unified or Combined State Plan and in the initial submission of the two-year modification of that Plan, for years three and four, as described in 34 CFR § 361.170(a). Expected levels of performance must be stated to the nearest tenth of a percent (XX.X %) or to the nearest whole dollar for median earnings. State VR programs are reminded that the expected levels of performance must be published for public comment prior to plan submission in accordance with state law, regulation, and policy.

The submission of expected levels is the first step in the negotiations process. Once the expected levels of performance have been submitted, State VR programs may begin negotiations with RSA's State Monitoring and Program Improvement Division. Each State VR program must reach agreement with RSA on the negotiated levels of performance for the indicators for each of the first two years of the Unified or Combined State Plan (or for the third and fourth years of the Unified or Combined State Plan during the required two-year modification process) in accordance with 116(b)(3)(A)(iv).

RSA will use its statistical adjustment model to derive pre-program year estimated levels of performance for each indicator. Each State VR program and RSA will consider the negotiation factors outlined in WIOA section 116(b)(3)(A)(v) during the negotiation process. Once negotiated levels of performance are agreed upon, each State VR program must incorporate the negotiated levels of performance into the Unified or Combined State Plan and the two-year modification of that plan prior to the plan's approval (section 116(b)(3)(A)(iv) of WIOA).

Effectiveness in Serving Employers (ESE)

The ESE indicator has been defined in the ESE final rule and PY 2024 was the first year of data

for the newly defined performance indicator. However, a minimum of at least two baseline years of data must be collected to support a statistical adjustment model that could produce sufficiently reliable estimates for the purposes of performance negotiations and state performance assessments. The Departments, in accordance with 20 CFR § 677.190(c)(4) and 34 CFR §§ 361.190(c)(4) and 463.190(c)(4), will collect and monitor state ESE performance results for at least PY 2024 and PY 2025 to establish a credible baseline and provide technical assistance. After PY 2025 data are collected the Departments will develop a statistical adjustment model for ESE in accordance with section 116(b)(3)(A)(viii) of WIOA. Since the ESE indicator is a statewide measure that reflects a combined result across WIOA titles I, II, III, and IV programs, the Departments will jointly engage in negotiations with state representatives from all core programs when feasible. While states are not required to submit expected levels of performance for Effectiveness in Serving Employers for PY 2026 and PY 2027 all of core programs are expected to collect data and report as a shared indicator (as directed in guidance) for these years.

Performance Indicators	PY 2026 Expected Level	PY 2026 Negotiated Level	PY 2027 Expected Level	PY 2027 Negotiated Level
Employment (Second Quarter After Exit)	61.3%	61.4%	61.3%	61.6%
Employment (Fourth Quarter After Exit)	60.2%	60.4%	60.2%	60.6%
Median Earnings (Second Quarter After Exit)	6,000.00	6,000.00	6,300.00	6,300.00
Credential Attainment Rate	56.5%	56.6%	56.5%	56.8%
Measurable Skill Gains	60.0%	61.0%	60.0%	61.2%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2026 and 2027.

VOCATIONAL REHABILITATION PROGRAM (BLIND) - VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Each State VR program must submit expected levels of performance in its Unified or Combined State Plan and in the two-year modification of that plan. Expected levels of performance for the

first two years of a state plan must be submitted in the initial submission of the Unified or Combined State Plan and in the initial submission of the two-year modification of that Plan, for years three and four, as described in 34 CFR § 361.170(a). Expected levels of performance must be stated to the nearest tenth of a percent (XX.X %) or to the nearest whole dollar for median earnings. State VR programs are reminded that the expected levels of performance must be published for public comment prior to plan submission in accordance with state law, regulation, and policy.

The submission of expected levels is the first step in the negotiations process. Once the expected levels of performance have been submitted, State VR programs may begin negotiations with RSA's State Monitoring and Program Improvement Division. Each State VR program must reach agreement with RSA on the negotiated levels of performance for the indicators for each of the first two years of the Unified or Combined State Plan (or for the third and fourth years of the Unified or Combined State Plan during the required two-year modification process) in accordance with 116(b)(3)(A)(iv).

RSA will use its statistical adjustment model to derive pre-program year estimated levels of performance for each indicator. Each State VR program and RSA will consider the negotiation factors outlined in WIOA section 116(b)(3)(A)(v) during the negotiation process. Once negotiated levels of performance are agreed upon, each State VR program must incorporate the negotiated levels of performance into the Unified or Combined State Plan and the two-year modification of that plan prior to the plan's approval (section 116(b)(3)(A)(iv) of WIOA).

Effectiveness in Serving Employers (ESE)

The ESE indicator has been defined in the ESE final rule and PY 2024 was the first year of data for the newly defined performance indicator. However, a minimum of at least two baseline years of data must be collected to support a statistical adjustment model that could produce sufficiently reliable estimates for the purposes of performance negotiations and state performance assessments. The Departments, in accordance with 20 CFR § 677.190(c)(4) and 34 CFR §§ 361.190(c)(4) and 463.190(c)(4), will collect and monitor state ESE performance results for at least PY 2024 and PY 2025 to establish a credible baseline and provide technical assistance. After PY 2025 data are collected the Departments will develop a statistical adjustment model for ESE in accordance with section 116(b)(3)(A)(viii) of WIOA. Since the ESE indicator is a statewide measure that reflects a combined result across WIOA titles I, II, III, and IV programs, the Departments will jointly engage in negotiations with state representatives from all core programs when feasible. While states are not required to submit expected levels of performance for Effectiveness in Serving Employers for PY 2026 and PY 2027 all of core programs are expected to collect data and report as a shared indicator (as directed in guidance) for these years.

Performance Indicators	PY 2026 Expected Level	PY 2026 Negotiated Level	PY 2027 Expected Level	PY 2027 Negotiated Level
Employment (Second Quarter After Exit)	61.3	61.4	61.3	61.6

Performance Indicators	PY 2026 Expected Level	PY 2026 Negotiated Level	PY 2027 Expected Level	PY 2027 Negotiated Level
Employment (Fourth Quarter After Exit)	60.2	60.4	60.2	60.6
Median Earnings (Second Quarter After Exit)	6000.0	6000.0	6300.0	6300.0
Credential Attainment Rate	56.5	56.6	56.5	56.8
Measurable Skill Gains	60.0	61.0	60.0	61.2
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2026 and 2027.

ADDITIONAL INDICATORS OF PERFORMANCE

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.

Additional Indicators of Performance
N/A

OTHER APPENDICES

N/A