

Workforce Innovation and Opportunity Act

Idaho State Plan: Title II, Adult Education and Family Literacy Act – September 2016

This plan covers activities authorized under Title II of the WIOA, known as the “Adult Education and Family Literacy Act.” This plan was approved in September, 2016 and covers the period of July 1, 2016 – June 30, 2020. The plan will be reviewed and modified after a period of two years in 2018.

The Eligible Agency responsible for carrying out activities funded under Title II is the Division of Professional-Technical Education.*

This plan covers the following topics regarding Adult Education and Family Literacy programs in Idaho:

- **Aligning Content Standards:** A description of the content standards used in Idaho’s Adult Education program and how those standards align with Idaho’s adopted challenging academic content standards for K-12 education.
- **Local Activities:** This section contains two parts:
 - *How Idaho will fund eligible providers:* A description of the competitive grant application process used to identify and fund providers of Adult Education in Idaho.
 - *Adult Education Activities in Idaho:* A description of the allowable activities, as defined in Title II, that will be funded in the State.
 - *Scope, Sequence, and Organization of Local Activities:* A description of how allowable activities may be carried out by providers.
- **Corrections Education and Other Education of Institutionalized Individuals:** A description of which additional or specific activities are allowable for providers offering instruction to institutionalized individuals (as defined in Section 225 of Title II).
- **Integrated English Literacy and Civics Education:** A description of how the state will establish and operate programs authorized under Section 243.
- **State Leadership:** A description of how the state will use funds authorized under Section 223 to support required and optional State Leadership Activities, including alignment with other programs, professional development, technical assistance, and monitoring and evaluation.
- **Assessing Quality:** A description of how the state will assess the quality of providers of adult education, including assessing program quality, data collection and analysis, program improvement, and assessing professional development.

**Readers should note that since this plan was originally submitted for approval in March 2016, the Division of Professional-Technical Education changed its name to Career & Technical Education. This change will be reflected throughout Idaho’s Combined WIOA State Plan in the two-year modification.*

(a) Aligning Content Standards

This section describes how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary Education Act of 1965, as amended (20 USC 6311(b)(1))

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

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

(b) Local Activities

This section describes how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide adult education and literacy activities, including programs that provide such activities concurrently. It includes the following parts:

- *How Idaho will fund eligible providers:* A description of the competitive grant application process used to identify and fund providers of Adult Education in Idaho.
- *Adult Education Activities in Idaho:* A description of the allowable activities, as defined in Title II, that will be funded in the State.
- *Scope, Sequence, and Organization of Local Activities:* A description of how allowable activities may be carried out by providers.

How Idaho Will Fund Eligible Providers

The Eligible Agency administering Title II programs in Idaho is the Division of Professional-Technical Education. The Division will solicit local service providers to carry out programs and activities authorized under Title II of WIOA through a competitive grant application process. Please refer to section III.b.5.B.i—ii in the *common-elements* portion of Idaho’s Combined State Plan for more detailed information about the Title II competitive grant application process.

Eligible grant recipients, as detailed in Section 203(5), are any organizations that have demonstrated effectiveness in providing adult education and literacy activities, which may include:

- A. A local educational agency,
- B. A community-based organization or faith-based organization,
- C. A volunteer literacy organization,
- D. An institution of higher education,
- E. A public or private nonprofit agency,
- F. A library,
- G. A public housing authority,
- H. Other nonprofit institutions that have the ability to provide adult education,

- I. A consortium or coalition of entities listed in (A)-(H), and
- J. A partnership between an employer and an entity listed in (A)-(H)

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

The regional competitions will 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 will be required to submit annual extension plans and negotiate program budgets each year until such time as the Eligible Agency deems it necessary to issue a new competition for the state or a particular region. By federal law, eligible providers are prohibited from using federal grant funds to supplant state or local dollars.

The competitive application process will require applicants to document their qualifications per each of the thirteen considerations set forth in Section 231(e). Information will be 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)
- **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
- **Alignment with Idaho's Combined State Plan** including state strategies and goals, career pathways, and local one-stop alignment.
- **Administrative capacity** such as: organizational structure, funding streams, financial oversight, data collection and reporting, and assurances
- **Operational capacity** such as: description of qualified staff and hiring processes, available locations and classroom space, community partnerships, and number of Title II-eligible students served per year.
- **Quality of Services** such as: proposed class schedules, description of curriculum and alignment with state-adopted standards, and professional development/training activities.
- **Demonstrated Effectiveness** such as: past targets and actual performance for previous Title II recipients under WIA. For applicants who have not previously received funding under Title II, the Eligible Agency will define and provide examples of other qualifying data that can be provided to demonstrate the applicant's effectiveness in serving basic-skills deficient individuals, including success in achieving the outcomes required under Section 116 of WIOA.

The Idaho Division of Professional-Technical Education will distribute funds awarded to the State under Title II as set forth in WIOA Section 222(a). The state will use:

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 Division).

Adult Education Activities in Idaho

As the eligible agency to receive Title II (AEFLA) funds in Idaho, the Division will require that each eligible provider use its grant to establish or operate one or more programs that meet at least one of the following four purposes:

1. Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
2. Assist adults who are parents or family members to obtain the education and skills that
 - A. Are necessary to becoming full partners in the educational development of their children; and
 - B. Lead to sustainable improvements in the economic opportunities for their family;
3. Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
4. Assist immigrants and other individuals who are English language learners in
 - A. Improving their—
 - i. Reading, writing, speaking, and comprehension skills in English; and
 - ii. Mathematics skills; and
 - B. Acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

Eligible providers will be required to provide programs and services only to those eligible individuals meeting the following criteria:

- A. Have attained 16 years of age;
- B. Are not enrolled or required to be enrolled in secondary school under State law; and
- C. Are—
 - i. Basic skills deficient
 - ii. Do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
 - iii. Are English language learners.

Eligible providers are required to provide at least one of the following programs or activities as defined in Section 203 of Title II in order to qualify for funding. Additionally, providers may not use Title II funds or matching state funds to provide activities or services other than those listed below:

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

Historically, Idaho has not supported Family Literacy Activities as defined in Section 203(9) with federal Title II or matching state funds, due to the limited amount of funding available. However, we encourage providers to support such activities through partnerships, shared expertise and professional development, and collaborative planning. Additionally local programs are allowed to use non-matching local funds to support such Family Literacy activities where necessary and appropriate.

Providers offering multiple activities as listed above may offer those activities as stand-alone services, enroll students in such activities concurrently as part of a broader education plan, or offer a combination of such allowable activities within the scope and sequence of a single program or service (for example, using contextualized workplace preparation content as part of reading and math curricula, or including

math and reading skills as part of an English language acquisition class). Both the Integrated English Literacy and Civics program funded under Section 243, and Integrated Education and Training activities defined in Section 203(11), must offer certain activities concurrently per the definitions below in order to qualify for funding under Title II.

Allowable activities are listed above and defined in Sections 203 and 243 of WIOA under Title II. Activities that will be considered for funding in Idaho under WIOA are further described below (in alphabetical order). Such activities must be provided in compliance with the definitions provided in statute:

- **Adult education (Sec 203.1) and literacy (Sec 203.13)**—Adult Education is defined as academic instruction below the postsecondary level that increases an individual’s ability to (a) read, write, and speak in English, and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent, (b) transition to postsecondary education and training and (c) obtain employment. Such activities must be designed to build and improve literacy, where literacy is defined as an individual’s ability to read, write, and speak in English, compute, and solve problems at levels of proficiency necessary to function on the job, in the family, or in society.
- **English language acquisition programs (Sec 203.6)**—instruction designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language, and that leads to either (1) attainment of a secondary school diploma or recognized equivalent and transition to postsecondary education and training, or (2) employment.
- **Integrated Education and Training (Sec 203.11)**—a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. In order for a program receiving funds under Title II to offer such activities, they must allow students to access all three components concurrently. Title II funds cannot be used to provide *workforce training* in the absence of adult education and literacy activities. Workforce preparation and workforce training may be provided through concurrent enrollment in qualifying training activities provided under Title I-B of WIOA.
- **Integrated English Literacy and Civics Education (sec 203.12 and Sec 243)**—education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enable such learners to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training. Providers may offer such activities as stand-alone services or concurrently with Adult Education and Literacy Activities as an allowable activity funded under Section 203(2).

Providers offering programs funded under Section 243 must offer the activities defined in the previous paragraph concurrently with an integrated education and training component. Please refer to part (d) below for additional information and examples of a qualifying Integrated English Literacy and Civics Education programs. **

***Readers should note that the above paragraph was written prior to the release of final regulations and guidance by the US Department of Education. In the 2018 two-year modification, this paragraph will be updated to read: “...programs funded under Section 243 must offer the activities defined in the previous paragraph and offer access to a qualifying IET program for appropriate students.”*

- **Workplace Adult Education and Literacy (Sec 203.16)**—any of the activities described in this list which are offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.
- **Workplace Preparation (Sec 203.17)**—activities designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.
Programs funded under Title II may offer workforce preparation as a stand-alone service where necessary to meet the needs of a community or to facilitate strong collaborative planning with partner programs. However, the State strongly encourages programs funded under Title II to offer workplace preparation activities concurrently and contextually with adult education and literacy activities as defined above. This will maximize the effectiveness of such activities, especially in areas or communities with limited resources and funding.

The type of activities offered in each region will depend on the needs of the populations being served. Programs are expected to provide those activities which are appropriate to meet the needs of the populations in their region, without duplicating services. For example, a regional provider in a region with a significant migrant or refugee population would be expected to provide English language acquisition activities, or explain how other entities in the region are already meeting the needs of this population.

When submitting applications for funds to support these activities, applicants will be required provide rationale for each activity for which funds are being requested, including data that demonstrates a need for the activity in their service region.

Scope, Sequence, and Organization of Local Activities

Funded activities may be carried out through a variety of program models, provided that such models offer quality instruction for adult learners that is of sufficient intensity and duration to achieve student learning goals, and is aligned with the State’s Adult Education standards (see part (a)). Example models include single and mixed-level classroom instruction, study labs, tutoring, and guided distance/digital learning.

The State will ensure appropriate scope, sequence and organization of activities by soliciting specific information in the application process. Applicants will be asked to describe the overall scope of their program, including which activities they will provide and how those funded activities will function together as part of a larger framework to provide clear pathways for students into further education and employment. Applicants for funding under Title II will also be required to describe:

- **The process used for designing or adopting curriculum, and/or the curriculum to be used**, including a general description of materials and how such curriculum aligns with the State Standards described in part (a). Alignment with these standards is required for Adult Education and Literacy activities defined in Section 203(1) and 203(13). Additionally, programs applying for funds under Section 243 will be required to describe how their curriculum addresses the rights and responsibilities of citizenship.

Programs will also be asked to indicate what and how other standards or frameworks are used to develop their curriculum for workplace readiness and integrated education and training activities. Such additional standards may include the Employability Skills Framework developed by the US Department of Education, industry-defined standards, or secondary and postsecondary CTE standards developed by the State. While not required, alignment with these types of high-quality

standards for workplace readiness, occupational skills, and integrated education and training will be considered advantageously in awarding grants.

- **The frequency, intensity and duration of instruction.** This should include a description of the type of instruction (e.g. literacy, secondary, college transition, English language, civics), how often classes meet, how long classes meet (one hour, three hours, etc), and the format of the class (e.g. in person, online, lab, tutoring). Programs should also indicate whether classes are managed or open enrollment. For managed enrollment classes, a complete description would also include the class enrollment period (number of weeks or months). Applicants will be required to explain how the structure and organization of their activities provides sufficient opportunities for sustained educational skill development.
- **The quality of instruction, including the quality of instructors.** This should include a description of how teachers are hired and trained, as well as any professional development that is provided to instructors. It should also include a description of how applicants will measure, assess, and evaluate instructor and instructional quality.

(c) Corrections Education and Other Education of Institutionalized Individuals

This section describes how the eligible agency will establish and operate programs under section 225 of WIOA for Corrections Education and education of other institutionalized individuals, including how it will fund activities in accordance with the requirements of Title II, subtitle C.

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

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

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

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

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

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

(d) Integrated English Literacy and Civics Education Program

This section describes how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries. It describes how the State will fund, in accordance with the requirements of Title II, subtitle C, an Integrated English Literacy and Civics program and how funds will be used for the program.

Adult Education providers in Idaho have long-standing English Language and Civics programs under WIA, which have historically performed well. Idaho will build on this success to establish and operate Integrated English Literacy and Civics Education (IELC) programs under WIOA. The state will collaborate with local providers to build on existing best practices while expanding and/or implementing new workplace training components as necessary.

In Idaho, IELC funds will be awarded to eligible providers through a competitive application process outlined in part (b), after which, providers may request funds on an annual basis through an extension application. Funds will be used to support the operational expenses of local IELC programs, including teacher salaries and benefits, classroom supplies, textbooks, and other items necessary to carry out instruction.

Idaho will provide English Language and Civics Education, where required by law or regulation, in combination with integrated education and training. This will be achieved by providing English language acquisition and civics education activities concurrently and contextually with workforce preparation and workforce training.

Given the diversity of students, employers, and service providers throughout Idaho, the exact mechanism for each IELC program will be left to the discretion of the eligible provider based on the needs of that community. The program plan and budget for all such activities will be reviewed and approved by the Division to ensure they meet the purpose and requirements of the law. Some examples of how local programs might integrate workforce preparation and training include***:

- An eligible provider provides the classroom (academic, language, and civics) instruction to a specific cohort of students, while partnering with another non-profit or social entrepreneurial organization who then provides or coordinates timely and well-aligned occupational skills training for that cohort of students. For example, an Adult Education program at a community college partners with a local refugee training center to work with newly arrived refugee women. In this example, the college would provide contextualized English language and civics instruction that includes general employability, workplace, and financial vocabulary, while the training center provides hands-on training and skill building and opportunities to practice important interactions with coworkers and supervisors.
- An eligible provider provides both the classroom skills and the workplace training to a specific cohort of students. For example, a technical college offers an integrated Certified Nursing Assistant (CNA) program that uses a team-teaching approach to incorporate occupational topics and vocabulary into the IELC classroom, and English language teaching techniques into the technical CNA courses. Students who complete the course would then be prepared to test for their CNA certification.

****Readers should note that additional guidance about Integrated English Language and Civics Education programs was provided to States by the US Department of Education after the submission and approval of state plans. For additional information on models that meet the requirements for funding under Section 243, readers should contact Idaho Career & Technical Education at (208) 334-3216 and ask for the State Coordinator for Adult Education.*

(e) State Leadership

This section describes how the eligible agency will use funds to carry out the required and permissible State Leadership activities under section 223 of WIOA.

The Division will use 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 during the first two years of implementation.

Required activities supported with Leadership funds:

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

Permissible activities supported with Leadership funds:

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

More specific information and strategies regarding required leadership activities are outlined in the following sections.

Alignment with Other Core Programs

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

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

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

High Quality Professional Development Programs

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

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

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

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

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

Technical Assistance

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

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

Monitoring and Evaluation

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

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

Programs will also be evaluated based on regular submission of reports, applications, and program plans to the Division. The Division will monitor program data-quality through the use of the State's Management Information System. Technical assistance will be provided on an ongoing, as-needed basis regarding compliance, program quality, and data quality. Leadership funds will be used to support training and other activities resulting from such evaluations.

Programs that are found to be out of compliance with State or Federal policies or law, or which have demonstrated unacceptable administrative practices or consistently low performance will be subject to a Corrective Action Plan. "Consistently low performance" will be determined based on actual performance against program indicators, the extent to which state targets are met, past performance of the program, the relative performance of other providers, and mitigating program circumstances. Programs which fail to implement a Corrective Action Plan as determined necessary by the Division may be subject to loss of funds.

(f) Assessing Quality

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

Local providers will be accountable to the Division to meet the standards of quality for administration and instruction outlined in the competitive grant application, certifications, assurances, and state policy. The effectiveness and quality of local providers will be assessed through the use of performance data aligned with the indicators of performance set forth in WIOA Section 116, as well as the evaluation and monitoring processes described in part (e) above.

Assessment of Program Quality

Local programs will be assessed based on the six performance indicators set forth in Section 116 of WIOA and pursuant to federal regulations and guidance. These six indicators are:

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

Each year, the Division is required to negotiate the above defined percentages for the State of Idaho with the US Department of Education for the upcoming program year (July 1 – June 30). Local programs will be expected to meet or exceed the state targets and report on their performance in an annual report submitted to the Division.

Data collection and analysis

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

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

Program Improvement

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

Assessing Professional Development

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

- **Professional Development Coordinators:** Each local program will be required to identify a staff person who will identify local training needs, organize and implement local training, track staff attendance at both state and local trainings, collect training evaluations, and provide an annual

report to the State regarding the program's professional development activities. The State will support the time spent on these activities through Leadership funds.

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

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