WIOA STATE PLAN FOR
THE STATE OF IDAHO
# CONTENTS

WIOA State Plan for the State of Idaho................................................................. 1

Overview.......................................................................................................... 4

Options for Submitting a State Plan .................................................................. 5

How State Plan Requirements Are Organized..................................................... 7

I. WIOA State Plan Type ............................................................................... 8

Combined Plan partner program(s).................................................................. 9

II. Strategic Elements ............................................................................... 10

  a. Economic, Workforce, and Workforce Development Activities Analysis .......... 11

  b. State Strategic Vision and Goals................................................................. 64

  c. State Strategy .......................................................................................... 73

III. Operational Planning Elements............................................................ 82

  A. State Strategy Implementation................................................................. 83

  b. State Operating Systems and Policies .................................................... 111

IV. Coordination with State Plan Programs............................................. 167

  Section IV - Coordination with Combined Plan Programs ....................... 168

V. Common Assurances (for all core programs)....................................... 170

VI. Program-Specific Requirements for Core Programs.......................... 172

  Program-Specific Requirements for Adult, Dislocated Worker, and Youth Activities under Title I-B ..................................................................................................... 173

  Program-Specific Requirements for Wagner-Peyser Program (Employment Services) .......... 213

  Program-Specific Requirements for Adult Education and Family Literacy Act Programs .... 241

  Program-Specific Requirements for Vocational Rehabilitation (General).............................. 263

  Program-Specific Requirements for Vocational Rehabilitation (Blind)................................. 329

VII. Program-Specific Requirements For Combined State Plan Partner Programs ................. 373
Under the Workforce Innovation and Opportunity Act (WIOA), the Governor of each State must submit a Unified or Combined State Plan to the U.S. Secretary of Labor that outlines a four-year workforce development strategy for the State’s workforce development system. The publicly-funded workforce 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 jobseekers 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.
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 Literacy Program (Title II),
- The Wagner-Peyser Act Program (Wagner-Peyser Act, as amended by title III), and
- The Vocational Rehabilitation Program (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 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 and III of this document) where specified, as well as the program-specific requirements for that 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 (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 Program (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))*
- Reintegration of Ex-Offenders Program (Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))
* 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 and programs authorized under section 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 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.
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, and
  - Program-Specific Requirements for the Core Programs, and
  - Program-Specific Requirements for the Combined State Plan partner programs.

When responding to Unified or Combined State Plan requirements, States must identify specific strategies for coordinating programs and services for target populations.* While discussion of and strategies for every target population is not expected, States must address as many as are applicable to their State’s population and look beyond strategies for the general population.

* Target populations include individuals with barriers to employment, as defined in WIOA Sec. 3, as well as veterans, unemployed workers, and youth.
I. 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 Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and Vocational Rehabilitation Program. No

Combined State Plan. This plan includes the Adult Worker Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and Vocational Rehabilitation Program as well as one or more of the optional combined State Plan partner programs identified below. Yes
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 (20 U.S.C. 2301 et seq.) No

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) No

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 Program (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.)) No

Reintegration of Ex-Offenders Program (Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))] No
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. Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs.
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 INDUSTRY SECTORS AND OCCUPATION

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 1 and 2 above, provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

(I) EXISTING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

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

This section analyzes Idaho’s high-demand industries and provides an overview of Idaho’s Target Sectors. It also covers Idaho’s high-demand occupations, including an analysis of Idaho’s “Hot Jobs” list.

HIGH-DEMAND INDUSTRIES

The Idaho Department of Labor reports that in 2014, Idaho had 655,900 non-farm payroll jobs. As per Table 2.a on the following page (and Data Appendix Table 1 - Nonfarm Jobs in Appendix 2), the five highest-demand industries accounted for 54% of nonfarm jobs in Idaho in 2014. These top five industries are health care, retail trade, local government, manufacturing, and accommodation/food service.

Table 2.a: Top 5 Major Industrial Sectors in Idaho, 2010-2014.

 Ranked by Total Jobs in 2014 Compared to US Total Nonfarm Payroll Jobs and Idaho Total Nonfarm Payroll Jobs

<table>
<thead>
<tr>
<th>Major Industrial Sectors</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Care And Social Services Sector</td>
<td>74,600</td>
<td>76,500</td>
<td>77,800</td>
<td>80,800</td>
<td>83,600</td>
</tr>
<tr>
<td>Retail Trade</td>
<td>74,800</td>
<td>75,200</td>
<td>77,100</td>
<td>78,700</td>
<td>80,300</td>
</tr>
<tr>
<td>Local Government</td>
<td>76,400</td>
<td>75,900</td>
<td>75,900</td>
<td>76,100</td>
<td>77,400</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>53,200</td>
<td>54,800</td>
<td>57,000</td>
<td>59,600</td>
<td>60,000</td>
</tr>
<tr>
<td>Accommodation And Food Services</td>
<td>49,500</td>
<td>50,800</td>
<td>52,100</td>
<td>54,200</td>
<td>56,500</td>
</tr>
</tbody>
</table>
In 2014, Health Care and Social Services overtook Retail Trade and Local Government as the state’s largest industrial sector with 12.8% of all jobs. Health care represents 77,634 jobs, or about 93% of this sector, with Social Services representing the rest. Health care is now one of the fastest growing industries in Idaho. The aging population and technological advances ensure that this sector of Idaho’s economy will remain robust.

Retail trade is the state’s second largest industrial sector. For every four jobs in the trade industry, three are in retail, which is growing with Idaho’s expanding population. National big box stores and other chains have found their way to the state. Wal-Mart is the second largest private employer in the state.

Local government is the third largest industrial sector. Government jobs, including local, state, and federal, account for nearly one in five Idaho jobs. Employment in local government increased the most between 2010 and 2014, with 1,000 new jobs. State government increased by 500 jobs over the same period, while Federal Government decreased by 1,400. Within State and Local government, the public education system accounts for just over 50% of jobs, and employed 55,000 workers in 2014. Although education employment dropped in 2010, the number of jobs in 2014 has exceeded prerecession levels. Local education jobs experienced the largest increase, 700, in 2014.

Manufacturing represents the fourth largest industrial sector, with 60,000 workers in 2014. Manufacturing jobs have been dominated by computer and electronic equipment makers and food processors for the past 10 years. However, the number of computer-related manufacturing jobs has declined. In 2002, this industry had 28% of the employees in manufacturing. By 2014 employment had dropped to 14% as a result of major layoffs at the state’s largest manufacturer, Micron Technology Inc. The number of jobs in food manufacturing increased by nearly 1,000 since 2007. The declines in other manufacturing subsectors were greater so that food processing’s share of manufacturing jobs jumped from 25% in 2002 to 29% in 2010 but has experienced a slight drop to 27% the last three years. Dairy processing in south central Idaho has had a positive impact on employment levels.

Accommodation and food service represents the fifth largest sector, with over 56,000 workers in 2014, or nearly 9% of all Idaho jobs. According to the Idaho Department of Labor’s full analysis of nonfarm jobs, Idaho’s workforce is overwhelmingly engaged in various service industries, which account for 85% of all nonfarm jobs (including government). If government is removed and only private industries are included, service-sector employment drops to 81%.

### Major Industrial Sectors

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>US Total Nonfarm Payroll Jobs (in thousands)</td>
<td>131,556</td>
<td>133,625</td>
<td>135,938</td>
<td>138,327</td>
<td>141,484</td>
</tr>
<tr>
<td>ID Total Nonfarm Payroll Jobs</td>
<td>603,600</td>
<td>610,800</td>
<td>622,300</td>
<td>637,900</td>
<td>655,100</td>
</tr>
</tbody>
</table>
Idaho also has a large percentage of workers in professional and business services. The nuclear energy research facility provides thousands of jobs in eastern Idaho. Call centers have also gravitated to the state because workers generally lack an accent and the heavy concentration of members of the Church of Jesus Christ of Latter-day Saints provides a pool of people fluent in other languages.

**IDAHO TARGET SECTORS**

In 2010 Idaho Department of Labor staff began discussing potential target industries for the state. The group analyzed the number of current jobs by industry, employment projections, wages paid and the multiplier impact of industries on Idaho’s economy. Staffing patterns of the potential industries were analyzed by high demand, growth and wages. Based on the analysis, five sectors were identified: advanced manufacturing, aerospace, high-tech, health care and power/energy.

The Research and Analysis Bureau presents economic findings on a quarterly basis regarding Idaho’s target industry clusters to the Workforce Development Council. These findings and data are discussed at the Council level in order to monitor the continued relevance of these clusters in real time and measure their impact on Idaho’s economy and workforce.

Since 2010, the research staff has produced business scans for each of these sectors. These sectors continue to provide a large number of jobs, are projected to grow in the next 10 years, and pay the highest wages. The only change to the target sectors in the current plan is to group aerospace with advanced manufacturing. Within advanced manufacturing, the state will focus on two specific industries - aerospace and food production.

In total, these target sectors provide 30% of Idaho jobs. The largest is health care at 11.9% and the smallest is aerospace at 0.1%. Nearly every sector has added jobs since 2010. The largest numeric growth was health care with over 8,600 new jobs and the smallest was aerospace with 391 jobs. However, aerospace had the largest relative increase at 83% and high-tech the smallest with just under 2%. The high tech sector experienced job losses in 2013 but is rebounding slightly with the addition of just over 800 jobs in the last five years. Power and energy was the only target sector which experienced a loss of jobs, just over 150 or a 1.4% decline. The number of jobs has not reached pre-recession levels. As the economy has improved, it appears that the demand for research and development into energy conservation has declined.

A target sector may include multiple industries. In some cases, it is possible for target sectors to overlap. For example, industries in the advanced manufacturing sector may also be included in energy, high technology or aerospace sectors. The list below provides examples of the types of industries included in each sector. Although aerospace and food manufacturing are included in the advanced manufacturing sector, they are discussed separately below:

- **Advanced Manufacturing** includes all of manufacturing since most industries have incorporated high-tech processes in their production. In 2014, 9% of nonfarm jobs were in manufacturing. *(Data Appendix Table 5 - Advance Manufacturing Industries and Occupations, Appendix 2)*

- **Aerospace** comprises 13 industries - four in the manufacturing sector, eight in transportation, and one in education. In 2014 0.1% of nonfarm jobs were in aerospace, which is a major focus for Northern Idaho. *(Data Appendix Table 6 - Aerospace Industries and Occupations, Appendix 2)*
• **Food Manufacturing** comprises nine industries, all in manufacturing. The largest sectors are fruit and vegetable preserving and specialty food (44%) and dairy production (21%). These are followed by sugar and confectionery production and animal slaughtering and processing, with over 1,500 workers. In 2014, 2.5% of nonfarm jobs were in food processing. *(Data Appendix Table 7 - Food Manufacturing Industries and Occupations, Appendix 2)*

• **High-Tech** comprises 11 industries including: manufacturing; information; and professional, scientific and technical services. The Idaho Department of Labor was the lead agency in a national endeavor to update the high-tech industry taxonomy based on the concentration of STEM (Science, Technology, Engineering and Math) occupations by industry. High-tech is defined as design, development and introduction of new products or innovative manufacturing processes through the systematic application of scientific and technical knowledge. But establishments are not limited to the manufacturing sector. An establishment is considered high-tech if employment in technology-oriented occupations accounts for a proportion of that industry’s total employment that was at least five times the average concentration in STEM occupations. In 2014 over 4.5% of all nonfarm jobs could be considered high-tech. *(Data Appendix Table 8 - High Tech Industries and Occupations, Appendix 2)*

• **Health Care** comprises medical care, nursing, and residential care. The services provided by establishments in this sector are delivered by trained professionals. All establishments have labor inputs of health practitioners or social workers with the requisite expertise. This is a major industrial sector in Idaho with 11.9% of all workers in either public or private health care activities. *(Data Appendix Table 9 - Health Care Industries and Occupations, Appendix 2)*

• **Power & Energy** is made up of 41 industries in mining, utilities, construction, manufacturing and professional, scientific and technical services. It involves fossil or renewable energy. Approximately 2% of the nonfarm jobs were in energy in 2014. *(Data Appendix Table 10 - Power and Energy Industries and Occupations, Appendix 2)*

These targeted sectors may also cross occupations. A listing of Hot Jobs within the target sector industries can be found in *Data Appendix Table 11 - Hot Jobs for Target Industries (Appendix 2)*. This table sorts the Hot Jobs by annual openings, both new and replacement, through 2020. Each occupation is followed by the target sector(s) that includes it. Additional information about Idaho’s Hot Jobs follows the discussion of Idaho’s high-demand occupations below.

**HIGH-DEMAND OCCUPATIONS**

Occupations generally cross industries. Some will be more prominent in specific industries but can be found to a lesser degree in others. In other words, a nurse may be needed in a manufacturing plant just as a food service worker could be employed in a school lunchroom. Those occupations which are projected to have at least 100 openings annually are considered “high-demand.” The following table lists the top ten high-demand occupations, ranked by the number of annual openings. The complete list of high-demand occupations can be found in *Data Appendix Table 2 - High Demand Occupations (Appendix 2)*.
Table 2.b: Top 10 High-Demand Occupations

Ranked by Annual Openings

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>2012 Total Jobs</th>
<th>2022 Projected Total Jobs</th>
<th>Annual Openings*</th>
<th>Median Hourly Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail Salespersons</td>
<td>21,293</td>
<td>25,582</td>
<td>1,157</td>
<td>$10.10</td>
</tr>
<tr>
<td>Cashiers</td>
<td>14,775</td>
<td>17,068</td>
<td>868</td>
<td>$9.02</td>
</tr>
<tr>
<td>Customer Service Representatives</td>
<td>15,616</td>
<td>19,010</td>
<td>764</td>
<td>$12.21</td>
</tr>
<tr>
<td>Combined Food Preparation and Serving Workers, Including Fast Food</td>
<td>9,862</td>
<td>13,077</td>
<td>699</td>
<td>$8.62</td>
</tr>
<tr>
<td>Waiters and Waitresses</td>
<td>9,999</td>
<td>12,163</td>
<td>697</td>
<td>$8.57</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>12,276</td>
<td>15,511</td>
<td>562</td>
<td>$28.36</td>
</tr>
<tr>
<td>Farmworkers and Laborers, Crop, Nursery, and Greenhouse</td>
<td>10,113</td>
<td>11,586</td>
<td>454</td>
<td>$9.19</td>
</tr>
<tr>
<td>Office Clerks, General</td>
<td>14,268</td>
<td>15,706</td>
<td>444</td>
<td>$12.84</td>
</tr>
<tr>
<td>General and Operations Managers</td>
<td>10,968</td>
<td>12,999</td>
<td>408</td>
<td>$33.41</td>
</tr>
<tr>
<td>Laborers and Freight, Stock, and Material Movers, Hand</td>
<td>8,567</td>
<td>9,953</td>
<td>404</td>
<td>$11.69</td>
</tr>
</tbody>
</table>

*Annual Openings include openings due to growth and replacement needs

The occupations listed above generally align with the high-demand industries listed previously, most especially retail/trade, and food service. With the exception of Registered Nurses and General and Operations Managers, the average wage for the top ten high-demand occupations is generally between $8.50 and $13 per hour. This means that 8 out of 10 of Idaho’s highest-demand jobs (by projected annual openings) pay under $13 per hour. This highlights the fact that high-demand jobs do not always pay high wages. The low wages in these occupations, especially in food service and retail, correlate with the relatively low requirements for education and experience. These occupations are high-demand jobs primarily because of frequent turnover, low wages and low training requirements.

The Idaho Department of Labor’s Research Division has defined as “critical” those occupations that have a high number of annual openings, pay higher wages, and are projected to grow. The top 50 jobs meeting these three criteria are called Idaho Hot Jobs and are discussed in depth below.

IDAHO’S HOT JOBS

Idaho’s Hot Jobs are determined by the Idaho Department of Labor. These are the jobs that generally require more training, pay a better wage and are predicted to have a high demand. Specifically, the criteria used to determine which jobs are included on the “Hot Jobs” list include (1) the number of annual openings, (2) median wage, and (3) projected growth. Some Hot Jobs will have fewer than 50 openings a year, but make the list due to their high wages and projected growth. For example, the occupation of “physician assistant” has only 34 annual openings, but the median wage and growth are very high. The top 20 Hot Jobs are listed below. A complete list of all 50 of Idaho’s Hot Jobs is included in Data Appendix 4 - Idaho Hot Jobs (Appendix 2).

Table 2.c: Top 20 “Hot Jobs” by Hot Job Ranking

Source: Idaho Department of Labor Occupation Employment Statistics Program
<table>
<thead>
<tr>
<th>Hot Job Ranking</th>
<th>Occupational Title</th>
<th>2022 Projected Jobs</th>
<th>Percent Change</th>
<th>Annual Openings*</th>
<th>Median Wage</th>
<th>Education Level**</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pharmacists</td>
<td>1763</td>
<td>32.4%</td>
<td>75</td>
<td>$53.82</td>
<td>DPD</td>
</tr>
<tr>
<td>2</td>
<td>Registered Nurses</td>
<td>15511</td>
<td>26.4%</td>
<td>562</td>
<td>$28.36</td>
<td>AD</td>
</tr>
<tr>
<td>3</td>
<td>Physical Therapists</td>
<td>1502</td>
<td>31.5%</td>
<td>64</td>
<td>$37.43</td>
<td>DPD</td>
</tr>
<tr>
<td>4</td>
<td>Software Developers, Applications</td>
<td>2117</td>
<td>22.2%</td>
<td>60</td>
<td>$33.62</td>
<td>BD</td>
</tr>
<tr>
<td>5</td>
<td>Physician Assistants</td>
<td>899</td>
<td>33.0%</td>
<td>34</td>
<td>$42.38</td>
<td>MD</td>
</tr>
<tr>
<td>6</td>
<td>Industrial Machinery Mechanics</td>
<td>2336</td>
<td>30.6%</td>
<td>107</td>
<td>$22.39</td>
<td>HSDE</td>
</tr>
<tr>
<td>7</td>
<td>Electricians</td>
<td>3746</td>
<td>29.1%</td>
<td>139</td>
<td>$21.21</td>
<td>HSDE</td>
</tr>
<tr>
<td>8</td>
<td>Dental Hygienists</td>
<td>1357</td>
<td>21.6%</td>
<td>53</td>
<td>$35.02</td>
<td>AD</td>
</tr>
<tr>
<td>9</td>
<td>Market Research Analysts and Marketing Specialists</td>
<td>1959</td>
<td>31.9%</td>
<td>67</td>
<td>$24.31</td>
<td>BD</td>
</tr>
<tr>
<td>10</td>
<td>Nurse Practitioners</td>
<td>723</td>
<td>30.0%</td>
<td>28</td>
<td>$42.71</td>
<td>MD</td>
</tr>
<tr>
<td>11</td>
<td>Computer Systems Analysts</td>
<td>1263</td>
<td>21.8%</td>
<td>39</td>
<td>$34.71</td>
<td>BD</td>
</tr>
<tr>
<td>11</td>
<td>Electrical Power-Line Installers and Repairers</td>
<td>1002</td>
<td>21.2%</td>
<td>47</td>
<td>$38.11</td>
<td>HSDE</td>
</tr>
<tr>
<td>13</td>
<td>Cost Estimators</td>
<td>1241</td>
<td>35.6%</td>
<td>62</td>
<td>$23.32</td>
<td>BD</td>
</tr>
<tr>
<td>14</td>
<td>Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products</td>
<td>7223</td>
<td>18.0%</td>
<td>229</td>
<td>$22.56</td>
<td>HSDE</td>
</tr>
<tr>
<td>15</td>
<td>Physicians and Surgeons, All Other</td>
<td>841</td>
<td>19.8%</td>
<td>32</td>
<td>NA</td>
<td>DPD</td>
</tr>
<tr>
<td>16</td>
<td>Electrical Engineers</td>
<td>1451</td>
<td>15.8%</td>
<td>47</td>
<td>$43.41</td>
<td>BD</td>
</tr>
<tr>
<td>17</td>
<td>Diagnostic Medical Sonographers</td>
<td>632</td>
<td>50.8%</td>
<td>27</td>
<td>$29.85</td>
<td>AD</td>
</tr>
<tr>
<td>18</td>
<td>Plumbers, Pipefitters, and Steamfitters</td>
<td>2005</td>
<td>31.7%</td>
<td>67</td>
<td>$20.08</td>
<td>HSDE</td>
</tr>
<tr>
<td>19</td>
<td>Health Specialties Teachers, Post-secondary</td>
<td>680</td>
<td>36.8%</td>
<td>26</td>
<td>$61,940</td>
<td>DPD</td>
</tr>
<tr>
<td>20</td>
<td>Carpenters</td>
<td>7011</td>
<td>28.6%</td>
<td>223</td>
<td>$16.48</td>
<td>HSDE</td>
</tr>
</tbody>
</table>

*Annual Openings include openings due to growth and replacement needs

**Education Levels: AD - Associate Degree, BD - Bachelor's Degree, DPD - Doctoral or professional degree, HSDE - High school diploma/equivalent, MD - Master's Degree,

The entire Hot Jobs list, comprising 50 different occupations, can be grouped into major occupational categories. The number of occupations, projected annual openings, and education necessary for each category are summarized below:

- **Architecture and Engineering** - Three occupations, 140 openings with all requiring a bachelor's degree
- **Business and Finance** - Eight occupations, 507 openings with seven requiring a bachelor's degree
- **Community and Social Service** - Two occupations, 73 openings with one requiring a master's degree and the other a high school diploma or equivalent with moderate on-the-job training
- **Computer and Mathematical** - Three occupations, 117 openings with all requiring a bachelor's degree
- **Construction and Extractions** - Eight occupations, 971 openings with five requiring a high school diploma or equivalent or less and three requiring less than high school
- **Education, Training and Library** - Two occupations, 259 openings with one requiring a doctoral or professional degree and the other a bachelor's degree
Of the 50 Hot Jobs, 35 require some type of training beyond high school, and only six of the top 20 do not. Projected growth in these occupations, coupled with education data and direct input from industry lend strong support to the state’s goals to increase educational attainment beyond high school. It is vital that Idaho’s labor force seek educational opportunities to qualify for the Hot Jobs that will be available over the next 10 years.

(II) EMERGING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

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

This section analyzes emerging demand industry sectors and occupations by way of examining high growth industries and occupations. In several cases, industries and occupations that have previously been discussed as high demand are also high growth. For example: health care and social services, manufacturing, and retail trade are all high growth industries as well as industries with a current high demand.

However, there are some industries and occupations that are not high demand, but are growing—such as pharmacists and market research analysts. Additionally, subsectors within a high-demand industry may be emerging. For example, ample evidence collected recently through community forums, business conferences and other discussions indicate Idaho’s small manufacturers are experiencing growth and have the ability to grow even more.

Additionally, over one-third of growth in the health care field is projected to occur in ambulatory health care services, which include doctor’s offices, outpatient care centers, home health care and laboratories. These and other trends are discussed in greater depth under “Growth Industries” and “Growth Occupations” below.

GROWTH INDUSTRIES

This section examines Idaho’s industries both in terms of net growth (number) and relative growth (percentage). An industry with large relative growth may not necessarily add a large number of jobs. However, both measures are indicators of the projected growth in Idaho’s economy over the next eight years.

The industrial sectors which are projected to have the largest net growth between 2012 and 2022 are:

- Healthcare Practitioners and Technical - 14 occupations, 11,534 openings requiring from a doctoral or a professional degree to a post-secondary non-degree award
- Health Care Support - One occupation, 22 openings requiring an associate degree
- Installation, Maintenance and Repair - Four occupations, 327 openings with one requiring a post-secondary non-degree award and three requiring a high school diploma or equivalent
- Office and Administrative Support - One occupation with 264 openings requiring a high school diploma or equivalent
- Production - One occupation, 54 openings requiring a high school diploma or equivalent
- Sales and Related - Three occupations, 665 openings requiring a high school diploma or bachelor’s degree

Heath Care and Social Assistance - 21,803
• Retail Trade - 16,783
• Accommodation and Food Services - 12,076
• Construction - 11,602
• Administrative and Support Services - 7,047
• Manufacturing - 6,015
• Educational Services 5,672

The industrial sectors that are projected to have the highest relative growth are:

• Construction - 39.3%
• Arts, Entertainment & Recreation - 29.3%
• Real Estate and Rental Leasing - 28.7%
• Health Care and Social Assistance - 26.5%
• Accommodation and Food Services - 23.3%
• Retail Trade - 21.9%

The graphs in Figures 2.a and 2.b on the following page present data on both the net growth and relative growth of the industries listed above, as well as several other industries. Specific information for these, and other high-growth industries, is provided after the following graphs.
Figure 2.a: Idaho’s Industries by Net Growth, 2012-2022

This image can also be found at: http://labor.idaho.gov/dnn/portals/11/images/wioa/Figure2.a_Industries_Net_Growth_2012_22.png
Figure 2.b: Idaho’s Industries by Relative Growth, 2012-2022

THIS IMAGE CAN ALSO BE FOUND AT: http://labor.idaho.gov/dnn/portals/11/images/wioa/Figure2.b_Industries_Relative_Growth_2012_22.png
Health Care: Over the long-term, the health care and social assistance sector is projected to add the most new jobs at 21,800. However, it ranks 4th in percentage growth at 26.5%. The aging workforce and in-migration of retirees will continue to drive significant growth in this sector. Over one-third of the growth is projected to occur in ambulatory health care services, which include doctor’s offices, outpatient care centers, home health care and laboratories. Hospitals will add nearly 7,500 jobs in the next eight years. Nursing homes and residential care facilities will add nearly 2,800 jobs by 2022.

Social Assistance: Ongoing economic conditions are having a greater impact on social assistance, where over 3,600 new jobs are projected. As more individuals and families are seeking counseling and help with retraining, food, shelter and day care services, the number of establishments and employees grows. This sector has been one of the fastest growing in the state, and that trend will continue in spite of rising health costs, as the population expands and ages. Additional training capacity is being developed at several post-secondary schools. Idaho’s health care is growing at the same rate as the nation’s at 26%. As a result, there are still shortages in most health care occupations.

Retail Trade: Jobs in trade and retail will expand as the population grows and the overall economy continues to improve. Trade employment ranked second in both fastest growth and net job growth. It is projected that the number of new jobs by 2022 will be 20,400, a 35% growth rate. More than 60% of the new jobs will be in four sectors: general merchandise stores, food and beverage stores, motor vehicle and parts dealers and building material and garden equipment stores. These industries are dominated by retail salespeople and clerks, the top two high-demand occupations. Other high-demand occupations include first-line supervisors and managers of retail sales workers; bookkeepers, accounting and auditing clerks, stock clerks and order fillers. Many of these jobs will require little education beyond high school.

Accommodation and Food Services: The Accommodation and Food Services industry is part of the Leisure and Hospitality sector. The estimated 12,000 job openings in this industry will include waiters and waitresses, food preparation and serving workers, counter attendants, dishwashers and cooks. Only restaurant cooks require more than short-term training. However, most of these jobs require interaction with the public so good people skills are required. Population growth will contribute to the increase in this industry.

Construction: Construction employment is projected by 2022 to have the largest percentage growth at 39% resulting in the addition of 11,600 new jobs. Nearly three-fourths of the new jobs will be in specialty trades. Heavy construction and civil engineering will have the smallest uptick at 350 jobs. With the available stock of homes diminishing and the financial climate improving, jobs in building construction are predicted to increase by over 3,000. Average employment in 2022 is projected to be 41,100, but remains below the 2007 high of 52,000 jobs.

Administrative and Support Services: Administrative support is a major component of the Professional and Business Services sector. It is projected to add over 7,000 jobs. This industry includes call centers, employment agencies, janitorial services, lawn maintenance and a myriad other business support services. More broadly, the professional and business services sector is forecast to add nearly 12,000 jobs over the next eight years. This growth includes an estimated demand for 3,800 workers in the professional and technical services industry. Within this industry, fastest growing occupations are computer-related, including software engineers and network analysts. Accountants and other types of financial workers will be in demand. Demand for workers in scientific research should continue to grow.
Manufacturing: In spite of the overall decrease in manufacturing jobs, the projections indicate the future of manufacturing does have some bright spots. Transportation equipment, semiconductor, machinery, fabricated metal, wood, food and chemical production are projected to add a combined total of more than 5,500 jobs by 2022. All manufacturing will have replacement needs, but the small manufacturers are the source of real growth. Ample evidence collected recently through community forums, business conferences and other discussions indicate Idaho’s small manufacturers are experiencing growth and have the ability to grow even more. But most are concerned about access to an adequate pool of skilled workers.

Education Services: Education services are forecast to add nearly 5,700 jobs by 2022, in both public and private schools from kindergarten through post-secondary. Student populations and the demand for education services—which account for nearly half the jobs in local government—will continue to increase. Kindergarten, elementary, secondary and post-secondary institutions account for 44% of state government employment. Although Idaho’s economy is growing, schools continue to experience budget constraints. Some school districts have passed bond and levy elections to help ease the local budgets and upgrade facilities and equipment, however, local school districts in many rural areas of Idaho continue to struggle with their budgets. Inadequate public school facilities and overcrowding is expensive to address and can become a barrier to attracting new residents to an area. The current budget pressures on public education will have a direct effect on the structure of Idaho’s economy.

Agriculture: Agriculture is forecast to add nearly 3,500 jobs during the decade. The growth will be in animal production, primarily dairy cows. Crop production, forestry, logging and support activities are forecast to lose jobs. This may not be a fast growing industry, but it is vital to the rural economy. Every job added in animal production generates another job elsewhere in the economy, and the earnings multiplier is even greater at 2.22. Agriculture employment, covered by the state’s unemployment insurance law and non-covered seasonal jobs, grew from 35,300 in 2002 to 50,400 in 2014

GROWTH OCCUPATIONS

Occupations generally cross industries. Some will be more prominent in specific industries but can be found to a lesser degree in others. For example, a nurse may be needed in a manufacturing plant just as a food preparation worker could be employed in a school lunchroom. This section analyses those occupations which are projected to have the highest level of growth. In some cases, these may overlap with occupations identified as currently in demand.

The following data was taken from Data Appendix Table 2 - High Demand Occupations (Appendix 2), and sorted in order of projected growth. The table below provides a snapshot of the top ten high-demand occupations by projected growth.
Table 2.d: Idaho Demand Occupations by Projected Relative Growth, 2012-2022

Source: Idaho Department of Labor, 2012-2022 Occupation Projections

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>2012 Total Jobs</th>
<th>2022 Projected Total Jobs</th>
<th>Percent Change</th>
<th>Annual Openings*</th>
<th>Education Level**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Health Aides</td>
<td>2,328</td>
<td>3,296</td>
<td>41.58%</td>
<td>141</td>
<td>LHS</td>
</tr>
<tr>
<td>Personal Care Aides</td>
<td>8,197</td>
<td>11,296</td>
<td>37.81%</td>
<td>369</td>
<td>LHS</td>
</tr>
<tr>
<td>Combined Food Preparation and Serving Workers, Including Fast Food</td>
<td>9,862</td>
<td>13,077</td>
<td>32.60%</td>
<td>699</td>
<td>LHS</td>
</tr>
<tr>
<td>Cooks, Restaurant</td>
<td>5,510</td>
<td>7,282</td>
<td>32.16%</td>
<td>175</td>
<td>LHS</td>
</tr>
<tr>
<td>Industrial Machinery Mechanics</td>
<td>1,788</td>
<td>2,336</td>
<td>30.65%</td>
<td>107</td>
<td>HSDE</td>
</tr>
<tr>
<td>Construction Laborers</td>
<td>5,606</td>
<td>7,250</td>
<td>29.33%</td>
<td>139</td>
<td>LHS</td>
</tr>
<tr>
<td>Electricians</td>
<td>2,902</td>
<td>3,746</td>
<td>29.08%</td>
<td>175</td>
<td>HSDE</td>
</tr>
<tr>
<td>Bartenders</td>
<td>2,649</td>
<td>3,416</td>
<td>28.95%</td>
<td>223</td>
<td>HSDE</td>
</tr>
<tr>
<td>Carpenters</td>
<td>5,453</td>
<td>7,011</td>
<td>28.57%</td>
<td>209</td>
<td>HSDE</td>
</tr>
<tr>
<td>First-Line Supervisors of Food Preparation and Serving Workers</td>
<td>3,694</td>
<td>4,741</td>
<td>28.34%</td>
<td></td>
<td>LHS</td>
</tr>
</tbody>
</table>

*Annual openings include both growth and replacement needs. High-demand = at least 100 annual openings.

**Education Levels: LHS - Less than high school, HSDE - high school diploma/equivalent

Only one of the occupations in the table above—Food Preparation and Serving Workers—also ranks in the top ten high-demand occupations when sorted by number of annual openings. Generally speaking, the high-demand occupations projected to have the highest relative growth are not necessarily those with the largest number of annual openings (though all high-demand occupations have at least 100 annual openings).

Most of the occupations listed above are related to three industries: health care, food service, and construction. All of the specific occupations listed require a high school diploma/equivalent or less. Although electricians and industrial machinery mechanics both make average wages above $20, the median wage for all ten occupations listed is $9.69.

High-demand occupations are not the only occupations projected to experience high growth. A total of 57 occupations are projected to experience very high relative growth between 2012 and 2022, defined as an increase of 30% or more in total number of jobs. However, the majority of these high-growth occupations have less than 100 annual openings, with the median number of annual openings at only 15. Of the 57 fastest growing occupations, only five have at least 100 annual openings (they are included in the table above).

While the total number of annual openings for many high-growth occupations is small, many pay much higher median wages. Of the 57 high-growth occupations identified, 48 pay at least $13 per hour, and 23 pay at least $20 per hour. Several of these occupations are also included on Idaho’s “Hot Jobs” list discussed in Section (II)(a)(1)(i) Additional information on Fastest Growing Occupations can be found in Data Appendix Table 3: Fastest Growing Occupations in Idaho (Appendix 2). The table below shows the top ten high-growth occupations when sorted by median hourly wages.
Table 2.e: Top 10 “Hot Jobs” According to Median Hourly Wage

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>2012 Employment</th>
<th>2022 Projected Employment</th>
<th>Percent Change</th>
<th>Annual Openings*</th>
<th>Median Hourly Wage</th>
<th>Education Level**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmacists</td>
<td>1332</td>
<td>1763</td>
<td>32.36%</td>
<td>75</td>
<td>$53.82</td>
<td>DPD</td>
</tr>
<tr>
<td>Nurse Practitioners</td>
<td>556</td>
<td>723</td>
<td>30.04%</td>
<td>28</td>
<td>$42.71</td>
<td>MD</td>
</tr>
<tr>
<td>Physician Assistants</td>
<td>676</td>
<td>899</td>
<td>32.99%</td>
<td>34</td>
<td>$42.38</td>
<td>MD</td>
</tr>
<tr>
<td>Physical Therapists</td>
<td>1142</td>
<td>1502</td>
<td>31.52%</td>
<td>64</td>
<td>$37.43</td>
<td>DPD</td>
</tr>
<tr>
<td>Medical and Clinical Laboratory Technicians</td>
<td>478</td>
<td>631</td>
<td>32.01%</td>
<td>27</td>
<td>$35.02</td>
<td>AD</td>
</tr>
<tr>
<td>Information Security Analysts</td>
<td>198</td>
<td>267</td>
<td>34.85%</td>
<td>10</td>
<td>$34.92</td>
<td>BD</td>
</tr>
<tr>
<td>Orthotists and Prosthetists</td>
<td>40</td>
<td>59</td>
<td>47.50%</td>
<td>2</td>
<td>$31.60</td>
<td>MD</td>
</tr>
<tr>
<td>Audiologists</td>
<td>23</td>
<td>31</td>
<td>34.78%</td>
<td>1</td>
<td>$30.23</td>
<td>DPD</td>
</tr>
<tr>
<td>Diagnostic Medical Sonographers</td>
<td>419</td>
<td>632</td>
<td>50.84%</td>
<td>27</td>
<td>$29.85</td>
<td>AD</td>
</tr>
<tr>
<td>Health Specialties Teachers, Post-secondary</td>
<td>497</td>
<td>680</td>
<td>36.82%</td>
<td>26</td>
<td>$29.78</td>
<td>DPD</td>
</tr>
</tbody>
</table>

The occupations listed in the table above illustrate the importance of post-secondary education for Idaho's workforce. Of the ten highest-paying occupations projected to grow by more than 30%, four require a doctoral or professional degree, three require a master’s degree, one requires a bachelor’s degree, and two require an associate degree.

(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.

Sections (II)(a)(1)(A)(i) and (ii) of this report examined high-demand industries/occupations and high-growth industries/occupations. In summary:

- **High Demand**: The highest demand industries and occupations are clustered around health care, retail/trade, food service, and construction. Many of these occupations are considered high-demand because high employee turnover causes them to have more than 100 openings per year. However, many of these highest-demand occupations are also the lowest-paying and require the least skill and education.

- **High Growth**: Many of the occupations projected to experience the most growth also have relatively high wages and require more education and training. However, for many of these occupations, the number of annual openings is projected to remain below 100, even after accounting for future growth.

Idaho’s workforce development system will prioritize its efforts around those industries and occupations that balance both good wages and existing or projected demand for workers. Such industries and occupations have been identified in Idaho’s Target Sectors and Hot Jobs (respectively). However, given the prevalence of and ongoing demand for food service, retail, and
other low-skilled jobs, the workforce development system will also need to focus on preparing workers with general employability skills so that employers can fill these positions.

This section will examine some of the fundamental skills and competencies all workers will need regardless of their occupation or industry. It will also examine the skills and competencies that employees will need if they are to gain employment in one of Idaho’s Target Sectors.

GENERAL SKILLS AND COMPETENCIES

With in-demand occupations ranging from pharmacists, general managers, teachers and accountants to personal and home aides, truck drivers, and food-service workers, the education and training requirements for Idaho’s workforce are quite varied - ranging from doctoral or professional degrees to less than a high school education. Common skills do cross these occupations however, including basic educational, interpersonal and customer service skills such as:

- Active learning
- Active listening
- Critical thinking
- Learning strategies
- Fundamental mathematics
- Reading comprehension
- Writing

Other skills that are necessary for many of the projected jobs in Idaho include:

- Complex problem solving
- Instructing or explaining concepts to others
- Judgment and decision making
- Time management
- Customer service

Beyond the foundational skills listed above, Idaho’s workforce will need knowledge in specific areas to be prepared for jobs of the future. Technical skills are rapidly becoming more important among jobs where they were traditionally unnecessary such as for material movers and manufacturers where technical skills are now needed for equipment operation, measuring, recording data and communicating information. Occupation-specific skills for these jobs can often be acquired on the job, but the best-paying jobs require training beyond high school.

Many of these jobs, whether in a major industry or not, will require advanced education and training, demanding a solid kindergarten through high school foundation and availability of quality post-secondary education and training. Wages in the science and technology and health care sectors are significantly higher than wages as a whole and will continue to attract workers—provided sufficient investments continue to be made to train workers in these fields. The state is keenly aware that higher skills are necessary, particularly in science and mathematics and is striving to foster growth in science, technology and health-related fields through its sector strategy. In these high-demand jobs, wages will have to be competitive with surrounding states to attract and retain workers, particularly in more rural areas.
TARGET SECTOR SKILLS AND COMPETENCIES

In addition to general employability skills, jobs within Idaho’s Target Sector industries will also require additional skill and competencies. Below are the relevant competency models for each of the Target Industries published by the U.S. DOL Employment & Training Administration and developed in collaboration with leading industry organizations. These models are specific to the state’s target sectors with the exception of the high technology sector for which a model has not yet been developed. These models reflect the knowledge and skills necessary for these targeted industries in Idaho.

**Advanced Manufacturing**: The model contains information on sustainable and green manufacturing.

- Tier 1 - Personal Effectiveness Competencies: Interpersonal Skills, Integrity, Professionalism, Initiative, Dependability and Reliability, Lifelong Learning
- Tier 2 - Academic Competencies: Science, Basic Computer Skills, Mathematics, Reading, Writing, Communication - Listening and Speaking, Critical and Analytic Thinking, Information Literacy
- Tier 3 - Workplace Competencies: Business Fundamentals, Teamwork, Adaptability/Flexibility, Marketing and Customer Focus, Planning and Organizing, Problem Solving and Decision Making, Working with Tools and Technology, Checking, Examining and Recording, Sustainable Practices
- Tier 5 - Industry Sector Technical Competencies
- Tier 6 - Management Competencies and Occupation-Specific Requirements

**Aerospace**: This model is designed to evolve along with changing skill requirements.

- Tier 1 - Personal Effectiveness Competencies: Interpersonal Skills, Integrity, Professionalism, Initiative, Dependability and Reliability, Lifelong Learning
- Tier 2 - Academic Competencies: Reading, Writing, Mathematics, Science, Engineering and Technology, Communication - Listening and Speaking, Critical and Analytic Thinking, Basic Computer Skills
- Tier 3 - Workplace Competencies: Teamwork, Planning and Organizing, Innovation and Invention, Problem Solving and Decision Making, Working with Tools and Technology, Checking, Examining and Recording, Business Fundamentals
- Tier 5 - Industry Sector Technical Competencies
- Tier 6 - Management Competencies and Occupation-Specific Requirements

**Power & Energy**: This updated model contains new information on the need for science and information technology skills and the importance of ethics, employability and entrepreneurship skills as well as updated key behaviors in several areas.
- Tier 1 - Personal Effectiveness Competencies: Interpersonal Skills, Integrity, Professionalism, Reputation, Dependability and Reliability, Self-Development, Flexibility, Adaptability, Ability to Learn
- Tier 2 - Academic Competencies: Mathematics, Locating, Reading and Using Information, Writing, Listening, Speaking, Engineering and Technology, Critical and Analytic Thinking, Science, Information Technology
- Tier 3 - Workplace Competencies: Business Fundamentals, Teamwork, Following Directions, Planning, Organizing and Scheduling, Problem Solving and Decision Making, Checking, Examining and Recording, Ethics, Employability and Entrepreneurship Skills, Working with Basic Hand and Power Tools and Technology
- Tier 4 - Industrywide Technical Competencies: Safety Awareness, Industry Principles and Concepts, Environmental Laws and Regulations, Quality Control and Continuous Improvement, Troubleshooting,
- Tier 5 - Industry Sector Technical Competencies: Non-Nuclear Generation (Coal, Natural Gas, Oil, Hydro, Solar, Wind, Biofuel and Geothermal), Nuclear Generation, Electric Transmission and Distribution, Gas Transmission and Distribution
- Tier 6 - Management Competencies and Occupation-Specific Requirements

**Health—Allied Health Competency Model:** It is not intended that all health care workers possess all competencies listed, rather this is a compilation of competencies that can be included as a basis for preparation in health occupations.

- Tier 1 - Personal Effectiveness Competencies: Interpersonal Skills, Integrity, Professionalism, Initiative, Dependability and Reliability, Lifelong Learning
- Tier 2 - Academic Competencies: Reading, Writing, Mathematics, Science and Technology, Communication - Listening and Speaking, Critical and Analytic Thinking, Basic Computer Skills, Information Literacy
- Tier 3 - Workplace Competencies: Teamwork, Customer Focus, Planning and Organizing, Problem Solving and Decision Making, Working with Tools and Technology, Scheduling and Coordinating, Checking, Examining and Recording, Workplace Fundamentals
- Tier 4 - Industry-wide Technical Competencies: Health Industry Fundamentals, Health Care Delivery, Health Information, Health Industry Ethics, Laws and Regulations, Safety Systems
- Tier 5 - Industry Sector Technical Competencies: Patient Interaction, Health and Disease, Infection Control, Medication, Documentation, Diagnostic Procedures, Rehabilitation Therapy
- Tier 6 - Management Competencies and Occupation-Specific Requirements

**TARGET SECTOR LICENSES AND CREDENTIALS**

The state of Idaho requires licenses for some occupations within the target sectors. The names of the licenses and the oversight agencies are listed below.

The credentials desired by Idaho employers are more varied, depending on the individual skills required for specific jobs. Employers of some occupations, like welding, often complained local training programs were not producing the particular skills they needed. To meet this need for more specialized credentials, the Idaho Division of Professional-Technical Education instituted a micro-certification platform called SkillStack. Industry and education stakeholders work together to develop relevant badges or micro-certifications to demonstrate mastery of very specific skills. Rather than listing each micro-certification available, the names of the SkillStack pathways available within each target industry sector are listed below.
ADVANCED MANUFACTURING

Idaho Licenses

- Idaho Board of Professional Engineers and Professional Land Surveyors:
  - Professional Engineer License
  - Engineer Intern Certification
  - Idaho State Department of Agriculture (Food Manufacturing)
  - Bulk Milk Hauler

SkillStack Credentials

- Precision Machining
- Welding Technology
- Programmable Logic Controllers Industrial Maintenance

AEROSPACE

Idaho Licenses

- Idaho Board of Professional Engineers and Professional Land Surveyors:
  - Professional Engineer License
  - Engineer Intern Certification

SkillStack Credentials

- Aviation Assembly

POWER & ENERGY

Idaho Licenses

- Idaho Board of Professional Engineers and Professional Land Surveyors
  - Professional Engineer License
  - Engineer Intern Certification
  - Idaho Plumbing Board
  - Plumbing Apprentice
Plumbing Journeyman

Plumbing Contractor

Specialty Plumbing Apprentice (appliance, water pump, mobile home)

Specialty Plumbing Journeyman (appliance, water pump, mobile home)

HEALTH CARE

Idaho Licenses

- Board of Examiners of Nursing Home Administrators

Nursing Home Administrators

- Board of Examiners of Residential Care Facility Administrators

Residential Care Administrator

- Board of Professional Counselors and Marriage & Family Therapists

Counselors (LPC)

Clinical Practice Counselors (LCPC)

- Idaho Board of Social Work Examiners

Social Workers

Masters Social Worker

Clinical Social Worker

- Idaho State Board of Medicine

Physicians & Surgeons

- Physical Therapist Licensure Board

Physical Therapists

- Idaho Board of Nursing

Registered Nurse (RN)

Licensed Practical Nurse (LPN)
B. WORKFORCE ANALYSIS

The Unified or Combined State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA. This population must include individuals with disabilities among other groups in the State and across regions identified by the State. This includes: 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; 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. ** Veterans, unemployed workers, and youth, and others that the State may identify.

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. SKILL GAPS

Describe apparent ‘skill gaps’.

(I) EMPLOYMENT AND UNEMPLOYMENT TRENDS

Provide an analysis of current employment and unemployment data and trends in the State.

This part of Section(II)(a)(1)(B) examines employment and unemployment trends in general for the state, followed by a discussion of employment trends for specific subpopulations, as well as a more in–depth analysis of employment for Idahoans with disabilities.

GENERAL EMPLOYMENT TRENDS

In Idaho, jobs grew at a healthy pace from 2002 through 2006. By early 2007, the growth began to slow and ended in June when the number of people employed began to decline, and continued to decline through 2009. The seasonally adjusted unemployment rate increased from a record low of 2.7% in early 2007 to 9.7% in mid–2009. At this point, the unemployment rate reached its highest level and remained at this level for the longest amount of time since the recession in 1983, as evidenced in the graph below.
Figure 2.c: Comparison of Seasonally Adjusted Unemployment Rate

THIS IMAGE CAN ALSO BE FOUND AT:
http://labor.idaho.gov/dnn/portals/11/images/wioa/Figure2.c_Comparison_Seasonally_Adjusted_UE_Rate.png
In a sign that Idaho’s economy is improving, the year–over–year number of employed workers has increased and the year–over–year number of unemployed workers has decreased each month since May of 2010—a trend that has continued for 64 straight months. Labor turnover peaked in 2005 and 2006 at 11.1%. Second quarter 2014 data indicate the rate has declined to 9.28%, another sign of increasing job market stability.

Unemployment characteristics were easily obtained for two target sectors – advanced manufacturing and health care. Unemployment declined in both between 2010 and 2014. Manufacturing reported 9,060 unemployed workers down from 15,095 in 2010. Many of the manufacturing occupations are in actual production, which reported 8,898 unemployed workers in 2014 compared to 11,375 in 2010.

Health care, the only sector posting steady growth through the recession, accounted for 5,115 unemployed in 2014 compared to 7,258 in 2010. Health care practice, technology and support occupations had 2,931 unemployed in 2014 compared to 2,365 in 2010.

EMPLOYMENT TRENDS BY POPULATION

The table below provides employment information for Idaho’s labor force by age, race, and gender, taken from the American Community Survey (ACS) five–year data 2009–2013. The data below are for those Idaho individuals who are in the workforce employed or looking for work. This information provides additional insight into whether specific groups may face barriers to employment. Specific trends are discussed below the table. The 2014 data regarding Idahoans in the unemployment insurance program reflects the beginning of a long, slow recovery in Idaho. Data Appendix Table 12 – Ul Claimant Characteristics (APPENDIX 2) provides additional information on the characteristics of the unemployed.

The American Community Survey (ACS) five–year data are the only source for detailed information on race and ethnicity. Currently the five–year ACS data include calendar year 2009, which represents the tail end of the official recession. As a result, the ACS five–year data included below may skew the unemployment rates upward. When the 5–year estimates for 2010–2014 are released in December 2015, the rates may differ but the trends discussed below will likely remain the same.

Table 2.f: Idaho Labor Force by Age, Race and Gender (ACS 5–year, 2009–2013)

Source: American Community Survey 5–year estimates for 2009–2013

<table>
<thead>
<tr>
<th>Population Subgroups</th>
<th>Total Population</th>
<th>Civilian Labor Force</th>
<th>Employed</th>
<th>Unemployed</th>
<th>Unemployment Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population aged 16 Years and Older</td>
<td>1,201,999</td>
<td>763,379</td>
<td>696,190</td>
<td>67,189</td>
<td>8.80%</td>
</tr>
<tr>
<td>Population aged 16 to 19 years</td>
<td>90,791</td>
<td>39,562</td>
<td>29,264</td>
<td>10,298</td>
<td>26.03%</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>110,262</td>
<td>82,587</td>
<td>71,267</td>
<td>11,320</td>
<td>13.71%</td>
</tr>
<tr>
<td>25 to 44 years</td>
<td>403,713</td>
<td>324,455</td>
<td>300,539</td>
<td>23,916</td>
<td>7.37%</td>
</tr>
<tr>
<td>45 to 54 years</td>
<td>205,534</td>
<td>166,839</td>
<td>155,311</td>
<td>11,528</td>
<td>6.91%</td>
</tr>
<tr>
<td>55 to 64 years</td>
<td>187,165</td>
<td>119,082</td>
<td>111,057</td>
<td>8,025</td>
<td>6.74%</td>
</tr>
<tr>
<td>65 to 74 years</td>
<td>117,207</td>
<td>26,060</td>
<td>24,217</td>
<td>1,843</td>
<td>7.07%</td>
</tr>
<tr>
<td>75 years and over</td>
<td>87,327</td>
<td>4,794</td>
<td>4,535</td>
<td>259</td>
<td>5.40%</td>
</tr>
<tr>
<td>Population: White Alone</td>
<td>1,115,161</td>
<td>707,810</td>
<td>647,693</td>
<td>60,117</td>
<td>5.49%</td>
</tr>
<tr>
<td>Black Alone</td>
<td>6,203</td>
<td>4,074</td>
<td>3,278</td>
<td>796</td>
<td>19.54%</td>
</tr>
<tr>
<td>Population Subgroups</td>
<td>Total Population</td>
<td>Civilian Labor Force</td>
<td>Employed</td>
<td>Unemployed</td>
<td>Unemployment Rate</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------------------</td>
<td>----------------------</td>
<td>----------</td>
<td>------------</td>
<td>------------------</td>
</tr>
<tr>
<td>American Indian &amp; Alaska Native Alone</td>
<td>14,868</td>
<td>8,069</td>
<td>6,593</td>
<td>1,476</td>
<td>18.29%</td>
</tr>
<tr>
<td>Asian Alone</td>
<td>16,024</td>
<td>10,114</td>
<td>9,281</td>
<td>833</td>
<td>8.24%</td>
</tr>
<tr>
<td>Native Hawaiian &amp; Other Pacific Islander Alone</td>
<td>1,621</td>
<td>1,110</td>
<td>988</td>
<td>122</td>
<td>10.99%</td>
</tr>
<tr>
<td>Some Other Race Alone</td>
<td>25,369</td>
<td>18,421</td>
<td>16,623</td>
<td>1,798</td>
<td>9.76%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>22,753</td>
<td>13,781</td>
<td>11,734</td>
<td>2,047</td>
<td>14.85%</td>
</tr>
<tr>
<td>Hispanic or Latino Origin (across all races)</td>
<td>114,416</td>
<td>79,846</td>
<td>70,523</td>
<td>9,323</td>
<td>11.68%</td>
</tr>
<tr>
<td>Male</td>
<td>597,963</td>
<td>397,986</td>
<td>361,945</td>
<td>36,041</td>
<td>9.06%</td>
</tr>
<tr>
<td>Female</td>
<td>604,036</td>
<td>332,588</td>
<td>306,848</td>
<td>25,740</td>
<td>7.74%</td>
</tr>
</tbody>
</table>

As the above table shows, the largest group of workers by age is between 25–44 years. However, the age group with the highest unemployment rate is those aged 16 to 24, while the group with the lowest unemployment rate is those aged 75 years and over. It is important to note that the youth listed in this table are those who are part of the workforce and actively looking for work. The state is implementing several strategies designed to increase employment, education and skill attainment opportunities needed by this struggling youth demographic.

Nearly 93% of Idaho’s labor force is white alone, and this group has an unemployment rate of 8.49%—the second lowest among racial and ethnic groups. The lowest unemployment rate was among Asian alone at 8.24%. The highest unemployment rate was among blacks at 19.54%, which represent only 0.5% of Idaho’s population. In a close second, American Indians and Alaska Natives were unemployed at a rate of 18.29%. Men in the workforce were unemployed at a rate of 9.06% compared to 7.74% for women. People of Hispanic or Latino origin—a designation which crosses multiple racial groups—represent 10% of Idaho’s workforce and had an unemployment rate of 11.68%.

Veterans, another important demographic group in Idaho, totaled 122,955 according to the ACS 5–year data for 2009–2013. They are predominately white and males. Just under half are 35 to 64 years old. They are an educated group with 40% having some college or an associate degree and 25% with a bachelor’s degree or higher. The unemployment rate for this segment of the population was 9%, just above the state’s average rate. Additional information is found in *Data Appendix Table 14 – Idaho’s Veterans (Appendix 2)*.

Additionally, 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 33,326 and includes a variety of races outside of Native American. The largest race is white at 23,143, or 69% of the total reservation population. The American Indian and Alaska Native population is second with 8,471, one–third the number of whites. Most of the workers are in management, business, science and arts occupations. Education services, health care, and social assistance provide the largest number of jobs with over 2,900. Two other major industry groups – “agriculture, forestry, fishing, hunting and mining” and “the arts, entertainment and recreation and accommodation and food service” – employ over 1,400 people. More than one half of the population has a high school diploma or equivalency or more. Additional information is found in *Data Appendix Table 13 – Idaho Indian Reservations (Appendix 2)*.
IDAHOANS WITH DISABILITIES

The Workforce Innovation and Opportunity Act calls for enhanced services and opportunities for individuals with disabilities in the workforce system. As a result, this population has been analyzed in greater detail in Idaho’s Combined State Plan. The information below provides a deeper look at Idaho’s population of people with disabilities and the employment trends therein. Data is sourced from the American Community Survey (ACS) unless otherwise noted.

The number of people with disabilities in Idaho is growing. The ACS one–year estimates of individuals with disabilities in Idaho increased from 182,264 in 2009 to 204,780 in 2014, representing an increase of 12.4% over five years (ACS Sex by Age by Disability Status, 1–Year Estimates).

According to data from the American Community Survey, published in the Compendium of Disability Statistics, 13.1% of Idaho civilians living in the community report having a disability, including 11.2% of residents of working age (18–64). The prevalence of disability in Idaho roughly corresponds to that of the United States, with estimates all within one–percentage point each of the past five–years. These estimates are also in line with bordering states with the exception of Utah’s rate of 9.5% (the lowest disability percentage in the United States). Rates of reported disability range from the low in Utah of 9.5% to a high of 20.2% in West Virginia.

Table 2.g: Civilians Living in the Community by Age and Disability Status

<table>
<thead>
<tr>
<th>Population Group</th>
<th>Total</th>
<th>Disability ()</th>
<th>Disability (%)</th>
<th>No Disability ()</th>
<th>No Disability (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S Total Civilian Population.</td>
<td>314,746,745</td>
<td>39,892,960</td>
<td>12.7</td>
<td>274,853,785</td>
<td>87.3</td>
</tr>
<tr>
<td>Idaho Civilian Population</td>
<td>1,592,172</td>
<td>208,830</td>
<td>13.1</td>
<td>1,383,342</td>
<td>86.9</td>
</tr>
<tr>
<td>Idahoans Under 5</td>
<td>111,239</td>
<td>504</td>
<td>0.5</td>
<td>110,735</td>
<td>99.5</td>
</tr>
<tr>
<td>Idahoans aged 5–17</td>
<td>314,709</td>
<td>16,619</td>
<td>5.3</td>
<td>298,090</td>
<td>94.7</td>
</tr>
<tr>
<td>Idahoans aged 18–64</td>
<td>946,943</td>
<td>105,862</td>
<td>11.2</td>
<td>841,081</td>
<td>88.8</td>
</tr>
<tr>
<td>Idahoans aged 65 and Older</td>
<td>219,281</td>
<td>85,845</td>
<td>39.1</td>
<td>133,436</td>
<td>60.9</td>
</tr>
</tbody>
</table>

The table above demonstrates that the percentage of Idahoans who experience disability varies significantly by age. While this variance can be attributed to a number of factors, in general this rate increases over time with substantial increases both early in life as congenital disabilities are initially identified, and later in life as disabilities are acquired through events or emerge due to the natural aging process. This trend is illustrated in Table 2.h below, with only 5.3% of individuals aged 5–17 experiencing disability compared to 11.2% for those aged 18–64, and 33.9% of those ages 65 or more. Because the 18–64 age group is quite large, the variance within that group is large as well: only 13.9% of individuals age 18–44 experienced a disability compared to 26.9% of 45–64 year olds.

When conducting its research, the American Community Survey (ACS) includes questions related to six disability categories. Residents are asked if they have difficulty in any of the following areas (U.S. Census Bureau, 2015):

- Hearing: deaf or having serious difficulty hearing.
- Vision: blind or having serious difficulty seeing, even when wearing glasses.
- Cognitive: difficulty remembering, concentrating, or making decisions due to physical, mental, or emotional problem.
• Ambulatory: serious difficulty walking or climbing stairs.
• Self–care: difficulty bathing or dressing.
• Independent living: difficulty doing errands alone such as visiting a doctor’s office or shopping due to physical, mental, or emotional problem.

The table below provides information about the prevalence of these various disability types in Idaho. Self–report of disability category can include responses in multiple categories and therefore exceed 100% total. The presence of co–occurring disabilities has a negative relationship with competitive, integrated employment.

Table 2.h: Civilians Aged 18 to 64 Living in the Community by Disability Type

Source: 2013 American Community Survey 1–Year Estimates, Geographic Area: Idaho (B18120)

<table>
<thead>
<tr>
<th>Disability Category</th>
<th>Number of Idahoans Reporting a Disability*</th>
<th>Percent of Idaho’s Total Population</th>
<th>Percent of Individuals Reporting a Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hearing</td>
<td>25,419</td>
<td>2.7%</td>
<td>24%</td>
</tr>
<tr>
<td>Vision</td>
<td>21,288</td>
<td>2.2%</td>
<td>20.1%</td>
</tr>
<tr>
<td>Cognitive</td>
<td>47,910</td>
<td>5.1%</td>
<td>45.3%</td>
</tr>
<tr>
<td>Ambulatory</td>
<td>47,987</td>
<td>5.1%</td>
<td>45.3%</td>
</tr>
<tr>
<td>Self–Care</td>
<td>18,192</td>
<td>1.9%</td>
<td>17.2%</td>
</tr>
<tr>
<td>Independent Living</td>
<td>34,880</td>
<td>3.7%</td>
<td>32.9%</td>
</tr>
</tbody>
</table>

*Many disabilities can be co–occurring. Therefore, the sum of “Number of Idahoans Reporting a Disability” is a duplicated sum. The unduplicated total of Idahoans reporting disabilities is 105,862.

Table 2.i below shows the employment status of Idahoans by self–reported disability type.

Table 2.i: Employment Status by Disability Status and Type, ages 18–64


<table>
<thead>
<tr>
<th>Disability Type</th>
<th>Total</th>
<th>Number Employed</th>
<th>Number Unemployed</th>
<th>Unemployment Rate for those in Labor Force</th>
<th>Number Not in Labor Force</th>
<th>Percent Not in Labor Force</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td>46,069</td>
<td>12,238</td>
<td>4,449</td>
<td>27%</td>
<td>29,382</td>
<td>64%</td>
</tr>
<tr>
<td>Hearing</td>
<td>25,513</td>
<td>13,930</td>
<td>1,652</td>
<td>11%</td>
<td>9,931</td>
<td>39%</td>
</tr>
<tr>
<td>Self–care</td>
<td>17,781</td>
<td>2,494</td>
<td>550</td>
<td>18%</td>
<td>14,737</td>
<td>83%</td>
</tr>
<tr>
<td>Vision</td>
<td>18,158</td>
<td>7,333</td>
<td>1,258</td>
<td>15%</td>
<td>9,567</td>
<td>53%</td>
</tr>
<tr>
<td>Ambulatory</td>
<td>47,041</td>
<td>12,098</td>
<td>2,155</td>
<td>15%</td>
<td>32,788</td>
<td>70%</td>
</tr>
<tr>
<td>Independent living</td>
<td>34,318</td>
<td>5,925</td>
<td>1,732</td>
<td>23%</td>
<td>26,661</td>
<td>78%</td>
</tr>
<tr>
<td>All Disabilities</td>
<td>188,880</td>
<td>54,018</td>
<td>11,796</td>
<td>18%</td>
<td>123,066</td>
<td>65%</td>
</tr>
<tr>
<td>No disability</td>
<td>839,231</td>
<td>624,040</td>
<td>50,159</td>
<td>7%</td>
<td>165,032</td>
<td>20%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>1,028,111</td>
<td>678,058</td>
<td>61,955</td>
<td>8%</td>
<td>288,098</td>
<td>28%</td>
</tr>
</tbody>
</table>

Variation in employment between disability categories is substantial. For example, those individuals with hearing impairments participate in the labor force at a rate of 61%, and of those only 11% are
unemployed. Whereas those with a cognitive disability participate in the labor force at a rate of 36%, and of those, 27% are unemployed. When taken as a group, Idahoans with disabilities participated in the labor force at an average rate of 35%, compared to 80% for people without disabilities, and the unemployment rate for Idahoans with disabilities was 18% on average compared to 7% for those without disabilities.

The employment gap between people with and without disabilities remains extensive. Data from the table above indicate that adults aged 18–64 in Idaho without disabilities are employed at an overall rate of 74%. This is more than double that for adults with disabilities (29%), just over 45 percentage points. Idaho’s disability employment gap of 45 percentage points exceeds the 40 point gap average in the United States. The employment gap nationally ranges from a low of 27.4 percentage points in Alaska to a high of 47.6 percentage points in Maine.

Disability is also negatively correlated with full–time, year–round employment. The ACS 2013 one–year data estimate that only 20% of all Idaho adults with disabilities hold full–time year–round employment, compared to 49% of Idaho adults without a disability. Those with disabilities also make substantially less than their counterparts without a disability, earnings of $18,259 compared to $25,762. This represents an earnings gap of $7,503 in 2013 inflation–adjusted dollars. Disability is also strongly associated with poverty.

Of adults with disabilities in Idaho, 29.9% fall below the poverty threshold, compared to 13.9% of adults without a disability. This represents a 16 point poverty rate gap in Idaho. This gap is increasing, up from a 2012 poverty rate gap of 12.8 points.

(II) LABOR MARKET TRENDS

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

This part of Section (II)(a)(1)(B) discusses general trends regarding Idaho’s population and workforce, a discussion of in–migration to our state, as well as trends and changes in Idaho’s population demographics. It also examines wage and income information, and finally, trends relating to Idaho’s job market.

GENERAL POPULATION TRENDS

Idaho’s economy and workforce have historically been, and will continue to be, impacted by the state’s geography and population distribution. Idaho is a large, sparsely populated state with a 2014 population of 1.634 million spread across more than 82,000 square miles. The majority of Idahoans, 64%, live in six urban counties—Ada, Bannock, Bonneville, Canyon, Kootenai and Twin Falls—with the balance spread throughout 38 rural counties. Idaho’s capitol city Boise, which is located in Southwest Idaho, is the only city with a population over 200,000 at 216,282. It is 2.5 times larger than the next most populous city, Nampa, at 88,211. Boise added nearly 10,000 people between 2010 and 2014, accounting for 15% of the state’s growth so far in this decade.

Idaho’s average population density is 20 persons per square mile, though the population tends to cluster within the six urban counties mentioned above. The density in these counties is over 135 persons per square mile while density in the rest of the state is only 8 people per square mile. The rural areas, often separated by large distances, mountain ranges and rivers from their regional urban hubs, pose a challenge for service access and require special consideration in creating any statewide system.
In general, Idaho’s population and economy are expected to see continued growth. The forces that drove Idaho’s expansion prior to the recession still exist as they did in the 1990s. Population has grown primarily through in-migration of people attracted by Idaho’s quality of life—despite wage and income levels that rank near the bottom of the states. Many of those coming to Idaho are retirees over the age of 65. Increasing population—and an aging population—create more demand for goods and services, which has led to the predominance of the service sector. Our aging population has also increased demand for occupations in the health care industry.

Idaho’s population grew at 21% during the first decade of the 21st Century. That was about seven percentage points below the state’s growth in the 1990s but more than three times the growth rate in the last recession decade of the 1980s. Idaho ranks 39th among states in overall population, unchanged from 2013. However, Idaho’s population growth rate from 2013 to 2014 ranked 9th among states at 1.34%, which was also the state’s largest rate of growth since 2008. Idaho’s population increased 21,621 in 2014 to 1,634,464.

Despite the projected population growth, the Idaho Department of Labor projects a significant labor shortage due primarily to Idaho’s aging population. According to the Department’s 2012–2022 projections, the number of jobs is projected to grow by 109,000, while the workforce aged 15–64 years is expected to grow by only 13,770.

This leaves a workforce gap of 95,230 potential jobs needing to be filled. Meanwhile, Idaho’s population of 65 years and older is expected to grow by 91,609.

**IN–MIGRATION**

In-migration grew significantly in 2013 and 2014. Following a rapid net decline in in-migration between June 2009 and June 2010, growth picked up again in 2011 and continued to climb slowly through 2014. However, net in-migration has not returned to the pre-recession levels of 2008. Within the state, it is common for rural communities to experience out-migration to other areas of the state, as well as out of the state altogether. Many graduates of Idaho colleges and universities are forced to look for jobs outside the state. This effect creates a long-term “brain drain,” especially in our rural communities.

In-migration will speed up once people are convinced the housing market has stabilized and improved. As the economy continues its recovery and the state starts to attract new businesses, local companies will begin to think about expanding. Once additional jobs are created, the local job seeker will stay in Idaho, reducing out-migration. At this point, there will be an influx of workers into the state.

The table below shows trends in in-migration between 2000 and 2014. The 2009 in-migration decline correlates with the recession. In the next few years, Idaho should experience a larger influx of population. Please note: the table does contain an anomaly for the period of April 2010 to June 2010, as it reflects data only from the time of the 2010 census to June 30, 2010, which is significantly shorter than the other periods reported. However, it does show a low domestic migration followed by a very small increase from July 2010 through June 2011.

**Table 2.j: Migration In and Out of Idaho, April 2000 through June 2014**

Source: Annual Population Estimates, Estimated Components of Resident Change, U S Census Bureau, Population Division
<table>
<thead>
<tr>
<th>Time Period</th>
<th>Net Migration</th>
<th>Domestic</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 1 2000 to June 30 2000</td>
<td>2,781</td>
<td>2,062</td>
<td>719</td>
</tr>
<tr>
<td>July 1 2000 to June 30 2001</td>
<td>10,356</td>
<td>7,437</td>
<td>2,919</td>
</tr>
<tr>
<td>July 1 2001 to June 30 2002</td>
<td>9,411</td>
<td>6,863</td>
<td>2,548</td>
</tr>
<tr>
<td>July 1 2002 to June 30 2003</td>
<td>10,824</td>
<td>9,030</td>
<td>1,794</td>
</tr>
<tr>
<td>July 1 2003 to June 30 2004</td>
<td>15,711</td>
<td>13,113</td>
<td>2,598</td>
</tr>
<tr>
<td>July 1 2004 to June 30 2005</td>
<td>22,551</td>
<td>20,163</td>
<td>2,388</td>
</tr>
<tr>
<td>July 1 2005 to June 30 2006</td>
<td>25,549</td>
<td>22,971</td>
<td>2,578</td>
</tr>
<tr>
<td>July 1 2006 to June 30 2007</td>
<td>20,317</td>
<td>18,126</td>
<td>2,191</td>
</tr>
<tr>
<td>July 1 2007 to June 30 2008</td>
<td>13,228</td>
<td>11,021</td>
<td>2,207</td>
</tr>
<tr>
<td>July 1 2008 to June 30 2009</td>
<td>3,734</td>
<td>1,555</td>
<td>2,179</td>
</tr>
<tr>
<td>April 1 2010 to June 30 2010</td>
<td>(65)</td>
<td>(427)</td>
<td>362</td>
</tr>
<tr>
<td>July 1 2010 to June 30 2011</td>
<td>1,503</td>
<td>92</td>
<td>1,411</td>
</tr>
<tr>
<td>July 1 2011 to June 30 2012</td>
<td>1,349</td>
<td>(260)</td>
<td>1,609</td>
</tr>
<tr>
<td>July 1 2012 to June 30 2013</td>
<td>6,480</td>
<td>4,791</td>
<td>1,689</td>
</tr>
<tr>
<td>July 1 2013 to June 30 2014</td>
<td>9,389</td>
<td>7,694</td>
<td>1,695</td>
</tr>
</tbody>
</table>

In the early 2000s people moved to Idaho for jobs, the cheaper cost of living and the state’s natural beauty. As the economy began to recover in states at a faster pace than Idaho, domestic in–migration slowed. However, Idaho continues to have a significant number of international migrants. The majority of Idaho’s immigrants come from Mexico as seasonal workers, but Idaho also has a very high per–capita resettlement rate for refugees, with two major refugee centers in Southern Idaho (Boise and Twin Falls). Additionally, Idaho is becoming more cosmopolitan with residents from countries around the globe, bringing diversity to the population and workforce. As Idaho’s economy improves the number of domestic in–migration has increased significantly, over 7,600 from the level in 2010–2011. While the state has not reached the peak levels of the mid–2000s, in–migration should continue to grow over the next five years.

International migration could be the reason that 11% of the population over the age of 25 speaks a language other than English – the predominant language being Spanish. Of those who speak a language other than English, nearly 50% were foreign–born, 18% were below the poverty level and 37% have less than a high school education.

**DEMOGRAPHICS TRENDS**

Idaho’s population is expected to grow by 5.7% from 2014 to 2024, per Table2.k below. At the same time, Hispanics, the state’s largest minority, will grow much faster at 14.9%. Over the next decade however, the major demographic impact in Idaho will come from the aging workforce. Although Idaho has a higher percentage of workers aged 24 and younger than the nation as a whole, the state will not be immune from an aging labor force as workers age 55 and older leave the workplace. This will encourage employers to provide a work environment that entices experienced and highly skilled workers to remain on the job and in the state.

The overall composition of the population is also changing. As shown below, projections indicate that Idahoans aged 5–14 years will decrease by 3%. Over time, this may mean fewer workers aging into the labor force to replace those aging out. While this trend was somewhat evident between 2000 and 2010, it will become more so as the baby boomer generation passes the threshold of 65 in the coming decade. The question then becomes: “Where will the workers for the jobs in Idaho come from?”
Table 2.k: Projected Population by Age, Race/Ethnicity for Idaho, 2014–2024

*Source: Economic Modeling Specialist, INC.*

<table>
<thead>
<tr>
<th>Population Subgroup</th>
<th>2014</th>
<th>2024</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>1,634,348</td>
<td>1,726,868</td>
<td>5.7%</td>
</tr>
<tr>
<td>Population Aged Under 5 years</td>
<td>117,255</td>
<td>126,635</td>
<td>8.0%</td>
</tr>
<tr>
<td>5 to 9 years</td>
<td>123,279</td>
<td>127,456</td>
<td>3.4%</td>
</tr>
<tr>
<td>10 to 14 years</td>
<td>123,788</td>
<td>120,052</td>
<td>−3.0%</td>
</tr>
<tr>
<td>15 to 24 years</td>
<td>227,094</td>
<td>241,061</td>
<td>6.2%</td>
</tr>
<tr>
<td>25 to 54 years</td>
<td>611,694</td>
<td>603,674</td>
<td>−1.3%</td>
</tr>
<tr>
<td>55 to 64 years</td>
<td>201,360</td>
<td>189,131</td>
<td>−6.1%</td>
</tr>
<tr>
<td>65 to 84 years</td>
<td>202,836</td>
<td>287,699</td>
<td>41.8%</td>
</tr>
<tr>
<td>85 years and over</td>
<td>27,040</td>
<td>31,160</td>
<td>15.2%</td>
</tr>
<tr>
<td>Population: White, Non–Hispanic</td>
<td>1,353,112</td>
<td>1,404,115</td>
<td>3.8%</td>
</tr>
<tr>
<td>Black, Non–Hispanic</td>
<td>10,529</td>
<td>12,243</td>
<td>16.3%</td>
</tr>
<tr>
<td>American Indian or Alaskan Native, Non–Hispanic</td>
<td>18,311</td>
<td>19,090</td>
<td>4.3%</td>
</tr>
<tr>
<td>Asian, Non–Hispanic</td>
<td>21,813</td>
<td>25,412</td>
<td>16.5%</td>
</tr>
<tr>
<td>Two or More Races, Non–Hispanic</td>
<td>30,466</td>
<td>36,164</td>
<td>18.7%</td>
</tr>
<tr>
<td>American Indian or Alaskan Native, Hispanic</td>
<td>9,691</td>
<td>11,975</td>
<td>23.6%</td>
</tr>
<tr>
<td>Hispanic (All Races)</td>
<td>197,631</td>
<td>226,998</td>
<td>14.9%</td>
</tr>
</tbody>
</table>

Even with an expanding cadre of older workers, Idaho has a relatively large number of young people entering or soon to enter the labor force compared to other states. Our state will need to generate jobs that will keep these young people living and working in our state.
WAGES, INCOME AND GDP

Another major economic factor in Idaho is wages and income. Although Idaho has a fairly low unemployment rate, our state also tends to have lower average wages compared to the rest of the nation. Low wages may be attractive from the perspective of operating a business, but they also make it difficult to attract highly-skilled workers to our state. Idaho’s low average wages can be attributed in large part to the relatively high share of jobs in the food service and retail sectors, where pay is typically low.

Personal income and gross product are indicators for measuring the business activity in a state and a broad measure of the state’s economic wealth. As indicated in the table and chart below, personal income and gross state product rebounded in 2010 with yearly increases following a significant drop in 2009.

The gross state product has grown steadily since 2009 with the largest increase coming in 2013 when a 4.7% increase occurred. Personal income also began to increase following a 2.2% drop in 2009. A slight increase occurred in 2010 with the percent increase between 2010 and 2011 more than doubled. The yearly increase has remained at more than 5% with a small dip in 2013. The data indicates that the economy is growing.
Figure 2.d: Idaho Real GDP versus Idaho Total GDP, 1997–2014

THIS IMAGE CAN ALSO BE FOUND AT: http://labor.idaho.gov/dnn/portals/11/images/wioa/Figure2.d_Real_Total_GDP.png
Table 2.i: Idaho Gross Product and Personal Income by Year 2008–2014, in thousands

<table>
<thead>
<tr>
<th>Year</th>
<th>Gross Product</th>
<th>Percent Change from Previous Year</th>
<th>Total Personal Income</th>
<th>Percent Change from Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>$56,220</td>
<td>NA</td>
<td>$50,355</td>
<td>NA</td>
</tr>
<tr>
<td>2009</td>
<td>$54,199</td>
<td>–3.6%</td>
<td>$49,257</td>
<td>–2.2%</td>
</tr>
<tr>
<td>2010</td>
<td>$55,658</td>
<td>2.7%</td>
<td>$50,420</td>
<td>2.4%</td>
</tr>
<tr>
<td>2011</td>
<td>$57,050</td>
<td>2.5%</td>
<td>$53,342</td>
<td>5.8%</td>
</tr>
<tr>
<td>2012</td>
<td>$58,353</td>
<td>2.3%</td>
<td>$56,072</td>
<td>5.1%</td>
</tr>
<tr>
<td>2013</td>
<td>$61,117</td>
<td>4.7%</td>
<td>$58,272</td>
<td>3.9%</td>
</tr>
<tr>
<td>2014</td>
<td>$63,952</td>
<td>4.6%</td>
<td>$61,347</td>
<td>5.3%</td>
</tr>
</tbody>
</table>

JOB MARKET TRENDS

For 21 consecutive years, the Idaho economy added jobs, even during the 1990 and 2001 recessions. That changed in 2008 when Idaho’s economy shed 6,100 jobs followed by another 38,900 in 2009. In total, over 51,000 jobs were lost between 2007 and 2010 – a 7.8% decline. The state saw improvement beginning in 2011 when nearly 7,200 jobs were added. Another 44,300 were added through 2014, for a total of 51,500 jobs added since 2010.

Idaho’s job outlook continues to improve. The year–to–year growth jumped from 7,200 in 2011 to 17,200 in 2014, a 139% increase. Overall, Idaho nonfarm jobs increased from 603,600 in 2010 to 655,100 in 2014. Many industries have experienced significant growth between 2010 and 2014. The industrial sectors that have recorded job growth in excess of 5,000 are heath and social assistance – 9,000, accommodation and food services – 7,000, manufacturing – 6,800, and retail trade – 5,500.

Although the economy has recovered in terms of job numbers, the industrial make–up has shifted since the recession. The jobs which were lost were primarily in the construction and manufacturing industries, while the jobs which were gained were primarily in the food services and retail industries. As a result, the industry make–up of Idaho shifted from natural resource–based to service–based.

Nearly two–thirds of the jobs lost between 2007 and 2010 were in goods production. Construction shed 20,800 jobs while manufacturing lost 13,100. Several industries—information, management of companies and enterprises, and federal government—are still struggling. Federal government has experienced a job loss every year since 2010 resulting in 1,400 fewer jobs.

Manufacturing jobs have been dominated by computer and electronic equipment makers and food processors for the past 10 years. But the number of computer related manufacturing jobs has declined. In 2002, this industry had 28% of the employees in manufacturing. By 2014 employment had dropped to 14% as a result of major layoffs at the state’s largest manufacturer, Micron Technology Inc. The declines in other manufacturing subsectors were greater so that food processing’s share of manufacturing jobs jumped from 25% in 2002 to 29% in 2010 but has experienced a slight drop to 27% in the last three years. Dairy processing in south central Idaho has had a positive impact on employment levels.

Construction, which accounted for almost 9% of the jobs in 2006, dropped to 5% of the jobs in 2010, but has increased to 6% in 2014. The recession had a devastating effect on this sector which has not fully recovered. Employment in the natural resource and manufacturing sectors will continued to adjust to structural changes in these industries. There is evidence that manufacturing industries will
become more diverse and grow, while the number of large plants will diminish. At the same time, dislocation in the traditional natural resource–based industries and the volatile electronics industries are likely to occur.

(III) EDUCATION AND SKILL LEVELS OF THE WORKFORCE

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

This part of Section (II)(a)(1)(B) outlines trends in Educational Attainment for Idaho’s general population, as well as for specific populations with barriers, where data is available. All data is obtained from the American Community Survey (ACS) 5–year data spanning January 2009 to December 2013 unless otherwise noted.

EDUCATIONAL ATTAINMENT – GENERAL POPULATION

In Idaho, a significant portion of the population participates in, and graduates from high school. For the population age 16–19 years old, about 82% are currently enrolled in school and 12% have a high school diploma or equivalency. (ACS 5yr – 2013, Sex by School Enrollment by Educational Attainment by Employment for the Population 16–19 Years: Idaho) For those age 18–24 years, 85% have at least a high school credential, and for those age 25 and older, 88% have at least a high school credential. (ACS 5yr – 2013, Sex by age by Educational Attainment for the Population 18 years and older: Idaho) However, as discussed further in the following sections, the trend towards high school graduation does not necessarily apply to specific populations with barriers to employment.

While high school participation is generally high in Idaho, participation drops off at the post–secondary level. Of Idahoans aged 18–24, 40% have some college, 5% have an associate degree, and 7% have a bachelor’s or higher. For those age 25 and over, 27% have some college but no degree, 9% have an associate degree, and 25% have a Bachelor’s or higher. In other words, the majority of Idaho’s youth graduate from high school, while just over half (52%) of young adults age 18–24 participated in post–secondary education. And only one third (34%) of Idaho’s adults have an associate degree or higher.

EDUCATIONAL ATTAINMENT – BY RACE

The population of the State of Idaho is predominately white, as demonstrated in the table below. American Community Survey Data provides educational attainment by race for the groups listed. However, educational attainment data for Hispanic/Latino individuals as a group was not available. Please refer to the section Educational Attainment – English Language Learners for a more in–depth look at the educational attainment of those who speak primarily Spanish in the home.

While races other than white, in combination, make up only 8% of the state’s population, these groups do have significant variances in Educational Attainment that are worth noting. For example, within the group of American Indian and Alaskan Natives, only 9% have a Bachelor’s degree, compared to 26% of White individuals.

Among those who identified as “Some other race” only half have at least a high school diploma (however, this data point may be an outlier). Educational attainment data from the ACS was
available for racial groups, but did not provide data regarding ethnic groups, specifically Hispanic vs non–Hispanic.

**Table 2.m: Educational Attainment by Race**


*Source for Educational Attainment Levels: Sex by Educational Attainment for the Population 25 years and Over, compiled by racial subgroup (ACS 3–year estimates, 2011–2013)*

<table>
<thead>
<tr>
<th>Racial Group</th>
<th>Number in Group</th>
<th>% of State Population</th>
<th>% of Group with Less than High School Diploma</th>
<th>% of Group with High School Diploma</th>
<th>% of Group with Some college or associates</th>
<th>% of Group with Bachelor’s or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>White alone</td>
<td>1,455,692</td>
<td>92%</td>
<td>10%</td>
<td>28%</td>
<td>36%</td>
<td>26%</td>
</tr>
<tr>
<td>Black or African American alone</td>
<td>8,957</td>
<td>1%</td>
<td>17%</td>
<td>27%</td>
<td>33%</td>
<td>24%</td>
</tr>
<tr>
<td>American Indian and Alaska Native alone</td>
<td>19,984</td>
<td>1%</td>
<td>22%</td>
<td>33%</td>
<td>36%</td>
<td>9%</td>
</tr>
<tr>
<td>Asian alone</td>
<td>20,141</td>
<td>1%</td>
<td>16%</td>
<td>18%</td>
<td>24%</td>
<td>42%</td>
</tr>
<tr>
<td>Native Hawaiian and Other Pacific Islander alone</td>
<td>2,216</td>
<td>&lt;1%</td>
<td>16%</td>
<td>27%</td>
<td>45%</td>
<td>12%</td>
</tr>
<tr>
<td>Some other race alone</td>
<td>36,915</td>
<td>2%</td>
<td>50%</td>
<td>22%</td>
<td>20%</td>
<td>8%</td>
</tr>
<tr>
<td>Two or more races:</td>
<td>39,459</td>
<td>2%</td>
<td>16%</td>
<td>27%</td>
<td>38%</td>
<td>19%</td>
</tr>
<tr>
<td>Totals State Population</td>
<td>1,583,364</td>
<td>NA</td>
<td>11%</td>
<td>28%</td>
<td>36%</td>
<td>25%</td>
</tr>
</tbody>
</table>

*Sum of percentages may not equal 100% due to rounding*
EDUCATIONAL ATTAINMENT – INDIVIDUALS OVER THE AGE OF 55

According to data from the ACS Table Sex by Age by Employment Status for the Population 16 Years and Over for Idaho, individuals aged 55–64 participate in Idaho’s workforce at a rate of 64%, and this age group makes up nearly 16% of Idaho’s total workforce. Individuals aged 65 and older participate in the workforce at a much lower rate of 15%, but they make up 4% of the overall labor force in the state. When combined, these two groups make up nearly 20% of Idaho’s total workforce.

While older individuals participate in the workforce at a lower rate than their younger counterparts, they have a relatively comparable mix of educational attainment. The education levels of older individuals in Idaho are generally comparable with those of other age groups. The primary area of difference is that individuals over the age of 65 are less likely to have an associate degree (5% as compared to 10% for those age 45–64 and 9% for those age 18–44).

Table 2.n: Educational Attainment by Age Group

Source: Sex by Age by Educational Attainment for the Population 18 and Over (Idaho – ACS 5yr 2013)

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Less than 9th Grade</th>
<th>9th–12th Grade, No diploma</th>
<th>High School Graduate</th>
<th>Some College, No Degree</th>
<th>Associate Degree</th>
<th>Bachelor's Degree</th>
<th>Graduate Degree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number 18 to 44 years</td>
<td>18,203</td>
<td>45,840</td>
<td>157,271</td>
<td>174,889</td>
<td>47,890</td>
<td>86,701</td>
<td>28,319</td>
<td>559,113</td>
</tr>
<tr>
<td>45 to 64 years</td>
<td>15809</td>
<td>2,320</td>
<td>106,909</td>
<td>107,235</td>
<td>37,319</td>
<td>68,217</td>
<td>34,190</td>
<td>392,699</td>
</tr>
<tr>
<td>65 years and Older</td>
<td>12190</td>
<td>19,745</td>
<td>66,237</td>
<td>52,390</td>
<td>10,168</td>
<td>27,056</td>
<td>16,658</td>
<td>204,534</td>
</tr>
<tr>
<td>Percent 18 to 44 years</td>
<td>3%</td>
<td>8%</td>
<td>28%</td>
<td>31%</td>
<td>9%</td>
<td>16%</td>
<td>5%</td>
<td>100%</td>
</tr>
<tr>
<td>45 to 64 years</td>
<td>4%</td>
<td>6%</td>
<td>27%</td>
<td>27%</td>
<td>10%</td>
<td>17%</td>
<td>9%</td>
<td>100%</td>
</tr>
<tr>
<td>65 years and Older</td>
<td>6%</td>
<td>10%</td>
<td>32%</td>
<td>26%</td>
<td>5%</td>
<td>13%</td>
<td>8%</td>
<td>100%</td>
</tr>
</tbody>
</table>

EDUCATIONAL ATTAINMENT – LOW–INCOME INDIVIDUALS

Of individuals age 25 and older in Idaho for whom poverty status could be determined, approximately 13% have income levels below poverty. As might be expected, educational attainment is skewed lower for those below poverty and higher for those above poverty. Individuals with less than a high school diploma represent 23% of those below poverty and only 9% of those at or above poverty. While individuals with Bachelor’s degrees or higher represent only 12% of those below poverty and 27% of those at or above poverty. This data, available in Table 2.o on the following page, reinforces the assumption that obtaining a high school credential is an important first step towards escaping poverty, while continuing on to post–secondary education provides important additional opportunities.
Table 2.o: Educational Attainment by Poverty Status

Source: Poverty Status in the Past 12 months of individuals by sex by educational attainment, Population 25 years and over for whom poverty status is determined (Idaho – ACS 5yr 2013)

<table>
<thead>
<tr>
<th>Income Level</th>
<th>Less than High School</th>
<th>High School Graduate</th>
<th>Some College or Associate</th>
<th>Bachelor’s or Higher</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Below Poverty</td>
<td>26,696</td>
<td>35,893</td>
<td>38,304</td>
<td>14,076</td>
<td>114,969</td>
</tr>
<tr>
<td>Number At or Above Poverty</td>
<td>82,205</td>
<td>236,936</td>
<td>316,920</td>
<td>235,957</td>
<td>872,018</td>
</tr>
<tr>
<td>Percent Below Poverty</td>
<td>23%</td>
<td>31%</td>
<td>33%</td>
<td>12%</td>
<td>100%</td>
</tr>
<tr>
<td>Percent At or Above Poverty</td>
<td>9%</td>
<td>27%</td>
<td>36%</td>
<td>27%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Sum of percentages may not equal 100% due to rounding.

EDUCATIONAL ATTAINMENT – ENGLISH LANGUAGE LEARNERS

Of those in Idaho’s workforce, approximately 89% speak only English, while 11% speak some other language in the home. Additionally, those who speak a language other than English participate in the workforce at a rate of approximately 72%, compared to 64% for English–only speakers.

The most significant difference between these two populations, in terms of Educational Attainment, is with regard to high school graduation. For those in the workforce who speak only English in the home, just 5% have less than a high school diploma. For those in the workforce who speak another language at home, 36% have less than a high school diploma.

When the data is broken down further by specific languages (including Asian/Pacific Island, Indo-European, Spanish, and Other), an even greater discrepancy emerges. Specifically, for those in the workforce who speak Spanish in the home, 45% have less than a high school diploma. This is especially significant in that Spanish speakers represent a large majority (74%) of Idaho’s non–English workforce population.

When taken in combination, this data would indicate a significant skills gap for non–English speakers in Idaho’s workforce, especially for those who speak Spanish in the home.

Table 2.p: Educational Attainment by Language Spoken at Home for those in the Workforce

Source: Educational Attainment and Employment Status by Language Spoken at Home for the population 25 and over, in the labor force (Idaho – ACS 5yr 2013)

<table>
<thead>
<tr>
<th>Language Spoken</th>
<th>Less than High School</th>
<th>High School Graduate</th>
<th>Some College or Associate</th>
<th>Bachelor’s or Higher</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaks Only English (Number)</td>
<td>30274</td>
<td>151127</td>
<td>225040</td>
<td>168348</td>
<td>574789</td>
</tr>
<tr>
<td>Speaks Other Language (Number)</td>
<td>25165</td>
<td>15006</td>
<td>15266</td>
<td>13183</td>
<td>68620</td>
</tr>
<tr>
<td>Speaks Only English (Percent of Total)</td>
<td>5%</td>
<td>26%</td>
<td>39%</td>
<td>29%</td>
<td>100%</td>
</tr>
<tr>
<td>Language Spoken</td>
<td>Less than High School</td>
<td>High School Graduate</td>
<td>Some College or Associate</td>
<td>Bachelor’s or Higher</td>
<td>Total</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------------------</td>
<td>----------------------</td>
<td>---------------------------</td>
<td>----------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Speaks Other Language (Percent of Total)</td>
<td>37%</td>
<td>22%</td>
<td>22%</td>
<td>19%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Includes native English speakers who also speak another language at home, and other bi–lingual speakers

**Sum of percentages may not equal 100% due to rounding

**EDUCATIONAL ATTAINMENT – INDIVIDUALS WITH LOW LITERACY**

Literacy Level is differentiated from Educational Attainment in that Literacy Level describes a person’s demonstrated competency, while Educational Attainment describes the highest level of education that an individual has completed. For example, a student may have graduated from High School, but only demonstrate a literacy level equivalent to the 7th grade.

The American Community Survey does not break data down by literacy levels. In order to understand the Education and Employment trends of individuals with low levels of literacy, we have examined data provided by Idaho’s Adult Education and Literacy Program (funded under Title II of WIOA, known as AEFLA). All students enrolled in the program have demonstrated literacy levels below the secondary (12th grade) level. The highest grade completed for Idaho’s Adult Education population is only available for Fiscal Years 12–13 and 13–14 at this time. These figures include Adult Education students as well as English Language Learners. For these two years, the program averaged 5,300 reportable participants annually.

On average for the two–year period where data is available, about 22% of Title II participants had less than a 9th grade education upon enrollment in the program, 47% had a 9–12th grade education with no diploma, 12% had a high school credential or equivalent, 11% had some college or a post–secondary degree, and 9% did not report a highest level of education at intake.

The data suggests that the largest group of Adult Education students have completed some high school but not graduated. While the second largest group (a combined 23%) have either a high–school credential or some post–secondary education. In a very close third, at 22%, is the group of students whose highest level of formal education is 9th grade or below. This data shows that nearly a quarter of Adult Ed students have at least a high school credential, or even post–secondary education, but do not have sufficient skills to be job ready or college ready.
(IV) SKILLS GAPS

Describe apparent “skill gaps.”

Idaho’s workforce development system seeks to prioritize its efforts around those industries and occupations that balance good wages with existing or projected demand for workers, as well as those industries which can have a larger overall effect on Idaho’s economy. Such industries and occupations have been identified in Idaho’s Target Sectors and Hot Jobs List.

However, as described in Section (II)(a)(1)(A) of this plan, a combined 20% of Idaho’s jobs in 2014 were in the industries of food service and retail. Many of these jobs pay relatively low wages, require relatively little training or education, and lack a significant multiplier effect on Idaho’s economy. As a result, many of Idaho’s workers are in jobs which may not sufficiently prepare them to move into the types of careers that require additional skills and pay better wages. As such, these workers will need to access training and education outside of their current workplace if they want to advance their skills or careers.

The analysis in Section (II)(a)(1)(A), coupled with education data and direct input from industry lend strong support to the state’s goals to increase educational attainment beyond high school. It is vital that Idaho’s labor force seek educational opportunities to qualify for the Hot Jobs that will be available over the next 10 years. Of the 50 Hot Jobs, 35 require some type of training beyond high school. Within the top 10 Hot Jobs, eight require some form of postsecondary education or training:

- Pharmacists – Doctoral or Professional Degree
- Registered Nurses – Associate Degree
- Physical Therapists – Doctoral or Professional Degree
- Software Developers, Applications – Bachelor’s Degree
- Physician Assistants – Master’s Degree
- Dental Hygienists – Associate Degree
- Market Research Analysts and Marketing Specialists – Bachelor’s Degree
- Nurse Practitioners – Master’s Degree

Each of these occupations will be in demand – some before enough workers can be adequately trained. For example, as the health care sector continues to expand, Idaho’s colleges and universities are experiencing near record enrollments. Already some programs in nursing and medical technical jobs cannot expand to meet the demand due to lack of available instructors.

In addition to adequate availability of such programs, cost is one of the biggest challenges for Idaho workers in obtaining the training and education they need to meet the skill demands of the evolving job market. Wages in Idaho rank low in the country. In 2010, the latest data available, Idaho’s average wage was 76% of the national average and ranked 48th among the states. Per capita personal income in 2010 was $31,897, 80% of the national level, ranking Idaho 50th in the country just above Mississippi. According to the Idaho Department of Labor’s annual survey of occupational employment and wages, the average hourly wage for all occupations was $18.52 an hour compared to a national average of $21.74. When compared to bordering states, only Montana had a lower average at $17.74 (Data Appendix Table 15 – Wage & Income Data, in Appendix 2).

Idaho workers need to have at least some college in order to make the average wage of $18.52 per hour. Idaho workers’ educational credentials will need to increase in order to obtain higher-paying jobs. And yet, pervasive low wages can make it difficult for Idaho workers to access the training and
education needed to upgrade their skills. Addressing the affordability of college education, expanding the "learn while you earn," model, and expanding registered apprenticeships may help address this opportunity gap, especially for populations with significant barriers to employment and education.

An enhanced focus on career pathways and stackable credentials may also help address this gap. Many jobs on the Hot Jobs list can be part of a career ladder and lend themselves to stackable credentials in education. A nurse could start as a certified nursing assistant or licensed practical nurse. A pharmacist technician could work while going to school to be a pharmacist and have inside knowledge of the job. Idaho’s work on career ladders and stackable credentials is addressed in Section (II)(c)(1).

Finally, the analysis in Section (II)(B)(i) shows that youth ages 16–24 have a much higher unemployment rate than other age groups. As teens and young adults are finding it harder to get jobs in the current labor market, fewer are learning the basics of how to hold on to a job or getting the opportunity to learn about various occupations and industries by working or interning in them. The strategies identified above may also be appropriate to address this cohort of workers.
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 Education and Skill Levels of the Workforce above, and the employment needs of employers, as identified in Employers' Employment Needs 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 and optional one-stop delivery system partners.*

* 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.

(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 partner programs, and required and optional one-stop delivery partners.

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).

TITLE I - ADULT, DISLOCATED, AND YOUTH PROGRAMS

All Title I-B programs in Idaho are administered by the Idaho Department of Labor. These programs provide an array of career services, access to high quality training, and supportive services that Idaho workers need to get good jobs and stay employed. These programs also help connect employers with skilled workers.

Idaho’s Youth program provides a variety of services either directly to participants or by facilitating connections between participants and other providers. Facilitation may include direct referrals or
procuring services where referrals are not available. Some of the services provided through the Youth program include: summer employment opportunities, paid and unpaid work experience such as job shadowing and internships, occupational skills training such as vocational classes or on-the-job training, leadership development opportunities, adult mentoring, and follow-up services for those who have completed the program.

Idaho’s Workforce Development Council convenes a workgroup to define Idaho’s strategic vision for services to youth. Representatives from applicable regional and local agencies are also invited to participate. Individual participant data is provided to this group to determine the focus of the groups efforts in identifying and serving those youth most in need. The Council has recommended that 100% of Youth funds under WIOA be used to support out-of-school youth.

Currently Youth services are delivered through the One-Stop system via local American Job Center offices. The AJCs also provide information and referral to all elements of the Youth program to meet the needs of the individual. General information and orientation is available online and through walk-in. Individual assessment and ongoing services are delivered on a one-on-one basis with an assigned case manager.

The Adult and Dislocated Worker programs provide a variety of services. However, they focus around three core areas: career services, training services, and supportive services.

- **Career Services** - Includes eligibility and application assistance, assessment, development of individual employment plans, counseling and career planning, job search and placement assistance, and labor market information. This also includes ongoing case management from participant assessment, development of an individual training plan, and follow-up after exit.
- **Training Services** - Includes work-based or classroom training opportunities to attain skills necessary for self-sustaining employment in high-demand occupations. Participants use an individual training account to select an appropriate training program from a qualified training provider list. WIOA resources may support the costs of occupational classroom training or work-based learning such as internships and apprenticeships.
- **Supportive Services** - Include support such as transportation, childcare, dependent care, etc. and may be provided under certain circumstances to allow an individual to participate in the program.

Currently the Adult and Dislocated Worker programs are accessible through the One-Stop system, the North Idaho College in Coeur d’Alene in Northern Idaho, and the Magic Valley Youth and Adult Services program in Southern Idaho. General information and orientation is available online or through walk-in. Individual assessment and ongoing services are delivered on a one-on-one basis with an assigned case manager.

**TITLE II - ADULT EDUCATION AND FAMILY LITERACY PROGRAMS**

The Adult Education program in Idaho is administered by the Division of Professional-Technical Education (which also administers Carl D. Perkins programs). The program assists adults over the age of 16 with the literacy, math, and English language skills necessary to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency.

Services include literacy instruction to adults in the subjects of reading, writing, and math. Instruction is also provided to those who are English Language Learners in the subjects of listening to, speaking, and writing in the English Language. Under WIA, the focus of Title II programs in Idaho
had been primarily around academic literacy and English Language instruction. However, in many cases, local providers have already begun offering contextualized literacy instruction that includes employability, problem solving, and digital literacy skills. Under WIOA, these activities will be incorporated more formally into statewide program offerings. Adult Education also offers, and will continue to offer, instruction that help students complete the GED and transition more seamlessly into post-secondary education.

Currently, the program is carried out locally on a regional basis via the state’s technical and community colleges, universities, as well as the State Department of Correction. Each local provider has responsibility for offering Adult Education services on a regional level, either through direct instruction or distance learning models. Local programs conduct intake and assessment, assure appropriate class placement, provide goal-setting and education planning guidance, and will often follow up with students outside the classroom to ensure attendance and to guide progress through the program.

**TITLE III - WAGNER-PEYSER/EMPLOYMENT SERVICES**

The Wagner-Peyser program is administered by the Idaho Department of Labor. This program provides the state with a labor exchange system, known as “IdahoWorks,” which has the capacity to assist job seekers in finding employment, help employers fill jobs and facilitate the match between jobseekers and employers. A more in-depth array of labor exchange services for job seekers and employers is available electronically and through staff at various American Job Centers.

The Wagner-Peyser program provides services for both job seekers and employers. Services for job seekers include but are not limited to: an extensive online job bank to research job openings; referrals to job openings, training or other employment services; job search consulting and workshops; aptitude, interest and proficiency tests; career guidance; area business job fairs; special services to veterans, migrant seasonal farm workers and individuals with disabilities; and re-employment services to claimants identified through the state’s Unemployment Insurance system as high-risk for exhausting benefits prior to re-employment.

Employers are also valued customers of the Wagner-Peyser program. Program funds are leveraged to expand employer participation in the statewide workforce development system. Some examples include: implementation of a formalized One-Stop staff structure specifically dedicated to business services; extensive staff training for business consulting techniques and connecting employers to system resources; development of competency models to guide workforce, economic, and education development; One-Stop facilities to provide a professional atmosphere for employers to conduct customized recruitment and hiring events; traditional processing of job orders, recruit/match applications from local, state, and national labor pools.

Business Solution specialists throughout the state are assigned to work with and understand the skill needs of employers so staff can make quality referrals of job seekers who meet those needs. To assist with this referral process, Idaho’s job seekers and employers are matched by an online automated system called “IdahoWorks.” This system matches skills, experience requirements, salary preferences and geographic specifications. To increase efficiency through technology, agency computers use email and Rich Site Summary (RSS) feeds to contact applicants after office hours with information about job openings. The federal Wagner-Peyser Act provides base funding for most labor exchange or employment service functions, and the Department is committed to continuously enhancing its products and services for job seekers and employers. Oversight is provided by the Idaho Workforce Development Council.
TITLE IV - VOCATIONAL REHABILITATION

Vocational Rehabilitation services in Idaho are provided through two agencies: the Idaho Division of Vocational Rehabilitation (IDVR) 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. For the IDVR, these include, but are not limited to alcohol dependency, mental health disorders, learning disabilities, diabetes, deafness, amputation, 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.

The IDVR and the Commission provide services such as counseling and guidance, assessment, vocational training, post-secondary education, transportation, personal assistance services, and job placement. Through customer informed choice and in partnership with their VR counselor, individuals with disabilities are able to create an individualized plan for employment, maximize their potential, and reach the goal of competitive integrated employment. Service identification is determined through a comprehensive assessment of the individual needs and interests based upon vocational goal selection. Comparable benefits are sought prior to the expenditure of program funds for nonexempt services.

Each of the agencies also provides more specialized services targeted to their specific populations. For example, the Commission provides a myriad of educational and training programs such as the Blindness Skills Training, Summer Work Experience, College Days, Assistive Technology Training, and Low Vision Clinic Services. More information on the specific programs and services available through each agency can be found in Section (VI) of this plan.

While the services provided by these two agencies to their specific client-base are similar, the delivery systems differ slightly. The IDVR provides services through eight regional offices and a series of sub-offices. Through cooperative agreements, IDVR has numerous staff collocated in several state program offices, such as the Idaho Division of Behavioral Health and the Idaho Department of Correction. Additionally, numerous counselors are collocated in school districts to provide direct services to students with disabilities. The Commission provides services through a central office in Boise, ID and five regional offices.

COMBINED PLAN PARTNER - JOBS FOR VETERANS STATE GRANT PROGRAM

The Veterans’ Outreach program is administered by the Idaho Department of Labor. Veterans’ Outreach provides veterans a full range of employment and training assistance through the Disabled Veterans’ Outreach Program (DVOP) and the Local Veterans’ Employment Representative (LVER) program.

Both the DVOP and LVER program staff provide services to eligible veterans under Title 38, but their efforts are concentrated, according to their respective roles and responsibilities, on (1) outreach to and on behalf of veterans and (2) providing direct client services to those who have been identified as most in need of intensive employment and training assistance. Program staff through outreach with employers develop increased hiring opportunities within the local workforce by making employers aware of the availability and the benefit of hiring veterans.

The DVOP staff provide a wide range of workforce services to veterans and other eligible persons with their primary focus on identifying veterans who require or would benefit from individualized
career services. Staff also coordinate services through the case management approach, focusing especially on veterans with barriers to employment and with special workforce needs.

Through the LVER program, the Idaho Department of Labor strategically places staff throughout the state to serve as regional representatives, whose primary job is to conduct outreach on behalf of veteran customers, promote job developments with employers and market the Department’s services to employers. These staff are also responsible for ensuring veterans are provided the full range of workforce services in the American Job Centers, facilitating and coordinating services and strategies targeting veterans and leveraging resources of other veteran service and community-based organizations.

Program services are accessible by phone or on a walk-in basis through DVOP and LVER staff working at the American Job Centers in the One-Stop system across the state. Staff are cross-trained in each of the state’s One-Stop workforce programs and services. The state also requires veteran program staff to provide veterans’ program training to all One-Stop staff including priority of service to veterans and covered persons.

**COMBINED PLAN PARTNER - OAA TITLE V - SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM**

The Senior Community Service Employment Program (SCSEP) is administered by the Idaho Commission on Aging (ICOA). The program serves seniors over the age of 55 who earn less than 125% of 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.

Employment Training Counselors (ETC’s) assist seniors to develop Individual Employment Plans and teach job seeking skills such as; interviewing, job searches, setting goals and resume building. The counselors utilize a variety of training resources, which include Job Clubs, Universities, Job Ready Software, and local libraries. 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 48 months, however, 12-month extension waivers are allowed to specific groups.

The ICOA provides compliance, monitoring, statewide goal-setting, federal reporting, and program reimbursement. Seniors are placed at host agencies to obtain job training and acquire marketable work skills. Host agencies include non-profit 501(c)3 organizations, such as, government agencies, senior centers, community action centers and health clinics.

**COMBINED PLAN PARTNER - TRADE ADJUSTMENT PROGRAM**

The Trade Adjustment Assistance (TAA) Program is administered by the Idaho Department of Labor. The program is designed to assist U.S. workers who have lost or may lose their jobs as a result of foreign trade. This program seeks to provide adversely affected workers with opportunities to obtain skills, credentials, resources, and support necessary to become re-employed.

Services of the Trade Program include: employment and case management services; skills assessments; individual employment plans; classroom training, on-the-job training, and apprenticeships; income support; job search cost allowance; relocation allowance; and wage subsidy for qualifying participants.
The Trade Adjustment Assistance Program is carried out through a Rapid Response delivery system and integrated with the Idaho Department of Labor’s other programs, which allows for easy co-enrollment in other WIOA programs administered by the Department. The Rapid Response system provides the impacted worker with coordinated application and enrollment for WIOA, Trade Adjustment Assistance (TAA), and Wagner-Peyser services. Forms used for WIOA career assessment and retraining plans are accepted for the TAA program, eliminating client redundancies.

Eligible workers are identified when a petition is filed with the US Department of Labor, who then initiates an investigation to determine whether the circumstances of the layoff meet program eligibility criteria. The petition identifies a worker group at a specific firm or subdivision that covers all individuals in that group. If the group is determined to meet the eligibility requirements, members of that group may access the Trade Adjustment Program via the Rapid Response delivery system as described previously.

ONE-STOP PARTNER - UNEMPLOYMENT INSURANCE

The Unemployment Insurance (UI) program in Idaho is administered by the Idaho Department of Labor. The UI program is a joint state-federal effort that provides cash benefits to alleviate hardship when an individual suffers loss of income through involuntary unemployment. The program also has the secondary purpose of allowing unemployed individuals to maintain purchasing power in the economy.

Idaho's Unemployment Insurance Program provides financial benefits, a weekly benefit amount which varies, up to a maximum of 60% of the state’s average wage. A claimant’s highest quarterly earnings in the “base period” (a 12-month period) are divided by 26 to determine the amount. The current maximum weekly benefit amount in Idaho is $398. The maximum duration is 26 weeks.

To qualify for unemployment benefits, an unemployed worker must:

- Have worked for an employer covered by the Employment Security Act. Independent contractors or self-employed workers are not covered.
- Be able, available and actively seeking full-time work; willing to work customary hours at customary wages and be mentally and physically able to work.
- Have total wages of at least 1.25 times the highest quarterly wages, receiving at least $1872 in covered wages in one calendar quarter.

UI program services are accessible online through the Claimant Portal, where claimants can file and check on the status of their claims. UI program staff, the majority of whom are located at the central Department of Labor office, can provide immediate customer service through “click to chat” from the Department’s main website or by phone.

ONE-STOP PARTNER - CARL D. PERKINS AND PROFESSIONAL-TECHNICAL EDUCATION

The Carl D. Perkins grant for the state of Idaho is administered by the Division of Professional-Technical Education (PTE). The Perkins grant comprises both secondary and post-secondary technical education programs. The Division of PTE also administers short-term workforce training programs offered through Idaho's college system, as well as the Centers for New Direction program. The Division also has responsibility for administering Adult Education under Title II of WIOA, but these services are discussed separately as a core program.
Professional-technical education programs funded by Carl D. Perkins are integrated into a larger educational structure through public school districts, colleges, and universities. The programs prepare students for life-long learning, from high school to technical college and beyond. Adult and short-term workforce training programs provide opportunities to retrain workers who have lost their jobs, customize training for business and industry, upgraded training, related instruction for apprenticeships, and fire services training for first responders.

Most Idaho students enroll in at least one professional-technical course during their high school career. In Idaho, 669 secondary professional-technical programs are offered across 113 school districts. In addition to programs offered throughout Idaho's high schools, the state also operates 14 professional-technical high schools.

Currently, post-secondary Professional-Technical programs are delivered through Idaho's six technical colleges. These colleges offer occupational programs on a full or part-time basis (certificate up through an Associate of Applied Science (AAS) degree). The technical colleges also deliver workforce training programs, which are non-credit bearing and do not use Carl D. Perkins grant funds.

Additionally, the Division administers the Center for New Directions program. Through this program single parent 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 Divisions programs by supporting nontraditional career fields through grants, scholarships, and other methods. The Center for New Directions is located on campuses of the Idaho Technical College System.

**ONE-STOP PARTNER - COMMUNITY DEVELOPMENT BLOCK GRANT**

The Community Development Block Grant (CDBG) program is funded by the US Department of Housing and Urban Development (HUD) and administered by the Idaho Department of Commerce. The CDGB funds administered by the State are primarily used to fund bricks-and-mortar projects and are used to assist cities and counties with the development and construction of public infrastructure and facilities projects. Funds are awarded to projects based on several factors including percentage of local match, need, impact, and readiness to proceed. Most importantly, a project must demonstrate that it will benefit low-to-moderate income individuals. In the implementation of the CDBG funds there are two workforce development components that can occur: funding Job Creation projects and the implementation of HUD’s Section 3 program.

Job creation projects entail the use of CDBG to build or expand public infrastructure that allows for a private business to expand or locate. Subsequently the expansion leads to job creation. At least 51% of the jobs created must go to individuals with low to moderate income. In order to achieve this ratio, businesses are encouraged to have formal training programs in place to ensure that individuals can develop the skills to make them employable.

The Section 3 program is an effort to assist low-to-moderate income individuals and businesses in securing design and construction opportunities on construction projects funded with CDBG. The program requires grantees make a good faith effort to award contracts to Section 3 businesses and hire Section 3 area residents as employees. The Section 3 program requires that individuals and business self-certify and no formal or independent process currently exists to determine or ensure that a business meets the Section 3 criteria.
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), also known as the Food Stamp Program, 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 through an Electronic Benefits Transfer (EBT) card, which works like a debit card.

In order to receive SNAP benefits, Idahoans must meet the following eligibility requirements:

- Be an Idaho resident who is either a U.S. citizen or meets specific lawful residency criteria;
- Provide proof of identity;
- Meet income eligibility limits of 130% of poverty or less for family size;
- Possess assets of less than $5,000;
- Meet stricter eligibility requirements if applicant is a student, legal immigrant or convicted felon; and
- Participate in a work search program, unless exempt.

All eligibility requirements are verified through electronic interfaces or documentation provided by the family. Once approved for SNAP benefits, a family must participate in a semi-annual or annual reevaluation of their household circumstances. In the re-evaluation process, all elements of eligibility are re-verified using these same methods.

SNAP recipients, unless exempt, must either be employed 30 hours per week or participate in job search activities that will help them find or improve employment opportunities to continue receiving benefits. The primary focus of the work program is to help SNAP recipients get a job, keep a job, or find a better job. Failure to participate in this program results in the individual losing his or her SNAP benefits.

The amount a participant receives depends on a variety of circumstances, such as the number of people in the household, income, and other factors. Generally, larger household sizes or lower incomes result in higher benefit amounts. In June 2014, the average SNAP allotment per person in Idaho was $127, or approximately $1.40 per meal.

SNAP enrollment is responsive to economic conditions, expanding during recessions and contracting during improved economic times. Idaho experienced SNAP expansion, realizing unprecedented participation growth beginning in 2007 and continuing through 2011. During State Fiscal Year 2014, Idaho’s SNAP caseload showed a reduction in the number of individuals receiving SNAP benefits, from 227,000 in June 2013 to 209,000 in June 2014. One of the goals of the Self Reliance program is to help families receive services as quickly as possible. In 2014, nearly three out of four families eligible for food stamps received benefits the same day they applied. On average, eligible Idaho families receive benefits within two days of submitting an application.
TEMPORARY ASSISTANCE FOR NEEDY FAMILIES

The Temporary Assistance for Needy Families (TANF) Program provides temporary cash assistance and work preparation services for families with minor children. The program serves an average of almost 1,900 households and 2,800 individuals. In Idaho, the TANF cash assistance program is known as Temporary Assistance for Families in Idaho (TAFI).

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.

Approximately 90% of households are child-only cases, with the remaining 10% single- or two-parent households. Child-only cases are usually relatives caring for a child whose parents cannot care for them.

In order to receive TAFI benefits, Idahoans must meet the following eligibility requirements:

- Be an Idaho resident who is either a U.S. citizen or meets specific lawful residency criteria;
- Provide proof of identity;
- 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, if determined to be in need of treatment, must comply with a treatment plan; and
- Participate in the Enhanced Work Services program and meet strict participation requirements.

All eligibility requirements are verified through electronic interfaces or through documentation provided by the family.

Ongoing, intense job coaching and case management ensures that the state always has the most up-to-date status on the family to determine ongoing eligibility. Idaho’s TAFI cash assistance program requires participation in work preparation activities that build or enhance the skills needed to increase their income and become self-sufficient. Participants in this program are required to participate from 20 - 40 hours per week (depending on family composition) in approved activities including, but not limited to, job search, education directly related to employment, work experience opportunities and substance abuse treatment. Failure to meet these required activities results in cessation of the TAFI assistance, with an additional penalty period during which the family is ineligible to receive TAFI cash.

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) above.
(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).

As part of the State Planning process, participating core and partner programs were asked to identify strengths and weaknesses of their programs, as well as for the workforce development system as a whole. Several themes emerged from that discussion. These themes, which are common across all (or most) programs, are discussed below. The specific strengths and weaknesses of individual programs are discussed in more detail in subsequent sections of this plan.

STRENGTHS

The primary strengths identified in our activities analysis were program administration, alignment, and partnership. Currently, all the WIOA Title I-B programs, as well as the UI, Trade Adjustment, and Veterans’ Outreach programs are administered by the Idaho Department of Labor. The Carl D. Perkins, Post-secondary workforce training, and WIOA Title II (Adult Education) programs are administered by the Idaho Division of Professional-Technical Education (PTE). Both PTE and the Idaho Division of Vocational Rehabilitation, which oversees Title IV programs, are under the administrative umbrella of the State Board of Education.

Having the core WIOA programs—as well as several of the optional partners—clustered within a few agencies makes it easier to streamline planning and policy alignment and promote robust referral processes at the State level. Additionally, the Idaho Department of Labor, the Division of Professional-Technical Education, and the Division of Vocational Rehabilitation enjoy strong, positive, and constructive working relationships, which have contributed and will continue to contribute to the State Planning process.

Additionally, being a rural state, Idaho’s state agencies tend to cooperate effectively across agency lines. As a result, the agencies which house the majority of WIOA core and partner programs have good working relationships with other departments that house combined plan partners or One-Stop partners. Many of these agencies are active in staffing and/or attending the quarterly Workforce Development Council meetings. These include the Department of Health and Welfare, the Department of Commerce, and the Commission on Aging.

WEAKNESSES/CHALLENGES

We have identified three major weaknesses/challenges for Idaho’s Workforce Development System. The first is in regard to staffing, the second is in regard to serving rural communities, and the third is in regard to connecting programs with employers and industries.

Several of our core and partner programs identified staff turnover, staff training, and staff retention as issues—especially those programs which provide direct services like education and counseling. Attracting, training, and retaining high quality, qualified staff can be difficult in a stagnant funding environment, as well as in a state like Idaho where wages are lower on average. For example, Vocational Rehabilitation Counselors are required to have Masters Degrees, but the pay is not always commensurate with the education and training requirements. The State’s professional-technical programs have experienced difficulty filling vacancies for teachers, as they 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.

Attracting and retaining quality staff can be especially difficult in rural communities. The pool of local applicants is limited, with many qualified candidates seeking employment elsewhere. The pay is often low, and insufficient to bring in qualified labor from outside the community.

In fact, rural communities present a number of challenges for our workforce programs. A great deal of research links rural communities with higher instances of poverty and unemployment, lower education levels, and a generally higher need for services. In Idaho, these communities face the additional challenge of isolation, and are often separated by geographical barriers such as mountain ranges or large distances with few transportation options. As a result, bringing services to these communities can cost more, while at the same time serving fewer people. The majority of programs cited rural services as a major challenge.

Finally, several programs, other than those administered by the Department of Labor, noted that they have a difficult time connecting in a meaningful way to employers at both the state and local level. With an increased focus on employer engagement, employer satisfaction, and employment outcomes for participants, it is vital that all the WIOA core programs, as well as partner programs, have the opportunity to develop meaningful relationships with employers.

C. STATE WORKFORCE DEVELOPMENT CAPACITY

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

(C) STATE WORKFORCE DEVELOPMENT CAPACITY

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

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 2.q 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 funds. The table does not include local funding, employer contributions, user fees, or entitlement payments such as Social Security reimbursements.

Table 2.q: Workforce Program Capacity – Funding Levels and Participants Served by Program

Numbers are based on most recent annual-reporting data available for each program as of November 2015
<table>
<thead>
<tr>
<th>Program</th>
<th>Federal Funding</th>
<th>State Funding</th>
<th>Number Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I – Youth</td>
<td>$3,414,748</td>
<td>$0</td>
<td>920</td>
</tr>
<tr>
<td>Title I – Adult</td>
<td>$3,171,735</td>
<td>$0</td>
<td>825</td>
</tr>
<tr>
<td>Title I – Dislocated Worker</td>
<td>$3,461,421</td>
<td>$0</td>
<td>891</td>
</tr>
<tr>
<td>Title II – Adult Education</td>
<td>$2,236,049</td>
<td>$972,200</td>
<td>5,086</td>
</tr>
<tr>
<td>Title III – Wagner–Peyser</td>
<td>$6,015,543</td>
<td>$0</td>
<td>200,771 (job–seekers) 7,025 (employers)</td>
</tr>
<tr>
<td>Title IV – Vocational Rehabilitation (IDVR)</td>
<td>$14,495,938</td>
<td>$3,398,1000</td>
<td>11,704</td>
</tr>
<tr>
<td>Title IV – Idaho Commission for Blind and Visually Impaired</td>
<td>$2,457,775</td>
<td>$665,192</td>
<td>1,359</td>
</tr>
<tr>
<td>OAA Title V – Senior Community Service Employment Program</td>
<td>$459,622</td>
<td>$0</td>
<td>77</td>
</tr>
<tr>
<td>Trade Adjustment</td>
<td>$1,638,270</td>
<td>$0</td>
<td>617</td>
</tr>
<tr>
<td>Veterans Outreach and Employment</td>
<td>$993,000</td>
<td>$0</td>
<td>14,982</td>
</tr>
<tr>
<td>Community Development Block Grant</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Carl D. Perkins</td>
<td>$5,999,521 (includes both Secondary and Post–Secondary programs)</td>
<td>Not Available</td>
<td>7,066 (Post–secondary programs only)</td>
</tr>
<tr>
<td>Short–term Workforce Training (through the public college system)</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>39,011</td>
</tr>
<tr>
<td>TANF/SNAP</td>
<td>Not Available</td>
<td>Not Available</td>
<td>SNAP – 209,000 individuals TANF – 1,900 households 2,800 individuals</td>
</tr>
<tr>
<td>Unemployment Insurance</td>
<td>$15,596,837</td>
<td>$0</td>
<td>43,251</td>
</tr>
</tbody>
</table>
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—
Describe the State’s strategic vision for its workforce development system.

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 state economy that is competitive in the global economy.
2. GOALS

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

- Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers of employment* and other populations.**
- Goals for meeting the skilled workforce needs of employers.

* 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.

** Veterans, unemployed workers, and youth and any other populations identified by the State.

(A) GOALS FOR THE WORKFORCE

This must include goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment and other populations.

In the spring of 2015, the Idaho Workforce Development Council, the entity that serves as Idaho’s State Board for the purpose of WIOA compliance, engaged in a strategic planning session in which it reviewed its goals, strategies, and priorities for Idaho’s workforce development system. The Council revised its strategic plan to align with current priorities, needs, and economic conditions (Workforce Development Council Documents, Appendix 2).

The Council arrived at three broad goals for the State’s workforce system, which are outlined below. Under each of these goals, the Council 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 Council’s strategic plan that directly relate to the foundational analysis within this Combined State Plan and clarify how the Council’s goals relate to individuals with barriers to employment.

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 leading to employment.
- Coordinate a system of work supports for low-income workers to help them stay employed and move toward economic self-sufficiency (e.g. food stamps, child care, and housing) and provide safety nets to those who are in transition in the workforce

The economic and activities analysis conducted in Section (II) of this plan identified four priority focus areas that are of special concern for the purposes of improving Idaho’s workforce system under WIOA. These four focus areas, listed below, inform the strategies used to meet the goals listed above. These four 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.

- **Serving Rural Communities** - In our activities analysis, nearly every core and partner program identified service to rural areas as a significant challenge. Idaho is a largely rural state, so this is a significant challenge for our workforce system.
- **Attracting, Training, and Retaining Quality Staff** - In our activities analysis, many programs identified staffing issues as a barrier. This was primarily true for those programs which provide direct services such as counseling and instruction.
- **Career Pathways** - Our economic analysis revealed that many of Idaho’s in-demand and high-growth occupations are in industries such as government, retail, construction, and health care. However, these industries do not necessarily align with the Target Sector industries identified by our state, which include advanced manufacturing, technology, energy, and health care. This suggests a need for clear pathways that help move people from current in-demand occupations to occupations within the Target Sectors.
- **Connecting Youth** - Our workforce analysis revealed that youth ages 16-24 who are in the workforce have a significantly higher chance of being unemployed than other age groups. Idaho must develop strategies to address the unique training and education needs of youth.
Specific high-level strategies for addressing each of these four areas are discussed in Section (II)(c) - State Strategy.

(B) GOALS FOR EMPLOYERS

This must include goals for meeting the skilled workforce needs of employers.

The goals identified in Section (A) “Goals for the Workforce,” support both the workforce and employers by promoting programs that provide relevant, high quality services to participants, including those with barriers to employment, and result in a workforce whose skills are aligned to meet the needs of employers and industry. These goals also acknowledge the need for alignment among Idaho’s workforce and education systems to promote a seamless system that is accessible and promotes a “no wrong door” approach.
3. PERFORMANCE GOALS

Using the table provided in Appendix 1, 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.)

Please refer to APPENDIX 1 for Idaho’s expected levels of performance. Per federal guidelines, some programs will be setting baseline performance levels during the first two years of this plan and therefore will not have expected levels to report. These baseline performance measures are indicated with a "0" or the word "baseline."
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 and other feedback to make continuous or quality improvements.
Describe how the State will assess the overall effectiveness of the workforce investment 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 and other feedback to make continuous or quality improvements.

The State will initially use 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 indicated above, and will allow our programs to measure how well they are serving participants and employers in both the short and long term. Progress toward these indicators will initially be evaluated against the performance targets negotiated by each program with their applicable federal agencies. As baseline data is collected and becomes available, the state will also measure the progress of the entire workforce development system through combined performance reporting.

Section 116 indicators for measurable skill gain will inform 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 will help the state measure effectiveness against Goal 2 in part II.b.2: Facilitate development of an Idaho workforce that is highly skilled and committed to continuous learning. Specifically, indicators regarding measurable skill gain will be used to measure literacy skills improvement as well as technical and workplace skills development. Where applicable, these measures will help programs make real-time adjustments to ensure specific participants are making progress. They will also be 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 will help 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 will help 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 will help programs measure the relevance and quality of their services in the context of the larger workforce system, which will help the State measure the system’s effectiveness against Goal 3: Support a comprehensive education and workforce delivery system.

Finally, the Section 116 indicator regarding employer satisfaction will help the State measure the relevance and usefulness of our workforce development system to employers and industries. This will help the state measure its effectiveness in meeting Goal 1: Promote policies that align workforce, education, economic development, and entrepreneurship to meet industry and employer’s workforce needs.

These indicators will be used to measure and evaluate the effectiveness of individual programs, as well as for the workforce development system as a whole. By comparing performance between core programs, we can identify ongoing gaps in service, as well as opportunities. For example, if one core program has consistently high outcomes in a certain area, while other core programs struggle, this will help the State identify areas for improvement while also helping to identify 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 will gain valuable information about how and where to improve both programs and the system as a whole. Additionally, as longitudinal
performance data emerges for programs across the nation, Idaho’s workforce development system can compare performance to states with similar economic and demographic characteristics. These benchmarks will also provide opportunities to identify potential innovative approaches to incorporate in Idaho’s workforce system.

The Statewide Annual Report will be submitted to the Workforce Development Council. This report will contain data regarding the indicators of performance outlined in Section 116 for individual programs, as well as the workforce development systems overall performance, in order to measure effectiveness against the goals and vision stated previously in parts II.b.1 and II.b.2 of this plan. This report may also include, as appropriate, additional contextual information to help the Council assess program performance, such as labor force participation rates for various populations, changes in labor market data, and other program information for interpreting performance outcomes and guiding program improvement.

The results of these assessments and reports will 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 will include, as appropriate and authorized by each Title, on-site monitoring and evaluation, targeted technical assistance, professional development, and corrective action plans. The consequences for continued poor performance will be determined by each agency, as authorized under each Title and outlined within the respective State Plans for each program.

The results of such local and statewide improvement efforts will be recorded and 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).
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). Include discussion of specific strategies to address the needs of populations provide Section (a).

In Section (II)(b)(2) we reiterated the current strategic goals of Idaho's Workforce Development Council. In revisiting and updating these strategic goals, the Council also set forth priorities and strategies for implementation. The Council identified the following as its three top priorities for supporting its goals in Fiscal Year 2015-16:

- Target key industries using a sector strategy
- Enhance opportunities for lifelong learning by expanding delivery options
- Support a comprehensive education system for all students K-16+ that includes rigorous school-based learning and relevant work-based learning.

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:

- Serving rural communities
- Attracting, retaining, and training qualified program staff
- Aligning career pathways with target sectors
- Connecting with youth in the workforce

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.

(1) SECTOR STRATEGIES AND CAREER PATHWAYS

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 in WIOA section 3(7). “In-demand industry sector or occupation” is defined at WIOA section 3(23)]

Idaho’s sector strategy is well developed, as discussed in the economic analysis and reiterated below, while Idaho’s career pathway system is currently under development. Our economic analysis revealed that much of Idaho’s current job demand and job growth are in industries such as government, retail, construction, and health care. However, not all of these industries align with the Target Sector industries identified by our state, which include advanced manufacturing, technology, energy, and health care. To increase the economic prosperity of Idaho and its citizens, the State must develop clear pathways that help advance workers from jobs in low-wage industries to occupations within the Target Sectors. In this regard, both the sector strategy and the career pathway strategies are closely connected.

SECTOR STRATEGIES

The Idaho Department of Labor, in partnership with Idaho Department of Commerce and industry partners, initiated the Sector Strategy approach in 2010 to identify potential target industries for the
state. The group analyzed the number of current jobs by industry, employment projections, wages paid and the multiplier impact of industries on Idaho’s economy. Staffing patterns of the potential industries were analyzed by high demand, growth and wages. Based on the analysis, five sectors were identified, which were then later grouped into the following four Target Sectors in effect currently:

- Advanced manufacturing - specifically aerospace and food manufacturing
- High-tech
- Health care
- Power and energy

The Target Sectors are used to prioritize and guide the efforts of Idaho’s workforce development system and to promote stronger, more relevant connections between industry and the workforce development partners and programs.

The Research and Analysis Bureau presents economic findings on a quarterly basis to the Workforce Development Council regarding Idaho’s target industry clusters. These findings and data are discussed at the council level in order to monitor the continued relevance of these clusters in real time, measuring their impact on Idaho’s economy and workforce.

**CAREER PATHWAYS**

Career Pathways have gained increasing attention in Idaho over the past several years. The Idaho Workforce Development Council has identified Career Pathways as a key strategy for meeting its goal of “developing a workforce that is highly skilled and committed to continuous learning.” The Division of Professional-Technical Education (which houses both Adult Education and Carl D. Perkins programs) has taken the lead in researching and developing a set of Career Pathways.

The Division oversees approximately 640 secondary career-and-technical education programs in Idaho’s high schools, and the technical colleges housed within Idaho’s public higher education institutions. Currently, each secondary program maintains an individual articulation agreement with one of Idaho’s post-secondary institutions. The Division is spearheading an effort to first align program learning outcomes across postsecondary institutions, and then align the secondary programs to those learning outcomes. Once the process is complete, a statewide articulation will be in place, allowing secondary students to articulate seamlessly into any Idaho institution that offers their program of study.

To support the statewide articulation framework, the Division has developed Idaho SkillStack - a micro certification/badging platform that communicates which competencies/skills Idaho high school and postsecondary students can demonstrate. The micro certifications/badges are stacked towards the award of postsecondary credit (i.e. once a student earns predefined badges, by demonstrating competency, they are eligible to convert the badges to credit), industry certifications and common skills required by Idaho employers for job openings. These badges provide visual progress towards an individual’s career goals.

Taking this effort to the next level, the Division has developed career ladders for the most in-demand jobs in Idaho (where secondary and post-secondary career and technical programs are also available). The career ladders begin with core transferrable skills that students are learning through their program. Students then move from the entry level positions up through the career pathway
showing what skills need to be added to move to the next level and where an individual can learn those skills. Currently, career ladders are available for the following:

- Skilled and Technical Sciences
  - Advanced Manufacturing
  - Engineering Drafters and Technicians
  - Transportation Equipment Repair
  - Installation, Maintenance and Repair
    - Health care
  - Dentistry
  - Therapeutic Services
  - Nursing
  - Pharmacy
  - Health Informatics
    - Business and Marketing
  - Administrative Services (showing Finance & Accounting, Human Resources & Administrative Support and Production and Manufacturing)
  - Sales and Marketing (showing Marketing and Advertising, Licensed Sales and Retail/Specialty Sales)
    - Information and Technology
  - IT Support and Administration
  - IT Design and Development

These career ladders are being integrated into the SkillStack and Career Information Systems websites to provide an interactive solution for students, parents, teachers, and counselors. The technology platform will allow the State to add additional pathways as they are mapped and to continuously update the data so that the tool stays relevant. An example draft career ladder for Health Care is available in the appendix (Draft Career Ladder, Appendix 2).

As a result of the Division of Professional-Technical Education’s efforts, much of the groundwork has been laid for developing additional Career Pathways that further support the State’s Sector Strategy approach.
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).

(2) PROGRAM ALIGNMENT AND ADDRESSING GAPS

Describe the strategies the State will use to align the core programs, and combined State Plan partner programs included in this Plan, mandatory 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).

As per the State Plan Information Collection Request, this section addresses strategies in place to ensure alignment between core programs, Combined Plan partners, and One-Stop partners to achieve fully integrated customer services consistent with the State Plan vision and goals. It also describes strategies to strengthen the workforce development system in regard to the gaps identified in analysis in Section (II)(a).

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 of the Title I-B, Trade, Veterans, and Unemployment Insurance programs are housed with 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 State intends to formalize the working group responsible for drafting the plan. This group will be referred to as the “WIOA Advisory Group” and will consist of:

- 1-2 staff from the Idaho Department of Labor to represent Title I-B and Title III programs, as well as Combined State Plan programs administered by the Department.
- 1 staff from the Idaho Department of Labor to represent the One-Stop Delivery System
- The State Coordinator for Adult Education to represent Title II programs
- 1-2 staff from the Division of Vocational Rehabilitation
- 1-2 staff from the Idaho Commission for the Blind and Visually Impaired
- A representative from the Idaho Commission on Aging
- Program staff from other partner programs as necessary and appropriate

This group will ensure ongoing alignment between programs, will coordinate statewide reporting, and will also serve (as appropriate) on the Data System Alignment working group identified in Section (III)(b)(6).

Idaho does not currently have either a universal intake process or an integrated data system across the different agencies which administer WIOA and workforce programs, and we intend to explore options for both. In its recent Strategic Plan update, the State Workforce Development Council
identified the following strategy to support its goal of a comprehensive education and workforce delivery system:

- Improve the effectiveness of the workforce system through the creation of an accountability system that includes:
  - Implementation of common core measures in K-12 education
  - Implementation of a longitudinal data system that interfaces with the workforce system to track outcomes of Idaho’s student achievements and program success.

We have outlined our plan for implementing an integrated data system in Section (III)(b)(6) Program Data. The extent to which we are able to implement a universal intake process will depend in large part on the success of our data integration efforts. A universal intake process may be more feasible now that all WIOA core programs report on the same performance measures and must collect the same information.

The Council also identified the following strategies (among others) that support program alignment and the goals of the Idaho’s Combined State Plan:

- Provide access to a full range of information and supports to low-skilled and at-risk youth and adults, dislocated workers, and others with barriers to employment, in order to prepare them for work that leads to economic self-sufficiency.
- Increase options to integrate adult basic skills and English language training with occupational/technical training to facilitate entry of students to post-secondary education and technical training programs.
- Maintain a quality One-Stop Career System that connects employers and workers and facilitates access to workforce services, education services, and information.
- Provide access to information, financial aid and other supportive services that allow all workers to obtain education and training leading to employment.
- Coordinate a system of work supports for low-income workers to help them stay employed and move toward economic self-sufficiency (e.g. food stamps, childcare, and housing), and provide safety nets to those who are in transition in the workforce.

The Council’s strategic plan includes a number of other strategies to support its goals, which are not specifically related to program alignment. A full list of such strategies can be found in the appendix (Workforce Development Council Documents, Appendix 2).

**ADDRESSING GAPS**

As stated previously, the analysis conducted in Section (II)(a) revealed four areas of concern for Idaho’s workforce development system and the programs which support it. They include:

- Serving Rural Communities
- Attracting, training, and retaining quality staff
- Aligning career pathways with target sectors
- Connecting with Youth in the workforce
We have identified potential strategies for addressing these issues, though other strategies may emerge as we move forward with implementation. Many of the strategies are inter-related. For example, programs in rural areas will also benefit by attracting and retaining more qualified staff in their communities. The strategies presented in this section are high-level strategies. The operational components of these strategies are provided in more detail in Section III of this plan.

RURAL COMMUNITIES

These communities often have the highest need for services, but are the most difficult and expensive to serve. Potential strategies might include expanding high-quality remote/digital delivery models that overcome the barrier of distance. This would require that the state address the related issue of broadband access as well.

ATTRACTING, TRAINING, AND RETAINING STAFF

Another issue that emerged from the activities analysis was the difficulty of attracting, developing, and retaining quality program staff, especially in a limited funding environment and in many of Idaho’s rural communities. Strategies to address this issue include coordinated professional development across partner programs, requesting additional state funds from the Idaho legislature to leverage the full match of federal dollars, and improved efficiencies to reduce workloads for staff (such as removing redundant data entry and paperwork).

CAREER PATHWAYS

This issue is addressed at length in the Section 11.c.1 above.

CONNECTING WITH YOUTH

The Economic and Workforce analyses in Section II.a of this plan revealed that youth ages 16-24 in the workforce are more likely to be unemployed that other age groups. “Youth ages 16-24 who are in the workforce” includes all persons ages 16-24 who are actively employed or seeking employment. This is a broad group which includes, but is not limited to specific populations with barriers to employment. This group also includes students who are engaged in secondary education (ages 16-21), and youth who are engaged in post-secondary education (through age 24), who are employed or seeking employment.

Our analysis in Section II.a shows that young people, as a broad group, are already at a disadvantage in terms of finding employment. This disadvantage is compounded when applied to persons with additional barriers to employment.

Idaho will focus broadly on youth in the workforce in terms of expanding alternative learning modalities and training opportunities within our education and workforce systems. Such modalities may include work-based learning, apprenticeships, distance education, and compressed scheduling. This strategy will benefit the general population of youth in the workforce, as well as youth with barriers who may not benefit from or have access to traditional modes of education.

The State will also enact more focused efforts around specific populations with barriers, including out of school youth, youth with disabilities, and low-skilled youth. The Idaho Workforce Development Council is transitioning its Title I Youth programs to spend 100% on out-of-school youth, and target
its outreach efforts to this population so they understand what services are available. Additionally, Idaho's Title IV vocational rehabilitation programs will provide transition services to students and youth with disabilities, specifically emphasizing pre-employment transition services to students with disabilities. Finally, Title II programs will connect low-skilled students (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 college and training.
III. OPERATIONAL PLANNING ELEMENTS

The Unified or Combined State Plan must include an Operational Planning Elements section that support 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).

(1) STATE BOARD FUNCTION

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. 2015-02, Governor C.L. “Butch” Otter retained the Idaho Workforce Development Council as an alternative entity for the state board for purposes of the Workforce Innovation and Opportunity Act. The Workforce Development Council was established August 8, 1996 by executive order in accordance with Title VII of the Job Training Partnership Act. The council provides leadership for all workforce programs reporting to the Governor and the State Board of Education.

As outlined in the executive order, the council is specifically responsible for advising the Governor and the State Board of Education on:

a) Development of a statewide strategy for workforce development programs encompassing all workforce programs;

b) Development of the WIOA State plan;

c) Development and continuous improvement of services offered under the statewide workforce investment system;

d) Development of comments at least once annually on the Carl D. Perkins Vocational and Applied Technology Education Act;

e) Development and continuous improvement of comprehensive State performance measures;

f) Preparation of the annual report to the U.S. Secretary of Labor as required under section 136 of the WIA and section 103 of WIOA;

g) Development of a statewide employment statistics program;

h) Development of a plan for comprehensive workforce information; and

i) Development of technological improvements to facilitate access to, and improve the quality of, services and activities provided through the workforce system.

The council is also responsible for:
j) Approval and oversight of the expenditures from the Employment Security Reserve Fund;

k) Development and oversight of procedures, criteria and performance measures for the Workforce Development Training Fund; and

l) Other duties as assigned by the governor.

IMPLEMENTATION OF STATE BOARD FUNCTIONS

The Workforce Development Council typically performs all work in a meeting of the entire body. Quarterly meetings are scheduled one year in advance, varying on rare occasions. Policy material prepared for the meetings is made available for interested parties. Notice of meetings and all materials are also posted on the state’s website. At least one meeting a year is held in a location outside the city of Boise to facilitate the attendance of stakeholders in different parts of the state.

To accomplish its work between meetings, the council empanels standing and ad hoc subcommittees, appointed by the chair when needed. Subcommittee members may include individuals from the general public who have special knowledge and qualifications to be of assistance to the council. Subcommittees meet as often as needed, based upon projected workload.

The council currently has two standing committees, the Executive Committee and the Youth Council. As defined in the bylaws, the Executive Committee consists of council members from each geographic service delivery area and membership category. The primary function of the Executive Committee is to develop the agenda for the whole council meetings and to conduct business in the interim between meetings. The Executive Committee has authority to act on behalf of the entire council.

The second standing committee is the Youth Subcommittee, formerly the state Youth Council. This subcommittee is tasked with developing the WIOA youth service delivery strategy, accompanying policies, and criteria for awarding competitive contracts. The Youth Subcommittee Chair, who is also a Workforce Development Council member, makes recommendations to the full council for action.

As directed by the governor, the Idaho Department of Labor provides logistical support for the council. All member agencies representing the state’s mandatory and optional One-Stop partners provide policy and program advice and direct financial support for the council. The council and its subcommittees are supported by an interagency staff team (Workforce Development Council Documents, Appendix 2) led by Governor Otter’s director of communications and senior special assistant for economic development and energy. The staff team comprises management and staff from the core partner programs plus other staff representing programs in workforce development, economic development, career and technical education and others. The team supports the council by bringing forth issues, sharing vital information about program operations, and making recommendations to the council.

The WIOA Advisory Group (referenced in Section II.c.2 Program Alignment, Section III.a.2.A Implementation of State Strategy, Assessment and Section III.b.4 Evaluation of Programs and One-Stop Program Partners) is a subset of the interagency staff team. The WIOA Advisory Group is responsible for ensuring that WIOA is implemented and that the Workforce Development Council fulfills its responsibilities under WIOA section 101(d) and WIOA section 107 (d).
The WIOA Advisory Group recommends actions to implement One-Stop, Title I joint requirements and other provisions or requirements of WIOA. These recommendations are presented before the Executive Committee in advance of the full council meeting. The Executive Committee then approves measures for adoption by the full council.

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. Decisions are brought before the full Council at its quarterly meetings and listed as items on its consent agenda. These items are accompanied by formal transmittals that contain more detailed information. Decision items are placed on the Council agenda in advance by the Executive Committee, who meets (by phone) prior to each quarterly Council meeting. Decision items are recommended to the Executive Committee by members of other Council committees (such as the Youth Committee) as well as staff representing core partner programs and other stakeholder groups.

At the quarterly meetings, the full Council reviews pertinent decision items, including supporting documentation and presentations by appropriate staff. The Council then considers the decision and recommendations presented to them. 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 by counting “ayes” and “nays.” In order for a decision to be binding, a quorum of members must be present at the time the vote takes place. Recommendations which are rejected by the council are returned to the appropriate staff or 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.

(A) CORE PROGRAM ACTIVITIES

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.

In addition to the specific activities described below, the core and partner programs will also participate on the WIOA Advisory Group, and to the extent appropriate, participate in joint training and planning activities coordinated across programs as outlined in Section (II)(c)(2).

Where appropriate, each core and partner program is addressed specifically below. 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 and Veterans Employment and Training Services. 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 - includes WIOA Title I-B and Title III, and Combined Partner programs of Trade Adjustment and Veterans Training & Employment Programs
- Title II - Adult Education
- Title IV - Vocational Rehabilitation Programs
- Combined State Plan Partner - Senior Community Service Employment Programs

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, Veterans Employment and Training Services and One-Stop partner Unemployment Insurance. The following activities will be funded by the Idaho Department of Labor to implement the State’s strategies across its programs. Activities are organized by the appropriate strategy they address.

- **Strategy: Target key industries using a sector approach**
Over the past six years the Workforce Development Council has advanced strategic redirection by adopting a “Business Solutions Initiative” based on a sector strategy approach. This effort includes training One-Stop management staff and selected workforce consultants to 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.

The state has dedicated the Governor’s Employment Service 10% Reserve Funds to support the following priorities under the Business Solutions Initiative:

- Dedicate selected One-Stop staff as regional business solutions specialists;
- Enhanced business services activities focused on a sector strategy such as outreach, one-on-one meetings with targeted employers to learn their workforce needs, office team discussions and strategy session on how best to respond to identified employer needs and coordinating workforce needs with education, economic development and workforce partners;
- Staff training for selected One-Stop workforce consultants and managers within the One-Stop Centers on business outreach techniques, promotion of services, and how to effectively work with industry sectors prioritized by the planning process.
- A Customer Relationship Management system, providing automated business services tracking and information management to all One-Stops to:
  - Streamline service delivery
  - Enhance collaboration throughout the state’s One-Stop system
  - Monitor real-time sector activity, trends and needs at the local, regional and statewide level.

Business solutions specialists serve as a single point of contact for employers, and are also a resource representing all of the Idaho Department of Labor programs available at the American Job Centers. In addition to the regional business solution specialists, the business solutions outreach team includes a disability employment advocate and veterans’ employment outreach representative. Members of the business solutions team may help facilitate on-the-job training activities between WIOA career planners and employers in targeted industry sectors.

Conversations are taking place about the possibility of the business solutions specialists supplementing contacts with employers for Adult Basic Education and Vocational Rehabilitation program offerings. The intent is not to supplant existing relationships these program entities have with employers, but to help expand their breadth.

- **Strategy: Enhance opportunities for lifelong learning by expanding delivery options**

The Department of Labor is actively working with employers to develop apprenticeships for training WIOA participants, such as dislocated workers.

- **Strategy: Support a comprehensive education system for all students K-16+ that includes rigorous school-based learning and relevant work-based learning.**
The Idaho Department of Labor has been working with the Idaho Office of the State Board of Education to ensure that the WIOA Eligible Training Providers offer high quality education experiences. This ensures that WIOA participants receive rigorous and high quality occupational skills training.

WIOA career planners are encouraged to prioritize work-based training experiences. The WIOA youth program also requires that at least 20% of youth expenditures be spent on work-based experiences.

- **Strategy: Serving rural communities**

The Idaho Department of Labor has been directed by the state legislature to maintain a presence in rural communities. This means that One-Stop services will be available across the state to serve job seekers and employers in both urban and rural areas.

- **Strategy: Attracting, training, and retaining quality staff**

Department of Labor WIOA career planners, employment services and workforce development staff have the opportunity to become GCDF certified. GCDF or Global Career Development Facilitator is a well-recognized credential for those working in workforce development programs.

Using funds from a WIA incentive grant, Launchpad Advisory Services for Workforce Development was contracted to provide training in developing a demand-driven workforce development approach. This virtual training was provided to all Department of Labor WIOA career planners, employment services and workforce development management and staff.

- **Strategy: Develop well-aligned career pathways**

Career pathways that align with the targeted industry sectors have been and are in the process of being defined. The Eligible Training Provider policy for WIOA occupational skills training has been vetted by those working on career pathways to ensure training for occupations within the established career pathways is available and prioritized.

- **Strategy: Connecting with Youth**

The Workforce Development Council set policy that beginning PY2016 only out-of-school youth be served from WIOA youth funds. The program enrollment and participation should reflect the incidence of population in the areas where programs operate, with special emphasis on four priority groups:

- Low-income youth involved with the juvenile justice system;
- Low-income youth exiting foster care;
- Low-income youth that are pregnant and/or parenting; and
- Low-income youth with disabilities.
It should be noted that the establishment of these WIOA youth program service priorities does not mean that the program will exclusively serve these population groups. Rather, it will be a concentrated focus of the Idaho youth program to target these four demographic groups to meet a need based on the data reviewed.
TITLE II PROGRAMS - ADULT EDUCATION

The agency responsible for administering Title II programs is the Division of Professional-Technical Education. The Division, as well as local Adult Education programs will invest in the following activities to implement the applicable State strategies:

- **Strategy: Recruiting, Training, and Retaining Quality Program Staff**
  
  o Invest in statewide training initiatives as required or authorized under Section 223 of WIOA and, to the extent appropriate, open such training initiatives to partner programs.
  
  o Provide, in coordination with core and partner programs covered by this plan, cross training on workforce development partner activities and programs.
  
  o Update policies and funding structures to allow for adequate instructor prep time
  
  o Improve efficiencies in, and training about, non-instructional and compliance-related activities (such as data entry and reporting) to reduce the burden of such activities on instructional staff.

- **Strategy: Improving Services to Rural Communities**
  
  o The Division will fund, in accordance with Section 223 of WIOA, research, training and implementation of effective distance learning models for adult students. This may include collaboration with Combined State Plan partner programs to identify promising models or utilize existing resources.
  
  o The Division will encourage local providers to strengthen partnerships and supports in rural areas and will fund (as authorized under Section 223) coordination efforts as appropriate.

- **Strategy: Develop Career Pathways aligned with Target Sectors**
  
  o The Division will fund—as authorized under Section 223—research, training and implementation of contextualized instruction. Such activities would incorporate (as appropriate) workplace preparation and occupational skills into literacy, math and English language instruction, and would be aligned with the Career Pathways being developed by the state.

- **Strategy: Increase options to integrate adult basic skills and English language training with occupational/training to facilitate entry of students to post-secondary education and technical training programs**
  
  o The Division will fund—as authorized under Section 223—research, training and implementation of college transition programs. Such programs focus on the skills and abilities higher-level Adult Education students need to master in order to enroll in college or training without remediation.

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.

THE IDAHO DIVISION OF VOCATIONAL REHABILITATION

The following activities are funded by the Idaho Division of Vocational Rehabilitation to implement the state strategies and support people with disabilities.

• **Strategy: Target Sectors/Career Pathways**

  o The Division will implement a sector strategy and a career pathways model. The career pathways model is currently in development by the Division of Professional-Technical Education and will be implemented upon completion. The Idaho Department of Labor has already established a sector strategy model. The Division will utilize this model to help ensure that counselors are well informed of labor market trends and regional job predictions in order to better match qualified people with disabilities to high quality competitive integrated employment.

• **Strategy: Attracting, Training, and Retaining Quality Personnel**

  o The Division is committed to hiring highly qualified rehabilitation counselors and personnel. In addition to retaining the Comprehensive System of Personnel Development (CSPD) standard, the Division will continue to support training initiatives for all staff in order to maintain skills and promote continuous improvement within the agency despite the removal of dedicated training funds toward this purpose. The Division will offer paid internships in order to attract high quality talent to the state.

  o In order to address retention issues, the Division will evaluate and provide training in areas such as resilience, burnout, and core counselor competencies to ensure counselors have the skills required to deliver quality services and mitigate the common factors leading to burnout and subsequent turnover.

• **Strategy: Coordinated Training across Workforce Program Partners**

  o In addition to internal training, IDVR will develop training in concert with workforce partners to cross-educate program staff on the benefits and services provided by all partners. The Division will coordinate disability specific training initiatives for non-Title IV programs with the Commission.

  o The Division will continue its collaboration with the Commission in serving individuals with multiple disabilities when applicable.

• **Strategy: Connecting with Youth and Students**

  o Under WIOA, the Division has a heightened emphasis on the provision of services to students and youth with disabilities. To meet these new requirements and implement the combined plan strategy, the Division will fund the following required activities:

    1. Job exploration counseling with students.
2. Work-based learning experiences in school or after school opportunities or experience outside the traditional school setting (including internships) that is provided in an integrated environment to the maximum extent possible.

3. Counseling on opportunities for enrollment in comprehensive transition or post-secondary training.

4. Workplace readiness training to develop social and independent living skills.

5. Instruction in self-advocacy which may include peer mentoring.

- **Strategy: Rural Populations**

- The Division will continue to support vendors who offer service provision in smaller communities in order to offset the impact of long distances on consumers of services.

- The Division’s rural outreach efforts will extend to all school districts in the state. The Division has supported the hiring of a transition coordinator and will continue to develop innovative transition services tailored to the needs of local areas and communities. As a division of the State Board of Education, IDVR will utilize these internal connections to ensure interventions are non-duplicative, and to promote educational initiatives aligned with the combined state strategy and activities of workforce partners.

**IDAHO COMMISSION FOR THE BLIND AND VISUALLY IMPAIRED**

The Commission will generally coordinate with the Division of Vocational Rehabilitation in regards to the activities listed above, as appropriate. In addition, the Commission will:

- Increase public and client awareness of the mission, purpose, goals, function and services of the Commission.
- Continue to increase Independence and Employment Outcomes through quality rehabilitation services.
- Continue collaboration with the Division of Vocational Rehabilitation on dual cases for clients.
- Provide ongoing staff training to ensure qualified professional staff are knowledgeable in blindness, visual impairments, as well as secondary disabilities, counseling techniques, vocational rehabilitation, and community and secondary transition.
- Continue to coordinate with Health and Welfare and the Division’s Extended Employment Services program to provide long-term support for clients with the most significant disabilities who require supported employment and extended services.

**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+.

- Provide paid employment training at community service assignments.
- Employment Training Counselors will provide job skills training.
- Computer skills training offered at main offices.
- Paid supportive services offered to overcome barriers to unemployment.
Priority of service offered to Veterans.
Assistance in the development of Individual Employment Plans.
Pay for annual physical exams.
Enter employers to hire individuals 55+.
Access to “Job Ready” for online training and certification.

These activities will be aligned with core programs through information sharing, cross trainings and co-location of SCSEP participants at local job service offices.

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.

(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:

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

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 and One-Stop partner programs: Trade Adjustment Assistance (TAA), Veterans Employment and Training Services (VETS), and Unemployment Insurance (UI). As a result, the activities funded by this agency apply across multiple programs and are addressed concurrently.

- **Strategy: Target key industries using a sector strategy**

The sector strategy initiative is supported by the Idaho Department of Labor’s Research and Analysis Bureau. This bureau is responsible for developing and publishing data for Bureau of Labor Statistics programs and other labor market information. Industry scans for the targeted sectors are
published periodically to update policymakers, industry leaders, and those working in economic and workforce development. The business solutions specialists provide anecdotal information and confirmation on the published statistics. These industry scans are important for informing and training all workforce partners about the targeted industries and the high-demand occupations within them.

As mentioned previously, the Department of Labor’s business solutions specialists serve as a single point of contact for employers as a resource representing the One-Stop programs. The business solutions specialists already work closely with the Department of Commerce business attraction specialists and with the Division of Professional-Technical Education’s Director of Business Outreach. Efforts have been explored to share a common Customer Relationship Management system so that employer contacts are shared and not duplicated across the agencies.

- **Strategy: Enhance opportunities for lifelong learning by expanding delivery options**

  **Apprenticeships** - The Department of Labor is actively working with employers to develop apprenticeships for training dislocated workers. However the apprenticeship development effort includes many partners besides the Department of Labor programs. The Office of Registered Apprenticeship is a major partner in this effort. Another major contributor is the Division of Professional-Technical Education which administers the Carl D. Perkins programs. Representatives from the Idaho Department of Health and Welfare representing Temporary Assistance to Needy Families and Supplemental Nutrition Assistance Program are also engaged in this effort to develop apprenticeships and create opportunities for their program participants. The Center for Refugees has actively participated in the effort to help New Americans use their existing skills to re-enter the workforce through apprenticeships.

- **Strategy: Support a comprehensive education system for all students K-16+ that includes rigorous school-based learning and relevant work-based learning.**

  The Idaho Department of Labor has been working with the Idaho Office of the State Board of Education and the Division of Professional-Technical Education to ensure that the workforce training programs offered by the community colleges comply with the WIOA Eligible Training Provider performance reporting requirements. The data collection effort is jointly administered by the Office of the State Board of Education and the Idaho Department of Labor.

- **Strategy: Serving rural communities**

  Idaho has a very small population distributed across a large geographic area. It is difficult to fund and provide services to rural areas that desperately need them. In order to provide One-Stop services across the state, it will be imperative that the One-Stop partners share resources, including co-location. It is rare that partners duplicate each other’s work. The communities are so small that each partner is intimately aware of what the other is doing and they most often collaborate.

  In fact, the collaboration is so close that there is an opposite problem to duplication. Sometimes slight differences in program eligibility or rules can cause confusion for career planners and program participants. For example, family size for WIOA participants is counted differently than for SNAP or TANF. When a program participant is seeking a seamless experience in the One-Stop, this is a bureaucratic hurdle that defies reasonable explanation to the participant.

- **Strategy: Attracting, training, and retaining quality staff**
Wagner-Peyser and WIOA career planners already have joint training sessions to foster the demand-driven approach to delivering workforce services. This effort will be expanded to include other One-Stop partners.

- **Strategy: Develop well-aligned career pathways**

The career pathways initiative is led by the Division of Professional-Technical Education, the administrator of the Carl D. Perkins programs. The initiative is well informed by many of the partners - Adult Basic Education, WIOA Title I-B programs, Employment Services staff, particularly the Business Solutions Specialist staff. The effort is overseen by the Workforce Development Council with input from industry leaders and all levels of educators.

The Career Information System (CIS) offers career information about occupations in general, but also those along career pathways. Although students can begin using CIS in their schools, it is a widely available resource with a multitude of functions to assist job seekers at every level. Additionally, the CIS is utilized by a number of partner programs, such as the Division for Vocational Rehabilitation and Department of Corrections.

- **Strategy: Connecting with Youth**

One of the factors the Youth subcommittee considered when determining to serve exclusively out-of-school youth is the 15% requirement for Title IV programs to serve in-school youth. Another determining factor was a history of strong relationships with the secondary and post-secondary schools. This history allows One-Stop staff to use an already robust referral system to provide career services for any in-school job seeker. Therefore the WIOA youth program can be used to target disconnected youth and engage them in either education or training and/or assist their entry into the workforce.

The Youth subcommittee is also the advisory body for the Career Information System. The Idaho Department of Labor maintains strong connections with secondary schools through its Career Information System. Most students in Idaho schools are able to create an account to learn about career information and conduct interest assessments. The Career Information System has modules targeting youth at various stages such as middle school and high school.

**TITLE II PROGRAMS - ADULT EDUCATION**

Title II programs are administered by the Division of Professional-Technical Education, which also administers the Carl D. Perkins program for the State. Career pathways, contextualized literacy instruction, and college transition programs for Adult Education will be developed in coordination with the Division and the State Board of Education, as well as local colleges. This will help ensure alignment with technical programs funded by Carl D. Perkins at both the secondary and post-secondary levels, and reduce duplication and redundancies in remedial education programs.

The Division also administers the GED program for the State and will ensure that the policies and processes guiding GED testing in Idaho align with the Combined State Plan strategies. For example, the Division has implemented new polices for opening GED testing centers in underserved and rural communities. The Division also coordinated training around the GED for local Adult Education providers.
Training initiatives for local program staff around workforce development, One-Stops, and program partnerships will be coordinated through the WIOA Advisory Group and Workforce Development Council to maximize cross training opportunities and reduce duplicated efforts.

**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 will coordinate activities with mandatory One-Stop partners by sharing program contact information, eligibility criteria, and training on program services and mission. The Division will maximize services to individuals with disabilities through increased collaboration and integrated service delivery with various partners in One-Stop centers. Comprehensive information and training will be provided to outside organizations such as, the Department of Mental Health and Welfare’s Division of Behavioral Health, School to Work Transition, American Indian Vocational Rehabilitation Services, Centers for Independent Living, and the Idaho Department of Correction. Participants will be encouraged to co-enroll in applicable services at the local One-Stop to ensure participants can benefit from the full range of services available to them.

**IDAHO COMMISSION FOR THE BLIND AND VISUALLY IMPAIRED**

The Commission will continue its cooperative agreement with Idaho Educational Services for the Deaf and Blind (IESDB). This agreement outlines how the two agencies will coordinate referrals, services and communication to benefit the transition of students with blindness and visual impairments throughout the State.

The Commission will revise and update its cooperative agreement with the State Department of Education and the Idaho Division of Vocational Rehabilitation that outlines the coordination between the two VR agencies and the school system to provide transition services from school to work or higher education.

**COMBINED PLAN PARTNER PROGRAM - OAA TITLE V SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM**

The senior employment program is administered by the Commission on Aging. The Commission will coordinate activities with mandatory One-Stop partners by sharing program contact information and eligibility criteria. Furthermore, referral information will be provided to outside organizations that provide information and assistance, such as, Centers for Independent Living and the Area Agencies on Aging. Individuals 55+ and unemployed will be referred to contact the local SCSEP offices located in Coeur D’Alene, Boise and Twin Falls. Participants will be instructed to register at the local Job Service to ensure participants have access to comprehensive job listings and access to job search trainings.
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 to individuals including those populations identified in section II(a)(1)(B). The activities described shall conform to the statutory requirements of each program.

(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 to individuals including those populations identified in section II(a)(1)(B). These 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 WIOA Advisory Group, 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, parallel to Part (A) and (B) above:

- Idaho Department of Labor Programs - includes WIOA Title IB and Title III, and Combined Partner programs of Trade Adjustment, Unemployment Insurance, and Veterans Training & Employment Programs
- Title II - Adult Education
- Title IV - Vocational Rehabilitation Programs
- Combined State Plan Partner - OAA Title V Senior Community Service Employment Programs

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 (TAA), Veterans Employment and Training Services (VETS), 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 will provide 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.

The Idaho Department of Labor used funds from a WIA incentive grant to contract with a consultant to help apply design and innovation thinking to the service delivery in the American Job Centers. The One-Stop staff formed teams to focus on specific segments of customers. Along with implementing a Lean methodology, an ongoing design and innovation thinking project has been instituted to ensure that resources dedicated to customer services are optimized.

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 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 central Department of Labor office, provide immediate customer service through “click to chat” from the website or by phone.

Robust cross-training of One-Stop system staff includes training regarding general eligibility guidelines and user training for iUS, which strengthen linkages 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 Assistance Services and other long-term unemployed individuals. Those that need special assistance with skills upgrading are referred to a WIOA career planner. Those with substantial cultural barriers, such as refugees resettled in Idaho, are often One-Stop center customers. The One-Stop centers in Boise and Twin Falls have strong relationships with the Center for Refugees and provide targeted services to those populations.

The WIOA career planners specifically work with a variety of special populations such as displaced homemakers, low-income individuals and ex-offenders. WIOA career planners prioritize serving youth with disabilities or those who have aged out of foster care. These customers are served not only by WIOA career planners, but are often co-enrolled in appropriate programs for which they are eligible such as Trade Adjustment Assistance. They are also referred or provided education, workforce development or supportive services as needed.

The Department of Labor is currently a recipient of a Disability Employment Initiative grant. This grant has facilitated in-depth training to staff on how to provide employment services to individuals with disabilities. All American Job Centers are Americans with Disabilities Act compliant.

**TITLE II PROGRAMS - ADULT EDUCATION**

Services to individuals under Title II are carried out locally by eligible providers. The lead agency administering Title II programs (the Division of Professional-Technical Education) will ensure policy alignment with other partner programs at the state level through participation on the WIOA Advisory Group. The Division will require that local providers coordinate services at the local level and will provide guidance and technical assistance to support such efforts. Local providers will be 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. Local providers will be expected to demonstrate ongoing coordination and service through annual extension applications thereafter.

**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**

Coordination of service provision will take place at the local area level. Local agreements will be established among One-Stop partners that promote communication and include arrangements for cost sharing to enable the full utilization of external funding sources. The Division will support informational training on programs. The Division will continue to support coordination and co-location with external plan agencies such as the Division of Behavioral Health, the Idaho Department of Correction and our school to work transition partners.

**IDAHO COMMISSION FOR THE BLIND AND VISUALLY IMPAIRED**

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

- Begin to work with youth at the start of high school to foster the development of ongoing transition planning and services specifically connecting School Districts throughout the State.
- Conduct Assistive Technology Assessments with clients.
- Increase training availability, effectiveness and access for clients, including minority, and the underserved in rural communities.

**COMBINED STATE PLAN PARTNER PROGRAM - OAA TITLE V - SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAMS**

The Idaho Commission on Aging will coordinate activities with one stop partners by utilizing local Employment Training Coordinators to connect participants to local one stop programs. The Commission’s SCSEP Program Manager will provide One-Stop partner information to the SCSEP local regional offices to ensure participation at the local level. Participation with the One-Stop programs will be reviewed through annual monitoring reviews. The Employment Training Coordinators will 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 will be assessed and shared with the local SCSEP offices. Strategies will be developed and implemented to address survey concerns.

**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. The activities described shall conform to the statutory requirements of each program.

(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 for each program.

In addition to the agency-specific activities outlined later in this section, the Combined State Plan programs, via the WIOA Advisory Group, will research and test options to implement a “single point of contact” model to coordinate between programs and employers at the local and regional level (to the extent that such a model would not replace or disrupt existing relationships).

Such a model will ensure more coordinated, less disruptive or duplicated outreach to employers. It would also build on existing relationships, such as the “Team Idaho” approach which currently exists among the Idaho Department of Labor, Department of Commerce, Division of Professional-Technical Education, and the college’s Workforce Training Centers. This approach provides business assistance that streamlines communication and leverages resources to assist with workforce development.

This approach will also help the core programs and agencies coordinate outreach to employers in regards to the benefits of hiring people with barriers to employment. For example, about 15% of refugees living in Idaho are highly educated in their home country, but are often overlooked as a source of skilled labor because of their language barriers. Additionally, individuals with disabilities can 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, regardless of age, disability status, language, income, race, or other barriers. 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 parallel to Part (A), (B), and (C) above:

- Idaho Department of Labor Programs - includes WIOA Title I-B and Title III, and Combined Partner programs of Trade Adjustment Assistance and Veterans Training & Employment Programs
- Title II - Adult Education
- Title IV - Vocational Rehabilitation Programs
- Combined State Plan Partner - Senior Community Service Employment Programs
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, Veterans Employment and Training Services 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 are well-poised to serve the business community and are routinely engaged in a variety of local activities to serve the state’s business customers. Staff are driven by the philosophy that quality business services ultimately facilitate connection 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 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:

- The Governor’s Employment Service 10 Percent Reserve Funds dedicated to support both the Business Solutions Initiative and the sector strategy approach in the American Job Centers.
- The implementation of a formalized One-Stop staff structure specifically dedicated to business services.
- Extensive staff training for business consulting techniques and connecting employers to system resources, particularly WIOA 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 to build the skills of workers in new and expanding industries.
- Joint partnerships with industry and education for events such as the annual Hard Hats, Hammers & 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 have been conducted to identify needs and impressions of employers and inform the department of successful initiatives or areas of needed improvement.
- Develop 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.
• Extensive building and remodeling of One-Stop facilities to provide a professional atmosphere for employers to conduct customized recruitment and hiring events, for job seekers to have access to technology and facilities that better support their efforts and to ensure facilities and technology support the variety of collaborative efforts and events conducted with workforce, economic, and community partners.

**TITLE II PROGRAMS - ADULT EDUCATION**

Title II programs are administered by the Division of Professional-Technical Education, which employs both a Communications Manager and a Director of Business Outreach. These positions coordinate major initiatives with the public and with Idaho employers on behalf of the Division. The Division administrator also sits on the Workforce Development Council, which facilitates major statewide employer outreach initiatives. The State Coordinator for Adult Education, as an employee of the Division, staffs the Workforce Development Council and represents Title II programs and activities for the State.

The State Coordinator will attend Council meetings, and collaborate with Division staff (as listed above), and Department of Labor staff, to identify and understand the high-level needs of employers across the state. The State Coordinator, in conjunction with the Division, will use this information, including current economic indicators provided by the Idaho Department of Labor, to prioritize services authorized under Title II. The Division will issue 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 will be 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 appropriate community college, technical college, or university serving each region. Many local programs have established connections with local employers and industry through their institution, as well as convening advisory boards, establishing community partnerships, and connections with other workforce agencies. These types of relationships will be considered as part of the competitive grant application for Title II funds.

**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 is planning to hire a full time business relations liaison with the sole commitment to engage businesses in the hiring of people with disabilities. This position will be required to coordinate with other workforce business specialists to ensure maximization of effort and single point of contact to both meet the needs of Idaho’s businesses and reduce the burden on employers.
Additionally, the Division will take advantage of the Job-Driven Vocational Rehabilitation Technical Assistance Center (JDVRTAC) to inform competencies for the business liaison position as well as implement established practices in business relations. The Division will develop an assessment, in concert with workforce partners, to evaluate the needs of Idaho businesses. The Division will explore the potential development of tailored training programs to help bridge the gap between employer needs and qualified talent.

IDAHO COMMISSION FOR THE BLIND AND VISUALLY IMPAIRED

The Commission will partner with the Division of Vocational Rehabilitation on activities described above as appropriate and necessary. In addition, if an employer requests an Assistive Technology Assessments in order to hire a person with a visual impairment, ICBVI will work with the employer on that accommodation. This assessment may include website and network software accessibility as well as job site accommodations.

COMBINED STATE PLAN PARTNER PROGRAM - OAA TITLE V - SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM

Local SCSEP offices will provide employers with subsidized staff to work at their agency while they receive training. The host agency will work with the individual and evaluate if the person can transition to a paid employment position. Employers will have access to Employment Training Counselors to develop and implement employment training plans and communicate potential supportive service needs. At the beginning of the program year, ICOA will consider submitting a special request to US Department of Labor (USDOL) and submit a policy allowing for-profit organizations to participate in the program at a maximum of 12 weeks.

Quality of Service Delivery will be 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

Describe how the State’s Strategies will engage the State’s community colleges and area career and technical education schools, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv).

(E) PARTNER ENGAGEMENT WITH EDUCATIONAL INSTITUTIONS

Describe how the State’s Strategies will engage the State’s community colleges and area career and technical education schools, as partners in the workforce development system to create a job-driven education and training system.

Idaho’s workforce development system will engage the State’s community colleges and career and technical schools 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: Idaho’s Workforce Development Council, the Division of Professional-Technical Education, and the Office of the State Board of Education. The specific efforts of these three entities are provided in more detail below.
Idaho’s 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. More information about the Center is included at the end of this section.

IDAHO’S WORKFORCE DEVELOPMENT COUNCIL

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

- Enhance opportunities for lifelong learning by expanding delivery options
- Support a comprehensive education system for all students K-16 that includes rigorous school-based learning and relevant work-based learning
- Develop and Align Career Pathways with Target Sectors

It is no coincidence that the state’s workforce development goals target education and training. As an alternative entity for the WIOA State Board, Idaho’s Workforce Development Council has significant representation (15 percent) from the education sector, including community college presidents and deans. Additionally, the Executive Director of the State Board of Education, the administrator for the Division of Professional-Technical Education, and the Superintendent of Public Instruction are ex-officio members. These Council members provide a direct connection to job-driven education.

The Workforce Development Council has also directed the creation of Industry Sector Grants and MicroGrants using state Workforce Development Training Funds. These grants support job-driven training for in-demand occupations by requiring the collaboration of business and education to meet employer-identified gaps in the workforce. The Industry Sector Grants are awarded to industry partnerships consisting of education providers and at least three businesses within the industry providing a cash match. These grants are used to develop training programs at educational institutions to provide industry with the skilled workforce it needs. The MicroGrants are awarded to community-based teams representing business, education and other community partners to provide training for specific in-demand skills in the local area.

THE DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

The Division of Professional-Technical Education, which administers both the WIOA Title II and Carl D. Perkins programs, and oversees career and technical education (CTE) in Idaho, is essential in connecting workforce programs with career and technical education, engaging the State’s community colleges, and guiding the development of meaningful career pathways. The Division also coordinates the state Workforce Training Network, which includes the directors of the Workforce Training Centers at local postsecondary institutions (including community colleges). The Workforce Training Network leverages best practices and develops statewide solutions to meet the talent needs of Idaho’s businesses.

The Division supports the career and technical programs at Idaho’s community colleges through both state and federal funds. For the past two years, the Division has used in-demand occupations to drive its postsecondary budget request to the State legislature. To guide this request, technical and community colleges identified programs where all graduates were being placed in in-demand occupations and where extensive waiting lists existed for certain programs. As a result, the Idaho
legislature funded $3.8 million for the expansion of 30 such programs for FY16-17 and the Division is requesting another $2.4 million for FY17-18 to continue to expand access to high-quality CTE training at Idaho’s community colleges, in alignment with the most pressing needs of Idaho’s employers.

At the secondary level, the Division is working to expand an incentive program, currently available to Agriculture and Natural Resource programs, to drive both program quality and alignment to industry needs. The Division has requested a total of $821,000 for FY17-18 to support this initiative. Within the efforts to improve program quality is an emphasis on technical advisory committees (TACs). All CTE programs (secondary and postsecondary) are required to have technical advisory committees; however, the effectiveness of these committees varies. The Division is providing professional development for CTE faculty on creating high-impact TACs and has 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). Previously all of the state’s postsecondary schools were on the WIA eligible training provider list. Since January 2015, a group of education stakeholders from the board’s jurisdiction representing CTE, private and proprietary schools, and the Workforce Training Network met to discuss developing WIOA ETP policy and data reporting requirements.

The postsecondary institutions expressed interest in continuing to provide occupational skills training under WIOA, but faced challenges in implementing the new WIOA performance reporting for ETPs. In particular the workforce training programs, preferred by employers, did not collect the level of student information required for WIOA reporting. The stakeholder group met for over a year to write policy and develop technical solutions. Most importantly, this group generated buy-in for the much resisted data collection required.

State education staff worked to ensure that all programs within the state’s designated career pathways were included on the Eligible Training Provider List. The Office of the State Board of Education leveraged Statewide Longitudinal Data Systems grant funds to assist the schools in developing data collection systems for WIOA reporting.

F. PARTNER ENGAGEMENT WITH OTHER EDUCATION AND TRAINING PROVIDERS.

Describe how the State’s Strategies will engage the State’s other education and training providers, including providers on the state’s eligible training provider list, as partners in the workforce development system to create a job-driven education and training system.

(F) PARTNER ENGAGEMENT WITH OTHER EDUCATIONAL AND TRAINING PROVIDERS

[Updated Federal Guidance: Describe how the State’s strategies will engage the State’s other educational and training providers, including providers on the state’s eligible training provider list, as partners in the workforce development system.]
Almost 90% of the state’s WIOA eligible training provider programs are from Idaho’s community colleges and technical education schools. As mentioned above, these programs are well integrated into the workforce development system.

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

**G. LEVERAGING RESOURCES TO INCREASE EDUCATIONAL ACCESS**

Describe how the State’s strategies will enable the State to leverage other Federal, State, and local investments that have enhanced access to workforce development programs at the above institutions, described in section (E).

**G) LEVERAGING RESOURCES TO INCREASE EDUCATIONAL ACCESS**

Describe how the State’s strategies will enable the State to leverage other Federal, State, and local investments that have enhanced access to workforce development programs at the above institutions, described in (E).

Idaho’s State Plan strategies are well positioned to leverage the state’s Workforce Development Training Fund. This fund is supported from 3% of the unemployment insurance taxes collected in Idaho. From this fund, the Workforce Development Council approved sector partnership 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, providing state of the art medical equipment to Idaho State University, and training incumbent workers with more technical skills to receive a license in log scaling.

Additionally, the state’s strategy to develop and align career pathways with our target sectors may encourage additional support from employers and the private sector in the form of investments in Idaho’s post-secondary institutions and technical schools. Additionally, our strategy to improve rural service delivery may help leverage existing resources and innovations in the private sector—especially regarding remote delivery—which our post-secondary institutions can adapt for educational purposes.

Research and implementation of promising delivery models for distance education and remote service delivery will be shared among workforce development partner programs to improve knowledge of, and access to, alternative learning modalities. For example, the Division of Professional-Technical Education (PTE) is investing in a new model called “PTE Digital.” This model comprises online career-and-technical education courses to serve rural students who don’t have access to live PTE programs.

Through a partnership with the Idaho Digital Learning Academy (the state-funded online school), existing courses are being updated and new courses developed to meet PTE standards. Both online and hybrid models are under development - for example, students interested in health care can now
access Fundamentals of Health Care and Medical Terminology online. Concurrently, students can work with a professional-technical school to facilitate clinicals and work experience in the student’s local community. PTE Digital will also have fully online programs of study in Information Technology, Business Administration and other appropriate areas.

H. 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.

(H) IMPROVING ACCESS TO POST-SECONDARY CREDENTIALS

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

Three of the strategies described in Section (II)(c)(1) and (II)(c)(2) of this plan will directly enhance access to post-secondary education and credentials: (1) develop career pathways aligned with target sector industries, (2) integrate adult basic skills and English language instruction with occupational/technical training to facilitate entry of students to post-secondary education and training programs, and (3) expand options for service delivery in rural areas.

Items one and two in the above paragraph are closely related, in that a complete and effective career pathway will include multiple entry-points, including Registered Apprenticeship opportunities and certificates, for students of all skill levels, and promote a “no wrong door” approach to education and training. Item three above will help post-secondary institutions improve access to their programs and classes, including those supporting Registered Apprenticeships, for historically underserved populations in rural communities by promoting models such as the “PTE Digital” model mentioned in Part (F) above.

As outlined in Section (II)(c)(1), the State’s strategy for implementing well-aligned career pathways will rely heavily on efforts already underway at the Division of Professional-Technical Education. These efforts include alignment of articulation between secondary and post-secondary technical programs across the state, including pre-apprenticeship and Registered Apprenticeship training opportunities, as well as the development of SkillStack, the Division’s micro-certification platform. Information about these projects is reiterated below, for ease of reference:

The Division oversees approximately 640 secondary career-and-technical education programs in Idaho’s high schools, and the technical colleges housed within Idaho’s public higher education institutions. Currently, each secondary program maintains an individual articulation agreement with one of Idaho’s post-secondary institutions. The Division is spearheading an effort to first align program learning outcomes across postsecondary institutions, and then align the secondary programs to those learning outcomes. Once the process is complete, a statewide articulation will be in place, allowing secondary students to articulate seamlessly into any Idaho institution that offers their program of study.
To support the statewide articulation framework, the Division has developed Idaho SkillStack - a micro certification/badging platform that communicates the competencies/skills that Idaho high school and postsecondary students demonstrate. The micro certifications/badges are stacked towards the award of postsecondary credit (i.e. once a student earns predefined badges, by demonstrating competency, they are eligible to convert the badges to credit), industry certifications and common skills required by Idaho employers for job openings. These badges provide visual progress towards an individual’s career goals."

“Team Idaho”, a statewide partnership of the Idaho Department of Labor, Department of Commerce, Division of Professional-Technical Education, and the college’s Workforce Training Centers, is bringing a focus on integrated, rather than siloed, business outreach and assistance, ensuring identification and development of career pathways and industry-recognized credentials as each new Registered Apprenticeship is developed.

I. 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.

(I) 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.

The Idaho Workforce Development Council includes the Director of the Department of Commerce and many council members serve on regional economic development boards. In particular, the economic development agency East-Central Idaho Planning and Development Association, also known as The Development Company, is an integral partner with the Workforce Development Council as it officially represents the eastern Idaho local area.

- **Strategy: Target key industries using a sector strategy**

When the sector strategies initiative was launched, economic development staff from the Department of Commerce joined with Department of Labor staff to jointly identify the target sectors in the state. The Department of Commerce focuses on the exact same sectors as the Department of Labor, with the addition of the Tourism industry.

Idaho Department of Labor Business Solutions Specialists work hand-in-hand with Department of Commerce Business Attraction Specialists in identifying resources for promoting the targeted industry sectors in Idaho.

The aforementioned Workforce Development Training Fund is jointly supervised by the Directors of the Department of Labor and the Department of Commerce with the Workforce Development Council providing oversight. The fund has primarily been used as an economic development incentive tool in the past. However, the Workforce Development Council has seen fit to shift its focus to enhancing workforce development.

The Workforce Development Training Fund has been revamped to connect employers, education, and economic development. Grants have been offered to sector-partnerships to increase the talent
pipeline for in-demand occupations. Sector partnerships with a minimum of three employers and an educational or training entity apply for grant funds for specific occupational training. The employers must contribute a minimum match component for a percentage of the grant funds.

- **Strategy: Support a comprehensive education system for all students K-16+ that includes rigorous school-based learning and relevant work-based learning.**

The Workforce Development Training Fund sector partnership grants have been used to increase the qualified labor force for a variety of occupations in targeted industry sectors. 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, providing state-of-the-art medical equipment to Idaho State University, and training incumbent workers with more technical skills to receive a license in log scaling.

- **Strategy: Serving rural communities**

Again the Workforce Development Training Fund has been used to distribute “microgrants” to local areas in need of workforce development assistance. The grants were created with rural communities in mind. The purpose of the grants is to help ease the workforce shortages in rural areas.

- **Strategy: Connecting with youth**

The Workforce Development Training Fund also facilitated the “Choose Idaho” initiative. This idea was launched to encourage young people to return to Idaho. Many youth are educated outside the state of Idaho and do not readily return. The “Choose Idaho” solicited out-of-state job seekers, particularly former residents, to look for work in the Gem State. Employment services staff—who were specially trained in recruiting—worked to link these job seekers to employers with occupations in targeted industry sectors.
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 THE IMPLEMENTATION OF THE STATE’S STRATEGIES. THIS MUST INCLUDE A DESCRIPTION OF--

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

(A) STATE OPERATING SYSTEMS TO SUPPORT COORDINATED IMPLEMENTATION OF STATE STRATEGIES

(A) State Operating Systems that support coordinated implementation of State strategies (e.g. labor market information systems, data systems, communication systems, case management systems, job banks, etc)

Currently our core programs under WIOA use four different Management Information Systems (MISs) to collect and report data for program management, case management, and federal reporting purposes. These systems, and the applicable agencies and programs that use them, are:

- **Aware** (Title IV)- This MIS is administered by Alliance Enterprise Incorporated. It is used by the Idaho Division of Vocational Rehabilitation as their primary case and information management system for Title IV programs administered by that agency.
- **IRIS (Idaho Records Information System)** (Title IV)- This MIS was created by and is administered by the Idaho Commission for the Blind and Visually Impaired. The ICBVI uses IRIS as the primary case and information management system for the Title IV programs they administer.
- **IMAS (Idaho Management and Accountability System)** (Title II)- This MIS is administered by Benchmark Integrated Technology Services (as their Advansys product). The Adult Basic Education program, via the Division of Professional-Technical Education, uses IMAS as the information management system for all Title II programs.
- **IdahoWorks** (Titles I-B, III) - This MIS is administered by America’s Job Link Alliance. It is used by the Idaho Department of Labor (IDOL) as the primary MIS for Title I-B and Title III WIOA programs. It also serves as the MIS for Jobs for Veterans and Trade Adjustment Assistance, which are administered by Idaho’s Department of Labor.

In addition to serving as the MIS for WIOA programs administered by the Idaho Department of Labor, the IdahoWorks system also serves as a repository of job listings through which job seekers can search for employment and file Unemployment claims. IdahoWorks interfaces with Idaho’s Unemployment Insurance database, which was designed in-house and is administered by IDOL. Additionally, employers can use IdahoWorks to search resumes for suitable employees.

As specified in Section (II)(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.
B. DATA-COLLECTION AND REPORTING PROCESSES USED FOR ALL PROGRAMS AND ACTIVITIES, INCLUDING THOSE PRESENT IN ONE-STOP CENTERS*.

(B) DATA COLLECTION AND REPORTING PROCESSES

(B) Data Collection and reporting processes used for all programs and activities including those present in one-stop centers

This portion of the State Combined Plan primarily addresses the data collection and reporting processes for core WIOA programs as well as the optional programs currently administered by the Idaho Department of Labor (Jobs for Veterans, Trade Adjustment Assistance, and UI). These constitute the core framework for Idaho’s current workforce development system and American Job Centers.

As we continue to develop our comprehensive One-Stop system under WIOA, we will have a better understanding of how other partners can most effectively intersect with the One-Stop system. Part of updating our One-Stop system will involve targeted research of other partner programs to better understand their data collection processes and needs as they relate to our One-Stop system and the Workforce Development System. This will allow us to identify common data elements, duplicated intake processes, and opportunities for streamlining.

The data collection and reporting processes for the core WIOA programs are addressed across four main topics as listed below:

- The physical process of collecting information from participants
- An overview of the information being collected
- An overview of who uses the system and for what purposes
- Reporting Processes

Each topic comprises applicable overviews of each of the core programs.

PHYSICAL DATA COLLECTION PROCESSES

Below is a brief overview for each program describing the physical process of collecting information from participants and entering it into each data system. The specific data systems used for each program are discussed in previously in Section(III)(b)(1)(A).

- Programs Administered by Idaho Department of Labor: These programs use IdahoWorks as the initial portal through which participants register for and enroll in programs and services. In most cases, information is populated into the system by participants who fill out an online application. However, department staff also have the option to manually input data into the system.

  - Title I-B Programs (Adult, Youth, Dislocated Worker) - Job seekers initially enter their information into the IdahoWorks system by completing a web-based registration. For enrollment into a WIOA programs, a career planner will locate the existing registration, verify the information, and collect any additional required documentation as needed.
- **Title III (Wagner-Peyser)** - Job seekers initially enter their information into the IdahoWorks system by completing a web-based registration. After they have created an account, users have access to job listings and job search functions within IdahoWorks.

- **Jobs for Veterans, Trade Adjustment Assistance** - (One-Stop Partners) - Participants in these programs also use the IdahoWorks system as their portal for online registration and enrollment.

- **Unemployment Insurance** - (One-Stop Partner) - UI claimants file claims using an online portal where they provide information to determine their eligibility. Assistance is also available over the telephone to collect information from those unable to use the online portal.

- **Adult Education**: Students initially attend a general orientation session (either in person or online). They then take an assessment which measures their Educational Functioning Level. Once the student has completed the assessment, a staff person or teacher will conduct an in-person intake interview. This information is then manually entered into the statewide Adult Education MIS (IMAS)

- **Vocational Rehabilitation Programs** - Programs under Title IV of WIOA are administered by both the Idaho Division of Vocational Rehabilitation (IDVR), as well as the Idaho Commission for the Blind and Visually Impaired (ICBVI). The intake process for both agencies is similar. The intake process typically begins with a referral, in which the applicant may be asked to fill out an application form. The applicant then meets for a face-to-face interview with a counselor. The individual may also need to complete additional assessments to determine eligibility (such as medical evaluations). Data collected during the application process is entered into each agency’s respective MIS (Aware for IDVR and IRIS for ICBVI). Supporting documentation is also collected during this time and may be scanned into the system or filed as appropriate.

**INFORMATION COLLECTED**

The information collected by the core WIOA programs during intake has many common elements, as well as elements which are unique to each program. Common elements include demographics (race, age), identifying information (name, date of birth, SSN), employment status, educational attainment, disability status (self-reported and/or verified), and referral information. Unique elements are generally used to determine eligibility for each program and to guide participant placement. These include:

- **Title I-B, III, and other IDOL Administered programs** - Eligibility to work, desired occupation, migrant seasonal farmworker information, veteran’s information
- **Adult Education (Title II)** - Educational Functioning Level, detailed educational background, educational goals
- **Vocational Rehabilitation (Title IV)** - Disability type and medical background/records (where applicable)

**USES AND USERS OF DATA MANAGEMENT SYSTEMS**

The data systems used by Idaho’s core WIOA programs are generally used by staff across all levels of each program from field staff, to local program managers, to state administrators. Additionally, the IdahoWorks system used by the Idaho Department of Labor can also be accessed by job seekers and employers.
The information collected by the various programs is used for a number of purposes such as determining eligibility, program placement, measuring participant progress, evaluating program effectiveness, case management, aiding in program planning, and federal reporting.

REPORTING PROCESSES

Reporting Processes for core WIOA programs are dictated by Section 116, as well as individual titles and federal guidance. Please refer to Section (III)(b)(6)(A)(ii) of this Combined State Plan for further information regarding Idaho’s process for collecting and submitted reports.

* For the PY 2016 state plan, descriptions of data collection and reporting processes need only include currently known indicators.

(2) STATE POLICIES THAT SUPPORT IMPLEMENTATION

Describe the State Policies that will support the implementation of the State’s strategies (e.g. co-enrollment policies and universal intake processes). In addition, describe the State’s process for developing guidelines for State-administered one-stop partner programs’ contributions to a one-stop delivery system, including benchmarks, and its guidance to assist local boards, chief elected officials, and local one-stop partners in determining equitable and stable methods of funding infrastructure in accordance with sec. 121(h)(1)(B). Beginning with the state plan modifications in 2018 and for subsequent state plans and state plan modifications, the State must also include such guidelines.

This section addresses our general process for developing policies as well as the specific process for policies regarding one-stop implementation.

GENERAL POLICY PROCESS

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). Because the statute has changed, many of these policies will need to be reviewed and updated. The state agencies responsible for the various programs will be expected to review their existing policies to ensure compliance with WIOA, ensure alignment with the strategies identified in this Combined Plan, and identify potential logistical complications across programs. Additionally, One-Stop provider agreements and local Memorandums of Understanding will be reviewed by all core partners to ensure alignment with State and Local plans.

State agencies will also be expected to communicate these policies to local programs, provide applicable training so that programs have a full understanding of the most current policies, and establish methods to monitor local compliance. It is important that any such policies should 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 does not currently have a universal intake process. Such a process would need to be developed concurrently with the policies that support it. As part of this development, applicable programs will provide input that helps set the expectations for such a system. For example,
programs will need to review their policies regarding assessment, documentation, privacy, and data usage.

Our state does have some co-enrollment policies in place, primarily for programs housed with the Idaho Department of Labor (Title I-B, Title III, TAA, VETS). For example, the Department requires co-enrollment of Trade Adjustment Assistance recipients whenever they 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 VETS programs.

**ONE-STOP POLICY PROCESS**

Guidelines for the one-stop system in Idaho are developed by a workgroup comprising decision-makers for the state administrative entities for the core partners and one-stop partners. This workgroup’s deliverables include: 1) Developing state one-stop infrastructure funding mechanism for Governor; 2) Developing guidance for MOUs; 3) Recommending criteria for one-stop certification; 4) Recommending criteria for one-stop assessments; 5) Defining the role for the one-stop operator; and 6) Recommending criteria for one-stop operator procurement.

This workgroup is informed from a variety of data sources such as labor market information, workforce information, and resource asset maps provided from the workforce development and one-stop programs. The resource asset map identifies available funding and other resources available to contribute to the one-stop delivery system. The recommendations from this workgroup will be provided to the Workforce Development Council and will be presented in public meetings along with one-stop service delivery design plans.
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.

(A) STATE AGENCY ORGANIZATION

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
  - Combined Partner - Veterans Outreach and Employment
  - One-Stop Partner - Unemployment Insurance
    - Idaho Division of Professional-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 appropriate federal agencies, the governor, and commissions or boards as appropriate. The agencies also staff the Idaho Workforce Development Council, which provides guidance and direction for Idaho’s workforce development system and One-Stop system.

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) Activities Analysis. A high-level summary of these delivery systems is included below:

- **Title I-B, III, Trade, Veterans, and UI**: The majority of Idaho Department of Labor’s services are provided through the American Job Centers. However Unemployment Insurance is centralized at the State office via an online application system. 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. Colleges 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 (IDVR) and the Idaho Commission for the Blind and Visually Impaired (ICBVI). The IDVR provides services through eight regional offices and a series of sub-offices. Through cooperative agreements, IDVR has numerous staff collocated in several state program offices including the Idaho Division of Behavioral Health and the Idaho Department of Correction. Additionally, numerous counselors are collocated in school districts to provide direct services to students with disabilities. The Commission provides services through a central office in Boise, ID and five regional offices.

- **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.

The following pages include organizational charts which show the hierarchy of Idaho’s Workforce Development System as a whole, as well as for each of the WIOA Core and Combined Plan partners. Agency-specific org charts with internal hierarchies are included in the appendix (Agency-Level Organization Charts, Appendix 2).
Figure 3.a: Org Chart for Idaho Workforce Development System - All programs

[Diagram showing the organization chart for Idaho Workforce Development System - All programs]

This image can also be found at: http://labor.idaho.gov/dnn/portals/11/images/wioa/Figure3.a_OrgChart_WFD_System.png
Figure 3.b: Org Chart: Idaho Department of Labor, WIOA Title IB, Title III; Trade Adjustment; Veterans; and Unemployment Insurance.

THIS IMAGE CAN ALSO BE FOUND AT: http://labor.idaho.gov/dnn/portals/11/images/wioa/Figure3.b_OrgChart_IDOL.png
Figure 3.c: Org Chart: Division of PTE, WIOA Title II, Carl D. Perkins, Workforce Training

THIS IMAGE CAN ALSO BE FOUND AT: http://labor.idaho.gov/dnn/portals/11/images/wioa/Figure3.c_OrgChart_PTE.png
Figure 3.d: Org Chart for Vocational Rehabilitation, Including IDVR and ICBVI, WIOA Title IV Programs

This image can also be found at: http://labor.idaho.gov/dnn/portals/11/images/wioa/Figure3.d_OrgChart_VR.png
Figure 3.e: Org Chart for the Idaho Commission on Aging, Senior Community Service Employment Program

THIS IMAGE CAN ALSO BE FOUND AT: http://labor.idaho.gov/dnn/portals/11/images/wioa/Figure3.e_OrgChart_Aging.png
B. STATE BOARD

Provide a description of the State Board, including—

The State Board Membership Roster and State Board Activities are included in the following sections.

1. MEMBERSHIP ROSTER

Provide a membership roster for the State Board, including members’ organizational affiliations.

(I) STATE BOARD MEMBERSHIP ROSTER

Provide a membership roster for the State Board, including members’ organizational affiliations.

Idaho’s Workforce Development Council serves as an alternate entity for the State Workforce Board under section 101(e) and substantially resembles the requirements for a 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. The Workforce Development Council has maintained fidelity to its membership structure originating from the Job Training Partnership Act.

Executive Order No 2015-04 requires council membership as follows:

- Representatives of business and industry shall comprise at least 40% of the members;
- At least 15% of the members shall be representatives of local public education, post-secondary institutions, and secondary or post-secondary vocational educational institutions;
- At least 15% of the members shall be representatives of organized labor based on nominations from state labor federations;
- Representatives for the Idaho Department of Commerce, the Idaho Department of Labor, the State Board of Education, and the Superintendent of Public Instruction; and a
- A representative of a community-based organization.

Further, the order requires that the chair and vice chair be from the private sector.

The membership roster as of July, 2016 is included below. The most current roster of Council Members can be located at the Idaho Department of Labor Website here: https://labor.idaho.gov/wia1/wdc_membership.pdf

<table>
<thead>
<tr>
<th>Member Name</th>
<th>Member Title</th>
<th>Affiliation</th>
<th>Region</th>
<th>Employment/Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Tim Komberec</td>
<td>Chair (expires 9/1/2017)</td>
<td>Business</td>
<td>North</td>
<td>CEO Empire Airlines, Inc. 11559 N. Atlas Road Hayden, ID 83835 <a href="mailto:timk@empireairlines.com">timk@empireairlines.com</a></td>
</tr>
<tr>
<td>Ms. B.J. Swanson</td>
<td>Vice Chair (expires 9/1/2017)</td>
<td>Business</td>
<td>North Central</td>
<td>Board Chair Gritman Medical Center 1121 Lamb Road Troy, ID 83871 <a href="mailto:bjswanson@gmail.com">bjswanson@gmail.com</a></td>
</tr>
<tr>
<td>Dr. Linda Clark</td>
<td>Executive Committee, Youth Council Chair (expires 9/1/2016)</td>
<td>Secondary Education</td>
<td>Southwest</td>
<td>Educational Professional 5378 N. Fieldcrest Ave. Boise, ID 83704 <a href="mailto:llclarkboise@gmail.com">llclarkboise@gmail.com</a></td>
</tr>
<tr>
<td>Mr. Ken</td>
<td>Executive Ex.-Officio</td>
<td>Statewide</td>
<td></td>
<td>Director Idaho Department of Labor 317 W.</td>
</tr>
<tr>
<td>Member Name</td>
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<td>-------------------------------------------------------------------------------------</td>
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<tr>
<td>Edmunds</td>
<td>Committee</td>
<td></td>
<td></td>
<td>Main Street Boise, ID 83735 <a href="mailto:ken.edmunds@labor.idaho.gov">ken.edmunds@labor.idaho.gov</a></td>
</tr>
<tr>
<td>Mr. Jeff McCray</td>
<td>Executive</td>
<td>Business</td>
<td>South Central</td>
<td>Manager McCain Foods 618 Island Court Burley, ID 83318 <a href="mailto:jeff.mccray@mccain.com">jeff.mccray@mccain.com</a></td>
</tr>
<tr>
<td>Ms. Jan Nielsen</td>
<td>Executive</td>
<td>Business</td>
<td>East</td>
<td>Human Resources Manager Basic American Foods 40 East 7th North Rexburg, ID 83440</td>
</tr>
<tr>
<td>Dr. Scott Rasmussen</td>
<td>Executive</td>
<td>Postsecondary</td>
<td>Southeast</td>
<td>Dean ISU College of Technology 921 S. 8th Avenue Pocatello, ID 83209 <a href="mailto:rasmcot@isu.edu">rasmcot@isu.edu</a></td>
</tr>
<tr>
<td>Mr. Aaron White</td>
<td>Executive</td>
<td>Organized Labor</td>
<td>Southwest</td>
<td>President Idaho State AFL-CIO 225 n. 16TH Street, Suite 110 Boise, ID 83702</td>
</tr>
<tr>
<td>Mr. Johnathan Baker</td>
<td>Member</td>
<td>Organized Labor</td>
<td>Southeast</td>
<td>IBEW Local 449 Joint Apprenticeship/Training 2833 Hawkweed Pocatello, ID 83204</td>
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<tr>
<td>Ms. Shelli Bardsley</td>
<td>Member</td>
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<td>Southwest</td>
<td>Chief Administrative Officer/Executive Vice President Idaho Central Credit Union 544 E</td>
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<tr>
<td>Mr. Brad Cederblom</td>
<td>Member</td>
<td>Organized Labor</td>
<td>North</td>
<td>Vice-President Idaho State AFL-CIO 15568 N. Windsong Ln. Rathdrum, ID 83858</td>
</tr>
<tr>
<td>Mr. Philip Clifton</td>
<td>Member</td>
<td>CBO</td>
<td>Southeast</td>
<td>Vocational Rehabilitation Counselor Department of Veteran Affairs 1651 Alvin Ricken Drive, Suite 106 Pocatello, ID 83201 <a href="mailto:philip.clifton@va.gov">philip.clifton@va.gov</a></td>
</tr>
<tr>
<td>Mr. Matt Freeman</td>
<td>Member</td>
<td>Ex-Officio</td>
<td>Statewide</td>
<td>Executive Director State Board of Education P.O. Box 83720 Boise, ID 83720-0037</td>
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<tr>
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<tr>
<td>Dr. Bert Glandon</td>
<td>Member</td>
<td>Southwest</td>
<td>Postsecondary Education</td>
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</tr>
<tr>
<td>Mr. Steinar Hjelle</td>
<td>Member</td>
<td>Southwest</td>
<td>Business</td>
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<tr>
<td>Mr. Dwight Johnson</td>
<td>Member</td>
<td>Statewide</td>
<td>Ex-Officio</td>
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<tr>
<td>Ms. Molly Kaufman</td>
<td>Member</td>
<td>North Central</td>
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<td>Mr. Jay Larsen</td>
<td>Member</td>
<td>Southwest</td>
<td>Business</td>
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<tr>
<td>Ms. Deanna McCutcheon</td>
<td>Member</td>
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<td>Business</td>
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<tr>
<td>Ms. Angelique Pruitt</td>
<td>Member</td>
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<tr>
<td>Ms. Megan Ronk</td>
<td>Member</td>
<td>Statewide</td>
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<tr>
<td>Mr. Todd Schwarz</td>
<td>Member</td>
<td>South Central</td>
<td>Postsecondary Education</td>
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<tr>
<td>Mr. Kenneth Wiesmore Jr.</td>
<td>Member</td>
<td>South Central</td>
<td>Organized Labor</td>
<td></td>
</tr>
<tr>
<td>Ms. Sherri Ybarra</td>
<td>Member</td>
<td>Statewide</td>
<td>Ex-Officio</td>
<td></td>
</tr>
<tr>
<td>Mr. John Young</td>
<td>Member</td>
<td>North</td>
<td>Business</td>
<td></td>
</tr>
</tbody>
</table>

Mr. Steinar Hjelle: Sr. Director Global Talent Development/Micron Technology
P.O. Box 6 Boise, ID 83707-0006shjelle@micron.com

Mr. Dwight Johnson: Administrator Career & Technical Education* P.O. Box 83720 Boise, ID 83720 dwight.johnson@cte.idaho.gov
*The Division of Professional-Technical Education (as referenced in this plan) changed names to Career & Technical Education on July 1, 2016

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Ms. Angelique Pruitt: Human Resource Manager Idaho Power 1221 West Idaho Street
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Mr. Todd Schwarz: Executive Vice President/Chief Academic Officer College of Southern Idaho 315 Falls Ave Twin Falls, ID 83303
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Mr. Kenneth Wiesmore Jr.: Member Idaho State AFL-CIO 2451 Ironwood Avenue
Twin Falls, ID 83301 kenwiesmore@yahoo.com

Ms. Sherri Ybarra: Superintendent of Public Instruction Idaho Department of Education P.O. Box 83720 Boise, ID 83720
sybarra@sde.idaho.gov

Mr. John Young: President Young Construction P.O. Box 3701 Coeur d'Alene, ID 83816 jyoung@young-const.com
2. BOARD ACTIVITIES

Provide a description of the activities that will assist State Board members and staff in carrying out State Board functions effectively.

(II) STATE BOARD ACTIVITIES

Provide a description of the activities that will assist State Board members and staff in carrying out State Board functions effectively.

The interagency staff team referenced in Section (III)(a)(1) supports the Workforce Development Council by bringing forth issues, sharing vital information about policy changes and making recommendations to the council.

To support the development of the state plan, the Workforce Development Council held a facilitated session in which it developed strategic priorities for the coming year. Benchmarks for previous council goals have been updated regularly and the state staff are working on developing appropriate benchmarks to track progress on the new strategies.

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 staff team 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.

Subcommittees, such as the former Youth Council, work to ensure that all of the board’s functions are met. The subcommittee 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 PROGRAMS

Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. 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.

(A) ASSESSMENT OF CORE PROGRAMS

Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. 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.

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 WIOA Advisory Group identified in Section (II)(c) will establish a process to review proposed performance levels for each core program and establish statewide annual performance levels. The WIOA Advisory Group will also 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.

STATEWIDE WORKFORCE DEVELOPMENT ASSESSMENT

Until such time as the state has an integrated data system for its core WIOA programs, the WIOA Advisory Group will collect the Section 116 performance data from each agency and will compile that data into a single Statewide Annual Report to be submitted to the appropriate Federal office, pursuant to regulation, as well as to Idaho’s Workforce Development Council. The Statewide Annual Report will be used by core programs and the Workforce Development Council to evaluate the workforce system as a whole. This report may include additional information to help the Council assess program performance, such as labor force participation rates for various populations, changes in labor market data, and other program demographics that provide additional context for interpreting performance outcomes and guiding program improvement.

B. ASSESSMENT OF ONE-STOP PARTNER PROGRAMS

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. Such state assessments should take into account local and regional planning goals.

(B) ASSESSMENT OF ONE-STOP PARTNER PROGRAMS

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 is a single statewide planning region and as such the State Workforce Development Council serves as both the State Board and the Local Board. 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.

To ensure local input into planning processes the State has conducted several planning sessions in each service delivery area. These ongoing planning sessions were used to establish the service delivery design that will be outlined in the One-Stop Memorandums of Understanding (MOUs) and may provide additional goals as determined by the service delivery area stakeholders.

Partner programs will also be assessed against their agreed-upon One-Stop contributions as outlined in their Memorandums of Understanding (MOUs). For example, is the partner program providing the services they agreed to provide at the locations and levels they agreed to provide them? The extent to which such assessments are carried out and by whom, and with what consequences will be outlined in the One-Stop MOUs.
C. PREVIOUS ASSESSMENT RESULTS

Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, provide the results of an assessment 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). Describe how the State is adapting its strategies based on these assessments.

(C) PREVIOUS ASSESSMENT RESULTS

Beginning with the state plan modification in 2018, and for subsequent state plans and state plan modifications, provide the results of an assessment of the effectiveness of the core programs and other one–stop partner programs and Combined State Plan partner programs included in the plan during the preceding 2–year period. Described how the State is adapting its strategies based on these assessments.

NOTE: The original draft guidance released in August, 2015 requested assessment results from “the preceding 2–year period,” which Idaho’s working group interpreted as the two years preceding the implementation of the Combined State Plan. This guidance was later updated to clarify that the instructions were in reference to the 2018 modification. Idaho's workforce partners chose to keep the original content that had already been developed, as it provided a historical context for program performance under prior legislation and may be helpful for future reference. This section will be updated for the two–year modification in 2018.

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 should lead to higher levels of participation, retention, and outcomes for participants. Expanding services to rural communities may initially decrease certain aspects of program performance, as individuals in these communities have a higher likelihood of facing multiple barriers to employment and education. However, over the long–term, this strategy should improve outcomes as these communities build the capacity to support their residents through continued economic growth.

TITLE I–B – YOUTH, ADULT, DISLOCATED WORKER

The performance reports for the previous two program years for each of the youth, adult and dislocated worker programs are included below. Under the Workforce Investment Act, states were considered to have met the performance goals for Title IB if the actual results are within 80% of the negotiated goal.

Idaho’s performance results across Title IB programs indicate very high quality programs. For state ranking data available for Program year 2013, Idaho ranks among the best performing states in the nation for many measures. The PY 2013 national ranking is listed along with the description for each of the performance measures.
YOUTH PROGRAM

The primary performance measures for youth are:

1. Placement in Employment or Education of those who are not in post-secondary education or employment (including the military) at the date of participation. (2nd in the nation)

2. Attainment of Degree or Certificate of those enrolled in education at date of participation or any point during the program. (15th in the nation)

3. Literacy and Numeracy Gains of those out-of-school youth who are basic skills deficient. (44th in the nation)

For PY 2013, the Youth goals were achieved with the exception of the Literacy and Numeracy Gains for out-of-school youth. After a concerted effort to encourage greater participation among out-of-school youth, this measurement increased significantly to exceed the negotiated performance goal for 2014.
Table 3.a: Previous Assessment Results for Title IB Youth Programs

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<tr>
<th>Indicator/Measure</th>
<th>PY 2013 Negotiated</th>
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<th>PY 2014 Negotiated</th>
<th>PY2014 Actual</th>
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<tr>
<td>Placement in Employment or Education</td>
<td>82%</td>
<td>82.96%</td>
<td>86%</td>
<td>83.5%</td>
</tr>
<tr>
<td>Attainment of Degree or Certificate</td>
<td>82%</td>
<td>73.51%</td>
<td>82%</td>
<td>85.3%</td>
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<tr>
<td>Literacy and Numeracy Gains</td>
<td>45%</td>
<td>35%</td>
<td>43%</td>
<td>43.2%</td>
</tr>
</tbody>
</table>

ADULT WORKER PROGRAM

The primary performance measures for adults are:

1. Entered Employment Rate for those who are not employed at the date of participation. (2nd)

2. Employment Retention Rate for those who are employed in the first quarter of the exit quarter. (14th)

3. Average Earnings for those adult participants who are employed in the first, second, and third quarter after the exit quarter. (20th)

Idaho achieved or exceeded the performance goals for its adult program for both PY 2013 and PY 2014.

Table 3.b: Previous Assessment Results for Title IB Adult Programs

<table>
<thead>
<tr>
<th>Indicator/Measure</th>
<th>PY 2013 Negotiated</th>
<th>P 2013 Actual</th>
<th>PY 2014 Negotiated</th>
<th>PY2014 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entered Employment Rate</td>
<td>85%</td>
<td>86.81%</td>
<td>88%</td>
<td>91.6%</td>
</tr>
<tr>
<td>Employment Retention Rate</td>
<td>90%</td>
<td>87.87%</td>
<td>87.5%</td>
<td>87.3%</td>
</tr>
<tr>
<td>Average Earnings</td>
<td>$13,700</td>
<td>$13,857</td>
<td>$14,500</td>
<td>$16,674</td>
</tr>
</tbody>
</table>

DISLOCATED WORKER PROGRAM

The primary performance measures for dislocated workers are the same as for adults.

1. Entered Employment Rate for those who are not employed at the date of participation. (9th)

2. Employment Retention Rate for those who are employed in the first quarter of the exit quarter. (22nd)

3. Average Earnings for those adult participants who are employed in the first, second, and third quarter after the exit quarter. (15th)

Idaho achieved or exceeded the performance goals for its dislocated worker program for both PY 2013 and PY 2014.

Table 3.c: Previous Assessment Results for Title IB Dislocated Worker Programs

<table>
<thead>
<tr>
<th>Indicator/Measure</th>
<th>PY 2013 Negotiated</th>
<th>P 2013 Actual</th>
<th>PY 2014 Negotiated</th>
<th>PY2014 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entered Employment Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment Retention Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Earnings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Under WIA, Title II programs were assessed according to five outcomes:

1. **Measurable Skill Gain** (percent of students with 12+ hours of attendance who complete or advance a level while enrolled)

2. **Entered Employment** (percent of unemployed students who become employed one quarter after exit)

3. **Retained Employment** (percent of employed students who are still employed three quarters after exit)

4. **Obtained a GED** (percent of students who complete the GED of those who attempt the GED, up to one year after exit)

5. **Enrolled in Post–secondary Education** (percent of students with diplomas or GED’s who enroll in post–secondary programs up to two years after exit)

The Agency administering Title II Program (the Division of Professional–Technical Education) was required to negotiate performance targets with the Office of Career, Technical, and Adult Education at the US Department of Education each year. The table below shows the target and actual performance for Program Year PY12 (July 1, 2012 – June 30, 2013), and PY13 (July 2013 – June 2014). Final figures for PY14 are submitted to the US Department of Education in December 2015 and not were available at the time this plan was drafted.
### Table 3.d: Previous Assessment Results for Title II, Adult Education Programs

<table>
<thead>
<tr>
<th>Indicator/Measure</th>
<th>PY12 Target</th>
<th>PY12 Actual</th>
<th>PY13 Target</th>
<th>PY13 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed Gain: ABE–1</td>
<td>52%</td>
<td>52%</td>
<td>41%</td>
<td>48%</td>
</tr>
<tr>
<td>Ed Gain: ABE–2</td>
<td>45%</td>
<td>51%</td>
<td>44%</td>
<td>52%</td>
</tr>
<tr>
<td>Ed Gain: ABE–3</td>
<td>46%</td>
<td>46%</td>
<td>43%</td>
<td>48%</td>
</tr>
<tr>
<td>Ed Gain: ASE Low</td>
<td>36%</td>
<td>43%</td>
<td>33%</td>
<td>37%</td>
</tr>
<tr>
<td>Ed Gain: ASE High</td>
<td>30%</td>
<td>38%</td>
<td>31%</td>
<td>42%</td>
</tr>
<tr>
<td>Ed Gain: ESL–1</td>
<td>50%</td>
<td>49%</td>
<td>42%</td>
<td>45%</td>
</tr>
<tr>
<td>Ed Gain: ESL–2</td>
<td>54%</td>
<td>54%</td>
<td>44%</td>
<td>56%</td>
</tr>
<tr>
<td>Ed Gain: ESL–3</td>
<td>49%</td>
<td>54%</td>
<td>46%</td>
<td>51%</td>
</tr>
<tr>
<td>Ed Gain: ESL–4</td>
<td>45%</td>
<td>43%</td>
<td>42%</td>
<td>45%</td>
</tr>
<tr>
<td>Ed Gain: ESL–5</td>
<td>42%</td>
<td>44%</td>
<td>35%</td>
<td>47%</td>
</tr>
<tr>
<td>Ed Gain: ESL–6</td>
<td>22%</td>
<td>24%</td>
<td>21%</td>
<td>24%</td>
</tr>
<tr>
<td>Overall Ed Gain (All students)**</td>
<td>NA</td>
<td>46%</td>
<td>NA</td>
<td>45%</td>
</tr>
<tr>
<td>Obtain Employment</td>
<td>50%</td>
<td>38%</td>
<td>37%</td>
<td>38%</td>
</tr>
<tr>
<td>Retain Employment</td>
<td>53%</td>
<td>48%</td>
<td>50%</td>
<td>75%</td>
</tr>
<tr>
<td>Obtain GED</td>
<td>75%</td>
<td>87%</td>
<td>82%</td>
<td>82%</td>
</tr>
<tr>
<td>Enter Post–secondary</td>
<td>30%</td>
<td>26%</td>
<td>65%***</td>
<td>23%</td>
</tr>
</tbody>
</table>

**Targets for Measurable Skill Gain are set at each Educational Functioning Level, rather than for the total student population.

***The post–secondary target for FY13–14 is based on actual performance from FY11–12. In FY11–12, Title II programs were collecting and reporting this outcome differently, based on student’s self–reported goals. In FY12–13 and later, this outcome changed to an automatic cohort system.

**MEASURABLE SKILL GAIN ASSESSMENT**

Idaho’s Title II program met its targets in all of the Adult Basic Education (ABE) levels in both PY12 and PY13. The program met nearly all of its targets in English as a Second Language (ESL) levels in PY12 and did meet all its ESL targets in PY13. The Beginning Literacy level includes students who have very little to no functional literacy skills, and are often our hardest to serve. Improvements in this area mean we are doing better at helping students with the most significant barriers to education and employment. The Intermediate High level represents those students who function just below the Secondary level. Increases in this level mean we are helping more students acquire high–school level skills, which means they will be better prepared to transition into college or employment.

The Adult Education program failed to meet three of our targets in the ESL levels in FY14–15: ESL–1, ESL–2, and ESL 6. The ESL–1 level represents those students with little to no English Language skills, and is often our hardest level to serve. Although we did not meet our target in this level, we did improve our actual performance compared to FY13–14, which means we are doing better at helping students with the most significant barriers to education and employment. The ESL–6 level represents those students who have a much higher grasp of the English Language. These students often leave our program for work or other reasons before we are able to assess them for skill gains. As a result, we often have low outcomes in this level.
POST–EXIT OUTCOMES

Idaho's Title II program made significant improvements in the percent of students who retain employment – i.e. they have a job at enrollment and are still employed three quarters after exit. The significant improvement in this outcome from 48% in FY12–13 to 75% in FY13–14 may be an anomaly, or may be attributable to improved data collection processes. It may also be attributable to general economic improvement as the recession is further behind us. Final numbers reported for FY14–15 will help us determine if this is a sustainable improvement.

Title II students continue to perform well on the GED. In FY12–13, 87% of students who attempted the GED also passed. This high rate can be attributed to a significant outreach effort throughout the state to encourage students to complete the 2002 Series GED prior to the change to the 2014 Series GED in January of 2014. In FY13–14, students continued to perform well, at 82%, which is more in line with our historic performance levels.

The outcome for “Enter Post–secondary” represents the percent of Title II students who enter the program with a high school diploma or GED and go on to enroll in degree–seeking college programs after exiting the program. This figure does not capture students who enroll in other types of post–secondary training such as short–term training, certificate programs, or apprenticeships, as this information has been traditionally difficult to collect.

TITLE III – WAGNER–PEYSER

The performance reports for the previous two program years for the Wagner–Peyser program are included below. Under the Workforce Investment Act, Title III programs are considered to have met the performance goals if the actual results are within 80% of the negotiated goal. Idaho’s performance results indicate a very high quality Wagner–Peyser program.

The primary performance measures for the Wagner–Peyser program are:

1. Entered Employment Rate for those who are not employed at the date of participation.

2. Employment Retention Rate for those who are employed in the first quarter after the exit quarter.

3. Average Earnings for those adult participants who are employed in the first, second, and third quarter after the exit quarter.

Idaho achieved or exceeded the negotiated performance goals for its employment services program for both PY 2013 and PY 2014. There is an upward trend for the employment measures, while the six month average earnings actually decreased.
### Table 3.e: Previous Assessment Results for WIOA Title III, Wagner Peyser Program

<table>
<thead>
<tr>
<th>Indicator/Measure</th>
<th>PY13 Negotiated</th>
<th>PY13 Actual</th>
<th>PY14 Negotiated</th>
<th>PY14 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entered Employment Rate</td>
<td>61%</td>
<td>65%</td>
<td>64%</td>
<td>68%</td>
</tr>
<tr>
<td>Employment Retention Rate</td>
<td>83%</td>
<td>82%</td>
<td>83%</td>
<td>86%</td>
</tr>
<tr>
<td>Six Month Average Earnings</td>
<td>$13,300</td>
<td>$14,182</td>
<td>$13,300</td>
<td>$13,739</td>
</tr>
</tbody>
</table>

### TITLE IV – VOCATIONAL REHABILITATION

Under WIA, Title IV programs were assessed according to seven indicators across two standards:

- **Standard 1 – Employment Outcomes**
- **Standard 2 – Equal Access to Services.**

Within each of these standards are a number of performance indicators against which programs are measured. In Idaho, Title IV programs are administered by two agencies: the Idaho Division of Vocational Rehabilitation (IDVR) and the Idaho Commission for the Blind and Visually Impaired (ICBVI). Assessment results for each agency are presented below.

The Rehabilitation Services Administration (RSA) established evaluation standards and performance indicators for the VR programs that include outcome and related measures of program performance. To achieve successful performance on Standard 1, state agencies must meet or exceed four of the six performance indicators in the evaluation standard. Standard 2 consists of only one indicator. The IDVR and ICBVI have met all primary indicator thresholds and four of the six overall indicators as required by RSA for the past two full fiscal years.

The following is a summary of the Standards and Indicators:

#### EVALUATION STANDARD 1: EMPLOYMENT OUTCOMES

- **Performance Indicator 1.1 – Change in Employment Outcomes**

  Of the closed cases that received services, the percentage with an employment outcome – rehabilitated

  - **Performance indicator** – To meet or exceed the previous year’s performance.

  Factor that might affect this performance indicator could include, but are not limited to: State economy, an increase or decrease in the number of applicants, changes in makeup of caseloads and number of counselors.

- **Performance Indicator 1.2 – Percent of Employment Outcomes**

  The Percentage of Individuals Receiving Services under an Individualized Plan for Employment Who Achieve Employment Outcomes (Successful closures after plan divided by the total of successful and unsuccessful closures after plan).

- **Performance Indicator 1.3 – Competitive Employment Outcomes – Primary Indicator**
Competitive Employment Outcomes (have a wage greater than or equal to the minimum wage and in an integrated setting) as a Percentage of all Employment Outcomes.

- **Performance Indicator 1.4 – Significance of Disability – Primary Indicator**

Competitive Employment Outcomes for Individuals with Significant Disabilities as a Percentage of all Individuals with Competitive Employment Outcomes.

Significant disability = Individual has a physical or mental impairment; who experiences a severe physical and/or mental impairment that seriously limits two 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 requires multiple primary Individualized Plan for Employment (IPE) services over an extended period of time (at least 6 months).

- **Performance Indicator 1.5 – Primary Indicator**

The Ratio of the Average VR Hourly Wage to the Average State Hourly Wage.

This ratio means that VR customers served, who achieved competitive outcomes are earning, on the average, at least 52 cents (IDVR) or 59 cents (ICBVI) for every dollar earned hourly by all employed individuals in the state. This is an important measure to evaluate the quality of outcomes.

- **Performance Indicator 1.6**

The Percentage of Individuals Achieving Competitive Employment Outcomes Who Report Their Own Income as the Primary Source of Support at Application Compared to at Closure.

This measure helps to evaluate how well VR is helping people to become financially independent. It also helps insure that VR serves customers with significant disabilities (SD) and most significant disabilities (MSD).

**EVALUATION STANDARD 2: EQUAL ACCESS TO SERVICES**

- **Performance Indicator 2.1**

The measurement of access to services for those identified as minority applicants compared to those identified as a non-minority applicant.

The minimum standards and actual performance for each agency is outlined in the table below. Following the table, the IDVR has also provided narrative explanation for pertinent information regarding their actual performance.
Table 3.f: Previous Assessment Results for Title IV, Vocational Rehabilitation, IDVR and ICBVI

<table>
<thead>
<tr>
<th>Indicators</th>
<th>(IDVR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1.1 How many more or fewer individuals achieved employment?</td>
<td>Greater than or equal to prior year</td>
</tr>
<tr>
<td>1.2 Of the individuals whose cases were closed after receiving services, what percentage achieved employment?</td>
<td>55.80% Met</td>
</tr>
<tr>
<td>1.3 (Primary Indicator) Of the individuals who achieved employment, what percentage achieved competitive employment?</td>
<td>72.60% Met</td>
</tr>
<tr>
<td>1.4 (Primary Indicator) Of the individuals who achieved competitive employment, what percentage had a significant disability?</td>
<td>62.40% Met</td>
</tr>
<tr>
<td>1.5 (Primary Indicator) What is the ratio of the average hourly wage of individuals who achieved competitive employment to the average hourly wage of all employed individuals in the state?</td>
<td>0.520 Met</td>
</tr>
<tr>
<td>1.6 What was the increase or decrease in the percentage of individuals who achieved competitive employment who had their own income as a primary source of support at closure compared to the percentage who had their own income as a primary source of support when they applied for VR services?</td>
<td>53.00 Met</td>
</tr>
<tr>
<td>2.1 What was the ratio of the minority population served by the VR program compared to the ratio of the nonminority population served by the VR program?</td>
<td>0.800</td>
</tr>
</tbody>
</table>

1.1 This target is being replaced by the new section 116 common indicators. IDVR saw an 11% increase last federal fiscal year in successful case closures. While IDVR did meet this standard for the past two fiscal years, the “equal to or greater than” requirement was not sensitive to economic conditions or natural regression which can occur.

1.2 IDVR has met or exceeded this standard for the past two fiscal years. With the fiscal and programmatic changes in WIOA, IDVR anticipates a fundamental shift in the composition of program participants rendering these past numbers insufficient for prediction.

1.3 IDVR has historically met this indicator. With the abolishment of unpaid/family workers as legitimate vocational outcomes and the new “competitive integrated employment” language in WIOA, this indicator is no longer relevant.

1.4 IDVR has historically met standard 1.4 without issue. With the changes in WIOA surrounding financial and new programmatic requirements IDVR anticipates an increase in the ratio of MSD served.

1.5 & 1.6 IDVR has met indicators 1.5 and 1.6 for the past two fiscal years. WIOA emphasizes competitive integrated employment and community partnership. IDVR is committed to working with the combined plan partners to implement sector strategies and career pathways to better connect
our participants with quality sustainable jobs with better wages to increase the number of individuals using earned income as a primary source of support.

2.1 The sole indicator that was not met by IDVR in this two–year period was 2.1, the ratio of the minority population served by the VR program compared to the ratio of the nonminority population served by the VR program. Historically, the population of Idaho has been ethnically homogenous in comparison to other states in the region. However, Idaho’s recent population growth has seen an accompanying growth in the number and diversity of minority populations residing in the state. While IDVR did meet this indicator two of the past three federal fiscal years, IDVR remains committed to expanding outreach to minority populations.

OAA TITLE V – SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM

SCSEP is measured by six core performance measures. Core indicators are subject to goal setting and corrective action. Goals are established annually by the Department of Labor. Performance level goals for each core indicator must be agreed upon the Department of Labor and the grantee before the start of each program year (PY). The Department will annually evaluate and make for public review, information on the performance of each grantee.

SCSEP ACTUAL PERFORMANCE

The SCSEP Six Core performance measures and a description of each are listed below.

- **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.
- **Entered Employment:** The number of participants who are employed divided by the number of participants who exit.
- **Employment Retention:** The number of participants who are employed divided by the number of participants who exit.
- **Average Earnings:** Total earnings in the second and third quarters after exit; divided by the number of employed participants who exited.
- **Service Level:** Total number of participants served divided by a grantee’s authorized number of positions.
- **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 utilizing services provided under title I of the Workforce Investment Act of 1998 (29 U.S.C. 2801 et seq.); or are homeless or at risk for homelessness.
Table 3.g: Previous Assessment Results for the SCSEP Program (Senior Employment)

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>PY13 Goal</th>
<th>PY13 Performance</th>
<th>PY13 Percent of Goal Met</th>
<th>PY14 Goal</th>
<th>PY14 Performance</th>
<th>PY14 Percent of Goal Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Service</td>
<td>76.0%</td>
<td>70.6%</td>
<td>92%</td>
<td>75.0%</td>
<td>81.7%</td>
<td>109%</td>
</tr>
<tr>
<td>Entered Employment</td>
<td>39.2%</td>
<td>48.0%</td>
<td>122%</td>
<td>41.8%</td>
<td>54.5%</td>
<td>130%</td>
</tr>
<tr>
<td>Employment Retention</td>
<td>72.3%</td>
<td>60.0%</td>
<td>82.9%</td>
<td>69.7%</td>
<td>85.7%</td>
<td>123%</td>
</tr>
<tr>
<td>Average Earnings</td>
<td>$6,928</td>
<td>$7,731</td>
<td>112%</td>
<td>$7,214</td>
<td>$6,597</td>
<td>91%</td>
</tr>
<tr>
<td>Service Level</td>
<td>150.0%</td>
<td>204.3%</td>
<td>136%</td>
<td>155.3%</td>
<td>163.8%</td>
<td>108%</td>
</tr>
<tr>
<td>Service Most in Need</td>
<td>2.43</td>
<td>2.58</td>
<td>106%</td>
<td>2.63</td>
<td>2.51</td>
<td>95%</td>
</tr>
</tbody>
</table>

The goals met in PY 14 were Community Service, Entered Employment, Employment Retention and Service Learning. SCSEP Participants provided 36,056 community service hours in PY 13 compared to the 41,811 of hours provided in PY14. Increasing the number of community service hours improved the percentage from 70.6% to 81.7%. The PY 13 and PY 14 Entered Employment goal was met both years and increased from 48% to 54.5%. To meet the Entered Employment goal, Employment Training Counselors focused on preparing participants to transition to paid jobs by setting realistic employment goals and assisted participants in job seeking. The Idaho SCSEP experienced significant improvement in Employment Retention. The Employment Retention performance increased from 60% in PY 13 to 85.7% in PY 14. The SCSEP Employment Training Counselors improved the Employment Retention performance by ensuring participants are transitioned to suitable long term jobs.

SCSEP STRATEGIES TO IMPROVE PERFORMANCE MEASURES:

Average Earnings performance measure dropped from 112% to 91%. Average second and third quarter salaries in PY 14 were $6,597. The drop in average salaries is affected by the number of hours participants are willing to work after transition. Traditionally, participants are at the retirement age and may not want to work a full time schedule when transitioned to employment. ICOA will improve this performance by targeting jobs that provide a higher hourly wage and provide participants with professional skills trainings to match higher paying job positions.

The “Most In Need” performance measure dropped from 2.58 to 2.51 average employment barriers per participant. ICOA and Experience Works recently implemented a process to prioritize and enroll participants with higher employment barriers. As positions open on the program, the sub grantees will prioritize participants with barriers to employment first. Experience Works will also, ensure priority of service is given to veterans and ensure positions are filled in rural areas where employment opportunities are limited.

TRADE ADJUSTMENT ASSISTANCE

The Trade Adjustment Assistance (TAA) program does not have state negotiated performance measures, but compares its performance measures to the national performance goals.

The Trade Adjustment Assistance program reports two sets of measures. Trade Act Measures are defined by the Trade Adjustment Assistance Act and Common Measures are uniform measures used by multiple federal workforce programs. The difference between the two sets of measures
relates to the quarters in which the performance is tracked. Idaho WIOA workforce programs use common measures.

1. Entered Employment Rate for those obtaining employment in the first (Trade Act) or second (Common) quarter after exit.

2. Employment Retention Rate for the next two quarters after exit for the same individuals who obtained employment above.

3. Six–Months Average Earnings for the two quarters reported above.

The performance results for the previous two fiscal years for the Trade Adjustment Assistance program are compared to the national performance goals.

Idaho well exceeded the national goals for fiscal year 2013. In fiscal year 2014, Idaho’s Trade Adjustment Assistance program performance again exceeded the national goal for entered employment. However, it did not meet the national goal for employment retention or for six–month average earnings.

Table 3.h: Previous Assessment Results for Trade Adjustment Program

<table>
<thead>
<tr>
<th>Indicator/Measure</th>
<th>FY13 National Goals</th>
<th>FY13 Idaho Results Common Measures</th>
<th>FY13 Idaho Results Trade Act Measures</th>
<th>FY14 National Goals</th>
<th>FY14 Idaho Results Common Measures</th>
<th>FY14 Idaho Results Trade Act Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entered Employment Rate</td>
<td>58.9%</td>
<td>84.49%</td>
<td>86.63%</td>
<td>69.9%</td>
<td>80.81%</td>
<td>81.82%</td>
</tr>
<tr>
<td>Employment Retention Rate</td>
<td>83.6%</td>
<td>92.83%</td>
<td>92.64%</td>
<td>91.1%</td>
<td>87.63%</td>
<td>87%</td>
</tr>
<tr>
<td>Six Month Average Earnings</td>
<td>$13,360</td>
<td>$17,846.79</td>
<td>$17,780.38</td>
<td>$19,436</td>
<td>$18,069</td>
<td>$17,528</td>
</tr>
</tbody>
</table>

The national performance goals increased dramatically from FY2013 to FY 2014. Idaho’s performance slightly decreased, but remained in a similar range as the previous year.

At $18,069, Idaho did not meet the PY2014 national goal of $19,436 for six–month average earnings, which was a 45% increase from the PY2013 goal of $13,360. However, it should be noted when comparing Idaho’s wages to the nation’s there is a significant difference between the wage markets. The annual mean wage is the United States for all occupations is $47,230 while the same wage in Idaho is $39,770. The difference between the national six–month average earnings goal and one–half of the average annual wage is 78%. In Idaho, TAA exiters earn 90% of the average Idaho annual wage. Idaho’s wage performance for the TAA program is in proportionally greater than the expected results.

Increasing wages for the Idaho workforce is definitely a priority and directly corresponds to expanding services to rural communities.
USDOL Veterans’ Employment and Training Service (VETS) has established thirteen performance measures which focus on the effectiveness of the services delivered to veterans at two different levels of the workforce system: a) via staff funded through the Jobs for Veterans State Grants; and b) the general statewide level of labor exchange service to veterans provided by the One–Stop system.

The performance targets are very similar to those under WIA for Title IB programs (Adult, Dislocated and Youth) and Title III (Wagner–Peyser Employment Services), such as: entered employment, employment retention and average earnings at six months. However the targets are calculated specific to veterans’ populations. Unlike the WIA Title IB and Title III performance measures, acceptable Veterans performance measures must match or exceed the negotiated levels of performance.

The VETS program provides two distinct sets of services, which are each measured against specific performance indicators: the Local Veterans Employment Representatives (LVERs) and Disabled Veterans Outreach Program specialists (DVOPs). The LVERs outreach to employers on behalf of veteran jobseekers and ensure that veterans have priority access to all of the services in the One–Stop center. The DVOPs serve only qualified veterans or eligible spouses of qualified veterans who are one or more of the following: disabled veteran, special disabled veteran, homeless, long–term unemployed, a recently released offender, lacking a high school diploma or equivalent, or low–income. The DVOP staff identify and provide primarily intensive case management services directly to those veterans with barriers to employment and special workforce needs.

**JVSG GRANTS–BASED MEASURES (DVOP ONLY)**

Because the DVOP staff are responsible for direct intensive services to veterans, the first set of measures reflect the performance of that staff only. These measures are listed below: The first three measures include all veterans and eligible persons served by the DVOPs. Measures five through seven include only the disabled veterans served by DVOPs.

1. **DVOP Intensive Services** – the proportion of total individual veterans (participants) served by DVOP specialists who received Intensive services

2. **Veterans’ Entered Employment Rate (VEER) Weighted** – the weighted percentage count of veterans not employed at participation who’ve entered employment following intensive services

3. **Veterans’ Employment Retention Rate (VERR)**

4. **Veterans’ Average Earnings (VAE) (at Six–Months)**

5. **Disabled Veterans’ Entered Employment Rate (DVEER)**

6. **Disabled Veterans’ Employment Retention Rate (DVERR)**

7. **Disabled Veterans’ Average Earnings (DVAE) (at Six Months)**

**Table 3.i: Previous Assessment Results for the Veteran’s Employment Programs, JVSG**
JVSG Grants–Based Measures

<table>
<thead>
<tr>
<th>Indicators/Measures</th>
<th>PY13 Target</th>
<th>PY13 Actual</th>
<th>PY14 Target</th>
<th>PY14 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. DVOP Intensive Services</td>
<td>72%</td>
<td>60%</td>
<td>75%</td>
<td>77%</td>
</tr>
<tr>
<td>2. DVOP VET EER – weighted</td>
<td>59%</td>
<td>65%</td>
<td>64%</td>
<td>70%</td>
</tr>
<tr>
<td>3. DVOP VET ERR</td>
<td>77</td>
<td>72</td>
<td>75</td>
<td>83</td>
</tr>
<tr>
<td>4. DVOP VET AE</td>
<td>$14,500</td>
<td>$15,367</td>
<td>$15,000</td>
<td>$15,463</td>
</tr>
<tr>
<td>5. DVOP Disabled Vet EER</td>
<td>48</td>
<td>58</td>
<td>52</td>
<td>54</td>
</tr>
<tr>
<td>6. DVOP Disabled Vet ERR</td>
<td>75</td>
<td>68</td>
<td>73</td>
<td>81</td>
</tr>
<tr>
<td>7. DVOP Disabled AE</td>
<td>$14,900</td>
<td>$14,608</td>
<td>$15,000</td>
<td>$15,657</td>
</tr>
</tbody>
</table>

There is a marked improvement across the board from program year 2013 to program year 2014. Several measures were short of the negotiated targets in PY 2013, but all targets were exceeded in PY 2014. Notably, the percent of veterans receiving intensive services by DVOPs increased by 17 percentage points.

LABOR EXCHANGE SERVICES FOR VETERANS

The second set of performance measures reflect the extent that veterans are served by the state’s labor exchange as a whole. These veterans may have been served by LVERs, DVOPs or other One–Stop system staff or they may simply have accessed the labor exchange system on their own. These measures are listed below. Again, the first three measures (8–10) refer to all veterans and eligible persons served and the second three measures (11–13) include only disabled veterans served.

8. Veterans’ Entered Employment Rate (VEER)

9. Veterans’ Employment Retention Rate (VERR)

10. Veterans’ Average Earnings (VAE) (Six–Months)

11. Disabled Veterans’ EER (DVEER)

12. Disabled Veterans’ ERR (DVERR)

13. Disabled Veterans’ AE (DVAE) (Six Months)

Table 3.j: Previous Assessment Results for the Veteran’s Employment Program, VETS

VETS Labor Exchange for Veterans

<table>
<thead>
<tr>
<th>Indicators/Measures</th>
<th>PY13 Target</th>
<th>PY13 Actual</th>
<th>PY14 Target</th>
<th>PY14 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. One–Stop VET EER</td>
<td>53</td>
<td>61</td>
<td>59</td>
<td>63</td>
</tr>
<tr>
<td>9. One–Stop VET ERR</td>
<td>81</td>
<td>79</td>
<td>81</td>
<td>85</td>
</tr>
<tr>
<td>10. One–Stop VET AE</td>
<td>$15,300</td>
<td>$16,902</td>
<td>$16,000</td>
<td>$16,446</td>
</tr>
<tr>
<td>11. One–Stop Disabled Vet EER</td>
<td>51</td>
<td>56</td>
<td>55</td>
<td>57</td>
</tr>
<tr>
<td>12. One–Stop Disabled Vet ERR</td>
<td>80</td>
<td>76</td>
<td>79</td>
<td>84</td>
</tr>
<tr>
<td>13. One–Stop Disabled AE</td>
<td>$15,800</td>
<td>$17,797</td>
<td>$16,500</td>
<td>$16,859</td>
</tr>
</tbody>
</table>
As with the DVOP measures, a couple fell short of the PY 2013 targets but all measures in PY 2014 exceeded the negotiated targets.

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 percent.

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. Idaho does not currently meet the standard of 80% with its highest percent coming in fiscal year 2015 at 75.4%. However it is a significant improvement over two previous years which were below 70%.

Table 3.k: Previous Assessment Results for Unemployment Insurance

<table>
<thead>
<tr>
<th>Indicator/Measure</th>
<th>Standard</th>
<th>FY13 Percent</th>
<th>FY13 Ranking</th>
<th>FY14 Percent</th>
<th>FY14 Ranking</th>
<th>FY15 Percent</th>
<th>FY15 Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Payments</td>
<td>87%</td>
<td>90.5%</td>
<td>9th</td>
<td>87.2 %</td>
<td>24th</td>
<td>96.5 %</td>
<td>2nd</td>
</tr>
<tr>
<td>Nonmonetary Determinations 21–day Timeliness</td>
<td>80%</td>
<td>69.8%</td>
<td>28th</td>
<td>68.5%</td>
<td>35th</td>
<td>75.4%</td>
<td>35th</td>
</tr>
</tbody>
</table>

Facilitation of Reemployment

Although the next measure is not a core measure nor is it directly impacted by the performance of the program, it is a useful statistic for assessing the overall health of the unemployment insurance system. This measure is the “Facilitation of the Reemployment of Unemployment Insurance Claimants,” which is the percentage of UI claimants who received a first payment in a calendar quarter who are reemployed in the subsequent quarter. Idaho’s most recent rate in fiscal year 2014 was 79.5%. This rate is the second highest in the nation, just below California’s rate of 79.8%. The U.S. average for fiscal year 2014 was 66.4%.

The state has adapted its unemployment insurance program service delivery strategy in recent years. Beginning with a pilot program in FY 2014, Idaho began to centralize its unemployment insurance processing. The results of the pilot program were significant cost savings and standardization of procedures and policy interpretation. The cost savings have been invested in technology for a new unemployment insurance system.

The centralization strategy is also expected to produce higher quality staff through consistent training and therefore high quality service to claimants throughout the state, including those in rural areas.
D. EVALUATION

Describe how the state will conduct evaluations and research projects on activities 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.

(D) EVALUATION OF CORE PROGRAMS

[Updated Guidance: Describe how the state will conduct evaluations and research projects on activities 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 Secretary of Education under WIOA]

Under the direction of Idaho’s Workforce Development Council, the WIOA Advisory Group will develop evaluation strategies and processes as required by Section 116(e) of WIOA. These strategies and processes will establish, implement, and 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 evaluations will be designed with input from the Workforce Development Council and in conjunction with the state agencies responsible for the administration of the core programs. They may include, for example, an analysis of customer feedback and outcome measures, incorporating data from the performance indicators collected under Section 116 of WIOA. The frequency, scope, and content of such 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

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—

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

   (A) TITLE I

   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)

   ii. Adult and training activities in accordance with WIOA section 133(b)(2) or (b)(3).

   iii. Dislocated worker employment and training activities in accordance with WIOA section 133(b)(2) and based on data and weights assigned.

   (I) YOUTH ACTIVITIES

   All 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 relative share of the previous two years of funding.

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

   (II) ADULT EMPLOYMENT AND TRAINING ACTIVITIES

   All 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)
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 relative share of the previous two years of funding.

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

(III) DISLOCATED WORKER EMPLOYMENT AND TRAINING ACTIVITIES

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 will include insured unemployment data, unemployment concentrations, plant closing and mass layoff data, declining industries data, farmer/rancher economic hardship data and long-term unemployment data. 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
- 0.010 Number of workers from plant closures
- 0.010 Number of workers from mass layoffs (50 or more individuals laid off at one time)
- 0.010 Industry employment declines by annual average monthly employment
- 0.010 Number of Federal Housing Administration (FHA) borrowers who are bankrupt or delinquent
- 1.000 Total

To mitigate significant shifts in funding for service delivery areas, the Governor defined hold-harmless and stop-gain 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. Stop-gain is based on 130% of the area’s relative share of funding in the prior year.
Please note:

Under WIA, states were required to implement stop-gains or ceilings as part of their allocation process for program funds. The text within WIOA did not explicitly indicate that stop-gains were not allowable under WIOA. Believing it permissible to continue under WIOA, Idaho originally chose to retain all WIA allocation policies.

After the Idaho allocation process was rejected by USDOL in the State Plan, the process was presented to a USDOL solicitor who provided a legal interpretation of the law regarding WIOA allocations. The solicitor concluded that states are prohibited from limiting the increase in the percent of allocation percentage or "stop-gain" because provisions in WIOA for Youth and Adult so explicitly instruct a state on how to allocate the funds, despite the lack of reference to a stop-gain.

However, it should be noted the statute gives a governor more leeway in how he distributes Dislocated Worker funds. The solicitor determined it permissible for a governor to consider additional factors in creating the state’s within-state allocation formula for Dislocated Worker. Therefore, if a state’s plan includes a stop-gain provision in their within-state allocation formula for Dislocated Worker, USDOL does not view this as out of compliance with WIOA’s requirements. As a result, Idaho retained the stop-gain provision from the original Dislocated Worker allocations policy.

B. FOR TITLE II:

1. MULTI-YEAR GRANTS OR CONTRACTS

Describe how the eligible agency will award multi-year grants or contracts on a competitive basis to eligible providers in the State, including how eligible agencies will establish that eligible providers are organizations of demonstrated effectiveness.

(I) AWARDSING MULTI-YEAR GRANTS

Describe how the eligible agency will award multi-year grants or contracts on a competitive basis to eligible providers in the State, including how eligible agencies will establish that eligible providers are organizations of demonstrated effectiveness.

The Eligible Agency administering Title II programs in Idaho is the Division of Professional-Technical Education (the Division). Funds will be awarded as multi-year grants on a competitive basis to eligible providers as described below. These competitions will adhere to the provisions set forth in WIOA Title II, Section 203(5) - Eligible Providers, and Section 231 - Grants and Contract for Eligible Providers. Applicants may apply as part of a consortium with a single fiscal agent, or as an individual entity.

The application packet will be released no later than February 2017, and will be due no later than April of 2017 (final release and due dates will be determined after the application is developed and further federal guidance becomes available). The Division will provide technical assistance after the release of the application by hosting in-person meetings and online webinars (to ensure statewide accessibility). All applications will be reviewed by a committee using a rubric and these scores will be used as a major consideration in awarding the final contracts, in addition to the review and input of the State Workforce Development Council (serving as Idaho’s local board).
Applicants will be notified of the Division’s decision, and funds will be awarded on July 1, 2017. Initial grants will be awarded for a period of two years. Following this two-year period, grantees receiving funds under the initial competition will be required to submit annual extension plans and negotiate budgets and performance targets each year until such time as the Eligible Agency deems it necessary to issue a new competition for the state or region.

Because of Idaho’s large size, small population, and relatively low funding levels, the State has traditionally provided, and will continue to provide, grants for activities defined in Sections 203(1) (Adult Education) and 203(6) (English Language Acquisition) on a regional basis, with one eligible provider per each of the State’s six service regions. All regional applicants must provide services under Section 203(1), and in regions with significant populations of English Language Learners, applicants must also provide services under Section 203(6) using the same regional grant. This approach reduces administrative overhead and ensures consistency of services throughout each region.

Grantees who wish to provide services defined in WIOA Section 203(1) (and 203(6) where applicable) must agree to provide such services on a regional basis, and one applicant (entity or consortium) will be funded per region. 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 will be determined in advance, and will be 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 will use the same application as defined above, but will be exempt from the regional service provision, and may apply to serve larger or smaller geographic areas. The state will determine in advance how much funding will allocated to make awards for Section 225 activities, based on historic service and funding levels of incarcerated programs. This amount shall not exceed statutory limitations, defined as 20% of funds available for local grants in the state.

A separate application will be used for Integrated English Language and Civics programs funded under section 243, and such programs will be exempt from the regional service provision, and 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 will be determined at the national level by the US Department of Education.

All applicants may submit for grants under any or all sections 203, 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.

The competitive application process will require all 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 application packet. The information collected from each applicant may include, but is not limited to:
2. ENSURE DIRECT AND EQUITABLE ACCESS

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.

(II) ENSURING EQUITABLE ACCESS

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.

The Eligible Agency administering Title II programs in Idaho is the Division of Professional-Technical Education (the Division). The Division will oversee 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 will be the same for all applicants and across all regions. The same application form and rubric will be used for all applicants seeking to provide services under Section 203(1) and (6) and Section 225, as described in part (i) above.

A separate, but substantially similar, application form and rubric will be used for all applicants seeking funds under Section 243. This application will only differ from what was previously described in that it will solicit additional information regarding the Civics and Integrated Education and Training components to ensure compliance with the requirements set forth in Section 243 and related regulations.

All eligible providers are welcome to submit applications in one or all sections.

The Division will issue a Notice of Grant Availability (NGA) in each of the major newspapers serving Idaho. This NGA will contain general information about the grant and will direct interested parties to the Division for further information and application materials. Information about the grant will also be
posted on the Divisions’ website in a highly visible location 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. Additionally, current Title II providers operating under continuing grants from WIA will be notified of the NGA. The Division may explore additional avenues of outreach including social media.

Promotional materials will direct entities wishing to apply for a grant to contact the Division for a complete grant application packet or packets, including an electronic copy of the application in Word or other format which can be completed by the applicant. Only applications submitted on the form issued by the Division and in the format required will be reviewed and considered.

C. TITLE IV VOCATIONAL REHABILITATION

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.

(C) TITLE IV

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 (IDVR) and the second is the Idaho Commission for the Blind and Visually Impaired (ICBVI). 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 3.1: Funding Distribution for Idaho Vocational Rehabilitation Agencies

<table>
<thead>
<tr>
<th>Funds</th>
<th>Portion to IDVR</th>
<th>Portion to ICBVI</th>
</tr>
</thead>
<tbody>
<tr>
<td>General VR Program</td>
<td>86.5%</td>
<td>13.5%</td>
</tr>
<tr>
<td>Supported Employment</td>
<td>99%</td>
<td>1%</td>
</tr>
<tr>
<td>Independent Living</td>
<td>55%</td>
<td>45%</td>
</tr>
</tbody>
</table>
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.

1. 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.

   (I) DATA INTEROPERABILITY

Creating an interoperable system of program MISs for the purpose of reporting and evaluation will have the dual function of supporting a streamlined intake process for WIOA participants. Efforts on behalf of the core and partner programs to implement the first goal will necessarily contribute toward the second. Therefore, the work of achieving both interoperability and integration can be streamlined into a single process. That process is discussed in greater depth in the following section “Data Integration.”

2. 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.

   (II) DATA INTEGRATION

In Idaho, the WIOA core programs have set two primary goals for data integration. The first goal is to streamline the intake process for participants across all WIOA programs so that information provided during application for one program can be accessed by all participating programs through a common platform (to the extent appropriate and allowable by applicable laws and regulations). This would prevent duplication of information collection for clients and programs, saving both time and effort for both programs and clients. The second goal is to integrate the applicable Management Information Systems (MISs) for WIOA programs to share pertinent participant data for reporting and evaluation purposes.

The core and partner programs have invested considerable funds, time, training, and other resources into each of their existing program MISs. Given these existing investments, as well as the comparable resources that would be required to create and implement a brand new system-wide MIS, Idaho has decided to pursue an option that would connect existing MISs and allow them to communicate with each other. Until such a solution is implemented, partner programs will continue to participate in ad-hoc data sharing through data sharing agreements.
This plan will allow core programs to update their data collection processes as needed to be WIOA compliant by July 1, 2016. It will also allow programs to begin updating their individual MIS systems as soon as possible, while taking steps toward fuller integration over the long term. Because an integrated system will not be in place on July 1, 2016, each program will be collecting data in different systems and we will use an ad-hoc data sharing process for exporting, sharing, matching, and importing data during the first, and possibly the second year. The core programs currently have data sharing processes and agreements in place under WIA, and these will be updated in Year One to align with WIOA data elements.

During the first year under this Plan we will begin the implementation process for data integration. A rough outline of this process follows:

- Core programs will continue to fine tune their individual data systems to align with WIOA and make sure they are fully operational.
- The core partners, applicable optional partners, and other affected stakeholders will convene a working group for data integration. This group will consist of program staff, IT staff, and vendors for existing systems.
- The working group will conduct an analysis of the existing programs’ MISs as well as the data collection and reporting needs of individual programs and the workforce system as a whole.
- WIOA core and partner programs will conduct an analysis of applicable intake processes across the system and identify areas of duplication, or opportunities for integration.
- The working group will create a framework for how the ideal system will connect individual MISs and what that might look like.
- The working group will then write a scope of work which will be used to solicit vendors and research available products.
- The group will review existing products and/or explore options for having a custom product built. This will include collecting bids, reviewing costs, timelines, benefits, and drawbacks for various options. Options will be evaluated against each other as well as the existing ad-hoc system for strengths, weaknesses, and costs.
- Once an appropriate solution is identified, the group will create an implementation plan that may include timelines for beta-testing, roll-out, training, and other necessary activities.

3. 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.

   (III) STATE BOARD AND GOVERNOR’S ROLE IN ASSISTING WITH DATA INTEGRATION

The governor will be invited by the State Workforce Development Council to participate in the process described in Part (i) above. The governor will also have the option of assigning an appropriate representative from his office to serve on the state workgroup.
4. DESCRIBE THE STATE’S PLANS TO DEVELOP AND PRODUCE THE REPORTS REQUIRED UNDER SECTION 116, PERFORMANCE ACCOUNTABILITY SYSTEM. (WIOA SECTION 116(D)(2)).

(IV) STATE REPORTING PROCESSES

As per Section 116 of WIOA, as well as applicable federal regulations, the State will be required to submit a single annual report covering all programs, in addition to the reports submitted by individual programs to their respective Departments. We anticipate that the process will involve individual programs sending their performance information to a single entity (likely one of the Agencies overseeing a Core Program) who will compile and submit the State Annual Report to the US Department of Labor. The core partners required to report under Section 116 will issue a Memorandum of Understanding that identifies who this entity will be, the responsibility of that entity for submitting on behalf of the core programs, and the process for submitting program performance data to this entity.

The eligible agencies administering core programs will be 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 IV programs).

Planning Note: States should be aware that Section 116(i)(1) requires the core programs, local boards, and chief elected officials to establish and operate a fiscal and management accountability information system based on guidelines established by the Secretaries of Labor and Education. Separately, the Departments of Labor and Education anticipate working with States to inform future guidance and possible information collection(s) on these accountability systems. States should begin laying the groundwork for these fiscal and management accountability requirements, recognizing that adjustments to meet the elements above may provide opportunity or have impact on such a fiscal and management accountability system.

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.

(B) ASSESSMENT OF PARTICIPANTS’ POST-PROGRAM SUCCESS

Describe how the 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 post-secondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.

Idaho’s workforce system will primarily measure 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 already collected in some fashion by at least one of the lead State agencies administering a core program.
For example, The Idaho Department of Labor houses 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 training, wage, and employment records. Both Title II (Adult Education) and Title IV (Vocational Rehabilitation - IDVR) programs are housed in separate divisions of the State Board of Education, allowing them easy access to post-secondary enrollment data via the National Student Clearing House, as well as the State’s Longitudinal Data System for Education.

As a result, the core programs under WIA have historically used data-sharing agreements to access information about their respective participants. For example, the Adult Basic Education program sent their Employment cohort lists under WIA to the Department of Labor to determine employment status of students after exit. Going forward under WIOA, these data sharing agreements will remain in effect, allowing programs to share and report progress measures for WIOA participants.

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.)

(C) USE OF UNEMPLOYMENT INSURANCE (UI) WAGE RECORDS

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 currently houses both WIOA Title I-B and Title III programs, as well as the Unemployment Insurance program for Idaho. As a result, wage records from the UI system have been historically accessible via data-sharing agreements to all core partners under WIA and will continue to be accessible under WIOA. These records will be used to determine the employment status of program participants after exit from their respective WIOA programs. The results will be used to guide program improvement and system alignment, as well as for federal reporting purposes under Section 116.

Idaho’s UI data was used by the Department of Labor’s Communication and Research Division 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.
(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 USC 1232g - Family Educational Rights and Privacy Act (FERPA)) 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.

Those participants who decline to share their information may be excluded from applicable processes or services, such as common intake and automatic referrals. However, their information may be used by the originating program for the purpose of meaningful service provision and for federal reporting purposes. Participant data is only reported in aggregate except where otherwise required by law or federal guidelines.

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.
Describe how the State will implement and monitor the priority of service provisions for veterans 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. States should also describe the referral process for veterans determined to have a significant barrier to employment to receive services from the Jobs for Veterans State Grants (JVSG) program’s Disabled Veterans’ Outreach Program (DVOP) specialist.

As outlined in Section (II)(a)(2) Activities Analysis the Jobs for Veteran’s program is operated by the Idaho Department of Labor, 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 of Labor 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. A copy of the Department’s Priority of Service Policy under WIA can be found in the appendix (Idaho Department of Labor - Priority of Service Policy, Appendix 2).

Wagner-Peyser and Veteran State Plans under WIA both outline veterans priority of service and are also highlighted in the WIA Eligibility Technical Assistance Guide (TAG) for WIA case managers throughout the state. Updates to the Wagner-Peyser and Veteran State Plans are included in this Combined State Plan under “Program Specific Requirements.” The Eligibility Technical Assistance Guide for case managers is under review and will be updated where appropriate to align with Idaho’s Combined State Plan under WIOA.

The Department of Labor mandates that all American Job Center managers attend the annual state veterans’ training where a significant amount of time is spent discussing priority of service for veterans and eligible spouses. Additionally, in an effort to ensure all program staff understand veterans’ priority of service, the state developed an online training module for department staff to participate in. All Idaho American Job Center staff are required to view this training module. This module is now included in the department’s New Employee Orientation, to include most administrative staff in addition to American Job Center staff.

In addition to the items listed on the previous page, the state has taken these additional steps to ensure priority of service for veterans:
Idaho has designated all veteran representatives to provide Priority of Service training in their local American Job Centers as often as needed. Local Veteran Employment Representatives (LVERs) will 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.

All American Job Center staff are instructed to review customer registrations and if he or she is a qualified veteran or spouse of a veteran, staff must contact the customer to offer and provide services. If the customer is not registered, staff are instructed to provide them “first in line services.”

All American Job Centers have pamphlets outlining the department’s promise to veterans, including veteran’s Priority of Service, how the state administers veterans preference and other useful information for its veterans.
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.) with regard to 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.
(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, with regard to 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 three 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

POLICIES AND PROCEDURES

The Idaho Department of Labor maintains a Methods of Administration that provides a comprehensive set of actions to ensure that the One-Stop system in Idaho addresses 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 possible. The state’s facilities procurement process incorporates ADAAA guidelines to ensure access to new or renovated One-Stop centers and the central office.

The State Workforce Development Council will develop specific criteria for One-Stop Operators and One-Stop centers to align with the State Combined Plan and ensure compliance with WIOA. These criteria include:

- Effectiveness
- Physical and programmatic accessibility
- Continuous improvement of One-Stop centers and the One-Stop delivery system
- Integration of available services

The Idaho Department of Labor’s equal opportunity officer acts as the liaison with other units of the department such as the Disability Determinations Service and the Human Rights Commission, as well as external disability support organizations such as the vocational rehabilitation agencies and the Council on Developmental Disabilities, to ensure policies are communicated and to foster these groups as resources for customers with disabilities. Another department unit - Serve Idaho, which is the Governor’s Commission on Service and Volunteerism - administers a disability grant for outreach and accommodations involving AmeriCorps programs, including a “Veterans Serving Veterans” initiative focused on returning veterans with disabilities to employment.
DISABILITY TRAINING FOR PROGRAM STAFF

A Disability Employment Initiative grant facilitated the development of training to One-Stop staff across the state and laid a foundation of resources for continuous improvement of services to and employment outcomes of individuals with disabilities. Through information and materials gathered from expert local and national sources, the grant efforts are being sustained through publications such as the comprehensive job search handbook, *Willing and Able: A Job Hunting Guide for Idahoans with Disabilities* (http://labor.idaho.gov/publications/Willing_and_Able.pdf), and its subsequent companion handbook, *Willing and Able: A Job Hunting Guide for Idaho Veterans with Disabilities*. Disability etiquette guides, local resource flyers, referral information and other materials disseminated through the Disability Program Navigator initiative remain available on staff SharePoint portals for use by all One-Stop centers.

A statewide training was conducted after the development of training materials to ensure the tools and information created through the grant were sustainable. The knowledge imparted by the Disability Program Navigators and the training and tools developed as a result of the grant continues to be the cornerstone of services to individuals with disabilities throughout the One-Stop system. All of which have 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. As prescribed by Wagner-Peyser Section 8(b), each One-Stop center maintains at least one member of staff well equipped to provide the unique level of support needed by individuals with disabilities seeking re-entry 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 in the appendix (*Technical Assistance Resources for Accessibility Training, Appendix 2*).

ACCESSIBILITY AND ACCOMMODATIONS

All One-Stop centers are equipped with accessible computers specifically designed with ADA equipment 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. 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 accessed to meet specific One-Stop customer needs. Braille, tape or large print of written information are available through the Idaho Commission for the Blind and Visually Impaired or a directory of Sign Language and Oral Interpreters is available through the Council for the Deaf and Hard of Hearing. Other non-required partner services are also common points of One-Stop referral such as those provided by DisAbility Rights Idaho, which operates the Work Incentives Planning and Assistance program in the state and provides counseling to customers on how employment affects Social Security benefits.

The Idaho Department of Labor website and IdahoWorks (the online work registration system) include taglines to ensure clear communications regardless of the process utilized by the customer. The equal opportunity officer coordinates with the Publications Committee of the department to ensure taglines and other appropriate information are included and effective on publications.
Individuals with disabilities are given special consideration for labor exchange services and are treated as a family of one in determining income for WIOA program eligibility, giving them an additional opportunity for participation in intensive and training services. Youth with disabilities are given the highest priority service within Idaho’s youth programs. When reviewing income eligibility for youth with disabilities, only the income of the youth applicant is considered. Disability for WIOA eligibility purposes is defined as a verifiable impediment to employment.
9. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR 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.

(9) ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WITH LIMITED ENGLISH PROFICIENCY

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 limited English proficient individuals, such as through established procedures, staff training, resources, and other materials.

The state workforce system and its One-Stop centers provide a variety of services to those with limited English proficiency. To accomplish this, the system uses media outreach through public service announcements and sends notices to, and consults with, local community organizations. The Idaho Department of Labor operates an effective employment services outreach program statewide with staff who are bilingual in English and Spanish to inform customers, especially farm workers, of the services available. These outreach activities are coordinated with other public and private community organizations, One-Stop partners and migrant seasonal farm worker service providers to inform as many customers as possible. This information is presented in both English and Spanish, which is the predominant language spoken by Idaho LEP residents. Special presentations are also made to English as a Second Language groups, Hispanic high school students and farm workers to teach participants the basics of personal computing so they can access the IdahoWorks system.

Workforce service providers have two primary means of providing language assistance: oral interpretation, either in person or via a telephone interpretation service such as the Language Line or written translation. One-Stop staff receive training on how to use the Language Line 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 can range from translation of an entire document to translation of a short description of the document.

Using its Methods of Administration as a foundation, the Idaho Department of Labor established a communication policy to address its responsibility in offering services to limited English proficient individuals by providing meaningful access to department programs and services as required by Executive Order 13166, Title VI of the Civil Rights Act of 1964 and the Workforce Innovation and Opportunity Act of 2014. This policy follows the guidance issued by the U.S. Department of Labor for recipients of federal financial assistance regarding Title VI’s prohibition against national origin discrimination. The state emphasizes bilingual skills in its staff recruiting processes, particularly in those areas with high concentrations of minorities, specifically Hispanics who constitute the largest minority population in 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.
SECTION IV - COORDINATION WITH COMBINED PLAN PROGRAMS

Describe the methods used for joint planning and coordination among the core programs, and with regard to one-stop partner programs and other programs and activities included in the Unified or Combined State Plan.

In Idaho, the State Planning process was initiated by the Idaho Department of Labor, the Division of Professional-Technical Education, and the Division of Vocational Rehabilitation. This group was expanded to include staff from the Idaho Commission for the Blind and Visually Impaired, which also receives Title IV funds. The group nominated the State Coordinator for Adult Education to lead the project, referred to hereafter as “the State Plan Lead.”

On August 17th, the State Plan Lead sent out an email to representatives from each of the optional programs eligible to participate in the Combined State Plan. The email provided information about WIOA, the State Planning process, and expectations for programs that participated. The email asked that interested programs “opt in” to the planning process and attend the weekly planning meetings.

Three eligible programs opted to participate in the Combined State Plan: Veterans Employment, Trade Adjustment, and Senior Community Service Employment Program (SCSEP). The Veterans and Trade programs are administered by the Idaho Department of Labor, while the Senior program is administered by the Idaho Commission on Aging.

Once the participating programs were identified, the Combined State Plan was drafted by a working group of core and partner programs. The group consisted of a representative(s) from each agency that administers a core or partner program as follows (in alphabetical order):

- **Idaho Commission on Aging** - Raul Enriquez, Aging and Disability Resource Center (ADRC)/SCSEP Program Specialist. Raul represented the Combined Partner program of Senior Community Service Employment Program.
- **Idaho Commission for the Blind and Visually Impaired** - Rocio Gil, Counselor; Jeff Weeks, Counselor; and Mike Walsh, Rehabilitation Services Chief. Rocio, Jeff and Mike represented Title IV programs administered by the Commission.
- **Idaho Department of Labor** - Cheryl Foster, Senior Planner. Cheryl represented all core and partner programs administered by the Department, including Title I-B, Title III, Veterans Employment, and Trade Adjustment Assistance.
- **Idaho Division of Professional-Technical Education** - Amelia Valasek, State Coordinator for Adult Basic Education and GED Administrator. Amelia served as the State Plan Lead, represented Title II programs, and also provided a link to Carl D. Perkins programs via the Division (the Perkins program did not participate in the Plan, but is a close partner in the workforce development system).
- **Idaho Division of Vocational Rehabilitation** - Teresa Pitt, Planning and Evaluation Manager; and Matt Markve, Program Evaluation Analyst. Teresa and Matt represented Title IV programs administered by the Division.

This group met weekly beginning in August, 2015. The State Plan Lead led the group in setting timelines and meeting agendas, assigning tasks, combining content from various programs, and managing the online sharing platform. However, the group was primarily collaborative, with each member having equal input into and responsibility for the process, content, and quality of the plan.
Additionally input from the public and other stakeholders was solicited as part of Idaho’s Public Comment Process. A more complete summary of the Public Comment Process can be found in APPENDIX 2 (PUBLIC COMMENT OUTREACH AND SUMMARY), including a summary of outreach efforts, an overview of comments received and responses to those comments, as well as complete copies of all comments submitted.
The Unified or Combined State Plan must include assurances that—

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-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;  Yes

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 WIOA section 184(a)(3);  Yes

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.
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 - Balance of State and East-Central District.

B. DESCRIBE THE PROCESS 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.

Draft policy criteria for local area designation and appointment of local board members were posted and presented to the Workforce Development Council at the July 2015 public meeting in Idaho Falls. The criteria were modified and approved by the Governor and then posted for public comment on the Idaho Department of Labor website for 30 days from August through early September 2015. Local public officials were notified via the Idaho Association of Cities to ensure that all Idaho mayors and county clerks received direct notice of the policies and opportunity to comment. No comments were received.

At the October 19, 2015 public meeting, the Workforce Development Council adopted the WIOA local area designation policy and policy for appointment of local board members. Simultaneously, the two former WIA local areas were initially designated through June 30, 2017. Both local areas met the policy criteria for “performed successfully” and “sustained fiscal integrity” as defined below.

Performed Successfully - Met or exceeded the negotiated levels of performance for the last two consecutive program years.

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 mis-expended 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.

After the initial designation of the local areas, a policy for identification of region(s) was developed. Again, the policy was posted for public comment on the Idaho Department of Labor website for a minimum of 30 days December 2015 through January 2016 and the Idaho Association of Cities was informed to ensure that all Idaho mayors and county clerks received direct notice of the policy and opportunity to comment. No comments were received.

Local Area Designation and Policy - https://labor.idaho.gov/wia1/meetings/101915/Tran7.doc

C. PROVIDE THE APPEALS PROCESS REFERRED TO IN SECTION 106(B)(5) OF WIOA RELATING TO DESIGNATION OF LOCAL AREAS.

APPEALS - WIOA Section 106(b)(5)

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.

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 Chair of the Governor’s Workforce Development Council, Idaho Department of Labor, Workforce Development Division, 317 West Main Street, Boise, Idaho 83735. The Chair of the Council, or the Chair’s designee, shall promptly acknowledge receipt of the appeal.

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

The appeal shall be deemed timely filed if it is received by the Chair 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 thirty (30) days after the appeal was filed. With the consent of the appealing party, the hearing may be held after the 30-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.

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 Chair of the Council.

The recommended decision of the hearing officer shall be placed on the agenda of the next Council meeting for disposition; 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 USDOL

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 Idaho Department of Labor Workforce Development Division 317 West Main Street Boise, Idaho 83735

The Secretary will notify the Governor and the appellant in writing of the Secretary’s decision within 45 days after receipt of the appeal. In making this determination the Secretary may consider any comments submitted by the Governor in response to the appeals.

D. PROVIDE THE APPEALS PROCESS 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 §631.750(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, the Council chair will schedule an auxiliary meeting at least 14 days and no less than 30 days from the appeal submission. 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 Executive Committee agreed to review existing service policies for implementation in Program Year 2016 and develop statewide policy direction for use by all WIOA service providers. The statewide service policies follow:

I. Residency

WIOA adult, youth and dislocated worker career and training services will be limited to residents of the state of Idaho. Residents of other states who wish to receive WIOA career and training services will first be referred to the One Stop/American Job Center in their home state to obtain resources for services. First priority will be given to Idaho residents who are eligible for career and training services. In instances where a home state denies services to an out-of-state resident, the Idaho One Stop/American Job Center may consider enrollment of the individual if it is in the best interest of the state of Idaho and no qualifying Idaho residents are denied access to services as a result.

II. Priority

In the provision of WIOA services, veterans’ priority will be followed in accordance with 38 USC Chapter 41, 20 CFR 1001.100 and PL 107-288. Priority will also be given to low-income individuals with barriers to employment. Priority for individualized and training services in the adult program will be provided to individuals who are basic skills deficient.

III. Participant follow-up

The Workforce Innovation and Opportunity Act requires that Title I Youth, Adult and Dislocated Worker participants receive follow-up services for not less than 12 months. For the duration of the 12-month follow-up period, a minimum of one contact with each exiter who received career or training services from a WIOA program (adult, dislocated worker or youth) is required per quarter. Appropriate supportive services are allowable for youth during the follow-up period.

IV. Work Experience Activity

The participation hours for this activity are limited to ensure participants are engaged in learning basic work maturity skills such as attendance, following directions and wearing appropriate attire as opposed to receiving occupational skill training. Work Experience activities take place in a public,
private for-profit or non-profit workplace for a limited period of time, generally not exceeding 520 hours. All participants enrolled in the Work Experience activity are to receive an hourly wage equivalent to the state or federal minimum wage, whichever is higher. Participants are provided with Federal Insurance Contributions Act (FICA) and workers compensation coverage while participating in this activity.

V. Internship Activity

All participants enrolled in the Internship activity are to receive an hourly wage at least equivalent to the state or federal minimum wage, whichever is higher. The wage may be higher depending on the participant’s prior training/work experience and the hourly wage offered at the worksite to individuals with comparable training/work experience.

VI. Out of Area Job Search Activity Limitations

This service is designed to assist adults and dislocated workers in seeking employment in areas outside of their normal commuting distance. Case managers may authorize multiple job searches for a single client.

Out of Area Job Search - Each out of area job search is limited to 90 percent of actual costs up to $600.

Out of Area Job Search Cash Advance - A job search cash advance is limited to 50 percent of estimated costs not to exceed $300.

VII. Relocation Assistance Activity Limitations

Relocation assistance is designed to enable participants to receive financial assistance toward the cost of relocating themselves and their family to a labor market outside of their normal commuting distance.

Relocation - Relocation assistance is limited to 90 percent of allowable and actual costs not to exceed $4,000.

Relocation Cash Advance - A cash advance for relocation is limited to 50 percent of the estimated costs for the trip, or $750, whichever is lower.

VIII. Individual Training Account (ITA)

The ITA is established on behalf of an adult, dislocated worker or youth participant when purchasing any occupational training services (tuition and books), from an eligible training provider selected in consultation with the case manager from the State-maintained WIOA Eligible Training Provider list. No monetary limitations on ITAs as staff should will ensure that each ITA cost is reasonable and necessary. Career planners will continue to adhere to the WIOA requirement to document coordination of financial assistance with training providers and including for Free Application for Federal Student Aid (FAFSA) and scholarships where applicable.

IX. Needs-Related Payments
Needs-related payments are payments that are necessary to enable an individual to participate in training services for adults and dislocated workers. However, because of limited WIOA funding, the needs-related payment option has been eliminated.

X. Incentives and Bonuses

Incentive and Bonus payments are payments that are based on a youth participant’s attendance and/or performance when tied to a training activity or work experience and demonstrated intervention on the part of the career planner. The Administrative Entity may approve incentives for special programs for youth with special circumstances. Currently, a participant may receive a bonus or incentive from only one of the four options listed below in a program year:

A. $50 will be offered to youth and participants as an incentive for each GED section passed during participation in the WIOA Youth Program. Participants will participate in training and receive the accumulated incentive once the GED is attained.

B. $250 will be offered as an incentive to out-of-school, basic skills deficient youth for each area - literacy and numeracy - in which they demonstrate an increase of one or more educational functioning levels based on their pre- and post-test scores. This incentive fund will be issued upon receipt of participant’s post-test scores noting the increase in educational functional levels.

C. As an incentive to participate in the initial assessment (pre-test) necessary to meet the Measurable Skills Gain measure, $20 will be offered as an incentive to youth who are out-of-school and basic skills deficient. This incentive will be paid upon receipt of the participant’s scores from their pre-test.

D. Incentives may be awarded to project-based programs for at-risk youth. Payments will be based on attendance and performance criteria. The project and specific requirements for incentives must be included in the Service Provider Contract/Agreement or addendum to Service Provider Contract/Agreement.

XI. Policy on Self-sufficiency

An employed adult shall be considered self-sufficient if the family income exceeds 155 percent of the U.S. Department of Labor’s Lower Living Standard Income Level (LLSIL) guidelines. A reemployed dislocated worker shall be considered self-sufficient if he/she is employed in a permanent position that pays at least 90 percent of the qualifying layoff wage.

XII. Dislocated Worker Eligibility/Timelines

A. Three years will be established as the timeframe from which the layoff, termination or ending of self-employment occurred for dislocated worker eligibility purposes.

B. Unlikely to Return

Four weeks of unemployed time shall be used to substantiate “unlikely to return” to the previous industry or occupation. The four weeks of unemployed time can be waived if the case manager can verify/document that the registrant is unlikely to return to a previous industry or occupation.
C. Duration Sufficient to Demonstrate Attachment to the Workforce

Applicants must provide evidence that they have been employed fulltime (30 hours or more per week) in the same or similar occupation for at least one year out of the last three years immediately prior to registration, or they must otherwise demonstrate that they have had substantial attachment to the same or similar occupation for at least one year. The term “substantial” is based on calculating the fulltime equivalency of work history. “Fulltime” is defined as 30 hours per week at a minimum, which calculates to 1,560 hours worked per year.

D. Substantial Layoff

The state will incorporate the following definition from the Worker Adjustment and Retraining Notification (WARN) Act of 1988:

Any reduction in force which is not the result of a plant closing and which results in an employment loss at a single site of employment during any 30 day period of: a) at least 500 employees (excluding employees regularly working less than 20 hours per week) or b) at least 50 employees (excluding employees regularly working less than 20 hours per week) and at least 33 percent of the regular full-time workforce (excluding employees regularly working less than 20 hours per week).

E. Terminated/Laid off

“Terminated/laid-off” refers only to involuntary discharge not for cause, and precludes enrollment of those individuals who were discharged for cause. Individuals may qualify as having been “laid off or terminated” when the cognizant Unemployment Insurance (UI) entity has adjudicated the case and determined that the decision to quit the job was warranted. In those instances where the applicant receives formal notification of monetary ineligibility for UI, the case manager may apply the rationale of “discharge not for cause” using information received from the employer regarding the individual’s separation.

F. General Announcement

A verifiable form of communication from the employer, authorized representative or designee, informing the public or the employees of the business closure or substantial layoff which includes a planned closure date for the facility is required.

G. Self-Employed

An individual who was self-employed (including but not limited to employment as a farmer, a rancher or a fisherman) or was a contributing family member in a self-employment endeavor, but is unemployed due to business downturn or failure which occurred as a result of general economic conditions in the community in which the individual resides or because of natural disasters.

H. Governor’s Group

Individuals laid off or terminated due to natural disaster or severe economic downturn, as defined and approved by the Governor or his designated representative.
B. DESCRIBE HOW THE STATE INTENDS TO USE GOVERNOR’S SET ASIDE FUNDING. 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.
GOVERNOR’S FUND 10% SET-ASIDE PLANS

WIOA Title IB 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 identifying eligible providers of work-based training opportunities;
  - 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 (No longer waived);
- 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 provide 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 for 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 (No longer waived); and
- Operating a fiscal and management accountability information system.

Dissemination of Information

The State will use approximately $100,000 in funding as needed to meet this statutory requirement which includes: eligible providers, outreach, service delivery strategies, accessibility and workforce information. The state’s current eligible training provider process will need to be modified to comply with increased regulations.

Assisting in the Operation of the One Stop System

The State will make available up to $27,450 of state funds to assist in the operation of the One Stop system. This includes staff development, technical assistance and local area development.

High-Concentration of Youth

The State is reserving $100,000 to be used to serve high concentrations of youth throughout the state. Funds will be distributed based on a council approved methodology to those areas demonstrating a need for additional monies.
Fiscal and Program Management

The State is reserving approximately $600,000 to pay for the costs of state administration and program functions and to support the costs of the shared state-local systems including the statewide MIS and FMIS systems, monitoring, data validation and program evaluations.

Optional activities

As part of the provision of optional activities, the State will incorporate WIOA’s share of Workforce Development Council costs to support its activities. In addition, workforce information system (America’s Job Link) costs will also be attributed to this category. In total, the State proposes expending $71,667 in optional activity costs. Any additional funding available will be directed to ensure adequate monies to support required activities and those allowable activities the council seeks to support.

RAPID RESPONSE ACTIVITIES

The Idaho Department of Labor’s Workforce Division serves as the state Dislocated Worker Unit with responsibility for the coordination of Rapid Response/ Dislocated Worker/TAA services within the department and other state and local community resources. The department’s Rapid Response activities involve and are closely coordinated with the Field Services Division, Benefits Bureau, Research and Analysis Bureau, Marketing and One-Stop offices. The department offers a comprehensive array of services including Wagner-Peyser, unemployment insurance, Trade Adjustment Assistance and veterans services. Rapid Response interventions, implemented by the department’s Field Services Division and coordinated with the local One-Stop centers, incorporate them all in ensuring workers impacted by mass layoffs and closures are seamlessly transitioned to One-Stop activities. The department also coordinates closely with the state AFL-CIO and East-Central Idaho Planning and Development Association in arranging services for dislocations involving organized labor. These program representatives constitute the state’s Rapid Response Team.

Local One-Stop Management staff is responsible for coordinating local workforce investment activities in conjunction with the state’s Rapid Response efforts, including making WIOA Title I resources available to dislocated workers. The staff assists the state in promoting rapid response, early interventions services and Labor/Management Committees and helps to develop response plans to worker dislocations. The One-Stop staff also assists in coordinating services with local economic development efforts and the appropriate local elected officials. The extensive involvement of both One-Stop 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 must submit a notice of plant closures and mass layoffs to the Idaho Department of Labor, which in turn distributes the information to the department’s division administrators and state agencies participating in the One-Stop system. The Workforce Division or local One-Stop management 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, fully automated onsite re-employment centers may also be established and staffed. Career and training services are presented 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 impacted 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 Dislocated Worker funds (25%) to support Rapid Response. The funds are first prioritized for supplementing local WIOA Title I services and will support career and training services for the employees of the company. The second priority for funding is to support services for smaller dislocations where the Dislocated Worker Unit and local One-Stop 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. Funds are allocated based on needs (support for carry-in participants and an increase in dislocations) and/or through the Dislocated Worker substate funding formula. Funds retained for Rapid Response activities at the state level may be allocated to local areas as they experience increased numbers of individuals in need of dislocated worker services due to 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 the state’s Workforce Development Training Fund.

The Idaho Department of Labor has years of experience providing Rapid Response services to our business community. Its proven track record is evident by its exemplary performance. Department 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 currently provides integrated participant, financial and management reporting for WIOA Dislocated Worker, NDWG and TAA program activity. Tracking Rapid Response team activities continues on the intra-agency communications system.

C. IN ADDITION, 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 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 to coordinate the responses of Idaho’s state agencies. In the 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. At all levels, as appropriate, the Idaho Department of Labor participates in the agency coordination to ensure critical functions are operating and assistance is available to those in need. These functions include Rapid Response and Disaster Unemployment.

The Idaho Department of Labor’s Division of Workforce Policy and Operations 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, 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 Idaho Department of Labor staff from the local America Job Centers offering the full-range of one-stop services such as Employment Services, Unemployment Insurance, WIOA Dislocated Worker, Trade Adjustment Assistance and Veterans services. The team also includes representatives from the state’s AFL-CIO if organized labor is affected and East-Central Idaho Planning and Development Association when serving Service Delivery Area (Region) 6.

The Rapid Response team is responsible for coordinating the local Rapid Response services and help develop a response plan for worker dislocations. The primary services provided by the Rapid Response team are Disaster Unemployment and WIOA Title I Dislocated Worker.

Disaster Unemployment is 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 planners will prepare to submit a request for a National Dislocated Worker Emergency Grant within 15 days. After the initial provision of Rapid Response services under WIOA Title I, the state planners will consult the Rapid Response team for a recommendation to apply for a National Dislocated Worker Emergency Grant.

D. DESCRIBE HOW THE STATE PROVIDES EARLY INTERVENTION (E.G., RAPID RESPONSE) TO WORKER GROUPS ON WHOSE BEHALF A TRADE ADJUSTMENT ASSISTANCE (TAA) PETITION HAS BEEN FILED. (SECTION 134(A)(2)(A).) THIS DESCRIPTION MUST INCLUDE HOW THE STATE DISSEMINATES BENEFIT INFORMATION TO PROVIDE TRADE-AFFECTED 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 TRADE-AFFECTED 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.

WIOA Dislocated Worker and Trade Adjustment programs are both administered through the One-Stop centers. Since the inception of WIA and continued on with WIOA, any means of cost sharing has been emphasized to increase the impact of limited funds. 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 Trade related, assesses initial community impact, identifies and includes other partners for rapid response assistance and develops integrated service delivery schedules to meet the needs of each individual employer and the impacted workers. Informational packets, which include a survey to determine workers’ interests and to use towards the development of a National Dislocated Worker Grant, are distributed to the impacted workers at the Rapid Response event. 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. Forms used for WIOA career assessment and retraining plans are accepted for the TAA program, eliminating client redundancies and streamlining co-enrollment processes. Although co-enrollment is not mandated, Rapid Response service delivery planning has ensured the majority of TAA recipients in Idaho are also being served with WIOA funds. The state requires co-enrollment of TAA recipients whenever they receive WIOA staff or other supportive services.

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. 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 and may benefit from the availability of OJT options.

OJT Training contracts are directed at employers who are able to 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 market demand-driven services and build relationships with businesses;
- Increase employment opportunities for harder to serve individuals persons, 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. DESCRIBE HOW THE STATE WILL INCORPORATE REGISTERED APPRENTICESHIP INTO ITS STRATEGY AND SERVICES.

Late in 2015, Idaho was one of six states selected by the US Department of Labor to participate in an apprenticeship initiative providing customized technical assistance support from experienced apprenticeship coaches. The State’s apprenticeship development team, composed of workforce, apprenticeship, education, and other key partners, has been identified and will be taking full advantage of this opportunity in 2016 to support strategies to integrate apprenticeship as a sustainable solution under WIOA.
Initial strategies:

- Launch a renewed apprenticeship effort concentrating on one high growth occupation/industry; provide a positive model for expansion
- Pursue a local area focus first, then expand and strengthen to a statewide strategy
- Lean on USDOL technical assistance and Office of Apprenticeship for guidance, innovation and successful strategies from other states
- Integrate apprenticeships into Idaho’s career pathways and industry sector strategies

3. PROVIDE THE PROCEDURE, ELIGIBILITY CRITERIA, AND INFORMATION REQUIREMENTS FOR DETERMINING TRAINING PROVIDER INITIAL AND CONTINUED ELIGIBILITY, INCLUDING REGISTERED APPRENTICESHIP PROGRAMS (WIOA SECTION 122).

IDAHO TRANSITION POLICY ALTERNATE CRITERIA FOR WIOA ELIGIBLE TRAINING PROVIDERS INITIAL AND CONTINUED ELIGIBILITY

INSTITUTION CRITERIA:

- Provide a certificate of registration or letter of exemption from the Office of the State Board of Education or other oversight body such as the Bureau of Occupational Licensing.
- Provide a copy of the institution’s refund policy.
- Certify compliance with debarment and nondiscrimination policies.
- Certify compliance with EEO policy.
- Sign letter of intent to begin collecting required information for programs.

PROGRAM CRITERIA:

- Program of training leads to a high–growth/high–demand occupation with a minimum entry wage of $10/hour. A list of such high–growth/high–demand occupations based on Idaho labor market information is found here. http://labor.idaho.gov/WIOA/ETP_Occupations–2015.xlsx Note: WIOA participants will be encouraged to select training for an occupation that pays at least $12/hour.
- Program of training provides a high quality experience, including leading to a recognized postsecondary credential.

High quality training experience may be identified by:

- Physical facilities and/or tools appropriate to meet instructional and skills assessment needs;
- Reportable skills gain measured by assessments;
- Industry endorsement;
- Not having a high dropout rate and/or high student loan default rate and/or poor job placement rate; and
- Preferably has regional or national accreditation.
Note: WIOA participants will be encouraged to select training that leads to an industry–recognized postsecondary credential.

IDAHO ELIGIBLE TRAINING PROVIDER LIST

WIOA TRANSITION PROCEDURES BEGINNING OCTOBER 20, 2015

INITIAL ELIGIBILITY

- New providers and existing providers with programs of study not already on the Idaho Eligible Training Provider List may apply for Initial Eligibility.
- Approval is based on the institution and program criteria outlined above (Idaho Alternate Criteria for WIOA Transition Initial and Continued Eligibility).
- Letters of intent and accompanying information* will be collected until December 31, 2015. Upon receipt of the signed letter of intent, the Workforce Development Council may approve the institutions and programs for initial eligibility. After January 1, 2016, institutions will be required to execute a Memorandum of Understanding with the Idaho Department of Labor and when applicable the Office of the State Board of Education before the Workforce Development Council may approve the institution’s programs.
- Initial eligibility will expire 1 year from date of approval.

CONTINUED ELIGIBILITY

- Existing WIA Eligible Training Providers may apply for Continued Eligibility if their program is already on the ETP list: http://labor.idaho.gov/wia1/allregion.xlsx.
- Approval of programs will be subject to the institution and program criteria outlined above (Idaho Alternate Criteria for WIOA Transition Initial and Continued Eligibility).
- Letters of intent and accompanying information* will be due December 21, 2015 for existing WIA ETP providers to obtain continued eligibility under WIOA. Continued eligibility will be subject to renewal by January 1, 2017.
- Existing providers failing to submit requested information will be removed from the ETP list on January 2, 2016.

*ACCOMPANYING INFORMATION:

- Certificate of registration or letter of exemption from the Office of the State Board of Education or other oversight body such as the Bureau of Occupational Licensing.
- Copy of the institution’s refund policy.
- Signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion
- Signed Certification Regarding Nondiscrimination
- Signed WIOA Eligible Training Provider Payment Terms Acknowledgement
- List of programs to accompany the letter of intent.

Public Postsecondary Academic Programs—Consistent with existing policy, academic programs provided by Idaho’s public colleges and universities will be approved for initial eligibility under WIOA.

These programs will be added to the ETP list upon request of a WIOA career planner from the Idaho Department of Labor and confirmed by the Idaho State Board of Education.
Registered Apprenticeships– U.S. Department of Labor Registered Apprenticeship programs are automatically placed on the WIOA eligible training provider list upon request from the apprenticeship sponsor.

Out–of–State Providers– Out–of–state providers must be on their respective state’s WIOA eligible training provider list before Idaho WIOA participants may use them.


4. DESCRIBE HOW THE STATE WILL IMPLEMENT AND MONITOR THE PRIORITY FOR PUBLIC ASSISTANCE RECIPIENTS, OTHER LOW-INCOME INDIVIDUALS, AND INDIVIDUALS WHO ARE BASIC SKILLS DEFICIENT IN ACCORDANCE WITH THE REQUIREMENTS OF WIOA SEC. 134(C)(3)(E), WHICH APPLIES TO INDIVIDUALIZED CAREER SERVICES AND TRAINING SERVICES FUNDING BY THE ADULT FORMULA PROGRAM.

Idaho Policy for WIOA Adult Program

PRIORITY GROUPS FOR INDIVIDUALIZED CAREER OR TRAINING SERVICES

Policy is currently posted for approval by the Workforce Development Council on April 20, 2016.

ELIGIBILITY CRITERIA LOW–INCOME

WIOA supervisors and career planners must use low–income status as an eligibility criteria when determining who is appropriate to receive individualized career or training services. Adult program will allow an exception for low–income criteria in up to five percent of enrollees.

The current eligibility levels are listed in the table below.

2015 WIOA Program Income Levels for Eligibility

<table>
<thead>
<tr>
<th>Persons in Family/Household</th>
<th>Metro</th>
<th>Non–Metro</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$11,880</td>
<td>$11,880</td>
</tr>
<tr>
<td>2</td>
<td>$16,953</td>
<td>$16,762</td>
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<tr>
<td>5</td>
<td>$33,906</td>
<td>$33,526</td>
</tr>
<tr>
<td>6</td>
<td>$39,658</td>
<td>$39,209</td>
</tr>
</tbody>
</table>

For Families with more than 8 persons:

Add $5,752 for each additional person Add $5,683 for each additional person

Metro Counties: Ada, Boise, Canyon, Gem, Owyhee, Kootenai, Bonneville, Jefferson, Nez Perce, Franklin, Bannock, Power

Order of Selection – Priority Groups
When determining who is appropriate to receive services WIOA supervisors and career planners must prioritize for service individuals receiving public assistance and individuals who are basic skills deficient.

Monitoring

To monitor the prioritization for the Adult program recipients, quarterly reports will be developed that report the following:

<table>
<thead>
<tr>
<th>Priority Group</th>
<th>Number of Eligible Applicants</th>
<th>Percent of Eligible Applicants</th>
<th>Number of Recipients of Training or other Individualized Career Service</th>
<th>Percent of Recipients of Training or other Individualized Career Service</th>
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</thead>
<tbody>
<tr>
<td>ALL Adult WIOA applicants</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
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<tr>
<td>Low-Income Recipients of Public Assistance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Skills Deficient</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>BSD referred to ABE</td>
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</tbody>
</table>

5. DESCRIBE THE STATE’S CRITERIA REGARDING LOCAL AREA TRANSFER OF FUNDS BETWEEN THE ADULT AND DISLOCATED WORKER PROGRAMS.

Transfer of Funds between Adult and Dislocated Worker Programs

Policy is currently posted for approval by the Workforce Development Council on April 20, 2016.

Transfer Requests

Under the Workforce Innovation and Opportunity Act (WIOA), the state Workforce Development Council (Council) is given the authority to approve fund transfer requests of up to 100 percent of an area’s program year formula allocation between adult and dislocated worker funds. This authority is provided under WIOA as long as the request meets the Governor’s approval. The Idaho Department of Labor, in conjunction with any of the region’s service providers, may develop a request to transfer funds during the program year. These requests will then be presented to the Council or its Executive Committee for authorization to forward to the Governor for approval.
The transfer request may be submitted in a brief narrative outlining the items below:

- The situation necessitating the transfer, including local conditions (labor market, economic, etc.) contributing to the need for this transfer request.
- How the funds transfer will impact the participant levels in both programs.
- The transfer’s effect on current providers of training and other services.
- Describe the expected impact on WIOA performance outcomes for both funding streams.

The fund transfer may be approved by the Council, provided that:

- The transfer will not adversely impact an area’s capacity to adequately provide appropriate services to individuals in need of such services provided by the program subject to reduced funding.
- The transfer should also not adversely impact the area’s ability to achieve program performance measures established for the current or subsequent years.
- The local area will expend, at a minimum, 80 percent of all funds budgeted to the receiving funding stream by the end of the program year.

**Funds Not Subject to Transfer Requests**

The following funds are not subject to transfer:

1. Adult or dislocated worker funds re-allocated by the Idaho Department of Labor;
2. Funds awarded to the state under a National Emergency Grant (NEG); and
3. Funds reserved under the governor’s 15 percent discretionary rules.
C. YOUTH PROGRAM REQUIREMENTS

With respect to youth workforce investment activities authorized in section 129 of WIOA,—

1. IDENTIFY THE STATE-DEVELOPED CRITERIA TO BE USED BY LOCAL BOARDS IN AWARDING GRANTS 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 IN AWARDING SUCH GRANTS.*

* Sec. 102(b)(2)(D)(i)(V)

The State Youth Committee recommended and the State Workforce Development Council approved assigning delivery of the youth framework component to the state’s grant recipient/fiscal agent, the Idaho Department of Labor as allowed in the NPRM §681.400. All intake, assessment, completion of individual service strategies, case management and follow-up services will be provided within the One-Stop offices by Idaho Department of Labor staff.

Annual contracts with Idaho Department of Labor WIOA Youth Program providers include the expectation of performance requirements. In addition to the WIOA Sec. 116 measures, they will be evaluated on their service to individuals with barriers to employment and according to incidence of population (demographics). The outcomes will be reviewed by the Youth Committee annually to ensure that the Idaho Department of Labor continues to meet performance accountability measures.

The following services were solicited as projects through a competitive procurement process: 1) Provide paid and unpaid work-based training activities (on-the-job trainings (OJTs), internships, apprenticeships, and work experiences) to develop occupational skills, including soft or work readiness skills, in demand by high growth industries and to prepare out-of-school youth for placement in specific high growth industry pipelines; 2) Incorporate leadership development opportunities as part of the work-based training opportunities noted above, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate; 3) Provide adult mentoring opportunities; and, 4) Provide supportive services as necessary for the WIOA-enrolled out-of-school youth. Examples include, but are not limited to: Linkages to community services; Assistance with transportation; Assistance with child care and dependent care; Referrals to medical services; and Assistance with uniforms or other appropriate work attire and work-related tools; and Provision of additional services that support youth with disabilities.

Proposed projects must include all four (4) allowable program elements noted above. These four (4) elements above may be required in combination or alone at different times during a youth’s development, as determined appropriate for each individual youth, based on their objective assessment and individual service strategy developed by IDOL WIOA staff. Although Idaho Workforce Development Council serves as both the state board and local board for the statewide planning area, the service projects were solicited for Idaho’s six WIOA service delivery areas. Some of the criteria for awarding the service delivery contracts includes, but is not limited to:
- Providing all of the contracted service elements to all referred youth in the SDA they propose to provide services;
- Following the parameters of federal and state regulations, including state WIOA Provisions and Assurances to address fiscal and programmatic items such as confidentiality, recordkeeping, and other matters;
- Serving only youth referred by IDOL under these provisions
- Providing priority of services to low-income individuals from the juvenile justice system, aging out of foster care, pregnant and parenting youth, and individuals with disabilities.
- Delivering the service elements within five (5) business days of receiving a referral from the IDOL.

Outcomes

Compliance with federal performance guidelines, which provide specific levels of performance for WIOA program outcomes, is critical. In addition, the contractor’s performance will be measured against the following performance indicators established for this solicitation. Performance indicators may be added or revised to meet federal and state requirements.

a. Percentage of participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the project. i. The contractor must focus on employment opportunities in high demand occupations in high growth industries that feed into specific high growth industry pipelines.

b. Percentage of participants in education or training activities, or in unsubsidized employment, during the fourth quarter after exit from the project.

c. Median earnings of participants who are in unsubsidized employment during the second quarter after exit from the project.

d. Effectiveness in serving employers.

PROJECT DESIGN The contractor’s project designs describe project flow, including how each specific service is provided, emphasizing participant-based processes that ensure the provision of element(s) for each referral as defined by IDOL in the youth participant’s planned service strategy. The project design should show accommodation of the unique needs of low-income individuals from the juvenile justice system, those aging out of foster care, pregnant and parenting youth, and individuals with disabilities, including translation and interpretation services for limited English proficient participants, as needed. To ensure there are no gaps in service, the contractor must ensure that program participants are actively engaged and that communication with both participants and employers is continually maintained. Timelines for project implementation include a plan that supports effective communication regarding project implementation between the contractor, the IDOL, participants, worksites/employers, and supportive service providers. This plan must incorporate and coordinate already existing tools and resources to ensure communication remains intact between all parties and identify the scope of reach and best ways to communicate between all parties, including the state Grants Management Unit.

PAID/UNPAID WORK-BASED TRAINING ACTIVITIES

Work-based training is a major component of the program and is the next step in a youth’s career development. Successful contractors are those that demonstrate an understanding of the labor
market within the community and the opportunities for young adult employment through paid and unpaid work-based training, including pre-apprenticeship programs; internships, which may consist of job rotation and must be made available at the end of the youth completing the occupational skills training; job shadowing; and on-the-job training, which must lead to full-time employment.

Through the solicitation, the state seeks area contractors that will develop occupational skills for participants that are in demand by high growth industries, placing participants into specific high demand occupational pipelines that match their skills and interests, in addition to meeting the employer’s needs. Their linkages to employment, including the relationship with local Idaho Department of Labor offices, is critical to the state’s requirement that work-based training opportunities (OJTs, internships, and work experiences) and structured work-based training activities be developed quickly and efficiently, promoting the development of a youth’s soft or work-readiness skills as needed.

SUPPORTIVE SERVICES, ADULT MENTORING, AND LEADERSHIP OPPORTUNITIES

The contractor’s established, working relationships with other entities in the project’s service delivery area will help to improve out-of-school youth participation, broadening access to any necessary services a participant may need. Identifying these relationships with entities providing supportive services, adult mentoring, and leadership opportunities for youth help the Idaho Workforce Development Council determine how effective a contractor may be in developing community partnerships to improve regional coordination and service delivery to support the needs of youth and young adults as identified in their comprehensive assessment.

As the WIOA Final Rules are issued, any awarded contracts will be revised to incorporate any changes that may have resulted from any of the revisions from the original solicitation which was based on the NPRMs released in 2015.

2. DESCRIBE THE STRATEGIES THE STATE WILL USE TO ACHIEVE IMPROVED OUTCOMES FOR OUT-OF-SCHOOL YOUTH AS DESCRIBED IN 129(A)(1)(B), INCLUDING HOW IT WILL LEVERAGE AND ALIGN THE CORE PROGRAMS, AND COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN, REQUIRED AND OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE.

Connecting with Youth is one of the State’s priorities identified in the Combined State Plan in Section II(b)(2). This priority stems from the analysis in Section II(a) showing that young people, as a broad group, are already at a disadvantage in terms of finding employment. This disadvantage is compounded when applied to persons with additional barriers to employment such as being an out-of-school youth.

The Idaho Workforce Development Council is transitioning the state’s Title I Youth program by directing 100% of program funds towards out-of-school youth. Program staff across the state will exclusively target its outreach efforts to this population. To spur this transition further, the Workforce Development Council directed that PY2016 Youth in Need funds be specifically applied towards outreach efforts to out-of-school youth with barriers to employment so these youth understand what services are available to them.

A second state workforce goal identified by the Idaho Workforce Development Council (Section 11(b)(2)) is “Facilitate development of an Idaho workforce that is highly skilled and committed to...
continuous learning.” Beneath this goal are several strategies specifically designed to target the improvement of out-of-school youth outcomes, including: A) Enhance opportunities for lifelong learning by expanding delivery options such as: 1) stackable credentials; 2) compressed scheduling; and 3) on-line and distance learning, 4) modularized curriculum and 5) other alternative learning modalities.” B) 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.

Out-of-school and disconnected youth specifically benefit from expanded alternative learning modalities and training opportunities developed within Idaho’s education and workforce systems. Such modalities 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, 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 Youth program for out-of-school youth:

- low-income youth involved with the juvenile justice system;
- low-income youth exiting foster care;
- low-income youth that are pregnant and/or parenting; and
- low-income youth with disabilities.

The State WIOA Youth Committee’s specific recommendation the council prioritize out-of-school youth with disabilities for the WIOA Title I youth program serves as a counterpart to Title IV’s new requirement to emphasize pre-employment transition services to (in-school) students with disabilities. The alignment of WIOA core programs to maximize service through limited resources will improve outcomes for both in-school and out-of-school youth with disabilities throughout the state.

3. **DESCRIBE HOW THE STATE WILL ENSURE THAT ALL 14 PROGRAM ELEMENTS DESCRIBED IN WIOA SECTION 129(C)(2) ARE MADE AVAILABLE AND EFFECTIVELY IMPLEMENTED.**

* Sec. 102(b)(2)(D)(i)(I)

Extensive surveys and communication with youth service providers found that the WIOA youth elements found to be commonly available in local service areas for youth tutoring, alternative school, education concurrent w/work prep, guidance and counseling, financial literacy education, entrepreneurial skills, labor market information and transition activities will be coordinated with other providers in the communities, rather than purchased with WIOA funds. Also, the WIOA Act and regulations clarify that awarding a grant on a competitive basis does not apply to the design framework component where these services are provided by the grant recipient/fiscal agent. 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. In Idaho, the grant recipient/fiscal agent - the Idaho Department of Labor - will provide youth design framework services.
The remaining youth elements - paid/unpaid work experiences; leadership skills; supportive services; and adult mentoring - will be procured as the state’s Workforce Development Council works towards developing the proposal criteria for contracting service providers for youth activities.

Contracts with the service providers identify how the elements will be effectively implemented.

Where Idaho Department of Labor staff provide the framework services, the career planners must be able to provide access to any of the elements most appropriate for the eligible youth. The contracts with the Idaho Department of Labor service providers require a program design including the 14 required youth elements with an emphasis on 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; and effective connections to employers, in in-demand industry sectors and occupations of the local and regional labor markets.

To ensure the framework services are effectively implemented, the contract with Idaho Department of Labor service providers specifies standards and 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 are required in their contracts to develop linkages with the public, private and non-profit service providers of these elements. Such linkages must include arrangements to ensure there is regular exchange of information relating to the progress, problems and needs of participants.

The service providers contracted to provide the remaining elements will have separate contracts defining the standards and expectations for those services provided.

Performance of the service providers under the contracts are monitored regularly to ensure program integrity. Providers also submit a quarterly continuous improvement report on progress toward the achievement of goals, objectives, expenditure rates, service levels, and other process and outcome measures.


Because the WIOA youth program will not enroll in-school youth, no criteria will be developed for in-school youth “requiring additional assistance to complete an education program, or to secure and hold employment” specified in WIOA section 129(a)(1)(C)(iv)(VII).

The proposed criteria for out-of-school youth requiring additional assistance has been approved by the Youth Subcommittee and will be presented for adoption by the Workforce Development Council on April 20, 2016.
The Proposed Definition for WIOA Youth Policy (Out-of-school Youth):

Low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment:

A) Has been treated by a professional for mental health issues including traumatic events, depression, or substance abuse related problems. OR

B) Has been or is a victim of abuse, or resides in an abusive environment as documented by a licensed professional; OR

C) Has been unemployed for at least three of the last six months (not necessarily consecutive); OR

D) Has a family history of chronic unemployment (during the two years prior to application, family members were unemployed longer than employed); OR

E) Limited English speaking or cultural displacement. i.e., refugees.


IDAHO CODE 33-202. SCHOOL ATTENDANCE COMPULSORY.

The parent or guardian of any child resident in this state who has attained the age of seven (7) years at the time of the commencement of school in his district, but not the age of sixteen (16) years, shall cause the child to be instructed in subjects commonly and usually taught in the public schools of the state of Idaho. Unless the child is otherwise comparably instructed, the parent or guardian shall cause the child to attend a public, private or parochial school during a period in each year equal to that in which the public schools are in session; there to conform to the attendance policies and regulations established by the board of trustees, or other governing body, operating the school attended.

Other Idaho codes relating to school attendance:

Idaho Code 33-201. School Age.

Idaho Code 33-203. Dual Enrollment.


Idaho Code 33-207. Proceedings Against Parents or Guardians.

6. IF NOT USING THE BASIC SKILLS DEFICIENT DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INCLUDE THE SPECIFIC STATE DEFINITION.

Idaho will use the statutory definition from WIOA Section 3(5)(A) - “who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test.”
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 also 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. THE TYPE AND AVAILABILITY OF WIOA TITLE I YOUTH ACTIVITIES, INCLUDING AN IDENTIFICATION OF SUCCESSFUL PROVIDERS OF SUCH ACTIVITIES. (WIOA SECTION 108(B)(9).)

1. All public comments are submitted in the Appendices.

2. Not applicable. The Idaho Department of Labor is the entity responsible for the disbursal of grant funds.

3. Extensive surveys and communication with youth service providers found that the WIOA youth elements found to be commonly available in local service areas for youth tutoring, alternative school, education concurrent w/work prep, guidance and counseling, financial literacy education, entrepreneurial skills, labor market information and transition activities will be coordinated with other providers in the communities, rather than purchased with WIOA funds. Also, WIOA and its regulations clarify that awarding a grant on a competitive basis does not apply to the design framework component where these services are provided by the grant recipient/fiscal agent. 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. In Idaho, the grant recipient/fiscal agent -the Idaho Department of Labor - will provide youth design framework services.

The remaining youth elements - paid/unpaid work experiences, leadership skills, supportive services, and adult mentoring - will be procured as the state’s Workforce Development Council works towards developing the proposal criteria for contracting service providers for youth activities.

Youth with disabilities are a priority group for the WIOA Title I Youth program and are also the target group for the state’s current Disability Employment Initiative (DEI) grant. The state has made significant efforts to ensure that services to youth with disabilities are provided in the same capacity as those without disabilities and the needs of this population are properly addressed. WIOA Youth program staff are trained by or partnered with DEI staff for service provision. Regional business specialists and other WIOA partner 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.
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, INCLUDING HOW THE WAIVER WILL IMPACT SERVICES FOR DISADVANTAGED POPULATIONS OR INDIVIDUALS WITH MULTIPLE BARRIERS TO EMPLOYMENT; AND

6. DESCRIBES THE PROCESS 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

The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver;

Waiver Request 1 – SINGLE STATEWIDE COUNCIL SERVING STATEWIDE REGIONAL PLANNING AREA
(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;

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 661.300(f) which permits a state board to carry-out the roles of a local board in a single local area to a statewide regional planning area. The Workforce Innovation and Opportunity Act Sections 106(d)(2) and 107(c)(4) 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 and the current structure is reflected in the 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;

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 Idaho Workforce Consortium.

(3) Describes the goals of the waiver and the expected programmatic outcomes if the request is granted;

The primary goal to be achieved by this waiver is to reduce annual overhead and maximize the available money directed to training 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 continued to use the Workforce Development Council as the local workforce board throughout the state. 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 program funds allowing for more participants to be served.

As evidenced since its initial implementation, the single statewide planning structure has reduced annual overhead, maximizing the available money directed to training and services to business and job seekers.

The State has set a goal of spending 50 percent of WIOA local Adult and Dislocated Worker funds for direct training and support of businesses and participants, positively impacting achievement of performance goals.

This statewide structure enhances efforts to transform the system into a demand driven system. The 25 Idaho Department of Labor offices across the state serve as the state’s American Job Centers offering the full range of workforce development services. This recognizes the importance of sharing data and information about new and expanding businesses to build the economy across regions.(A) supporting employer engagement;

Additional funds will be available to support statewide activities supporting employer engagement.

(B) connecting education and training strategies;

The current Workforce Development Council has been in place since the Jobs Training Partnership Act. The Presidents of the community colleges in the state, the Superintendent of Public Instruction
and the Executive Director of the Office of the State Board of Education are all required members of the state Workforce Development Council. State education policy is thoroughly aligned with workforce development goals.

(C) supporting work–based learning;

Additional funds will be available to support statewide activities supporting employer engagement.

(D) improving job and career results, and

Additional funds will be available to support statewide activities supporting employer engagement.

(E) other guidance issued by the Department.

Not applicable.

5) Describes the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment;

The change to a single statewide regional planning structure, in conjunction with this waiver, has allowed for an average annual increase in training opportunities for more adults, dislocated workers and at–risk youth, and has since permitted the state to maintain service levels despite funding cuts over the years.

(6) Describes the processes used to:

(A) Monitor the progress in implementing the waiver;

As evidenced since its initial implementation, the single statewide planning structure has reduced annual overhead, maximizing the available money directed to training and services to business and job seekers. The State has set a goal of spending 50 percent of WIOA local Adult and Dislocated Worker funds for direct training and support of businesses and participants, positively impacting achievement of performance goals. That ratio of direct training funds is regularly monitored to ensure that direct participant funding does not drop below 50% of the funds.

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 avoid future disallowed costs and will continue to do so, thus further enabling the redirection of funds from service provider and administration to direct participant training and support.

(B) Provide notice to any local board affected by the waiver;

No local boards are affected by the waiver.

(C) Provide any local board affected by the waiver an opportunity to comment on the request;

No local boards are affected by the waiver.
(D) Ensure meaningful public comment, including comment by business and organized labor, on the waiver.

Originally this waiver was announced to the general public as part of the PY05 plan review process which included a process for soliciting review and comment during a three-week period and review by the state’s Workforce Development Council, which included comments from the existing Local Workforce Investment Boards and their staff.

This request for waiver extension was posted at http://www.labor.idaho.gov for public review from June 17 – July 13, 2015. No public comments were received. The State Workforce Development Council, which includes representatives for both business and organized labor, approved the request for submission of a waiver extension on July 13, 2015. The meeting was announced and opened to the public.

(E) Collect and report information about waiver outcomes in the State’s WIOA Annual Report.

The waiver outcomes will be collected and reported in the State’s WIOA Annual Report.

(7) The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver.

Not applicable.

Waiver Request 2 – REQUIRED EVALUATIONS OF WORKFORCE INVESTMENT ACTIVITIES

(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;

The state of Idaho respectfully requests a waiver of the following two sections of the Workforce Innovation and Opportunity Act concerning required activities funded by Governor’s Reserve funds: completion of evaluations on workforce investment activities for adults, dislocated workers, and youth (WIOA Section 134 (a)(2)(B)(vi)), WIOA Section 129(b)(1)(A).)

The Combined WIOA State Plan indicates that it will use the statutory performance measures to evaluate the effectiveness of the programs.

(2) Describes the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers;

No state statutory or regulatory barriers exist at this time.

(3) Describes the goals of the waiver and the expected programmatic outcomes if the request is granted;

Congressional action has decreased the percentage of Governor’s Reserve funding for states from 15 percent down to 10 percent. Furthermore, Idaho’s base funding has decreased $1.4 million from PY 2014 to PY 2015. The total amount available for the Governor’s Reserve in PY 2015 is $864,727,
down from $879,192 in PY 2014. Consequently, funding has become severely limited while the costs of operating the state’s workforce development/One–Stop system and the other mandatory WIOA activities continue to rise, further restricting Idaho’s ability to effectively fund and carry–out all of the required statewide workforce investment activities. The current funding level for this program year and anticipated funding levels for future program years are insufficient to cover the costs of conducting evaluations.

With this waiver, Governor’s Reserve funding will be used to enhance those primary and basic functions of the system. The state’s reduced funds are being used for the following required activities:

- Submitting required reports
- Disseminating and making available the state’s list of WIOA Eligible Training Providers;
- Carrying out statewide Rapid Response activities;
- Providing technical assistance to workforce areas;
- Assisting in the establishment and operation of the state’s One–Stop delivery system;
- Operating fiscal and management accountability information systems; and
- Carrying out monitoring and oversight of employment and training activities

The state’s goal in seeking this waiver is to ensure that the state prioritize the use of the Governor’s Reserve funds for the required WIOA activities deemed most essential to the basic functions of the state’s workforce development system.

(4) Describes how the waiver will align with the Department’s policy priorities, such as:

(A) supporting employer engagement;

Additional funds will be available to support statewide activities supporting employer engagement.

(B) connecting education and training strategies;

Additional funds will be available to support statewide activities supporting employer engagement.

(C) supporting work–based learning;

Additional funds will be available to support statewide activities supporting employer engagement.

(D) improving job and career results, and

Additional funds will be available to support statewide activities supporting employer engagement.

(E) other guidance issued by the Department.

Not applicable.

5) Describes the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment; and
The ability to maintain, rather than reduce, the current levels of service is important and extremely valuable. This waiver will provide the state with more flexibility in directing Governor’s Reserve funds to those activities that best preserve basic functions of the statewide workforce development system and ensure current service levels are maintained.

(6) Describes the processes used to:

(A) Monitor the progress in implementing the waiver;

Monitoring the statutory performance measures will allow evaluation of the effectiveness of the program. If Idaho were not to meet or exceed its statutory performance measures, additional evaluation of the programs may be necessary.

(B) Provide notice to any local board affected by the waiver;

No local boards are affected by the waiver.

(C) Provide any local board affected by the waiver an opportunity to comment on the request;

No local boards are affected by the waiver.

(D) Ensure meaningful public comment, including comment by business and organized labor, on the waiver.

This request for waiver was posted at http://www.labor.idaho.gov for public review from June 17 – July 13, 2015. No public comments were received. The State Workforce Development Council, which includes representatives for both business and organized labor, approved the request for submission of a waiver extension on July 13, 2015. The meeting was announced and opened to the public.

(E) Collect and report information about waiver outcomes in the State’s WIOA Annual Report.

The waiver outcomes, in the form of performance goals and standards, will be reported in the State’s WIOA Annual Report.

(7) The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver.

Not applicable.

Waiver Request 3 – PROVISION OF ADDITIONAL ASSISTANCE TO AREAS WITH HIGH CONCENTRATION OF ELIGIBLE YOUTH

(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;
The State of Idaho respectfully requests a waiver for the provision of additional assistance to workforce areas that have high concentrations of eligible youth (WIOA Section 129(b)(1)(F)). The Combined State Plan already contains an allocation formula to provide proportionate funding to areas with high concentrations of eligible youth.

(2) **Describes the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers;**

There are no state or local statutory or regulatory barriers to implementing the proposed waiver.

(3) **Describes the goals of the waiver and the expected programmatic outcomes if the request is granted;**

Congressional action has decreased the percentage of Governor’s Reserve funding for states from 15 percent down to 10 percent. Furthermore, Idaho’s base funding has decreased $1.4 million from PY 2014 to PY 2015. The total amount available for the Governor’s Reserve in PY 2015 is $864,727, down from $879,192 in PY 2014. Consequently, funding has become severely limited while the costs of operating the state’s workforce development/One–Stop system and the other mandatory WIOA activities continue to rise, further restricting Idaho’s ability to effectively fund and carry–out all of the required statewide workforce investment activities.

Based on the formula allocation factor that allocates one–third of program funds on the basis of relative number of disadvantaged youth, this funding is already directed at workforce areas with high concentrations of eligible youth. The Workforce Development Council allotted $2.8 million in WIOA youth funds to support services for eligible youth.

Providing additional assistance to areas with high concentrations of disadvantaged youth would further decrease an already severely impacted budget designated to support these activities. The state’s reduced funds are being used for the following required activities:

- Carrying out statewide Rapid Response activities;
- Submitting required reports;
- Disseminating and making available the state’s list of WIA Eligible Training Providers;
- Providing technical assistance to workforce areas;
- Assisting in the establishment and operation of the state’s One–Stop delivery system;
- Operating fiscal and management accountability information systems; and
- Carrying out monitoring and oversight of employment and training activities.

The state’s goal in seeking this waiver extension is to ensure that the state prioritize the use of the Governor’s reserve funds for the required WIOA activities deemed most essential to the basic functions of the state’s workforce development system.

(4) **Describes how the waiver will align with the Department’s policy priorities, such as:**

(A) **supporting employer engagement;**

Additional funds will be available to support statewide activities supporting employer engagement.

(B) **connecting education and training strategies;**
Additional funds will be available to support statewide activities supporting employer engagement.
(C) supporting work–based learning;

Additional funds will be available to support statewide activities supporting employer engagement.
(D) improving job and career results, and

Additional funds will be available to support statewide activities supporting employer engagement.
(E) other guidance issued by the Department.

5) Describes the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment;

This waiver will provide the state with more flexibility in directing governor’s reserve funds to those activities that best preserve basic functions of the statewide Workforce Development system. The state does not believe that this waiver will comprehensively affect any services provided to WIOA participants throughout Idaho.

(6) Describes the processes used to:

(A) Monitor the progress in implementing the waiver;

Under Idaho’s WIOA youth policy, there is a target of serving eligible youth in portion to their incidence in the population. The progress on this target will be monitored along with other regular performance reports.

(B) Provide notice to any local board affected by the waiver;

No local boards are affected by the waiver.

(C) Provide any local board affected by the waiver an opportunity to comment on the request;

No local boards are affected by the waiver.

(D) Ensure meaningful public comment, including comment by business and organized labor, on the waiver.

This request for waiver was posted at http://www.labor.idaho.gov for public review from June 17 – July 13, 2015. No public comments were received. The State Workforce Development Council, which includes representatives for both business and organized labor, approved the request for submission of a waiver extension on July 13, 2015. The meeting was announced and opened to the public.

(E) Collect and report information about waiver outcomes in the State’s WIOA Annual Report.

The waiver outcomes will be reported in the State’s WIOA Annual Report.
(7) The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver.

Not applicable.
TITLE I-B ASSURANCES

The State Plan must include assurances that:

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

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.  Yes

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 184(a)(3);  Yes
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 PROFESSIONAL STAFF DEVELOPMENT.

1. 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.

As Idaho’s designated Wagner-Peyser employment services state agency, the Idaho Department of Labor’s ongoing professional development of its Employment Service (ES) merit staff has provided the backbone for the successful performance of Idaho’s One-Stop system which has been continually reflected in the state’s Wagner-Peyser performance measures as well as in all workforce program performance measures for over a decade.

With the implementation of WIOA, the Department and other One-Stop core partners have a renewed vision for investment in the professional development activities for not only ES staff, but all staff within the one stop system and particularly within the One-Stop Centers. In the past, professional development activities for ES staff were provided by centralized Department staff. Under WIOA, central office staff will continue to provide initial training, technical assistance and guidance, however, two central office program managers are now out-stationed, travelling each month to engage with core partners and frontline staff on a daily basis, supporting all workforce programs to increase staff capacity and improve communications between state-level and field offices, with the goal of providing a professional level of service in a timely manner to both jobseekers and employers.

Job seeker services will see an increased integration of core partner programs’ services in Idaho’s One-Stop centers and affiliate sites that enhances access to the programs’ services and improves long-term employment outcomes for individuals receiving assistance. As witnessed in each Memorandum of Understanding, Idaho’s One-Stop core partners will be responsible for ongoing, regularly scheduled cross-training of co-located staff to ensure all staff have a working knowledge of all program services available at the facility to increase public access to those services. Training will develop service delivery skills of all One-Stop staff, but will have a higher focus on ES staff who interact with a wider swath of the public. Ongoing professional development will focus on:

- Understanding of each partner’s career services and any eligibility requirements
- Knowledge of training services offered and any eligibility requirements
- 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
- Working knowledge necessary to correctly provide direct linkage through technology to program staff who can provide meaningful information or services
- Development of capacity to guide job seeker’s completion of application forms or online screen programs/activities carried out in the One-Stop system
- User training regarding Idaho’s employment service web-based, online system, IdahoWorks, which provides job openings and referrals for job seekers
- User training regarding Idaho’s web-based unemployment insurance system, iUS, to strengthen linkages between the One-Stop system and the UI program, and to increase awareness of UI issues across core programs
- User training regarding Idaho’s Career Information System, which provides staff and job seekers with comprehensive career information, resources and services to help make successful education and career decisions
Employer services will witness an increase in quality as the Department of Labor takes the lead in further aligning services toward Idaho’s targeted industry sectors. Idaho’s Workforce Development Council analyzed key industries, occupations, demographics and other workforce and economic conditions. The state’s analysis identifies a broad array high-growth, high-demand, livable-wage jobs. The state has prioritized specific sectors and occupations as to focus on and leverage its resources. The targeted sectors of energy, healthcare, technology and advanced manufacturing with an emphasis on aerospace and food processing - identified by various regional, economic development, industry and community leaders - are viewed as the economic engines to drive regional economic growth and provide individuals with strong wages and career paths.

The state has dedicated the Governor’s Employment Service 10% Reserve Funds to support the following priorities under the Business Solutions Initiative:

- Dedicate selected One-Stop staff as regional business solutions specialists
- Enhanced business services activities focused on a sector strategy such as outreach, one-on-one meetings with targeted employers to learn their workforce needs, office team discussions and strategy session on how best to respond to identified employer needs and coordinating workforce needs with education, economic development and workforce partners
- A Customer Relationship Management system, providing automated business services tracking and information management to all One-Stops to:
  - Streamline service delivery
  - Enhance collaboration throughout the state’s One-Stops
  - Monitor real-time sector activity, trends and needs at the local, regional and statewide level

Ongoing professional development will include:

- Staff training for all ES and selected One-Stop staff and managers within the One-Stop centers and affiliate sites on business outreach techniques, sales and promotion of services and how to effectively work with industry sectors prioritized by the planning process
- In-depth analysis of regional/local labor market data, particularly ‘real-time’ labor market data provided by Department of Labor’s Regional Economists
- One-Stop partner staff meetings to develop knowledge of current training projects, training completers, who meet the in-demand needs of local targeted sector employers
- Training regarding work-based learning opportunities that can assist employers in resolving workforce needs, particularly registered apprenticeship models and, One-Stop partner funding opportunities available to support work-based learning

2. DESCRIBE STRATEGIES DEVELOPED TO SUPPORT TRAINING AND AWARENESS ACROSS CORE PROGRAMS AND THE UNEMPLOYMENT INSURANCE PROGRAM, AND THE TRAINING PROVIDED FOR EMPLOYMENT SERVICES AND WIOA STAFF ON IDENTIFICATION OF UI ELIGIBILITY ISSUES AND REFERRAL TO UI STAFF FOR ADJUDICATION.

In 2014, Idaho modernized its unemployment insurance legacy mainframe systems, replacing mainframe functionality with the Internet Unemployment System (iUS), a new web-based application developed, supported and maintained by the Department of Labor. iUS helps Idaho employers and unemployed claimants alike. Web-based applications that interface with iUS provide simple self-service account maintenance for employers and claimants. Employers and claimants are alerted to important account changes through system-generated notifications that use templates containing
understandable language and accurate account details. Employers and claimants also enjoy the benefit of speaking to IDOL employees who can access account information with real-time up-dates, perform ad-hoc data queries and resolve issues more quickly. The iUS system also allows users to resolve UI issues online if they prefer.

As the state government agency tasked with administering the unemployment insurance program for collection of taxes from employers and disbursement of benefits to claimants, the Idaho Department of Labor will provide ongoing training and general information to all Center staff, including ES and WIOA staff, regarding general eligibility guidelines. UI staff assigned to the center will be responsible for handling UI eligibility issues. The Department’s iUS system enhancements will include a feedback loop from Center staff to UI regarding identification and reporting of Unemployment Insurance issues. Since the Department has administered integrated UI, ES, and training program services (WIOA and its predecessors) for over 40 years, One Stop staff have a firm foundation to ensure successful processes under WIOA.

The Idaho Department of Labor has instituted the following strategies:

- *IdahoWorks*, the web-based system that supports a number of One-Stop programs including the ES and WIOA applicant/participant records and services, will be linked with iUS to ensure proper identification of unemployment insurance claimants; ES/WIOA staff will be trained to recognize the UI status of job seekers
- Idaho’s unemployment insurance claimants will continue to be required to register for work/job seeker assistance within the *IdahoWorks* system
- Ongoing training regarding the iUS system, and improving awareness of UI eligibility issues across core programs, is included in the training identified under (a) (1), above
- Training for ES and WIOA staff on identification and reporting of eligibility issues to the iUS automated system was delivered in 2015 and will be provided annually by unemployment insurance technical support staff
- Fully-trained unemployment insurance staff will be available by phone and via real-time online help communication technology, during all business hours, to answer any questions from staff or claimants regarding UI issues
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 now online. Idaho’s iUS web-based system and staffing is designed to provide meaningful and personalized assistance in filing a claim for unemployment compensation at Idaho’s One-Stop Centers, as well as at affiliate sites, in the following ways:

- When applying online, the iUS system provides written instructions in English; written instructions in Spanish are under development.
- Each One-Stop Center and affiliate sites with ES staff provide a number of lobby computer stations to provide self-service access for filing an application for unemployment compensation or to access other online One-Stop services. These computer are being updated to improve thin client push of data, and are receiving larger monitors to reduce scrolling.
- Each One-Stop Center and affiliate sites will also provide access to centralized, fully trained UI staff who will answer questions, assist with application or weekly claim filing. Centralized staff are available by phone or via online, real-time conversation technology on the public access lobby computers.
- iUS user guides and real-time communications support will be available for ES and WIOA frontline staff from the centralized UI section to support staff provision of information.
C. DESCRIBE THE STATE’S STRATEGY FOR PROVIDING REEMPLOYMENT ASSISTANCE TO UNEMPLOYMENT INSURANCE CLAIMANTS AND OTHER UNEMPLOYED INDIVIDUALS.

Idaho’s One–Stop Centers will transition from the current REA program to the new RESEA program in January 2016. The ES and WIOA staff will provide an orientation to all RESEA claimants on the services available to them through the One–Stop Center or affiliate. They will then work with each claimant one–on–one to do a thorough assessment of the claimant’s current skills, abilities and also identify any barriers to reemployment. They will also provide customized labor market information to each claimant based on their specific situation. Working together with the claimant they will complete an individualized employment plan for each claimant. This 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 new RESEA program will focus solely on UCX (military) claimants and claimants profiled as most likely to exhaust their benefits. RESEA services may be provided for each claimant up to a total of five hours. The current REA services allow for a maximum of 2 hours per claimant.

Outside of the RESEA program, UI claimants who are not job-attached are afforded similar customized treatment. ES and WIOA staff weekly receive an updated list of new UI claimants. These claimants are contacted and encouraged to come to the one-stop center to receive the same customized employment services as the RESEA program participants.

WIOA career planners are also aggressively reaching out to former UI claimants or other dislocated workers to provide service under the Job Driven National Emergency Grant.
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;

With both W-P and UI programs delivered by the Idaho Department of Labor, coordination of Wagner-Peyser funds to support UI claimants, and ensuring quality communications between W-P and UI has been one of the agency’s top priorities for several decades.

All in-state UI claimants are required to register for work and other labor exchange services to obtain UI compensation. When filing for UI, the iUS web-based system markets the array of labor exchange services available and provides immediate access to work registration, followed by immediate links to current employment opportunities for self-referral.

2. REGISTRATION OF UI CLAIMANTS WITH THE STATE’S EMPLOYMENT SERVICE IF REQUIRED BY STATE LAW;

Department program policy, not state law, requires registration.

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

The Idaho Department of Labor, through its integrated W-P and UI staff and automated systems, has continuously supported and administered work test for the State unemployment compensation system and will continue to do so, including eligibility assessments, referral to UI adjudication if needed, and providing job finding and placement services for UI claimants.

4. PROVISION OF REFERRALS TO AND APPLICATION ASSISTANCE FOR TRAINING AND EDUCATION PROGRAMS AND RESOURCES.

WIOA training programs (Adult, Dislocated Worker and Youth) reflect high service levels for UI claimants over the years as Idaho has continued to improve its One-Stop program integrations. The Department of Labor’s ES staff are not only co-located with WIOA, they are also participating in One-Stop partner and community meetings on a regular basis to remain up-to-date on training, education and resources. Ongoing ES staff interactions with claimants and referrals to training and education programs/resources will continue to occur under special efforts such as WPRS and RESEA. Additional outreach to link UI claimants to training opportunities will also continue under WIOA National Dislocated Worker Grant (NDWG) projects targeting long-term unemployment and profiled UI claimants, and other future funding opportunities.
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--

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.

There are over 25,000 farms in Idaho with over 160 commodities produced. Most of Idaho’s crop farming requiring intensive use of hand labor occurs in the southern part of the state on the Snake River plain. Idaho’s top five labor-intensive crops are potatoes, sugar beets, hay/grain, onions, and corn. These crops are labor-intensive primarily because many workers are needed for irrigation. However, these crops also need planting in the spring, hoeing, thinning and then harvesting. In addition to the top five labor-intensive crops mentioned, hops are cultivated in the northern and southwestern parts of the state and there is large production of peas and lentils in north-central Idaho. Nursery operations are another important agricultural activity, mainly for the production of ornamental trees in north Idaho. The dairy industry, concentrated in the south-central part of the state, is on the rise; many large dairy operations produce their own hay on the same properties. Idaho currently leads the nation in the production of potatoes, food-size trout, and Austrian winter peas, and the state ranks third in the production of milk.

Idaho’s need for an agricultural labor force has remained steady in the last few years despite the economic downturn, and it is projected that agriculture may become a high-demand industry. The projections provided by IDOL’s Research & Analysis Bureau show the need for farmworkers is approximately 60,000 during the peak of the agricultural season.

A. 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.

Most of Idaho’s crop farming requiring intensive use of hand labor occurs in the southern part of the state on the Snake River plain. There are over 25,000 farms in Idaho with over 160 commodities produced. Idaho’s crops include sugar beets, potatoes, onions, seed crops, grains, and fruits. Hops are cultivated in the northern and southwestern parts of the state and there is large production of peas and lentils in north-central Idaho. Nursery operations are another important agricultural activity, mainly for the production of ornamental trees in north Idaho. The dairy industry, concentrated in the south–central part of the state, is on the rise; many large dairy operations produce their own hay on the same properties. Idaho currently leads the nation in the production of potatoes, food–size trout, and Austrian winter peas, and the state ranks third in the production of milk.
Idaho’s need for an agricultural labor force has remained steady in the last few years despite the economic downturn, and it is projected that agriculture may become a high-demand industry. The projections provided by IDOL’s Research & Analysis Bureau show the need for farmworkers is approximately 60,000 during the peak of the agricultural season.

B. 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.

Please note: AOP was completed and submitted for comments prior to December 23, 2015 ICR release.

In 2015, the agency reorganized its service delivery organization by establishing a regional structure of its local office network. Seven regional offices in Kootenai County, Lewiston, Canyon County, Meridian, Magic Valley, Pocatello and Idaho Falls serve as central coordinators for all department activity within their geographic regions. The remaining offices within each region coordinate workforce activities with and report to the regional offices. This reorganization was to deal with a 20-25% reduction in staff at these offices.

Bureau of Labor Statistics’ farmworker estimates are significant for the three southern regions of the State. The Department will provide appropriate outreach from its AJCs in the following communities located in these southern regions:

Blackfoot - Provides services to Bingham County

Canyon County - Located in city of Caldwell, provides services to Canyon County

Mini- Cassia - Located in the city of Burley, provides services to Minidoka and Cassia counties

Pocatello - Provides services to Power, Franklin, Caribou, Bear Lake, Oneida and Bannock counties

Rexburg - Provides services to Clark, Fremont, Madison, and Teton counties

In addition, during the months of high agricultural activity, the Department may provide or coordinate activities to reach MSFWs in the following communities:

Bonners Ferry - Provides services to Boundary County

Magic Valley - Provides services to Twin Falls, Jerome, Gooding, and Lincoln counties
**Mountain Home** - Provides services to Elmore and Owyhee counties

**Payette** - Provides services to Washington and Payette counties

**Idaho Falls** - Provides services to Jefferson, Butte and Bonneville counties

Migrant and/or Seasonal Farmworker (MSFW) outreach workers are located in 10 of the 25 IDOL American Job Centers to best serve the state’s high agricultural areas. The Department will ensure bi-lingual English/Spanish capability of staff assigned to outreach and ensures multi-lingual access through the use of language line tools to the state’s one stop system.

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 10% of the estimated migrant/seasonal farmworker population during the peak of the agricultural season in the counties served by outreach offices. As noted by USDOL, these numerical goals are in reference only to the proposed outreach activities and are not negotiated performance targets.

(2)

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<th>AJC REGIONS Community Locations</th>
<th>Estimated Total Farmworker Population in Assigned Counties</th>
<th>Outreach Goals W-P staff</th>
<th>Outreach Goals in Conjunction with Other Agencies</th>
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*Magic Valley - 5% outreach; adjusted due to high dairy count*

Agricultural hiring begins in April when the approximate number of migrant and seasonal farmworkers rises from 3,800 to over 9,000 and an additional 1,900 workers are requested under
H2A. Employment continues to rise through the peak month of October when over 18,000 migrant and seasonal farmworkers are employed in the agricultural sector and an additional 500 workers are requested under H2A for September. Projections provided by IDOL’s Research & Analysis Bureau show the total need for farmworkers is approximately 60,000 during the peak of the agricultural season.

Most migrant seasonal farmworkers originate from either Mexico or southern parts of the United States (e.g., Texas) and their primary language is Spanish. A smaller number of farmworkers originate from Peru to work in shepherding. Spanish is also the primary language of these workers.

2. 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:

Please note: AOP was completed and submitted for comments prior to December 23, 2015 ICR release.

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**Payette** - Provides services to Washington and Payette counties

**Idaho Falls** - Provides services to Jefferson, Butte and Bonneville counties

Migrant and/or Seasonal Farmworker (MSFW) outreach workers are located in 10 of the 25 IDOL American Job Centers to best serve the state’s high agricultural areas. The Department will ensure bi-lingual English/Spanish capability of staff assigned to outreach and ensures multi-lingual access through the use of language line tools to the state’s one stop system.

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 10% of the estimated migrant/seasonal farmworker population during the peak of the agricultural season in the counties served by outreach offices. As noted by USDOL, these numerical goals are in reference only to the proposed outreach activities and are not negotiated performance targets.

(2)

<table>
<thead>
<tr>
<th>AJC REGIONS Community Locations</th>
<th>Estimated Total Farmworker Population in Assigned Counties</th>
<th>Outreach Goals W-P staff</th>
<th>Outreach Goals in Conjunction with Other Agencies</th>
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<tbody>
<tr>
<td>NORTH IDAHO</td>
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<tr>
<td>Planned staffing at .25 FTE/year W-P</td>
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<tr>
<td>Bonners Ferry</td>
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<td>SOUTHWEST IDAHO</td>
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<tr>
<td>Planned staffing at 1 FTE/year W-P; .03/year Cooperating Agency</td>
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<td>Mountain Home</td>
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<td>Planned staffing at 1 FTE/year W-P; .06/year Cooperating Agency</td>
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<tr>
<td>Magic Valley</td>
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<td>290*</td>
<td>200*</td>
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<td>Total</td>
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</table>

*Magic Valley - 5% outreach; adjusted due to high dairy count
A. CONTACTING FARMWORKERS WHO ARE NOT BEING REACHED BY THE NORMAL INTAKE ACTIVITIES CONDUCTED BY THE EMPLOYMENT SERVICE OFFICES.

Designated MSFW outreach staff are creative in seeking out opportunities to contact farmworkers who may not be reached through the normal intake activities conducted at the American Job Centers.

These farmworkers are targeted through different types of media outlets, such as the multitude of radio stations in the state with Spanish programming that regularly air public service announcements from the Idaho Department of Labor. These announcements provide notice of the services through the workforce development system and are used to inform and educate farmworkers and their families about services and protection available in the state of Idaho. Other announcements and direct appeals from MSFW outreach staff are made over the radio, bilingual brochures, posters, and flyers will disseminate information about Job Service services. The flyers include bilingual flyers describing job openings regarding H-2A Clearance Orders for Irrigators for intrastate and interstate distribution. Special presentations are made to English as a Second Language groups, Hispanic high school students and other groups of farm workers to encourage use of the state’s one-stop system services.

The local one-stop offices with outreach staff have permanent and/or temporary staff who are bilingual in Spanish to conduct outreach. During the area’s peak agricultural season, if resources permit, additional temporary bilingual staff will be used to support MSFW activities. The state Monitor Advocate will spend a minimum of 10% of their time conducting outreach throughout the state. Any contacts made from these efforts will be included in the totals of the local One Stop office area where it occurred.

Staff assigned to outreach contact MSFWs at their work sites, labor camps, living areas, and other places frequented by the migrant and seasonal farmworkers. Outreach staff also attend community events on evenings and weekends where migrant and seasonal farmworkers are in attendance. Information regarding ES services, farmworker rights, Unemployment Insurance, the complaint system, WIOA employment and training services for Adults, Dislocated Workers and Youth, along with other community services that may be needed, will be provided. The information will be 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 Idaho Migrant Council, and others in order to provide MSFWs with a comprehensive look at the services available to them.

Outreach workers will encourage MSFWs to come in to the local one-stop office for more in-depth assessment and to register for available services. For those who choose not to or cannot visit their local one-stop office, the outreach worker will provide on-site assistance for services that may be available, such as prepare and accept complaints or apparent violations, provide information on local labor markets and training opportunities or referral to other service providers.

B. PROVIDING TECHNICAL ASSISTANCE TO OUTREACH WORKERS. TECHNICAL ASSISTANCE MUST INCLUDE TRAININGS, CONFERENCES, ADDITIONAL RESOURCES, AND INCREASED COLLABORATION WITH OTHER ORGANIZATIONS ON TOPICS SUCH AS ONE-STOP CENTER SERVICES (I.E. AVAILABILITY OF REFERRALS TO TRAINING, SUPPORTIVE SERVICES, AND CAREER SERVICES, AS WELL AS SPECIFIC EMPLOYMENT OPPORTUNITIES), THE EMPLOYMENT SERVICE COMPLAINT SYSTEM, INFORMATION ON THE OTHER ORGANIZATIONS
SERVING MSFWS IN THE AREA, AND A BASIC SUMMARY OF FARMWORKER RIGHTS, INCLUDING THEIR RIGHTS WITH RESPECT TO THE TERMS AND CONDITIONS OF EMPLOYMENT.

The Monitor Advocate assists the department by providing training and technical assistance to local One Stop Staff, especially dedicated MSFW outreach personnel, concerning the MSFW special service requirements and best practices. The Monitor Advocate currently provides training and technical assistance to local office staff during the review visits and as needed and/or requested by office managers. A priority for the Monitor Advocate Unit during the last few years has been to provide “one on one” training and technical assistance to newly hired outreach personnel. The Monitor Advocate Unit will continue to make this practice a priority during subsequent years.

Outreach workers are merit staff for Wagner-Peyser Employment Services. The Monitor Advocate previously presented an MSFW training conference for training program staff. However, due to budget constraints, the department has taken a different approach for training one-stop staff and collaborating agencies by presenting regional trainings throughout the state; coordinating when appropriate with other department training and conferences. Interestingly, based on participant feedback, these trainings have also proved to be successful, emerging as an efficient tool for training staff, sharing techniques and approaches on MSFW services and strengthening partnerships with other state and federal agencies and with local organizations serving farmworkers. The topics presented during trainings include Outreach Practices, Labor Law Updates, H-2A/Alien Labor Certification, the Complaint System, and Labor Market Information. Other topics are added to regional trainings as needed.

A primary resource available to all outreach workers is the MSFW handbook “binder.” It provides all of the information needed for staff working with MSFW. 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.

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.

Outreach workers will receive the same training and awareness across core programs as other Employment Services and WIOA staff identified in (a)(2).

In 2014, Idaho modernized its unemployment insurance legacy mainframe systems, replacing mainframe functionality with the Internet Unemployment System (iUS), a new web–based application developed, supported and maintained by the Department of Labor. iUS helps Idaho employers and unemployed claimants alike. Web–based applications that interface with iUS provide simple self–service account maintenance for employers and claimants. Employers and claimants are alerted to important account changes through system–generated notifications that use templates containing understandable language and accurate account details. Employers and claimants also enjoy the benefit of speaking to IDOL employees who can access account information with real–time up–dates, perform ad–hoc data queries and resolve issues more quickly. The iUS system also allows users to resolve UI issues online if they prefer.

As the state government agency tasked with administering the unemployment insurance program for collection of taxes from employers and disbursement of benefits to claimants, the Idaho Department of Labor will provide ongoing training and general information to all Center staff, including ES and...
WIOA staff, regarding general eligibility guidelines. UI staff assigned to the center will be responsible for handling UI eligibility issues. The Department’s iUS system enhancements will include a feedback loop from Center staff to UI regarding identification and reporting of Unemployment Insurance issues. Since the Department has administered integrated UI, ES, and training program services (WIOA and its predecessors) for over 40 years, One Stop staff have a firm foundation to ensure successful processes under WIOA.

The Idaho Department of Labor has instituted the following strategies:

- **IdahoWorks**, the web–based system that supports a number of One–Stop programs including the ES and WIOA applicant/participant records and services, will be linked with iUS to ensure proper identification of unemployment insurance claimants; ES/WIOA staff will be trained to recognize the UI status of job seekers
- Idaho’s unemployment insurance claimants will continue to be required to register for work/job seeker assistance within the IdahoWorks system
- Ongoing training regarding the iUS system, and improving awareness of UI eligibility issues across core programs, is included in the training identified under (a) (1), above
- Training for ES and WIOA staff on identification and reporting of eligibility issues to the iUS automated system was delivered in 2015 and will be provided annually by unemployment insurance technical support staff
- Fully–trained unemployment insurance staff will be available by phone and via real–time online help communication technology, during all business hours, to answer any questions from staff or claimants regarding UI issues

As part of their outreach efforts to MSFWs, staff provide information one-stop services, including unemployment insurance programs. While this information is provided generally through announcements, flyers and brochures mentioned in IV.e.2.A, outreach workers provide individuals with information relevant to their situation – including unemployment insurance eligibility for MSFWs.

Outreach workers will encourage MSFWs to come in to the local one-stop office for more in-depth assessment and to register for available services. For those who choose not to or cannot visit their local one-stop office, the outreach worker will provide on-site assistance for those needing unemployment insurance services.

**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.**

State merit staff outreach workers will receive the same professional development activities as other Employment Service staff as outlined in (a)(1).

As Idaho’s designated Wagner-Peyser employment services state agency, the Idaho Department of Labor’s ongoing professional development of its Employment Service (ES) merit staff has provided the backbone for the successful performance of Idaho’s One-Stop system which has been continually reflected in the state’s Wagner-Peyser performance measures as well as in all workforce program performance measures for over a decade.

With the implementation of WIOA, the Department and other One-Stop core partners have a renewed vision for investment in the professional development activities for not only ES staff, but all staff within the one stop system and particularly within the One-Stop Centers. In the past,
professional development activities for ES staff were provided by centralized Department staff. Under WIOA, central office staff will continue to provide initial training, technical assistance and guidance, however, two central office program managers are now out-stationed, travelling each month to engage with core partners and frontline staff on a daily basis, supporting all workforce programs to increase staff capacity and improve communications between state-level and field offices, with the goal of providing a professional level of service in a timely manner to both jobseekers and employers.

**Job seekerservices** will see an increased integration of core partner programs’ services in Idaho’s One-Stop centers and affiliate sites that enhances access to the programs’ services and improves long-term employment outcomes for individuals receiving assistance. As witnessed in each Memorandum of Understanding, Idaho’s One-Stop core partners will be responsible for ongoing, regularly scheduled cross-training of co-located staff to ensure all staff have a working knowledge of all program services available at the facility to increase public access to those services. Training will develop service delivery skills of all One-Stop staff, but will have a higher focus on ES staff who interact with a wider swath of the public. Ongoing professional development will focus on:

- Understanding of each partner’s career services and any eligibility requirements
- Knowledge of training services offered and any eligibility requirements
- 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
- Working knowledge necessary to correctly provide direct linkage through technology to program staff who can provide meaningful information or services
- Development of capacity to guide job seeker’s completion of application forms or online screen programs/activities carried out in the One-Stop system
- User training regarding Idaho’s employment service web-based, online system, *IdahoWorks*, which provides job openings and referrals for job seekers
- User training regarding Idaho’s web-based unemployment insurance system, iUS, to strengthen linkages between the One-Stop system and the UI program, and to increase awareness of UI issues across core programs
- User training regarding Idaho’s *Career Information System*, which provides staff and job seekers with comprehensive career information, resources and services to help make successful education and career decisions

**Employer services** will witness an increase in quality as the Department of Labor takes the lead in further aligning services toward Idaho’s targeted industry sectors. Idaho’s Workforce Development Council analyzed key industries, occupations, demographics and other workforce and economic conditions. The state’s analysis identifies a broad array high-growth, high-demand, livable-wage jobs. The state has prioritized specific sectors and occupations as to focus on and leverage its resources. The targeted sectors of energy, healthcare, technology and advanced manufacturing with an emphasis on aerospace and food processing - identified by various regional, economic development, industry and community leaders - are viewed as the economic engines to drive regional economic growth and provide individuals with strong wages and career paths.

The state has dedicated the Governor’s Employment Service 10% Reserve Funds to support the following priorities under the Business Solutions Initiative:

- Dedicate selected One-Stop staff as regional business solutions specialists
- Enhanced business services activities focused on a sector strategy such as outreach, one-on-one meetings with targeted employers to learn their workforce needs, office team discussions and strategy session on how best to respond to identified employer needs and coordinating workforce needs with education, economic development and workforce partners
- A Customer Relationship Management system, providing automated business services tracking and information management to all One-Stops to:
  - Streamline service delivery
  - Enhance collaboration throughout the state’s One-Stops
  - Monitor real-time sector activity, trends and needs at the local, regional and statewide level
Ongoing professional development will include:

- Staff training for all ES and selected One-Stop staff and managers within the One-Stop centers and affiliate sites on business outreach techniques, sales and promotion of services and how to effectively work with industry sectors prioritized by the planning process
- In-depth analysis of regional/local labor market data, particularly ‘real-time’ labor market data provided by Department of Labor’s Regional Economists
- One-Stop partner staff meetings to develop knowledge of current training projects, training completers, who meet the in-demand needs of local targeted sector employers
- Training regarding work-based learning opportunities that can assist employers in resolving workforce needs, particularly registered apprenticeship models and, One-Stop partner funding opportunities available to support work-based learning

E. COORDINATING OUTREACH EFFORTS WITH NFJP GRANTEES AS WELL AS WITH PUBLIC AND PRIVATE COMMUNITY SERVICE AGENCIES AND MSFW GROUPS.

Please note: AOP was completed and submitted for comments prior to December 23, 2015 ICR release.

COORDINATING OUTREACH EFFORTS

The Idaho Department of Labor, working through a cooperative agreement with the Community Council of Idaho (Idaho’s 167 grantee) and through its One Stop partnerships with Idaho’s Vocational Rehabilitation Services, Idaho Department of Education’s Migrant Education Program and other community partners, will serve as a lead organization in coordinating outreach efforts at both the state and service area levels. All partners are dedicated to increasing MSFW customers’ awareness and access to education, training and other services. At a minimum, the following collaborative activities will occur during the upcoming agricultural seasons:

- Review/renewal of cooperative agreements for coordination of services between the Idaho Department of Labor and the Community Council of Idaho
- Ongoing, mutual participation in staff training and ongoing communications to improve MSFW access to community services, particularly workforce services through the One Stop system
- Collaboration on development and sharing outreach materials among all entities
- Coordination of community information and staffing efforts at the local level to enhance outreach
- Sharing data for reporting and data analyses to improve partnership service delivery
- Assessment of opportunities and enhancement of processes to streamline co-enrollment

In order to leverage resources, staff will coordinate 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.
3. 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.

Please note: AOP was completed and submitted for comments prior to December 23, 2015 ICR release.

Services Provided to Farmworkers and Agricultural Employers

As with all job seekers, Idaho’s One-Stop delivery system provides universal access to career services and training for migrant and seasonal farmworkers, offering flexibility to target services to the needs of the customer. W-P staff, in coordination with other One-Stop center partners, ensure that all basic career services, as defined by WIOA and which includes labor exchange services, are available to all individuals seeking services. Individualized career services as defined by WIOA will be available when deemed appropriate by One Stop center staff assessment. There is no operational requirement that services must happen in a specific sequence. Idaho’s One-Stop system partners view MSFW outreach as an extension of its delivery system. If encouragement to visit the local One Stop Center/affiliate is successful, the individual’s needs and interests can be thoroughly assessed, information on the full array of services provided, and coordination for career/training services from appropriate partner programs can take place. Self- service registration in the web-based IdahoWorks labor exchange system and many other forms and applications are available in Spanish to ensure language accessibility. Bilingual (Spanish/English) staff is available in each of the designated outreach offices to assist with registration and completion of any partner program forms and/or applications. In addition, the state has a contract for telephone language services with CTS LanguageLink.

Outreach workers will also encourage agricultural employers to consider business services from the local One Stop Center or affiliate site, including customized screening and referral of job seekers, customized services on employment-related issues, and customized recruitment events with other employers within the agricultural sector.

The Department will continue to process H2A applications through the Foreign Labor Certification program and will use its IdahoWorks labor exchange system for the referral of qualified US workers to fill available positions. A public registry with information on farm labor contractors licensed to operate in the state will continue to be offered through the Department’s Wage and Hour Section.
The employment service complaint system will be marketed along with the other one-stop services during outreach activities to MSFWs. The complaint system is marketed to other farmworker service delivery agencies, advocacy groups such as the Community Council of Idaho which is the National Farmworker Jobs Program grantee in Idaho, Idaho Commission on Hispanic Affairs, the Mexican Consulate, and sister state agencies including the Idaho Department of Vocational Rehabilitation, Idaho Industrial Commission, during collaboration and coordination with these groups on outreach activities.

These groups will be provided bilingual brochures about the complaint system as well as individual training to advocacy group members on how to access the system.

Migrant Seasonal Farmworker posters for employers are posted in the one-stop centers. Designated MSFW outreach staff and also regional Business Services representatives will provide information on the Agricultural Recruitment System to agricultural employers during their employer outreach.

Information on the agricultural recruitment system will also be distributed to agricultural employer groups and associations and statewide publications including the Idaho Employment Newsletter, Idaho Farm Bureau and other major publications.

The Idaho Department of Labor is currently rebuilding their website to be more user friendly and to ensure that its services are marketed to the correct audiences. The Agricultural Recruitment System will be one of the services whose marketing is revamped so that its publicity is improved.

4. 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).

Please note: The AOP was completed and submitted for comments prior to the December 23, 2015 ICR release.

COORDINATING OUTREACH EFFORTS

The Idaho Department of Labor, working through a cooperative agreement with the Community Council of Idaho (Idaho’s 167 grantee) and through its One Stop partnerships with Idaho’s Vocational Rehabilitation Services, Idaho Department of Education’s Migrant Education Program and other community partners, will serve as a lead organization in coordinating outreach efforts at both the state and service area levels. All partners are dedicated to increasing MSFW customers’
awareness and access to education, training and other services. At a minimum, the following collaborative activities will occur during the upcoming agricultural seasons:

- Review/renewal of cooperative agreements for coordination of services between the Idaho Department of Labor and the Community Council of Idaho
- Ongoing, mutual participation in staff training and ongoing communications to improve MSFW access to community services, particularly workforce services through the One Stop system
- Collaboration on development and sharing outreach materials among all entities
- Coordination of community information and staffing efforts at the local level to enhance outreach
- Sharing data for reporting and data analyses to improve partnership service delivery
- Assessment of opportunities and enhancement of processes to streamline co–enrollment

In order to leverage resources, staff will coordinate 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 State Workforce Agency intends to build upon its already excellent collaboration with its partners as part of the reviewing the one-stop system. The existing partners and providers are already part of the state level group who meet regularly to discuss and develop a robust one-stop service delivery design. They are also engaged at the service delivery area level, ensuring that their services are integrated into the local one-stop delivery system. As part of the service delivery area one-stop design, new partners are actively recruited.

Supplementing the cooperative agreements, the required memoranda of understanding for the one-stops will address the service delivery integration and collaboration of the partners in providing services to MSFWs. These memoranda are in process of being developed and they are expected to be completed in November 2016.

Each memorandum of understanding will be reviewed within the required three year timeline to ensure that the collaborations are still productive and make adjustments as necessary to ensure service delivery alignment.

(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 directly contributed in drafting this agricultural plan and consideration has been given to the annual summary developed under 20 CFR 653.108(t).

Electronic copies of this plan were provided in advance to Idaho’s WIOA 167 grantee, Community Council of Idaho, on December 2, 2015 with a request to submit written comments by December 11, 2015. The plan and a request for comments were also sent to the following agencies/service providers with instructions to provide comments by the same date as above. The plan was incorporated into the State’s WIOA plan, which was posted for public comment for an additional 30 days prior to finalization.

Erik Johnson, Director Migrant Unit Idaho Legal Aid Erik.johnson@idaholegalaid.org

Jane Donnellan, Administrator Idaho Division of Vocational Rehabilitation jane.donnellan@vr.idaho.gov

Ileana Cordova HEP/CAMP Recruiter Boise State University icordova@boisestate.edu

Sara Seamount, Migrant Coordinator Migrant Education Programs Idaho Department of Education sseamount@sde.idaho.gov

Irma Morin Executive Director Council of Idaho imorin@ccimail.org

Korene González, Director Employment and Training Community Council of Idaho kgonzalez@ccimail.org

Roy Vargas Farm Foreman Former FLC rvargas@ruralnetwork.net

Sonia Martínez Diversity Outreach Coordinator Idaho State University martsoni@isu.edu

Sam Byrd, Director Centro de Comunidad y Justicia sbyrd@comunidadayjusticia.org

Margie Gonzalez, Executive Director Idaho Commission on Hispanic Affairs Margie.gonzalez@icha.idaho.gov

Brian S. Bean Lava Lake Land and Livestock brian@lavalake.net

Michelle L. Woods, Center Director Centennial Job Corps CCC woods.michelle@jobcorps.org

**Text of comments received:**

Received via email 12/11/2015

Thank you for the opportunity of reviewing the department’s Agricultural Outreach Plan as the WIOA Title I Section 167 grantee we look forward to working jointly on this outreach effort as we have in the past. Our Employment & Training Counselors and Specialists work well across the state with the
departments local AJC staff and we would be willing to commit .15 FTE total in the following services areas, Caldwell, Burley, Twin Falls, Blackfoot and Idaho Falls.

I would like to also inquire about who I would contact about renewing our cooperative agreement since the one we are currently operating under is expired. Would that be Roy Valdez or is there someone else I could contact?

If you require more information or further detail as to what our outreach efforts will comprise of please feel free and let me know, in the past we have met with Dunnia and established what type of activities are planned throughout the year by our agency and the department.

If you have any questions please feel free and contact me or Irma directly. Look forward to working together in ensuring the needs of our farmworkers are met. Have a great day.

Korene Gonzalez

I have read the outreach plan and I believe it will serve the target population well.

Thank you, and please let me know if there is anything I can do to help.

Sonia Martinez

I do not have any questions or clarification to the outreach plan.

Thanks.

Jane Donnellan, MA, CRC

(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.

Please note: AOP was completed and submitted for comments prior to December 23, 2015 ICR release.

The Department of Labor supported outreach staff in the five significant MSFW offices as noted in the prior plan, as well as staff in five other offices where the anticipated MSFW population warranted outreach during the months of high agricultural activity.

The collaboration of the Department of Labor and the Community Council of Idaho and their coordination with other agencies and community organizations as proposed in the prior plan has provided a solid foundation for delivery of information and services for migrant and seasonal farmworkers in Idaho. Broader partnerships with additional community organizations are planned for upcoming years, as reflected by the increase in partner contacts listed at the end of this document.
The following data regarding Idaho’s PY2014 performance versus planned MSFW outreach and attainment of minimum service levels was provided by the Department of Labor’s IdahoWorks MIS system and the Department’s electronic outreach log records.

- MSFW planned outreach contacts (1789)

**Attained 100%**

- Job order placement rate (42.5%)

**Not Attained**

- Wage rate above minimum wage (14%)

**Not Attained**

- Placement on long-term non-agricultural jobs (3%)

**Not Attained**

Not attained for three factors above due to focus on WRIS-based performance outcome measures and reliance on automated reporting from employers rather than W-P staff follow-up and data-entry of placements. The Department of Labor notes that a comparison of MSFW total applications, referrals to employment and referrals to staff assisted services are equitable with non-MSFW total applications, referrals to employment and referrals to staff assisted services. The Department notes that these goals were established by USDOL in the late 1970’s and recommend a review and update of these goals that consider current, up-to-date data and processes to determine equitable and reasonable rates based on current economic and labor conditions and technology that can make these measures relevant.

**Corrective Action - Wagner-Peyser management and outreach staff will assess data collection options to increase documentation of placements on job orders listed with AJCs. Connections with agricultural employers will increase as outreach staff connect with the business relations efforts implemented under WIOA legislation.**

- Review of 5 significant offices

**Attained 100%**

- Conduct field checks on 25% of H2A employer sites employing US workers

**Attained 61%**

- Conduct 5 MSFW contacts per staff day worked (8 hours)

**Attained 100%**

- Timely processing of complaints (within 45 days of filing)
Attained 100%

PY 2016 Plan for Agricultural Job Orders/Openings

- Number of agricultural job orders/openings expected to be received
  PY14 Actual = 921/5,196 PY16 Planned = 920/5100

- Number of agricultural job orders projected to be filled
  PY14 Actual = 90* PY16 Planned = 100

- Estimated number of interstate clearance orders the state will receive
  PY 14 Actual = 235 PY16 Planned = 240

- Estimated number of interstate clearance orders the state will initiate
  PY 14 Actual = 440 PY16 Planned = 450

*Not a federal reporting requirement. To determine these numbers, the state applied its overall placement to opening ratio to calculate

(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.

Please note: AOP was completed and submitted prior to December 23, 2015 ICR release.

Assessment of Progress

The Department of Labor supported outreach staff in the five significant MSFW offices as noted in the prior plan, as well as staff in five other offices where the anticipated MSFW population warranted outreach during the months of high agricultural activity.

The collaboration of the Department of Labor and the Community Council of Idaho and their coordination with other agencies and community organizations as proposed in the prior plan has provided a solid foundation for delivery of information and services for migrant and seasonal farmworkers in Idaho. Broader partnerships with additional community organizations are planned for upcoming years, as reflected by the increase in partner contacts listed at the end of this document.

The following data regarding Idaho’s PY2014 performance versus planned MSFW outreach and attainment of minimum service levels was provided by the Department of Labor’s IdahoWorks MIS system and the Department’s electronic outreach log records.

- MSFW planned outreach contacts (1789) Attained 100%
- Job order placement rate (42.5%) Not Attained
• Wage rate above minimum wage (14%)\textit{Not Attained}
• Placement on long-term non-agricultural jobs (3%)\textit{Not Attained}

\textit{Not attained} for three factors above due to focus on WRIS-based performance outcome measures and reliance on automated reporting from employers rather than W-P staff follow-up and data-entry of placements. The Department of Labor notes that a comparison of MSFW total applications, referrals to employment and referrals to staff assisted services are equitable with non-MSFW total applications, referrals to employment and referrals to staff assisted services. The Department notes that these goals were established by USDOL in the late 1970’s and recommend a review and update of these goals that consider current, up-to-date data and processes to determine equitable and reasonable rates based on current economic and labor conditions and technology that can make these measures relevant.

\textit{Corrective Action - Wagner-Peyser management and outreach staff will assess data collection options to increase documentation of placements on job orders listed with AJCs. Connections with agricultural employers will increase as outreach staff connect with the business relations efforts implemented under WIOA legislation.}

• Review of 5 significant offices \textit{Attained 100%}
• Conduct field checks on 25\% of H2A employer sites employing US workers \textit{Attained 61\%}
• Conduct 5 MSFW contacts per staff day worked (8 hours)\textit{Attained 100%}
• Timely processing of complaints (within 45 days of filing) \textit{Attained 100%}

PY 2016 Plan for Agricultural Job Orders/Openings

Number of agricultural job orders/openings expected to be received

• PY14 Actual = 921/5,196 PY16 Planned = 920/5100

Number of agricultural job orders projected to be filled

• PY14 Actual = 90* PY16 Planned = 100

Estimated number of interstate clearance orders the state will receive

• PY 14 Actual = 235 PY16 Planned = 240

Estimated number of interstate clearance orders the state will initiate

• PY 14 Actual = 440 PY16 Planned = 450

*Not a federal reporting requirement. To determine these numbers, the state applied its overall placement to opening ratio to calculate

\textbf{(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 has not reviewed and/or approved this plan.
The State Plan must include assurances that:

1. The Wagner-Peyser 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. The State agency is complying with the requirements under 20 CFR 653.111 (State agency staffing requirements) if the State has significant MSFW one-stop centers; Yes

3. 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; and Yes

4. State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations. Yes
The State Plan must include a description of the following as it pertains to Adult Education and Literacy programs under Title II, the Adult Education and Family Literacy Act (AEFLA).
A. ALIGNING OF CONTENT STANDARDS

Describe 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 and Secondary Education Act of 1965, as amended (20 U.S.C. 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

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

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:

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)
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 grand funds to award grants and contracts under Section 231 (Eligible Providers) and to carry out section 225 (Programs for Correctional and Institutionalized individuals), of which not more than 20% of such amount shall be available to carry out section 225.

2. Not more than 12.5% of the grant funds to carry out State leadership activities under section 223; and
3. Not more than 5% of the grant funds or $85,000, whichever is the greater, for the administrative expenses of the eligible agency (the 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 in this 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.

- **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.

**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.
C. CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS

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

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

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

The Idaho Division of 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), 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

1. DESCRIBE HOW THE STATE WILL ESTABLISH AND OPERATE INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAMS UNDER SECTION 243 OF WIOA, FOR ENGLISH LANGUAGE LEARNERS WHO ARE ADULTS, INCLUDING PROFESSIONALS WITH DEGREES AND CREDENTIALS IN THEIR NATIVE COUNTRIES.

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.

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.

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.

2. DESCRIBE HOW THE STATE WILL FUND, IN ACCORDANCE WITH THE REQUIREMENTS OF TITLE II, SUBTITLE C, INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION SERVICES AND HOW THE FUNDS WILL BE USED FOR THOSE SERVICES.

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.
E. STATE LEADERSHIP

1. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT THE REQUIRED STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA.

USE OF FUNDS FOR REQUIRED LEADERSHIP ACTIVITIES

The Division will use no more than 12.5% of Title II funds allocated to the state to carry out required leadership activities. 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.

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-Stop
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.

2. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT PERMISSIBLE STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA, IF APPLICABLE.

USE OF FUNDS FOR PERMISSIBLE LEADERSHIP ACTIVITIES

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.

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.
F. ASSESSING QUALITY

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

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.
States must provide written and signed certifications that

1. The plan is submitted by the State agency that is eligible to submit the plan.   Yes

2. The State agency has authority under State law to perform the functions of the State under the program.   Yes

3. The State legally may carry out each provision of the plan.   Yes

4. All provisions of the plan are consistent with State law.   Yes

5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.   Yes

6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan.   Yes

7. The agency that is submitting the plan has adopted or otherwise formally approved the plan.   Yes

8. The plan is the basis for State operation and administration of the program.   Yes
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.

Applicant's Organization: Idaho State Board of Education via the Division of Professional-Technical Education

Full Name of Authorized Representative: Dwight Johnson

Title of Authorized Representative: Division Administrator
SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html). If applicable, please print, sign, and email to OCTAE_MAT@ed.gov
ASSURANCES

The State Plan must include assurances that:

1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions).  Yes

2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA.  Yes

3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not “eligible individuals” within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA.  Yes

4. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities;  Yes

5. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) 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 and (2) integrate with the local workforce development system and its functions to carry out the activities of the program; and  Yes

6. 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
The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan* must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by WIOA:

* Sec. 102(b)(D)(iii) of WIOA
All agencies, except for those that are independent consumer-controlled commissions, must describe the following:


The responsibilities of the Idaho State Rehabilitation Council (SRC) are outlined in the Rehabilitation Act of 1973, as amended.

The State Plan and Finance Committee reviews state agency expenditures to budget, and supports efforts to obtain, sufficient revenues to fulfill the mission of IDVR. At the end of each year, the SRC helps the agency review how effectively it performed towards meeting the State Plan goals and its financial performance. The committee will work closely with the Planning and Evaluation Manager and Fiscal Manager in reviewing reports and data that impact the State Plan and fiscal well-being of the agency. The agency continues to provide quarterly written progress reports to the SRC in comparing the agency’s financial performance against the budget and compliance with federal regulations. The SRC will continue to develop a depth of understanding of the issues and potential solutions.

The SRC partnered with the Idaho Division of Vocational Rehabilitation (IDVR) in publishing the FFY2015 annual report and elected to use a calendar format. This was well received by various stakeholders.

2. THE DESIGNATED STATE UNIT'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS; AND

During FFY 2015, the SRC held quarterly meetings per the following dates and locations: October 27, 2014 - Boise, Idaho; February 11, 2015 - Boise, Idaho; May 07, 2015 - Boise, Idaho; July 30, 2015 - Lewiston, Idaho.

During FFY 2015 the SRC provided input and made recommendations to IDVR. The following summarizes the State Rehabilitation Council’s input and recommendations; response of IDVR; and explanation of input and recommendations.

1. **SRC Input**: It is suggested that future IDVR and SRC annual reports include customer satisfaction data with a higher emphasis on youth/students, pre-employment transition services, workforce partnerships and connecting with businesses.

**IDVR Response**: IDVR agrees that a greater level of detail regarding customer satisfaction would be beneficial for program evaluation and improvement efforts and for the annual report. The Planning and Evaluation unit will conduct a more thorough evaluation of the current Customer Satisfaction Survey process and provide more granular results to the SRC and IDVR management regarding these results. This will be a priority for the upcoming year.
2. **SRC Input:** In the FFY 2013 response to SRC input, IDVR indicated commitment to the implementation of a Business Relations position in FFY 2015 that would serve as a resource to employers statewide. Progress is encouraged in the development of a Business Liaison position to strengthen ties between employers and IDVR, especially for those employers with federal contracts under Section 503 of the Rehabilitation Act.

**IDVR Response:** IDVR remains committed to hiring a Business Liaison. The goal is to have this position filled by February/March 2016. IDVR will ensure that this position collaborates with employers who maintain federal contracts. IDVR will inform the SRC of progress related to this position, and employer outreach and engagement efforts.

3. **SRC Input:** Strategize future public comment meetings regarding what times of day would work best, accessibility of location, and the possibility of doing them electronically or perhaps via video conference.

**IDVR Response:** IDVR will work with the SRC on continued efforts to increase public engagement regarding the VR program. As part of the public comment process for the VR Services Portion of the Combined State Plan, IDVR intends to hold a statewide teleconference to solicit public comment. Evaluation of this public comment method will help inform the Division regarding future public comment efforts.

4. **SRC Input:** The State Rehabilitation Council (SRC) supports the Idaho Division of Vocational Rehabilitation in their WIOA State Plan submission. Regarding the Financial Participation Assessment (FPA) section of the plan, the SRC had extensive discussion at the January 21, 2016 quarterly meeting and voted to support the proposed changes the division drafted concerning the FPA. Subsequent input during the public comment period for the State Plan has been minimal. The one concern brought forward was a belief that the policy changes set forth in the revision of Section 8 and the Business Rule are not compliant with the Idaho Administrative Procedures Act in that issues that have a substantive impact on client’s rights are expected to be enforced are rules under the act, and must be properly promulgated. Encompassing the process in the Business Rule and not the Policy Manual does not solve that problem.

**IDVR Response:** IDVR followed appropriate Idaho rulemaking processes, including those of the Administrative Procedures Act (APA). The Division worked with State Board of Education staff regarding the rulemaking process to promote compliance with the APA and will continue to do so. IDVR’s policy regarding customer financial participation which explains the method used to determine the customer’s participation remains in the policy manual, which is in rule, by reference. The Division’s business practice (business rule) explains the specific calculations and the procedures staff follow to calculate the customer’s level of participation. This information will be explained and/or provided to customers so they fully understand the calculations to determine their level of participation.

3. **THE DESIGNATED STATE UNIT’S EXPLANATIONS FOR REJECTING ANY OF THE COUNCIL’S INPUT OR RECOMMENDATIONS.**

IDVR does not reject any of the SRC’s input or recommendations.
B. REQUEST FOR WAIVER OF STATEWIDENESS

When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

1. A LOCAL PUBLIC AGENCY WILL PROVIDE THE NON-FEDERAL SHARE OF COSTS ASSOCIATED WITH THE SERVICES TO BE PROVIDED IN ACCORDANCE WITH THE WAIVER REQUEST;

The Division is not requesting a waiver of statewideness.

2. THE DESIGNATED STATE UNIT WILL APPROVE EACH PROPOSED SERVICE BEFORE IT IS PUT INTO EFFECT; AND

The Division is not requesting a waiver of statewideness.

3. ALL STATE PLAN REQUIREMENTS WILL APPLY

requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

The Division is not requesting a waiver of statewideness.
C. COOPERATIVE AGREEMENTS WITH AGENCIES NOT CARRYING OUT ACTIVITIES UNDER THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM.

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 with respect to:

1. FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS;

The Idaho Division of Vocational Rehabilitation (IDVR) and the following entities have entered into or are developing formal agreements with programs to outline the collaborative relationship between the program and IDVR. 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.

IDVR has the following cooperative agreements:

**Idaho Industrial Commission (ICC):** This agreement outlines the relationship between IDVR 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 IDVR when they are unable to return to previous or similar employment due to the work related injury.

**Idaho Department of Health and Welfare Division of Behavioral Health, Adult Mental Health (H&W-Behavioral Health):** The IDVR and H&W-Behavioral Health update this agreement annually for the purpose of better serving Idahoans experiencing severe and persistent mental illness. A team approach will be 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 customers who have a severe and persistent mental illness deemed not eligible for this program will be referred to the general IDVR counselor. Those customers who have a severe and persistent mental illness deemed ineligible for IDVR services will be referred to other appropriate resources for assistance. A designated VR counselor and staff member are assigned to a H&W Behavioral Health Region to better serve customers. The Department of Health and Welfare provides certifiable non-federal monies for IDVR services per explained in the interagency cooperative agreement.

**Reciprocal Referral Services between the two VR Programs in the State:** The State of Idaho has two VR programs, the Idaho Division of Vocational Rehabilitation and the Idaho Commission for the Blind and Visually Impaired. The two programs have a Memorandum of Understanding (MOU) to establish 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.

**Idaho Educational Services for the Deaf and Blind (IESDB):** This agreement establishes guidelines and policies to facilitate the referral of IESDB students to IDVR for appropriate vocational rehabilitation services and to coordinate the provision of services when the student is a mutual customer of both agencies. Furthermore, this agreement will enhance cooperation and collaboration
between the two agencies, improve interagency communication, and establish staff cross-training opportunities, when available.

**Independent Living:** IDVR currently contracts Title VII, Part B funds to the State Independent Living Council (SILC) and Disability Action Center-NW (DAC). IDVR has allocated 71% of independent living funding provided through Title VII, Part B funds to the SILC. The remaining 29% is distributed directly to the Disability Action Center (a center for independent living). Part B funds are used to enhance and expand core independent living services.

**Project Search:** Project Search is a high school transition collaborative effort between school districts, VR, Community Rehabilitation Programs (CRPs) 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, child care, 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.

**Tribal VR (Nez Perce Tribe, Coeur d’Alene Tribe, Shoshone/Bannock Tribe, and Shoshone/Paiute Tribe):** IDVR maintain cooperative agreements with the four federally funded Tribal VR programs in the state. The intent of these agreements 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. IDVR has the basic responsibility to provide rehabilitation services to all eligible customers 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 IDVR.

IDVR will work with the four Tribal VR programs to update these cooperative agreements to address the requirements of WIOA, specifically to include transition services to students and youth with disabilities.

**U.S. Department of Veterans Affairs (VA) Vocational Rehabilitation and Employment (VR&E) Program and IDVR:** This cooperative agreement is entered into by the U.S. Department of Veterans Affairs (VA) Vocational Rehabilitation 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.

**University of Idaho, College of Education, Department of Leadership and Counseling:** IDVR and the University of Idaho (U of I) entered into an agreement to advance the Continuing System of Professional Development (CSPD) for the vocational rehabilitation community of Idaho, in particular the vocational rehabilitation counseling profession. This agreement sets forth the expectations and terms of the partnership to advance the CSPD of Idaho through the only University that provides the vocational rehabilitation counselor program in the state. The vocational rehabilitation counselor program is Administered and delivered through the Leadership and Counseling Department of the College of Education.
**Partnership Plus:** IDVR has established four Partnership Plus agreements with Employment Networks (EN’s) throughout the state. The Partnership Plus agreements facilitate referrals between the IDVR and the EN under the Social Security Administration’s Ticket to Work program. The Agreement defines the responsibilities of each party in working with Social Security beneficiaries (those receiving SSI/SSDI benefits) under the Vocational Rehabilitation Cost Reimbursement (CR) program. This partnership is created for instances where the IDVR has been serving a Ticket Holder under the IDVR CR program and is closing a beneficiary’s case with the beneficiary in employment. This agreement establishes the basis for the coordination of vocational rehabilitation services provided by the IDVR with the provision of ongoing support services, benefits counseling, job retention services, and other types of services and supports provided by the EN to assist beneficiaries in maintaining employment and increasing their earnings.

**Idaho Department of Labor as an Employment Network:** The Idaho Department of Labor (IDOL) has recently become an approved Employment Network. IDVR and IDOL are collaborating to formalize an agreement regarding coordinated service delivery. The agreement will describe the referral process between IDVR and IDOL under the Social Security Administration’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 will further describe the responsibilities of each agency in working with Social Security beneficiaries (those receiving SSI/SSDI benefits) under the Vocational Rehabilitation Cost Reimbursement (CR) program.

**Adult Corrections:** The Division, in collaboration with the Idaho Department of Correction (IDOC), has two Memorandum of Agreements (MOAs) to provide a cooperative effort in the delivery of comprehensive vocational rehabilitation services to customers who are involved with the criminal justice system. The goal of the MOAs is to provide IDVR eligible customers who are reentering the community and under felony supervision in the following service areas: Region I Coeur d’Alene, Regions III and VII Treasure Valley area, Region IV Twin Falls, Region V Pocatello and Region VI, Idaho Falls area the opportunity of the full spectrum of IDVR services. IDOC will contribute certifiable non-federal funds towards the case service expenditures.

**Transitioning Students with Disabilities:** In collaboration with Special Education and IDEA, as well as federal initiatives, the Division has developed cooperative agreements with schools or school districts in various areas throughout the state to provide comprehensive vocational rehabilitation services to students with disabilities to assist with transition to work. A designated VR counselor and staff member are assigned to a consortium affiliated facility to better serve customers in the respective areas.

The school districts contribute certifiable non-federal funds to IDVR to be used for allowable IDVR case service expenditures per the cooperative agreement. The memoranda agreements cover the following areas of the state:

- **Region I Coeur d’Alene - Two Projects**
- **Region II Lewiston - One Project**
- **Region III Treasure Valley Special Programs - Four Projects**
- **Region IV Twin Falls - One Project**
It is worth contrasting the services in the regions of the state covered by the cooperative agreements versus those not covered. Any individual school district may participate in the arrangement. IDVR counselors are either located in high schools or travel to those high school participating in the project. This increases accessibility to the students eligible and/or potentially eligible for IDVR services. Counselors maintain a dedicated caseload of transitioning students and youth with disabilities until case closure. Dedicated school to work counselors collocated in schools creates closer working relationships with school personnel, provides for more timely referrals, better support throughout the rehabilitation process, and the expertise that comes with specialization. The arrangement has proved important in developing an excellent working relationship between IDVR staff and school districts across the state.

In school districts not covered by the cooperative agreements, students continue to receive the same level of service provision; however, referrals to IDVR are made by school counselors, special education teachers, or by word of mouth. All of the traditional and relevant activities and services are provided by a general caseload counselor. There are no services offered under the cooperative agreements that are not also made available by counselors providing services in the areas not covered by the cooperative agreements. The counselors who only serve students and youth typically are more knowledgeable and specialized in serving this population.

2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

The state program which carries out the statewide Assistive Technology program for Idaho is the Idaho Assistive Technology Project (IATP), administered 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. IDVR and IATP have had a long term working relationship to assist IDVR customers with assistive technology services and devices, to include VR representation on the IATP Council. IDVR 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.

3. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE UNITED STATES DEPARTMENT OF AGRICULTURE;

The Idaho Division of Vocational Rehabilitation does not engage in any programs carried out by the Under Secretary for Rural Development of the U.S. Department of Agriculture.

4. NONEDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH; AND

Juvenile Corrections: The Division, in collaboration with the Idaho Department of Juvenile Corrections (IDJC), has a Memorandum of Agreement (MOA) to provide comprehensive vocational rehabilitation services to juvenile offenders both in the IDJC institution and within the community. The goal of this MOA is to provide IDVR eligible customers located within the Treasure Valley area
the opportunity to prepare for re-entry into the community by providing the full spectrum of IDVR services. IDJC will contribute non-federal funds towards case service delivery for costs for these customers. While some of the IDJC referrals may be students with disabilities, the majority of the referrals are out-of-school youth.

5. STATE USE CONTRACTING PROGRAMS.

State Use Contracting Programs: The Rehabilitation Act of 1973, as amended, created the opportunity for states to give contract preference to businesses that employ individuals with disabilities. Idaho Code Section 67-2319A appointed the “Idaho Council for Purchases from Nonprofit Businesses that Serve People with Disabilities” (commonly referred to as The State Use Council) to facilitate the sale of goods and services from Not for Profit Community Rehabilitation Programs to meet this obligation.
D. COORDINATION WITH EDUCATION OFFICIALS

Describe:

1. DSU'S PLANS

The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

IDVR Pre–Employment Transition Highlights – IDVR has hired a Transition Coordinator with extensive experience and an established network across Idaho public K–12 education system. The Division is developing PETS implementation strategies to provide services at the following levels, including all required pre–employment transition services (job exploration counseling, work based learning experiences, counseling on opportunities for enrollment in post–secondary education, workplace readiness training to develop social skills and independent living, and instruction in self–advocacy). The Division will continue to modify and improve these strategies, including the coordinated and authorized services, as service delivery and partnerships evolve. IDVR has numerous pre–employment transition service activities underway, see section o – State’s Strategies for more detailed information.

The Idaho Division of Vocational Rehabilitation is an agency of the State Board of Education and partners with other agencies under the Board through coordination and collaboration.

IDVR has strong relationships with Education agencies throughout the state, including formal interagency agreements with a number of Local Education Agencies (LEAs), with the State Department of Education (SDE), and the Idaho Commission for Blind and Visually Impaired (ICBVI). In addition to these formal agreements, IDVR has partnered with the SDE to implement a Statewide Secondary Transition Plan which correlates to the Division’s Pre–Employment Transition Plan.

IDVR is committed to the promotion of competitive integrated employment outcomes for all our participants, and due to changes in WIOA will work to augment all future agreements to emphasize this commitment.

Additionally, IDVR will collaborate with the District to provide or arrange for the provision of pre–employment transition services for students with disabilities who are in need of these services. Pre–employment transition services include: job exploration counseling; work–based learning experiences that are provided in a competitive integrated environment, to the maximum extent possible; counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education; workplace readiness training to develop social skills and independent living; and instruction in self–advocacy. These pre–employment transition services may be provided to students who are eligible for or receiving section 504 services, in addition to students eligible for or receiving services under an IEP. IDVR will not provide pre–employment transition services that are usual and customary for the District to provide.
2. INFORMATION ON THE FORMAL INTERAGENCY AGREEMENT WITH THE STATE EDUCATIONAL AGENCY WITH RESPECT TO:

A. CONSULTATION AND TECHNICAL ASSISTANCE TO ASSIST EDUCATIONAL AGENCIES IN PLANNING FOR THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO POST-SCHOOL ACTIVITIES, INCLUDING VR SERVICES;

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:

1. To encourage staff to work closely with school district personnel to ensure coordination between education services and vocational rehabilitation services.

2. That IDVR and ICBVI counselors will provide training to school district personnel, students and families on all aspects of vocational rehabilitation services, including their roles as IEP team members.

3. To conduct individual student assessment needed to plan transition services, including the need for assistive technology. Such assessments may be conducted by the local school district, IDVR, ICBVI or agencies working in partnership.

4. To provide cross training of staff on education and vocational rehabilitation issues.

Idaho Interagency Council on Secondary Transition: In the State of Idaho there is an Interagency Agreement between the Idaho State Department of Education (SDE), Idaho Division of Vocational Rehabilitation (IDVR), and the Idaho Commission for the Blind and Visually Impaired (ICBVI). The Interagency Council’s role is to ensure that the secondary transition interagency agreements are coordinated and that the activities the agencies have agreed upon are implemented. 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.IDVR 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 postsecondary 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.
B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

Statewide Transition Plan – IDVR, the State Department of Education (SDE), Idaho Parents Unlimited, and Kellogg Schools, a Local Education Agency (LEA), have developed and implemented a statewide secondary Transition Plan with support and assistance from the NSTTAC (National Secondary Transition Technical Assistance Center), now NTACT (National Technical Assistance Center on Transition). The goal of this plan is to increase the connections between families, VR, and LEAs to provide comprehensive services to students with disabilities by providing pre-employment transition services (PETS).

Expected outcomes include an increase in student applications to VR, an increase in the number of students participating in work experiences, an increase in the number of students participating in self-determination/advocacy curriculum with VR, and an increase in parent engagement and involvement in the transition planning process.

Furthermore 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 facilitate the development and implementation of individualized education programs (IEPs). The agencies agree:

1. To cooperate in the development of transitioning 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 IDVR or ICBVI, the student and his/her parent or guardian.

C. ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES;

Idaho State Department of Education (SDE) - Secondary Transition: Idaho Division of Vocational Rehabilitation (IDVR), Idaho Commission for Blind and Visually Impaired (ICBVI), and the State Department of Education (SDE) currently have a formal cooperative agreement. This agreement ensures a coordinated, comprehensive system focusing on students with disabilities as they transition from secondary school to post-school activities, promoting post-secondary education, vocational training, competitive integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation emphasizing a team approach to facilitate the transition of students with disabilities from public education into employment.

This agreement addresses the following:

- Roles and responsibilities of each agency, including which agency is state lead
- Financial responsibilities of each agency, including the purchase of Assistive Technology
- Outreach and technical assistance
- Referral process for students with disabilities to the appropriate VR program
- Data release and data sharing
While comprehensive, the current agreement will be updated to meet the mandatory requirements outlined in WIOA, specifically addressing additional financial criteria to be used to determine which agency is financially responsible for the provision of transition services and the documentation requirements for students who are seeking subminimum wage employment. That said, the current agreement establishes the following roles and responsibilities for the involved parties:

A. The Idaho State Department of Education (SDE) agrees:

1. To assume the role of lead agency in facilitating interagency planning with LEAs and implementation of educational programs and transitional services for youth with disabilities in transition from high school to post-high school services.

2. To support LEAs in their efforts to write IEPs using an outcome oriented focus and to coordinate transition activities for each eligible student, beginning no later than the IEP before the student turns age 16 years (earlier if appropriate), and to address future student needs in the areas of employment; post-secondary education, vocational training; and adult living and community participation, including assistive technology.

3. To invite IDVR and ICBVI to provide information regarding their services, including their role as an IEP team member, to school district personnel, students and their families.

4. To work with IDVR and ICBVI counselors (also referred to as "vocational rehabilitation counselors") to identify a process for such counselors to provide input and participate in the development of an individual student’s IEP, including transition services.

5. To identify appropriate school personnel who, with prior consent from adult students or students’ parents or legal guardians, will initiate the referral process of students receiving special education services, students with disabilities (e.g. physical, medical, visual) who are not eligible for special education services, and students who have a 504 Plan (Rehabilitation Act of 1973), to IDVR and/or ICBVI for determination of eligibility for vocational rehabilitation services.

6. To support LEAs and schools to, with prior consent from adult students or students’ parents or legal guardians, refer transitioning students with disabilities to IDVR and/or ICBVI, when it is deemed appropriate by school personnel to refer based on the individual needs of the student, so that IDVR and/or ICBVI can become involved with the Individual Education Plan (IEP) team, assist with development of the IEP, participate in determination of needed transition services, assess eligibility for vocational rehabilitation services and develop an Individual Plan for Employment (IPE).

7. To invite the IDVR and/or ICBVI counselors, with prior consent from adult students or students’ parents or legal guardians, to participate as members of IEP teams for students who have been referred to IDVR and/or ICBVI for rehabilitation services, or earlier if appropriate.

8. To develop transition services for individual students receiving special education services that incorporate input and information provided by IDVR and/or ICBVI counselors.
B. Idaho Division of Vocational Rehabilitation (IDVR) and Idaho Commission for the Blind and Visually Impaired (ICBVI) agree:

1. To encourage staff to work closely with school district personnel to ensure coordination between education services and vocational rehabilitation services.

2. That IDVR and ICBVI counselors will provide training to school district personnel, students and families on all aspects of vocational rehabilitation services, including their roles as IEP team members.

3. That IDVR and ICBVI counselors are available to consult with educators concerning vocational rehabilitation services for transitioning students to assist them toward employment.

4. That IDVR and ICBVI counselors will collaborate with the school districts in their service areas to identify a process for the counselors to provide input and participate in the development of the transition services included in IEPs.

5. That IDVR and ICBVI counselors will consult with educators concerning referral of students to IDVR and/or ICBVI for rehabilitation 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 providing rehabilitation services.

6. That IDVR and ICBVI counselors will accept referrals, when it is appropriate based on the individual needs of the student, to determine eligibility and will work collaboratively, with input from the student’s IEP team, to develop IPEs. 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 move the student to their employment goal.

7. That 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. The IDVR and/or ICBVI counselors will provide written recommendations, if requested, for use in developing IEPs when unable to attend.

8. All state plan requirements, including a state’s order of selection, will apply to all services provided under this cooperative agreement.

C. The Idaho Division of Vocational Rehabilitation (IDVR) agrees:

1. To continue current funding of IDVR School Work Counselors in conjunction with matching funds from participating school districts. Ensure that in schools where School Work Counselors are located, cooperative agreements are developed or continued between the local education agency and IDVR to identify each agency’s responsibilities to this partnership. The continuation and development of the IDVR School Work Counselor positions are dependent on the receipt of adequate funding from the federal government and/or Idaho state legislature.
D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES.

Idaho Division of Vocational Rehabilitation (IDVR), Idaho Commission for Blind and Visually Impaired (ICBVI), and the State Department of Education (SDE) currently have a formal cooperative agreement.

The agreement stipulates that the vocational rehabilitation agency is mandated to initiate outreach to, and identification of, students with disabilities who could benefit from transition services. This involves informing the student (or, when appropriate, their representative) as early as possible about the vocational rehabilitation program, its purpose, eligibility criteria, application procedures and scope of available services.

The Division’s transition coordinator has been traveling across the state to create awareness of the changes in the VR program and to market PETS pilot programs. These activities consist of a series of face to face meetings in communities across Idaho including key stakeholder engagement through a series of regional special educator meetings, presentations at statewide administrator meetings, presentation at Tools for Life to parents, students and educators, outreach to Idaho Parents Unlimited, outreach to the Idaho Interagency Council on Secondary Transition, and ongoing discussions with the Idaho State Department of Education.

Additionally, IDVR’s School Work Transition counselors, who are already collocated in various school districts are working with educational counterparts to identify students who are potentially eligible for pre-employment transition services and eligibility for the VR program.

The Division is in the early stages of discussion with the Idaho Department of Labor Youth programs to develop a pre-employment transition outreach initiative to students in the Idaho Department of Juvenile Corrections to increase participation of students and youth who are in this program.
E. COOPERATIVE AGREEMENTS WITH PRIVATE NONPROFIT ORGANIZATIONS

(Formerly known as Attachment 4.8(b)(3)). Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

IDVR does not establish cooperative agreements with private nonprofit vocational rehabilitation service providers. Services are purchased on a fee–for–service basis. IDVR does have cooperative agreements with several non–profit CRPs for the coordination of services provided by Employment Networks for individuals who are Social Security beneficiaries who are Ticket holders. These cooperative agreements describe the coordination between both agencies.
F. ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

(Formerly known as Attachment 4.8(b)(4)). Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

IDVR 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. IDVR has established and continues to maintain strong working relationships with pertinent state agencies such as the Department of Health and Welfare, Developmental Disabilities, Adult DD Home and Community Based Services and other appropriate entities to assist in the provision of supported employment services throughout the state.

IDVR manages the Extended Employment Services (EES) program which is funded by appropriations from the state legislature on an annual basis. Two employees (1.75 FTE) support the program and oversee program allocations for eligible program participants. Services are delivered by Community Rehabilitation Programs (CRPs); these services include both community supported employment as well as sub-minimum wage facility based employment opportunities.

IDVR continues to maximize Federal Supported Employment monies through collaborative efforts with other agencies and organizations. IDVR works to ensure that available resources are identified and utilized to increase the availability of services for all customers requiring long-term community supported employment. Included within these collaborative efforts are Medicaid services provided through waiver programs.

IDVR counselors work closely with the state EES program to ensure that eligible individuals are referred and placed on the waiting list to receive long-term community supported employment funding when appropriate. IDVR counselors also assist customers who desire to move from a facility based environment into competitive and community-based supported employment when appropriate.
G. COORDINATION WITH EMPLOYERS

(Formerly known as Attachment 4.8(b)(5)). Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

1. VR SERVICES; AND

IDVR has set aside one FTE to hire a Business Relations Liaison to help meet this new emphasis in WIOA and has collected information from the Job-Driven Vocational Rehabilitation Technical Assistance Center (JDVRTAC) to help inform the competencies required of this position. Additionally, IDVR will take advantage of the JDVRTAC offerings to inform employer engagement efforts. The Division hopes to proceed after the “effectiveness in serving employers” is defined by the US Departments of Education and Labor. IDVR will coordinate business outreach efforts with the Idaho Department of Labor, and their business outreach team.

IDVR will work with employers to provide general and customized technical assistance and support services to businesses and industries including:

- Work-based learning experiences
- Section 503 technical assistance for federal contractors and subcontractors
- Training employees with disabilities
- Promote awareness of disability-related obstacles and stigma reduction
- Linking business with state and federal financial incentives for supporting individuals with disabilities (e.g. Work Opportunity Tax Credit).
- Other customized training, consultation, and technical assistance as allowed by WIOA regulations

2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

IDVR has hired a Transition Coordinator with extensive experience and an established network across Idaho public K-12 education system. The Transition Coordinator can provide PETS related training and technical assistance customized for Idaho businesses and coordinate with the Business Relations Liaison to ensure relevant and meaningful interventions are tailored to the needs of businesses, and to address all employer concerns regarding the provision of PETS and work based learning experiences. Employer needs will help inform alignment between PETS and the career pathways/sector strategy outlined in the strategic elements section of Idaho’s combined state plan.
H. INTERAGENCY COOPERATION

Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

1. THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT;

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 Settings project.

IDVR has initiated contact with H&W to develop a formal Cooperative Agreement between the agencies as it relates to Title XIX of the Social Security Act.

2. THE STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES; AND

IDVR has a solid working relationship with the Adult Developmental Disabilities Services program under the Department of H&W. Since July 2014, an informal protocol has been established and implemented in the field between IDVR and H&W Adult Developmental Disabilities Services program.

3. THE STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES.

Idaho Department of Health and Welfare Division of Behavioral Health, Adult Mental Health (H&W-Behavioral Health): The IDVR and H&W-Behavioral Health update this agreement annually for the purpose of better serving Idahoans experiencing severe and persistent mental illness. A team approach will be 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 customers who have a severe and persistent mental illness deemed not eligible for this program will be referred to the general IDVR counselor. Those customers who have a severe and persistent mental illness deemed ineligible for IDVR services will be referred to other appropriate resources for assistance. A designated VR counselor and staff member are assigned to a H&W Behavioral Health Region to better serve customers. The Department of Health and Welfare provides certifiable non-federal monies for IDVR services per explained in the interagency cooperative agreement.
I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT; DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

(Formerly known as Attachment 4.10). Describe the designated State agency’s procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

1. DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

A. QUALIFIED PERSONNEL NEEDS.

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

i. the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;

Table VR.1: Qualified Personnel

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Total Positions</th>
<th>Current Vacancies</th>
<th>Projected Vacancies Over the Next 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualified Rehabilitation Professionals Vocational</td>
<td>72</td>
<td>4</td>
<td>64</td>
</tr>
<tr>
<td>Rehabilitation Specialists Vocational Rehabilitation Counselors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational Rehabilitation Assistants</td>
<td>47</td>
<td>1</td>
<td>32</td>
</tr>
<tr>
<td>Field Management Staff</td>
<td>8</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Human Resources</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fiscal</td>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Information Technology</td>
<td>5</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Planning and Evaluation</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Administrative Assistants</td>
<td>3</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Extended Employment Services</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Administrator</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Chief of Field Services</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

IDVR current employs a total of 148 staff. The breakdown of personnel is listed above.

The Agency has determined that a ratio of one Qualified Rehabilitation Professional (QRP) for every 20,000 people in the state is an ideal staffing ratio. The population of Idaho is approximately 1.6 million people, thus a minimum of 80 QRP over the next five years would be required to meet this ratio. IDVR currently has a total of 72 QRP, VRC and VRS, and anticipates needing five additional positions. In addition, two VRA positions would be necessary to support the QRP to meet the demand for IDVR services. The anticipated number of vacancies expected due to retirements or individuals leaving the Agency over the next five years are noted in the above chart. In addition, the Division anticipates the creation of a Business Relations Liaison position in FY 2016 to help address the new requirements of WIOA.

ii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and
The current vacancies broken down by personnel category can be found in Table VR.1: Qualified Personnel in the preceding section of this plan.

iii. projections of the number of personnel, broken down by personnel category, who will be needed by the State 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.

Projected vacancies by personnel category and the rationale informing these projections can be found in Table VR.1: Qualified Personnel which is located in (i)(1)(A)(i) of this section.

B. PERSONNEL DEVELOPMENT

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

i. a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;

The University of Idaho (U of I) is the only institution of higher education in Idaho that prepares VR counselors. The U of I Rehabilitation Counseling and Human Services Program was awarded a 5-year $1,000,000 Rehabilitation Training grant from the U.S. Department of Education Office of Special Education and Rehabilitative Services - Rehabilitation Services Administration (RSA). The grant includes a select number of student scholarships for tuition/fees, books and supplies, and travel to professional conferences. Upon graduation, recipients of the scholarships will, in return, agree to work two years for every year they receive a scholarship at a state vocational rehabilitation or related-rehabilitation agency.

The program is offered in two Idaho locations and will accommodate 25 students. They also offer a category “R” education program for individuals who have related Masters Degrees and need up to six additional courses to be eligible to sit for the CRC exam.

The University of Idaho program is offered in two Idaho locations and will accommodate 25 students. They also offer a category “R” education program for individuals who have related Masters Degrees and need up to six additional courses to be eligible to sit for the CRC exam.

From the current M.Ed./M.S. Rehabilitation Counseling and Human Services Program at the U of I, seven students are expected to graduate from the Boise campus and nine are expected to graduate from the Coeur D’Alene campus in May 2016. The next cohort will begin May of 2016 and they are expecting to have a full capacity of 25 students. It is expected that students who will be graduating in May of 2016 will sit for the CRC exam in the Spring of 2016.

iii. 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.
The U of I program will accommodate 25 students. They also offer a category “R” education program for individuals who have related Masters Degrees and need up to six additional courses to be eligible to sit for the CRC exam.

From the current M.Ed./M.S. Rehabilitation Counseling and Human Services Program at the U of I, seven students are expected to graduate from the Boise campus and nine are expected to graduate from the Coeur D’Alene campus in May 2016. The next cohort will begin May of 2016 and they are expecting to have a full capacity of 25 students. It is expected that students who will be graduating in May of 2016 will sit for the CRC exam in the Spring of 2016.

2. PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL

Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit 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.

IDVR will continue to recruit qualified staff from the U of I and other regional and national institutions of higher education. We maintain contact with Auburn University, Arkansas State University, Hofstra University, Illinois Institute of Technology, Montana State University, New Mexico Highlands University, Portland State University, San Diego State University, South Dakota State University, Springfield College, Texas Tech University, University of Arizona, University of Arkansas, University of Kentucky, University of Medicine and Dentistry of New Jersey, University of North Texas, University of Northern Colorado, University of Texas Rio Grande Valley, University of Wisconsin - STOUT, Utah State University, Virginia Commonwealth University, West Virginia University and Western Washington University. Management staff also attends the Fall and Spring National Council on Rehabilitation Education (NCRE) conferences.

IDVR and the U of I developed an agreement in FFY 2011, to be renewed annually, that outlines the detail of a mutually beneficial partnership. IDVR contributes to the vocational counselor education program in order to ensure a long lasting quality educational program. The U of I Rehabilitation Counseling and Human Services (RCHS) department provides educational opportunities for existing staff and other rehabilitation related organizations and individuals to advance the profession of rehabilitation counseling. Educational opportunities include not only formal university education but activities such as workshops, research projects, and specialty events, summer training conferences in conjunction with the Idaho Chapter of the National Rehabilitation Association, and internship positions within the University structure. Five professional development trainings were held in 2015 on relevant disability-related or rehabilitation issues for IDVR and related rehabilitation professionals to earn CRC CEUs.

IDVR will provide feedback to U of I’s RCE department chair and dean on existing and future staffing needs, including individuals with disabilities as well as those from minority backgrounds.

When possible, IDVR supports unpaid internships for Masters level students in Rehabilitation or related fields. During FFY 2015 unpaid and paid interns were supported. Three interns were hired by IDVR into counseling positions. The Agency anticipates continuing this relationship.
IDVR continues to face challenges in recruiting qualified applicants. The entry-level wage for a QRP is lower than comparable state and private positions. IDVR has begun to address and implement a more competitive wage for QRP’s and classified personnel. IDVR will continue to build a compensation package which will be competitive with other states and agencies contingent upon available funding.

All Regional Managers, Central Office Management and other leadership personnel are involved in recruitment activities. Development of recruitment and marketing plans continue to be a priority for the Division.

IDVR participates in Career Fairs around the state to encourage and seek out individuals from diverse backgrounds including individuals with disabilities and from minority backgrounds.

IDVR conducts exit interviews with staff, when possible, to determine whether there are areas of concern affecting staff retention that need to be addressed.

IDVR is committed to recruiting and hiring qualified personnel who are individuals with disabilities and/or from minority backgrounds. The Agency has a long history of recruiting, hiring and retaining such individuals.

For FFY 2015 the turnover rate for QRP’s was 17%, with the overall turnover rate at 18%. The Agency will continue to conduct staff surveys every two years for all employees. Results will be compiled and reviewed to identify specific areas to enhance retention efforts.

3. PERSONNEL STANDARDS

Describe the State agency’s policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and 34 CFR 361.18(c) to ensure that designated State unit 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

The State of Idaho does not require a state licensure for rehabilitation counselors. Educational standards for personnel established by IDVR for qualified rehabilitation professionals (QRP) are intended to meet a base level of quality expected by the Division of its counselors.

IDVR has established three QRP levels: Vocational Rehabilitation Counselor I, II and III (VRC I, II and III). The educational standards that satisfy the Agency’s CSPD policy for the VRC I & II counselor positions are as follows:

1. A current Certified Rehabilitation Counselor (CRC) designation obtained through the Commission on Rehabilitation Counselor Certification (CRCC OR

2. Graduation from a program accredited by the CORE with a Master’s Degree in Rehabilitation Counseling OR
3. A current Licensed Professional Counselor (LPC) or Licensed Clinical Professional Counselor (LCPC) designation issued by the State of Idaho Bureau of Occupational Licensing (IBOL); Rules of the Idaho Licensing Board of Professional Counselors and Marriage and Family Therapists, IDAPA 24.15.01.

CRC designation is required for the VRC III, Chief of Field Services and all Regional Managers. IDVR’s minimum standards for all other Agency positions are the State of Idaho’s minimum standards for each position.

IDVR places great importance on recruiting, hiring, and retraining staff that are appropriately and adequately trained to provide services to our customers with disabilities. Due to the limited pool of recruits for the QRP positions, IDVR will consider hiring individuals who do not possess the above academic standards. These individuals are hired into the Vocational Rehabilitation Specialist (VRS) title. The VRS is the exempt classification for staff hired who do not meet the minimum qualification standards for IDVR’s QRP (VRC).

Minimum qualification standard for the VRS title are: graduation with a Bachelor’s or Master’s degree in a related field of study, to include but not be limited to, Rehabilitation Counseling, Social Work, Psychology, and Counseling (without the Theories and Techniques of Counseling course in the degree) will be considered under special circumstances. Special circumstances, include, but are not limited to the following: The exhaustion of recruitment efforts for qualified personnel, placement difficulty in rural areas of the state and the service needs of special populations.

The VRS will be required to meet CSPD standard as outlined in IDVR’s State Plan within five years of the staff’s hire date. In all cases, the new minimum federal requirements for ‘Qualified’ personnel will be retained.

The VRS with assistance from Regional Manager (RM) and Organizational Development Specialist (ODS) will develop a CSPD Plan within three months of their hire date. Each CSPD plan will require the following elements:

a.) Educational requirements necessary to complete CSPD (if applicable). Number of courses required and an outline of anticipated timeframe for completion of each course.

b.) As the coursework is completed grades must be submitted to the RM and ODS within two months.

c.) Employment Internship requirement as outlined in Category “B” of the CRC Certification guide. CSPD will be evaluated for progress as part of the VRS’s overall performance requirements as outlined in the VRS job description.

Staff at VRS level will be required to update their CSPD plan annually and have it approved by the RM and ODS and send a copy to HR for their personnel file.

IDVR recognizes that medical conditions and certain medical issues can impact these goals. For further information regarding accommodation requests under the Americans with Disabilities Act Amendments Act (ADAAA), Family Medical Leave Act (FMLA), Worker’s Compensation, other rules and regulations as applicable and/or possible medical waiver extensions contact your immediate supervisor and/or IDVR’s HR department.
IDVR is not obligated and may or may not aid or be financially responsible to the employee for any costs involved in acquiring the needed education/certifications.

IDVR will recognize current standards as outlined in the CRC Certification Guide when determining qualifying degrees, programs, coursework and acceptable employment experience.

Employees will be required to present IDVR with a notice of eligibility to take the CRCC exam in order to meet CSPD requirements. IDVR will reimburse the cost of the CRCC application and testing fee upon verification of achievement of CRC certification.


IDVR 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 the increased WIOA emphasis on workforce development the Division will also concentrate on providing training to strengthen business relationships and increase knowledge of labor market relevance and employer needs.

4. STAFF DEVELOPMENT.

Describe the State agency's policies, procedures, and activities to ensure that, consistent with section101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

A. SYSTEM OF STAFF DEVELOPMENT

a system of staff development for professionals and paraprofessionals within the designated State unit, 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

IDVR tracks and monitors each employee’s individual training and development through the Agency’s learning management system (LMS), TrackStar. Special emphasis is placed on training required to maintain CRC and/or LPC certification. This includes training on ethics, disability topics, vocational counseling, assessment, job placement strategies, and assistive technology.

B. ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE

procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

An annual training needs assessment is conducted to determine personnel training needs. Individual employee skill sets, position descriptions, and position duties are also assessed to identify areas that require further development. In addition, organizational needs are analyzed to identify areas in need of succession planning, to expand those employee skills essential in the effective servicing of special
populations, and to meet job demands. Information gathered from employee performance evaluations; supervisory feedback, employee exit interviews, and administrative review results also assist the Division with identifying areas of need.

In October 2014 IDVR held a statewide in-service. VR managers and counselors were introduced to a dashboard caseload management tool and VR assistants were introduced to a desktop manual that was created specifically for their job title. Breakout sessions included personality disorders, suicide prevention, addiction, DSM-5, legal guardianship, CPR and first aid, employer relationships and employee wellness.

The Division continued to provide facilitator training to IDVR staff statewide, so they could then provide direct training to customers utilizing the WorkStrides curriculum that was developed by Washington VR. The career development workshop is geared towards customers that are preparing for plan development. It assists with the amount of time spent on plan development and successful completion of planned services to employment outcomes. During FFY 2016 each region has been tasked with developing a regional career development workshop. For many areas the 20 hour workshop is difficult for staff and customers to attend, so a shorter one to two day workshop may be of more value.

Motivational Interviewing (MI) training for new employees and a refresher option were provided in June 2015.

Throughout the year, training requests are approved for individual and group training in areas of interest or need. A variety of platforms are utilized for dissemination, including face-to-face training, conferences, and online webinars. Topics/conferences included but were not limited to: Ethics, Idaho Conference on Alcohol and Drug Dependency, Tools for Life, and the Conference for Exceptional Children.

Succession planning and leadership development continue to be a focus of the Division. All Central Office and Field Services Managers complete the Supervisory Academy offered by the Idaho Division of Human Resources. The academy includes 10 modules on Performance Management: Development, Coaching and Feedback, Expectations, Motivation, Documentation, Calibrating Ratings, Evaluation, I-Perform (performance evaluation software program), and Progressive Discipline. When financially able the Division supports staff in the Emerging Leaders series. The Division utilizes eight (8) rotating Assistant Regional Manager positions throughout the state to provide additional management experience to staff.

New VR staff participates in a new employee orientation which is provided online through the TrackStar LMS, by Central Office staff, the immediate supervisor, and other designated employees. New VR assistants also participate in an online series designed for paraprofessional staff. The course covers the History of VR, Basic Ethical Considerations, Navigating Sticky Situations, Developing Collaborative Relationships, and Cultural Diversity.

5. PERSONNEL TO ADDRESS INDIVIDUAL COMMUNICATION NEEDS

Describe how the designated State unit has personnel or obtains the services of other individuals who 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.
IDVR employees that are fluent in Spanish are recruited to serve the needs of the Hispanic communities located throughout the state.

The Agency supports one caseload in the Treasure Valley that specifically addresses the needs of deaf and hard of hearing customers. Sign language interpreting services are also purchased when necessary.

Since Idaho has a separate entity that addresses issues related to low vision and blindness, IDVR does not provide specific training to its staff in Braille.

Interpreter services for non-english/non-spanish speaking individuals are purchased on an as needed basis, as appropriate.

6. COORDINATION OF PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

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 Division has created the position for, and hired, a new Transition Coordinator. The Transition Coordinator will facilitate the required coordination with the State Department of Education and provision of Pre-employment Transition Services, as required under WIOA. Additional training and education will be identified for staff regarding new services, new coordination and best practices in serving students with disabilities. The Transition Coordinator 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.
1. PROVIDE AN ASSESSMENT OF THE REHABILITATION NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, PARTICULARLY THE VR SERVICES NEEDS OF THOSE:

   A. WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THEIR NEED FOR SUPPORTED EMPLOYMENT SERVICES;

IDVR published a Comprehensive Statewide Needs Assessment (CSNA) in January 2014. The next CSNA will be conducted in 2017, however, IDVR intends to conduct a comprehensive statewide needs assessment regarding the provision of pre-employment transition services in PY 2016, as this was not a requirement of the 2014 CSNA.

The number of people with disabilities in Idaho is growing. The ACS (2014) one-year estimates of individuals with disabilities in Idaho increased from 182,264 in 2009 to 204,780 in 2014, representing an increase of 12.4% over five years (Table B18101).

According to data from the American Community Survey, published in the Compendium of Disability Statistics, 13.1% of Idaho civilians living in the community report having a disability, including 11.2% of residents of working age (18-64). The prevalence of disability in Idaho roughly corresponds to that of the United States, with estimates all within one-percentage point each of the past five-years. These estimates are also in line with bordering states with the exception of Utah’s rate of 9.5% (the lowest disability percentage in the United States). Rates of reported disability range from the low in Utah of 9.5% to a high of 20.2% in West Virginia. ACS (2007) 1-year estimates suggest 6.3% of working age Idahoans have an ‘employment disability’. While eliminated from the ACS questionnaire in 2008, this rate applied to Idaho’s current population would suggest a population of individuals who experience difficulty working at just over 102,000.

There is a strong correlation between those individuals requiring supported employment (SE) services and presumptively eligible participants in the VR program. To approximate the potential need for SE services, the Division will utilize counts of Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI) beneficiaries.

Individuals who qualify for SSI/SSDI are by law presumptively eligible for Vocational Rehabilitation services. The United States Social Security Administration (SSA) estimates that as of December 2012 the number of Idahoans age 18-64 who received SSDI was 42,382. SSI benefits were received by 19,933 individuals while 6,668 people concurrently received SSI and SSDI during the same period. These 62,315 individuals represent 6.6% of all working age Idahoans.

According to internal data, IDVR took applications on 6,020 cases in FFY 2015 including 914 cases where SSDI benefits were verified and 1052 cases where SSI benefits were verified. This represents a presumptive eligibility rate of 33% at application. The Division anticipates an increase in this rate as PETS requirements increase the likelihood of the establishment and implementation of an Order of Selection and the subsequent referral of candidates on the waiting list to other partner agencies.
B. WHO ARE MINORITIES;

Historically, the population of Idaho has been ethnically homogenous in comparison to other states in the region. However, Idaho’s recent population growth has seen an accompanying growth in the number and diversity of minority populations residing in the state, and some minority populations are experiencing double digit growth. While IDVR did meet this indicator two of the past three federal fiscal years, IDVR remains committed to expanding outreach to minority populations.

The last available 5-year ACS data indicates Idaho is 91.8% White with no other single race representing over 1.4%. When considering ethnicity, Hispanic or Latino (of any race) is second with 11.7%

Idaho’s population is expected to grow by 5.7% between 2014 to 2024, at the same time, Hispanics, the state’s largest minority, will grow much faster at 14.9%. IDVR is cognizant of this change and will continue and expand outreach efforts to match this growth.

In addition to demographic information and internal case management data, IDVR remains informed on the needs of minority population through efforts which are further elaborated on in section o, the program specific section of plan for the Division.

C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

The WIOA Advisory Group has specifically identified rural service provision a traditionally underserved area to address in II.c.1 of this plan. IDVR’s current CSNA notes that over 70% of IDVR staff agreed the number and availability of CRPs is adequate to meet the development of customers. Qualitative analysis of this 30% gap noted an expressed need to address issues related to availability and coverage of services in rural areas. The outreach activities targeted toward Idaho’s refugee and minority populations are detailed in section o of the program specific section of this plan for the Division.

D. WHO HAVE BEEN SERVED THROUGH OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM; AND

The WIOA Advisory group has identified a number of core issues to tackle regarding partner collaboration and coordination of service delivery across programs (e.g. business engagement).

Meetings at the local-area level are currently occurring including all core partner agencies and numerous One-Stop partners to determine strategies for common intake, reducing duplication of efforts and potential co-location strategies. These meetings will help inform a better understanding of the needs of individuals with disabilities served by agencies external to VR in the One-Stop system.

E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.

The Division will be conducting a targeted statewide needs assessment to gauge the specific needs of students and youth with disabilities as a coordinated PETS activity under WIOA.
The percentage of Idahoans who experience disability varies significantly by age. While this variance can be attributed to a number of factors, in general this rate increases over time with substantial increases both early in life as congenital disabilities are initially identified, and later in life as disabilities are acquired through events or emerge due to the natural aging process. Only 5.3% of individuals aged 5-17 experience disability compared to 11.2% for those aged 18-64, and 33.9% of those ages 65 or more. Because the 18-64 age range is disproportionately large, the variance within that group is large as well: only 13.9% of individuals age 18-44 experienced a disability compared to 26.9% of 45-64 year olds.

Idaho has a higher percentage of workers aged 24 and younger than the nation as a whole, this is historically reflected in the percentage of transition age youth served by IDVR. Students and youth under 25 represented 32.2% of all cases in FY 2013.

IDVR will commission a PETS needs assessment as an authorized coordinated PETS activity to further determine the needs of this population. The Division will increase our efforts to deliver services to students with disabilities in response to WIOA mandates. The Division’s proposed activities to address PETS is detailed in section o of this plan.

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE; AND

IDVR is currently conducting a Request for Proposal (RFP) to determine service provision capacity around various PETS required activities. The results of this RFP will, in part, inform the Division of current capacities and existing need to develop or improve CRPs in this area.

The continuous improvement of CRPs is an ongoing function of IDVR: The establishment, development and improvement of CRPs within the state fall under the purview of IDVR’s Planning and Evaluation team. One of P&E’s responsibilities within the agency is a comprehensive CRP monitoring process. This process seeks to provide an initial threshold of quality for new CRPs who wish to serve IDVR consumers, provides a maintenance function in retaining a base level quality standard, and a remediation process for CRPs who fall short of standards via a three-year site review process.

Additionally, IDVR attends both CRP Association meetings twice yearly to discuss statewide themes in service delivery and engage these critical stakeholders in an open forum.

3. 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 THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT.

IDVR is currently conducting a Request for Proposal (RFP) to determine service provision capacity around various PETS required activities. The Division will be conducting a targeted statewide needs assessment to gauge the specific needs of students and youth with disabilities as a coordinated PETS activity under WIOA. Strategies surrounding transition services and PETS are covered in more depth in section o of this plan.
K. ANNUAL ESTIMATES

(Formerly known as Attachment 4.11(b)). Describe:

1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES;

This estimate includes the number of the individuals in Idaho who are eligible for services which includes those individuals eligible and those individuals receiving services under an IPE, but does not include those in employed status as the majority are not actively receiving services.

Number Served by Federal Fiscal Year (FFY)

FFY 2013 - 7658

FFY 2014 - 8487 (11% year over year increase)

FFY 2015 - 9158 (8% year over year increase)
2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

A. THE VR PROGRAM;

IDVR believes it will be difficult to determine the impact of WIOA on number served without baseline data. While the Division is committed to extending services to all eligible individuals, new provisions including services to ‘potentially eligible’ groups and pre-employment transition service requirements will both (1) diminish overall funds available to individuals categorized as ‘eligible’ and (2) fundamentally shift the way IDVR spends 15%+ of program funds. Therefore the Division feels that a projected range of 8,000-11,000 individuals to be served for FFY 2016 is reasonable. Future projections will need to rely on data occurring under the actual conditions of WIOA.

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

580 participants were served through the Supported Employment program in FFY 15. The Division cannot speculate on how WIOA will impact these numbers, however since this population is most likely MSD they would also continue to receive services under an Order of Selection. Furthermore, the new provisions for informed consent surrounding subminimum wage increases the likelihood that at least some of these individuals will seek the Division’s services to move toward competitive integrated employment. Therefore the Division feels that a range of 580-650 is reasonable for an FFY 2016 projection.

C. EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION;

IDVR is not operating under an Order of Selection. IDVR will continue to monitor fiscal conditions as impacted by WIOA to determine whether or not an Order should be established and/or implemented. IDVR currently operates three-tier significance of disability scale in line with Federal ND, SD, and MSD reporting guidelines.

3. THE NUMBER OF INDIVIDUALS WHO ARE ELIGIBLE FOR VR SERVICES, BUT ARE NOT RECEIVING SUCH SERVICES DUE TO AN ORDER OF SELECTION; AND

N/A

4. THE COST OF SERVICES FOR THE NUMBER OF INDIVIDUALS ESTIMATED TO BE ELIGIBLE FOR SERVICES. IF UNDER AN ORDER OF SELECTION, IDENTIFY THE COST OF SERVICES FOR EACH PRIORITY CATEGORY.

IDVR has seen both service volumes and service costs increase. There has been a six to seven percent increase in cost of services year–over–year for the past three years. IDVR sees no reason to expect a change in this trend in the immediate future. This increase in volume and cost, coupled with the redistribution of funds for PETS could accelerate the need to implement an Order of Selection in Idaho.

Annual Estimate of Individuals to Be Served and Cost of Services: The estimated number of all customers who are eligible for services under this State Plan: 11,885. IDVR is not in an order of selection.
Table VR.2: Annual Estimate of Individuals to Be Served and Cost of Services

<table>
<thead>
<tr>
<th>Category</th>
<th>Title I or Title VI Funds</th>
<th>Estimated Number to be Served</th>
<th>Average Cost of Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part B</td>
<td>$8,783,000</td>
<td>9158</td>
<td>$959</td>
</tr>
<tr>
<td>Title VI Part B (above and beyond above numbers)</td>
<td>$297,000</td>
<td>580</td>
<td>$512</td>
</tr>
<tr>
<td>Totals</td>
<td>$9,080,000</td>
<td>9738</td>
<td>$932</td>
</tr>
</tbody>
</table>
The designated State unit must:

1. **IDENTIFY IF THE GOALS AND PRIORITIES WERE JOINTLY DEVELOPED**

Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.

There is substantial agreement between the combined plan goals and priorities and the established goals and priority of the State Rehabilitation Council (SRC) and the Idaho Division of Vocational Rehabilitation (IDVR).

Relevant goals that were jointly agreed to by IDVR and the SRC have been updated to reflect changes resulting from WIOA and alignment with the goals and strategies of the combined state plan.

IDVR in collaboration with the SRC will continue to develop specific strategies that are in alignment with these goals and priorities.

The goals and priorities identified by the Combined Plan partners include:

- Targeting key industries using a sector strategy (Goal 1, Priority 1)
- Enhancing opportunities for lifelong learning by expanding delivery options (Goal 2, Priority 2)
- Supporting a comprehensive education system for all students K-16+ that includes rigorous school-based learning and relevant work-based learning (Goal 2, Priority 2)
- Rural service provision (Goal 1, Priority 1)
- The recruitment, retention and training of qualified staff (Goal 2, Priority 4)
- Alignment of Career Pathways with Target Sectors (Goal 3, Priority 1)
- Connecting with youth and students (Goal 1, Priority 2)
2. IDENTIFY THE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS.

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, agency staff, the State Independent Living Council (SILC), the Client Advocacy Program (CAP), Tribal VR representatives, findings and recommendations from monitoring activities conducted under Section 107, the Field Services Employee Council (FSEC) 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.

Again, the goals and priorities established by the combined plan partners and informed by FFY 15 SRC goals and priorities are as follows:

- Targeting key industries using a sector strategy (Goal 1, Priority 1)
- Enhancing opportunities for lifelong learning by expanding delivery options (Goal 2, Priority 2)
- Supporting a comprehensive education system for all students K-16+ that includes rigorous school-based learning and relevant work-based learning (Goal 2, Priority 2)
- Rural service provision (Goal 1, Priority 1)
- The recruitment, retention and training of qualified staff (Goal 2, Priority 4)
- Alignment of Career Pathways with Target Sectors (Goal 3, Priority 1)
- Connecting with youth and students (Goal 1, Priority 2)

IDVR will work in concert with the SRC to help transition FFY 15 goals to WIOA relevant goals in the first program year. These three identified goals are detailed below:

Goal 1: To provide excellent customer service to individuals with disabilities while they prepare to obtain, maintain, or regain competitive integrated employment and long term supported employment.

Priority 1: Provide customers with effective job supports, including adequate job preparedness and training, to increase employment stability and retention.

Priority 2: Increase employment successes for transition age youth.

Priority 3: To increase customer engagement in the VR process.

Priority 4: Offer benefit planning to all customer receiving SSI and/or SSDI entering, during and exiting the IDVR process to include Partnership Plus.

Goal 2: To provide organizational excellence within the agency.

Priority 1: Increase the focus on customer service within the IDVR delivery system.

Priority 2: To comply with State and Federal regulations.

Priority 3: Utilize training to its maximum capacity for effectiveness staff performance.
Priority 4: Maintain a comprehensive system of personnel development (CSPD) standard for IDVR counselors.

Goal 3: To strengthen relationships with stakeholders engaged in the mission of Vocational Rehabilitation.

Priority 1: To be recognized as the expert in the workforce needs of the business community for individuals with disabilities.

Priority 2: Provide ongoing opportunities to stakeholders and partners for effective input and feedback in the VR process.

Priority 3: To provide information to partners and stakeholders regarding the VR process and comprehensive referral information when applicable.

3. ENSURE THAT THE GOALS AND PRIORITIES ARE BASED ON AN ANALYSIS OF THE FOLLOWING AREAS:

Discussion of how the goals and priorities were informed by an analysis of the following areas are broken down in the subsequent content area subdivisions:

A. THE MOST RECENT COMPREHENSIVE STATEWIDE ASSESSMENT, INCLUDING ANY UPDATES;

IDVR’s current CSNA was not informed by WIOA modifications and is subsequently somewhat anachronistic. Regardless, an analysis of the CSNA turned up no direct conflicts with the goals and priorities of the combined state plan, and alignment is retained with the already established goals and priorities shared by the Division and the SRC. The spirit of the CSNA is in alignment with these newly established goals and priorities.

IDVR will conduct a coordinated pre-employment transition services (PETS) needs assessment as soon as it is feasible. This will be an essential step in bringing goals and priorities into alignment with new WIOA mandates. Additionally, IDVR is due to conduct a general CSNA in FFY 2017.

B. THE STATE’S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND

The goals and priorities of the combined state plan are directly informed by section 116 performance accountability standards. The operationalization of the goals and priorities stated by the SRC in FFY 2015 will have to be brought into alignment with new performance accountability standards, however, many of the new standards will be better indicators of these goals and priorities (e.g. goals and priorities surrounding transition/PETS and business relations).
C. OTHER AVAILABLE INFORMATION ON THE OPERATION AND EFFECTIVENESS
OF THE VR PROGRAM, INCLUDING ANY REPORTS RECEIVED FROM THE STATE
REHABILITATION COUNCIL AND FINDING AND RECOMMENDATIONS FROM
MONITORING ACTIVITIES CONDUCTED UNDER SECTION 107.

IDVR’s last monitoring report was conducted in 2010. The issues identified in this report were
addressed and bear no relationship to the goals and priorities identified in this plan outside of the
Division continuing to expand its continuous improvement activities.
M. ORDER OF SELECTION

Describe:

1. WHETHER THE DESIGNATED STATE UNIT WILL IMPLEMENT AND ORDER OF SELECTION. IF SO, DESCRIBE:

   A. THE ORDER TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES.

   IDVR is not currently in order of selection.

   B. THE JUSTIFICATION FOR THE ORDER.

   IDVR is not currently in order of selection.

   C. THE SERVICE AND OUTCOME GOALS.

   IDVR is not currently in order of selection.

   D. THE TIME WITHIN WHICH THESE GOALS MAY BE ACHIEVED FOR INDIVIDUALS IN EACH PRIORITY CATEGORY WITHIN THE ORDER.

   IDVR is not currently in order of selection.

   E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES; AND

   IDVR is not currently in order of selection.

2. IF THE DESIGNATED STATE UNIT HAS ELECTED TO SERVE ELIGIBLE INDIVIDUALS, REGARDLESS OF ANY ESTABLISHED ORDER OF SELECTION, WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT.

   IDVR is not currently in order of selection.
N. GOALS AND PLANS FOR DISTRIBUTION OF TITLE VI FUNDS.

1. SPECIFY THE STATE’S GOALS AND PRIORITIES FOR FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES.

IDVR received $297,000 in Title VI, Part B funds in FFY 2015. These funds were distributed in case service allotments to all IDVR regional offices to fund supported employment services under individualized plans for employment (IPE’s). IDVR focuses Title VI, Part B funds on direct case service provision including situational assessment, job placement, and job coaching, as well as supportive services.

Approximately 580 individuals received SE services, using both funds allotted under Title I and Title VI, Part B in FFY 2015. IDVR’s Title VI, Part B funds have not been adequate to meet service delivery costs. In addition to the Title VI, Part B funds allotted in FFY2015, $89,338 of Title I grant funds were needed to satisfy the gap in service funds to serve all SE individuals. The Division has and will continue to supplement Title VI, Part B funds when needed with Title I grant fund.

The Division cannot speculate on how WIOA will impact the number of individuals being served through SE funds, however since this population is most likely MSD they would also continue to receive services, even in the event that IDVR implemented an Order of Selection. Furthermore, the new provisions for informed consent surrounding subminimum wage increases the likelihood that at least some of these individuals will seek the Division’s services to move toward competitive integrated employment. Therefore the Division feels that a range of 580-650 is reasonable for an FFY 2016 projection. Additionally, IDVR continues to experience challenges for securing long term support funds in the State of Idaho.

2. DESCRIBE THE ACTIVITIES TO BE CONDUCTED, WITH FUNDS RESERVED PURSUANT TO SECTION 603(D), FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING:

A. THE PROVISION OF EXTENDED SERVICES FOR A PERIOD NOT TO EXCEED 4 YEARS; AND

IDVR focuses Title VI, Part B funds on direct case service provision including situational assessment, job placement, and job coaching, as well as supportive services.

IDVR is currently evaluating the merits of the 48 months extension of supported employment for youth with the most significant disabilities.

B. HOW THE STATE WILL LEVERAGE OTHER PUBLIC AND PRIVATE FUNDS TO INCREASE RESOURCES FOR EXTENDED SERVICES AND EXPANDED SUPPORTED EMPLOYMENT OPPORTUNITIES FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES.

A major focus for IDVR in the most current state legislative session is a push for increased funding for an exclusively state funded Extended Employment Services (EES) program. The Division’s request for an additional $340,000 in state general funds for the EES program was unanimously
approved by the Joint Finance Appropriations Committee, and has passed through both chambers of the Idaho legislature. This would reduce the EES waitlist by approximately 80 participants.

IDVR utilizes the State’s Extended Employment Services program as well as the Medicaid Home and Community–Based Services waivers for long term support. IDVR is currently evaluating the merits of the 48 months extension of supported employment for youth with the most significant disabilities.
O. STATE’S STRATEGIES

Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

1. THE METHODS TO BE USED TO EXPAND AND IMPROVE SERVICES TO INDIVIDUALS WITH DISABILITIES.

IDVR maintains the two primary innovation and expansion activities, supporting the activities of both the State Rehabilitation Council (SRC) and the State Independent Living Council (SILC). Additionally, FFY 2016 will see a substantial increase in innovation pilot projects to support transition services and will monitor these pilot programs for model fidelity and outcome. The Division will work closely with the SRC to identify further innovation and expansion activities which align with the goals and priorities outlined in WIOA. To this end, IDVR has set aside one FTE to hire a Business Relations Liaison to help meet this new emphasis in WIOA and has engaged, in part with the Job-Driven Vocational Rehabilitation Technical Assistance Center to help inform the competencies required by this position. The Division hopes to proceed after the ‘effectiveness in serving employers’ is defined by the US Departments of Education and Labor. IDVR will coordinate business outreach efforts with the Idaho Department of Labor.

2. HOW A BROAD RANGE OF ASSISTIVE TECHNOLOGY SERVICES AND DEVICES WILL BE PROVIDED TO INDIVIDUALS WITH DISABILITIES AT EACH STAGE OF THE REHABILITATION PROCESS AND ON A STATEWIDE BASIS.

IDVR is committed to expanding the availability and provision of Assistive Technology. The Division has an ongoing partnership with the Idaho Assistive Technology Project (IATP) administered by the Center on Disabilities and Human Development at the University of Idaho. Through this partnership IATP provides continuing education and technical assistance to IDVR personnel via face to face and distance methods. An IDVR staff member maintains representation on IATP’s advisory board.

Current challenges to meet this need include the procurement of devices that students with disabilities have used through IDEA entitlements. The Division has an agreement as of FFY 2015 with the Idaho State Department of Education (SDE) outlining shared responsibilities and implementing a program which:

- Allows IDVR to purchase some AT devices at 50% of original cost from individual school districts, keeping familiar assistive technology in the hands of transitioning students.
- Shares responsibilities with the SDE where IDVR will purchase vocationally relevant AT for students with an IPE. Per WIOA guidance, the SDE retains responsibility for providing AT they have traditionally had the responsibility for.

Additional AT resources for staff training include the Idaho Training Clearinghouse, which hosts multiple resources and is funded by SDE’s Special Education Division.

IDVR has provided counselors who serve deaf and hard of hearing customers with the AT needed to enhance communication.
3. THE OUTREACH PROCEDURES THAT WILL BE USED TO IDENTIFY AND SERVE INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES, INCLUDING THOSE WITH THE MOST SIGNIFICANT DISABILITIES, AS WELL AS THOSE WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM.

The Hispanic population is by far Idaho’s largest minority group at 11.7%; however, this group represents only 7.4% of individuals served by IDVR. While no other minority group in Idaho exceeds 2.4%, Idaho is a major state for resettlement and has experienced a significant influx of refugees in Regions 3, 4, 7 and 8. In order to best understand the needs of this population, IDVR conducts joint staff training in conjunction with the Agency for New American’s. IDVR works maintains regular contact and outreach with staff at the International Rescue Committee refugee organization and all three resettlement agencies in the Treasure Valley and Magic Valley regions. IDVR has had representation at the 2015 Idaho Conference on Refugees. The Division maintains contact with Family Medicine, a medical provider to newly arrived refugees in the Treasure Valley to coordinate referrals.

Additionally, IDVR conducts ongoing outreach activities to meet the needs of the Spanish speaking population statewide. A number of these individuals engage in migrant seasonal farm work. The Division works collaboratively with IDOL, the Idaho Migrant Council, and the Idaho Division of Hispanic Affairs to identify these individuals and processes to best conduct outreach activities.

The Division conducts various outreach activities to identify and involve individuals with disabilities from underserved backgrounds. These include but are not limited to:

- Monthly Participation in the Amigo Round Table hosted by the Mexican Consulate
- Working with community based mental health programs to identify leads for potential outreach
- Continuing meetings with Boise State University’s Hispanic equivalency recruiter
- Meeting with the Idaho Department of Health and Welfare’s bilingual staff as well as ongoing meetings with DHW’s Targeted Service Coordinators to identify potential referrals
- Collaborating with Idaho Youth Ranch to look at ways of better serving individuals who are minorities
- Participation in the multi-partner Refugee Employment Networking and Training group hosted by the Idaho Department of Labor

IDVR also conducts tribal outreach, per agreement, in conjunction with 121 projects to the four tribes located in Idaho and the substantial American Indian population residing in the Treasure Valley.

IDVR has connected with the ESL coordinator at the College of Western Idaho who disseminates information to VR staff on free English language classes and training opportunities for customers.

IDVR maintains regular meetings with qualified interpreters for a variety of languages to better serve VR clients with limited English proficiency.

Finally, with the changes to subminimum wage in WIOA, IDVR is establishing a process to provide career counseling, information and referral, and document informed choice with individuals who are in or considering subminimum wage employment.
IDVR has hired a Transition Coordinator with extensive experience and an established network across Idaho public K-12 education.

Our Transition Coordinator has operationalized Goal 1, Priority 2 thusly: Increase the connections between families, VR, and Local Education Agency (LEAs) to provide comprehensive services to students with disabilities by providing pre-employment transition services (PETS). The following tasks are currently in progress toward this end:

- Collect and analyze best practices from other states.
- Conduct a series of 24 local meetings statewide to collect information on PETS service gaps.
- Develop and survey LEAs, families, and students on PETS.
- Collect and analyze data and research on career readiness assessment options.
- Develop “Expectations” informational packet for parents/families.
- Explore collaboration with State Department of Education to update the “Moving On” informational binder for transition students.
- Develop training and technical assistance targeted toward educators, VR counselors, and families.
- Exploring information sharing between LEAs and VR.

Toward these ends, expected outcomes include an increase in student applications to VR, an increase in the number of students participating in work experiences, an increase in the number of students participating in self-determination curriculum with VR, and an increase in parent engagement and involvement in the transition planning process.

The Division’s PETS implementation strategies will provide services at the following levels:

- Three tiers of service
  - Tier 1: Universal (Potentially eligible)
  - Tier 2: Strategic (Individualized PETS services)
  - Tier 3: Intensive (Formalized VR services)

IDVR is currently exploring a number of potential partnerships and activities related to transition age youth. These include but are not limited to:

Post-secondary partnerships: Feedback thus far to the Division has emphasized the expressed need to engage with 2-year based technical programs. IDVR is currently in discussion with the College of Western Idaho, the College of Southern Idaho, and Eastern Idaho Technical College in addition to 4-year traditional universities across the state.
The Division is developing a summer paid work experience that includes instruction in self-advocacy, job exploration, and counseling.

The Division is working with the Idaho Assistive Technology Project to increase student access to instruction in employment, assistive technology, post-secondary education, and self-advocacy.

The Division is also in talks with Local Education Agency to pilot paid work experience.

In addition, the Division is in talks with fellow core partner, the Idaho Department of Labor to engage in potential cost-sharing across a number of youth and student based programs.

Other potential program partners include:

- Idaho Educational Services for the Deaf and Blind
- Idaho Parent Unlimited to engage in soft-skill development surrounding VSA (formerly known as Very Special Arts program).
- Tailoring a program with the University of Idaho’s McCall Outdoor Science School, to provide hands-on STEM based opportunities for students with disabilities in alignment with PETS required activities.
- The State Department of Education
- Idaho Centers for Independent Living

5. IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE.

To further develop positive working relationships with Community Rehabilitation Providers (CRPs) and to enhance service delivery for customers, IDVR participates in CRP association meetings.

IDVR is engaged in a structured program evaluation strategy to maintain and improve the quality of services provided to customers through community rehabilitation providers statewide. This strategy is operationalized in a variety of ways:

First, this three-year monitoring cycle begins with an initial accreditation by an outside body to ensure a base level of compliance. IDVR, as needed, works with both recognized accreditation bodies in the State of Idaho, the Commission on Accreditation of Rehabilitation Facilities (CARF) and the Rehabilitation Services Accreditation System (RSAS) to ensure base standards are being evaluated and to customize additional standards or establish areas of focus when needed. All new CRP providers must be certified and approved by the Chief of Field Services prior to the delivery of services to customers.

Second, an initial interview is conducted by the IDVR manager in the region served by the CRP. This interview outlines the expectations of the Division and CRP and introduces these programs to the fiscal and programmatic requirements of the Division, as well as ensuring the Division’s counselors are aware of the CRPs and services provided in their local areas.

Third, IDVR generates annual CRP employment reports for each vendor who provided services in the past fiscal year. The tool provides information to customers in order to enhance informed choice while they are selecting a CRP. These reports contain aggregated input gathered from counselors, customer satisfaction surveys, and CRPs. Information provided includes number of cases served,
employment outcomes, average hourly wage of consumers who exit the program successfully, average hours worked per week per consumer, average annual earnings per consumer, employer sponsored benefit rate of those successful closures, the top five occupational outcome categories, and the primary impairments of those served. Counselors provide this information in a manner the consumer can understand to help promote informed choice in response to a 107 finding.

Fourth, monitoring is an ongoing process; however, barring significant issues, site visits are conducted every three years and include a structured review of a sample of cases served by the CRP. If significant issues emerge during the three-year cycle, or during the structured review, a corrective action process is then implemented.

Fifth, IDVR engages in open informal communications with CRPs as needed, but invite CRPs to attend two annual meetings to further enhance collaboration. Likewise, IDVR attends the annual meetings held by the two statewide CRP consortia each year.

Sixth, as a function of its consumer satisfaction survey, IDVR collects information on the satisfaction of consumers who received services from CRPs through an enhanced section of the instrument.

Finally, IDVR is in the evaluation stage in the revision of the educational requirements CRPs must engage new staff in before they can serve customers.

6. STRATEGIES TO IMPROVE THE PERFORMANCE OF THE STATE WITH RESPECT TO THE PERFORMANCE ACCOUNTABILITY MEASURES UNDER SECTION 116 OF WIOA.

IDVR has no baseline data from which to determine whether performance is degrading, maintaining or improving per 116 standards. Once regulatory guidance is issued to determine exactly what variables will inform section 116 performance accountability measures, and once an understanding of these baselines emerge, IDVR will be well positioned to develop strategies to improve upon these yet to be determined outcomes.

The Division is currently working with core partner agencies to establish the open exchange of information which surround these performance measures, and is attempting to predict and establish baselines for negotiation with RSA based upon existing data. However, since the core group of people we serve will fundamentally shift as we implement WIOA, the error introduced into these predictions is unknown.

IDVR implements a counselor performance dashboard system through the Tableau software suite. This dashboard allows counselors real time access to a variety of measures including open and closed case statistics, progress toward yearly goals, and caseload authorization statistics.

IDVR has employed a Program Evaluation Analyst to review reporting outcomes, ensure more agency wide interventions are based upon trends instead of unique circumstances, and provide recommendations to administration on service delivery. In addition, the Analyst works closely with the Division’s Information Technology Department to ensure data are reliable and valid.
7. STRATEGIES FOR ASSISTING OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM IN ASSISTING INDIVIDUALS WITH DISABILITIES.

The WIOA Advisory Group, in conjunction with Division and the Idaho Commission for the Blind and Visually Impaired has agreed that both IDVR and ICBVI will serve as lead agencies in addressing the continuing education and technical assistance needs of external workforce partners in best serving individuals with disabilities. IDVR and ICBVI will jointly sponsor a yearly needs assessment of workforce partners regarding employment and disability. This collaboration will include the establishment of stand-alone informational products, tailored face-to-face trainings, and informal consultation as needed.

IDVR’s administration is advocating for a position on Idaho’s Workforce Development Council. While currently represented through State Board of Education leadership, the Division’s position is that our mission is somewhat diluted through the representation of multiple organizations by that sole committee member.

The Division’s Organization Development Specialist represents IDVR on the Ada County Employer Association’s advisory board and uses that position to advocate for and educate the board on the untapped talent pool of individuals with disabilities.

Maximization of External Resource Utilization: IDVR in concert with other workforce partners and through the WIOA Advisory Group will be discussing the potential for common intake and appropriate referral in order to reduce duplication of services and maximize the array of services people with disabilities can leverage.

8. HOW THE AGENCY’S STRATEGIES WILL BE USED TO:

A. ACHIEVE GOALS AND PRIORITIES BY THE STATE, CONSISTENT WITH THE COMPREHENSIVE NEEDS ASSESSMENT;

The agency’s goals and priorities have been outline in section (l): state goals and priorities. This section (o) has addressed the program specific strategies to achieve the goals and priorities and related these back to the CSNA and other data sources to support these arguments. This information in concert with the initiatives laid out in the combined plan operational elements iii.a precisely addresses how the State will approach these priorities.

B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND

The Division’s strategies to support innovation and expansion activities have been outlined above in section (o)(1).

C. OVERCOME IDENTIFIED BARRIERS RELATING TO EQUITABLE ACCESS TO AND PARTICIPATION OF INDIVIDUALS WITH DISABILITIES IN THE STATE VR SERVICES PROGRAM AND THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM.

The 2014 IDVR CSNA reported that the Division has improved its outreach services to unserved, underserved and minority populations. Staff recommendation to improve services contained in the
CSNA indicated the next focus should be on transition age youth. Sections (o)(3) and (o) (4) of IDVR’s program specific strategies (contained above) further elaborate on how the Division will address equitable access and participation as it relates to this section.
P. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

Describe:

1. AN EVALUATION OF THE EXTENT TO WHICH THE VR PROGRAM GOALS DESCRIBED IN THE APPROVED VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS.

Goal 1: To provide excellent customer service to individuals with disabilities while they prepare to obtain, maintain, or regain competitive integrated employment and long term supported employment.

Priority 1: Provide customers with effective job supports, including adequate job preparedness and training, to increase employment stability and retention.

IDVR’s first benchmark for this priority is successful rehabilitations. The Division has realized an 11% year-over-year increase in successful rehabilitations in FFY 2015.

IDVR’s second benchmark is hourly wage. Hourly wages for each quarter in FFY 2015 were higher than those reported in FFY 2014.

The Division’s third benchmark, workforce development opportunities, realized both successes and challenges over FFY 2015; while feedback from the WorkStrides sessions was overwhelmingly positive, enrollment suffered. During the 3rd quarter of FFY 2015 five customer workshops were held throughout the state. IDVR is in the early stages of assessing the future delivery of WorkStrides workshops for customers. Managers were surveyed to obtain information related to the effectiveness, capacity, and challenges of delivering these workshops. More evaluation over the next several months is necessary to determine if possible changes/improvements are warranted.

During the 4th quarter of FFY 2015 three WorkStrides workshops were held throughout the state and two modified Teen workshops were held in the Treasure Valley. The curriculums for the two student workshops were developed by VR staff and focused on youth needs and activities. Both Teen workshops were well attended (total of 30 attendees) and well received by the participants. In August a video conference was held with regional managers and interested staff to further assess WorkStrides. The consensus from the meeting was that the regions wanted the opportunity to utilize a workshop curriculum that best fit the unique needs of their region and that the workshops would be better attended if they were condensed into a shorter timeframe. Each region has been tasked with determining their own curriculum and schedule. The regions do have the option of continuing with the WorkStrides curriculum if it best fits their needs. The first workshops will be scheduled during the first quarter of FFY 2016.

Priority 2: Increase employment successes for transition age youth.

IDVR’s first benchmark for transition success is the number of successful rehabilitations in the transition age population. These increased slightly from 546 in FFY 2014 to 576 in FFY 2015,
representing a 5.5% increase however this is lower than the increase in overall rehabilitation rate of 11%.

The Division’s second benchmark for this priority is the number of new transition age youth applications. These increased 9.1% in FFY 2015. The Division anticipates a far greater increase as a result of PETS expenditures in FFY 2016.

Additional efforts to address this goal include the hiring of a Transition Coordinator to assist with the coordination of PETS. IDVR is currently conducting a review of various programs across the nation and incorporating a series of new initiatives to address this goal and new federal spending requirements.

Priority 3: To increase customer engagement in the VR process.

Benchmark one for priority three is the number of first-time plans written. First time plans increased 9.6% in FFY 2015. The second benchmark on this priority is the rehabilitation rate which rose from 58.47% to 61.97%.

Priority 4: Offer benefit planning to all customer receiving SSI and/or SSDI entering, during and exiting the IDVR process to include Partnership Plus.

IDVR has made progress toward this priority, however more needs to be done.

WIPA referrals, one of IDVR’s benchmarks to meet this priority realized a year over year increase of 40% from FFY 2014-2015. A second benchmark, Social Security reimbursements to VR is difficult to compare due to large fluctuations in the dates cost reimbursements are processed. SSA has developed a new processing system and hopes to phase-in all programs soon. This will make for a more legitimate benchmark as SSA will conduct payment requests in a timelier manner.

IDVR’s primary WIPA partner, Disability Rights of Idaho (DRI) did not reapply to administer WIPA in Idaho, consequently we have fewer in state resources to draw from for benefits planning. Montana State University - Billings is now the lead agency for WIPA referrals. DRI has agreed to provide information on Idaho’s context to MSU. In the Treasure Valley, Living Independence Network Corporation (LINC) provides benefits counseling in their designated geographical locale.

Goal 2: To provide organizational excellence within the agency.

Priority 1: Increase the focus on customer service within the IDVR delivery system.

Customer service has been measured, in part, through results of the Customer Satisfaction Survey (CSS). While this benchmark had dropped to 80.88% in the 3rd quarter of FFY 2015, year-end numbers returned to 87.61%. There is general consensus in the Planning and Evaluation Unit that the CSS process needs to be revisited, the capacity to do so has been lacking.

Priority 2: To comply with State and Federal regulations.

IDVR has not met this benchmark as there have been audit findings resulting from previous FFYs, both financial in nature.
Additionally, a single audit was completed in SY 2014 (7/1/2013-6/30/2014) identifying one financial finding, lack of appropriate certification for a financial report. Corrective procedures have been implemented to prevent this from occurring in the future.

Priority 3: Utilize training to its maximum capacity for effective staff performance.

IDVR continues to provide staff training on policy and procedure changes, however 2015 saw many proposed changes due to WIOA. We will continue to inform staff of WIOA changes relating to performance accountability standards as regulations and sub-regulatory guidance are issued.

Priority 4: Maintain a comprehensive system of personnel development (CSPD) standard for IDVR counselors.

All VRC positions are compliant with CSPD standards. VRS positions that require a current CSPD plan are on track to complete CSPD requirements within the designated timeframe. With the more relaxed requirements for qualified personnel under WIOA, IDVR is in the process of expanding the definition of qualified rehabilitation professional in Idaho to include licensed clinical social worker.

Goal 3: To strengthen relationships with stakeholders engaged in the mission of Vocational Rehabilitation.

Priority 1: To be recognized as the expert in the workforce needs of the business community for individuals with disabilities.

First, the Division is working with Human Resources to create and recruit a business relations liaison position. The competencies for the announcement were, in part, derived from technical assistance provided by the Job-Drive Vocational Rehabilitation Technical Assistance Center. IDVR anticipates posting this position in January, 2016. The Division has engaged in initial talks with IDOL to meet the third benchmark, coordinated service delivery, between IDVR and IDOL business specialists.

A second benchmark, to increase the number of different occupational areas hiring IDVR customers has been determined to be an insufficient measure to address the objective. This indicator is not sensitive to, nor does it measure meaningful engagement with Idaho’s employers. The Division feels new Section 116 performance measure provide far more relevant indicators to gauge performance toward this goal (e.g. employer services indicator and measureable skills gains).

One priority, establishing a milestones program, had resulted in the launch of a pilot milestones project in IDVR’s Region 1. This project did not have the anticipated results (e.g. an increase in successful outcomes, cost-effectiveness) and has been subsequently suspended.

Priority 2 and 3: Provide ongoing opportunities to stakeholders and partners for effective input and feedback in the VR process.

IDVR continues to issue Consumer Satisfaction Surveys to all customers exiting the VR program. To address changes to the state plan resulting from WIOA, the Division will hold an open comment/meeting process across the state in January, concurrent with the open comment period on the Idaho Combined State Plan.
IDVR meets quarterly with members of the State Rehabilitation Council, and additionally engages SRC members when needed outside of these meetings to advise the direction of the Division.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.

Factors that impeded the achievement of goals and priorities are discussed within the narrative of the preceding section (p)(1)(A).

Relevant excerpts from that narrative are included here, but lack the context found in the narrative of the preceding section.

1. WIPA referrals, one of IDVR’s benchmarks to meet this priority realized a year over year increase of 40% from FFY 2014-2015. A second benchmark, Social Security reimbursements to VR is difficult to compare due to large fluctuations in the dates cost reimbursements are processed. SSA has developed a new processing system and hopes to phase-in all programs soon. This will make for a more legitimate benchmark as SSA will conduct payment requests in a timelier manner.

2. IDVR’s primary WIPA partner, Disability Rights of Idaho (DRI) did not reapply to administer WIPA in Idaho, consequently we have fewer in state resources to draw from for benefits planning.

3. There is general consensus in the Planning and Evaluation Unit that while the CSS process needs to be revisited, the capacity to do so has been lacking.

4. A second benchmark, to increase the number of different occupational areas hiring IDVR customers has been determined to be an insufficient measure to address the objective. This indicator is not sensitive to, nor does it measure meaningful engagement with Idaho’s employers. The Division feels new Section 116 performance measure provide far more relevant indicators to gauge performance toward this goal (e.g. employer services indicator and measurable skills gains).

5. One priority, establishing a milestones program, had resulted in the launch of a pilot milestones project in IDVR’s Region 1. This project did not have the anticipated results (e.g. an increase in successful outcomes, cost-effectiveness) and has been subsequently suspended.

2. AN EVALUATION OF THE EXTENT TO WHICH THE SUPPORTED EMPLOYMENT PROGRAM GOALS DESCRIBED IN THE SUPPORTED EMPLOYMENT SUPPLEMENT FOR THE MOST RECENT PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS.

Goal: To maintain current levels of supported employment service provision and performance.

IDVR provides supported employment services for eligible customers with the most significant disabilities. IDVR’s Title VI, Part B funds have not traditionally covered all necessary expenditures associated with a supported employment strategy for IDVR customers. The Agency has and will continue to supplement Title VI, Part B funds when needed with Title I grant funds.
An ongoing challenge for IDVR is to maintain the current level of funding for long term supports from the legislature. It should also be noted that WIOA has a new financial requirement for Title VI, Part B funds. IDVR is required to set aside 50% of these funds for service provision to youth with disabilities and provide a 10% state match to these funds. This could impact the Division’s goal to maintain current levels of supported employment service provision and performance.

**B. DESCRIBE THE FACTORS THAT IMPeded THE ACHIEVEMENT OF THE GOALS AND PRIoRIoTIES.**

An ongoing challenge for IDVR is to maintain the current level of funding for long term supports from the legislature.

**3. THE VR PROGRAM’S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA.**

This plan is filed at a transitional period for standards and indicators in vocational rehabilitation. This section initially addresses traditional standards and indicators which were required throughout FFY 2015, and is followed by an analysis of WIOA section 116 indicators.

**Evaluation Standard 1: Employment Outcomes**

**Performance Indicator 1.1:** The Number of Individuals Achieving Employment Outcomes During the Current Performance Period Compared to the Number from the Previous Performance Period.

FFY 2015: 2,186 Rehabilitations - Indicator Passed

**Performance Indicator 1.2:** The Percentage of Individuals Receiving Services Under an Individualized Plan for Employment Who Achieve Employment Outcomes.

Federal Minimum: 55.8%

FFY 2015: 56.60% - Indicator Passed

**Performance Indicator 1.3:** Competitive Employment Outcomes as a Percentage of all Employment Outcomes.

Federal Minimum: 72.6%

FFY 2015: 99.95% - Indicator Passed

**Performance Indicator 1.4:** Competitive Employment Outcomes for Individuals with Significant Disabilities as a Percentage of all Individuals with Competitive Employment Outcomes.

Federal Minimum: 62.4%

FFY 2015: 84.26% - Indicator Passed

**Performance Indicator 1.5:** The Ratio of the Average VR Hourly Wage to the Average State Hourly Wage.
Federal Minimum: .52 ratio

FFY 2015: .66 - Indicator Passed

**Performance Indicator 1.6:** The Percentage of Individuals Achieving Competitive Employment Outcomes Who Report Their Own Income as the Primary Source of Support at Application Compared to at Closure.

Federal Minimum: At least 53.0

FFY 2015: 55.103 - Indicator Passed

**Evaluation Standard 2: Equal Access to Services**

**Performance Indicator 2.1:** Access to Services for Minorities as Measured by the Ratio of the Minority Service Rate to the Non-Minority Service Rate.

Federal Minimum: .80 ratio

FFY 2015: 0.801 - Indicator Passed

Section 116 of WIOA establishes six new performance indicators to align these measures across numerous programs in the state. IDVR has not traditionally reported these measures as defined. This in concert with fundamental changes in PETS service provision further confound the Division’s ability to accurately forecast targets for negotiated performance. Furthermore, many of these data elements remain undefined. That said, IDVR has made progress toward establishing baseline targets for a number of these indicators. Current data sharing agreements are not adequate to gather the level of information necessary to establish baseline targets. The Division is currently working on a new array of agreements to ensure the requirements of partner agencies are met. Core program partners are in discussions to draft a collaborative data sharing agreement which will establish an umbrella of partner agencies that can access performance related data across WIOA programs. Progress toward baseline establishment is included with corresponding performance measures below.

Performance Measure 1: Employment rate 2nd quarter after exit

RSA has identified the RSA-911 data element “Type of Closure” as a proxy for this measure. Also noted is the disagreement between this proxy and the actual measure of employment rate 2nd quarter after exit. IDVR has worked with IDOL to access data from a three year window to help estimate longitudinal rates of employment. This dataset does not address federal employment or self-employment with additional limitations for out-of-state employment. IDVR further anticipates that these baselines will be significantly influenced by the mandatory shift of 15% of total funds into pre-employment transition services.

Requirements for this measure to be included in the state plan were formalized by a modified Information Collection Request (ICR) released December 23, 2015. This ICR is currently undergoing a 30 day comment period and any comments will have to be addressed by the US Departments of Education and Labor prior to finalization. The content of this section may be added or updated to reflect any changes adopted in the final federal guidance.
Performance Measure 2: Employment rate 4th quarter after exit

RSA has stated there is no proxy for this measure. IDVR has worked with IDOL to access data from a three year window to help estimate longitudinal rates of employment. This dataset does not address federal employment or self-employment with additional limitations for out-of-state employment. IDVR further anticipates that these baselines will be significantly influenced by the mandatory shift of 15% of total funds into pre-employment transition services.

Requirements for this measure to be included in the state plan were formalized by a modified Information Collection Request (ICR) released December 23, 2015. This ICR is currently undergoing a 30 day comment period and any comments will have to be addressed by the US Departments of Education and Labor prior to finalization. The content of this section may be added or updated to reflect any changes adopted in the final federal guidance.

Performance Measure 3: Median earnings 2nd quarter after exit

RSA has identified the RSA-911 data element “weekly earning at closure” and “hours worked in a week” at closure as proxies for this measure. Also noted is the disagreement between these proxies and the actual measure of median earnings 2nd quarter after exit. IDVR has worked with IDOL to access data from a three year window to help estimate longitudinal rates of employment and wage information. This dataset does not address federal employment or self-employment with additional limitations for out-of-state employment. The labor dataset additionally is not sensitive to full or part-time employment, as it is reported by quarter, making it difficult to interpret these wages as ‘weekly or hourly earnings’. IDVR further anticipates that these baselines will be significantly influenced by the mandatory shift of 15% of total funds into pre-employment transition services.

Requirements for this measure to be included in the state plan were formalized by a modified Information Collection Request (ICR) released December 23, 2015. This ICR is currently undergoing a 30 day comment period and any comments will have to be addressed by the US Departments of Education and Labor prior to finalization. The content of this section may be added or updated to reflect any changes adopted in the final federal guidance.

Performance Measure 4: Postsecondary/diploma credential rate within 1 year of exit

RSA has established “Level of education attained at closure” and “Level of education attained at application” as proxy data for this measure. IDVR has reservations that these elements are reliant on the self-report, and that traditionally customers have not offered this information past closure, let alone ‘up to one year after exit’. The Division requires regulations to fully define ‘credential’ before a more precise baseline can be established.

Requirements for this measure to be included in the state plan were formalized by a modified Information Collection Request (ICR) released December 23, 2015. This ICR is currently undergoing a 30 day comment period and any comments will have to be addressed by the US Departments of Education and Labor prior to finalization. The content of this section may be added or updated to reflect any changes adopted in the final federal guidance.

Performance Measure 5: Measureable skills gains rate

RSA has established “Level of education attained at closure” and “Level of education attained at application” as proxy data for this measure. IDVR has reservations that these elements are
traditionally reliant on the self-report. The Division feels the established proxies are far worse fit for measurable skills than they are for credential rate, as skills gains remain undefined and milestones are achieved more frequently than the aforementioned rate. IDVR requires regulations to fully define ‘credential’ before a more precise baseline can be established.

Requirements for this measure to be included in the state plan were formalized by a modified Information Collection Request (ICR) released December 23, 2015. This ICR is currently undergoing a 30 day comment period and any comments will have to be addressed by the US Departments of Education and Labor prior to finalization. The content of this section may be added or updated to reflect any changes adopted in the final federal guidance.

Performance measure 6: Employer services indicator

No guidance has been established for this indicator. The Division does anticipate hiring a business relations liaison to help maintain and promote employer relations/satisfaction. RSA does acknowledge “No data available with existing data”. IDVR awaits further definition in the forthcoming regulations and will attempt to formulate a baseline for performance at that time.

The December 2015 ICR draft release has classified the Employer Services Indicator as a baseline measure for the first two program years under WIOA. While IDVR will collect and report data on this indicator, the initial purpose will be to establish baseline performance on employer services for the first two years. The guidance defines baseline indicators as those indicators “for which States will not propose an expected level of performance in the plan submission, will not be used in end of year performance calculations, and will not be used to determine failure to achieve adjusted levels of performance for the purposes of sanctions”.

4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED.

IDVR provided funding support for the State Rehabilitation Council expenditures including travel, lodging, supplies, meeting room rentals, interpreters when necessary, facilitation services.

Cost: $23,162

Funding support for the State Independent Living Council (SILC) was allocated out of Innovation and Expansion funds. Title I funds were used to support the SILC to cover the costs of salary and benefits costs of their fiscal specialist.

Cost: $46,510
Q. QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES.

Include the following:

1. 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.

The Idaho Division of Vocational Rehabilitation (IDVR) provides the full scope of Community Supported Employment Services (CSE) to those Vocational Rehabilitation (VR) eligible customers with the most significant disabilities, who require extended services to maintain employment.

Community Supported Employment Services include the following:

Job development and placement into competitive, community integrated employment. Traditional time–limited services needed to include job coaching and communication with the employers, to support the training in employment.

Any other service that would be identified as requisite to the targeted supported employment outcome.

Each customer’s IPE describes the timing of the transition into extended services, which is to be provided by the long–term support provider following the termination of time–limited services by IDVR.

Fifty percent of the Title VI–B (Supported Employment) grant will be reserved for youth with the most significant disabilities; the Division will set aside a 10% non–federal matching fund to meet the requirement of proposed §363.23.

Supported Employment Services are delivered by CRPs throughout the State of Idaho. IDVR’s CRP quality assurance process is detailed in section (o)(5) of this plan.

2. THE TIMING OF TRANSITION TO EXTENDED SERVICES.

WIOA extended the SE time period from 18 to 24 months. The Division is still evaluating the merits of expanding youth SE services.

IDVR is currently evaluating the merits of the 48 months extension of supported employment for youth with the most significant disabilities. Extended services may be provided to youth with MSD for a period not to exceed four years with the funds reserved under §363.22. Extended services for adults shall not exceed 24 months. The Division requires a third-party commitment to designate a long-term support provider. Since 2004, the Extended Employment Services (EES) program has been housed under IDVR and is the main provider of long-term support in Idaho. Due to limited state funds, the EES waitlist has been in place since at least 2004; however EES is currently moving individuals off this list for service provision. A supported employment participant may only be transitioned to long term support based on an assessment of rehabilitation goal achievement and job stability. Periodic monitoring occurs to ensure that each customer receiving CSE services is making satisfactory progress.
CERTIFICATIONS

Name of designated State agency or designated State unit, as appropriate: Idaho Division of Vocational Rehabilitation

Name of designated State agency: Idaho State Board of Education

Full Name of Authorized Representative: Jane Donnellan

Title of Authorized Representative: Administrator

States must provide written and signed certifications that:

1. The designated State agency or designated State unit (as appropriate) listed above is authorized to submit the VR services portion of the Unified or Combined State Plan under title 1 of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA*, and its supplement under title VI of the Rehabilitation Act.** Yes

2. 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 listed above agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan, the Rehabilitation Act, and all applicable regulations, policies, and procedures established by the Secretary of Education. Funds made available under section 111 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; Yes

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 agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan, the Rehabilitation Act, and all applicable regulations, 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; Yes

4. The designated State agency and/or the designated State unit 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; Yes

5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement. Yes

6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law. Yes

7. The Authorized Representative listed above 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; Yes
8. The **Authorized Representative listed above** has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services;  Yes

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.  Yes

**FOOTNOTES**

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**Certification 1 Footnotes**

* Public Law 113-128.

** Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

**Certification 2 Footnotes**

* All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

** No funds under title 1 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.

*** 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 3485; and the State VR Services Program regulations.

**Certification 3 Footnotes**

* No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

** Applicable regulations, in part, include the citations in *** under Certification 2 footnotes

**ADDITIONAL COMMENTS ON THE CERTIFICATIONS FROM THE STATE**
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.

Applicant's Organization:  Idaho Division of Vocational Rehabilitation

Full Name of Authorized Representative:  Jane Donnellan

Title of Authorized Representative:  Administrator
SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html). If applicable, please print, sign, and email to MAT_OCTAE@ed.gov
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.

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Applicant’s Organization: Idaho Division of Vocational Rehabilitation

Full Name of Authorized Representative: Jane Donnellan

Title of Authorized Representative: Administrator

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html).
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 of the Rehabilitation Services Administration (RSA), 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 State Plan must provide assurances that:

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 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:

   A. THE ESTABLISHMENT OF THE DESIGNATED STATE AGENCY AND DESIGNATED STATE UNIT, AS REQUIRED BY SECTION 101(A)(2) OF THE REHABILITATION ACT.

   B. THE ESTABLISHMENT OF EITHER A STATE INDEPENDENT COMMISSION OR STATE REHABILITATION COUNCIL, AS REQUIRED BY SECTION 101(A)(21) OF THE REHABILITATION ACT.

   The designated State agency or designated State unit, as applicable (B) has established a State Rehabilitation Council


The designated State agency allows for the local administration of VR funds: No

F. THE SHARED FUNDING AND ADMINISTRATION OF JOINT PROGRAMS, IN ACCORDANCE WITH SECTION 101(A)(2)(A)(II) OF THE REHABILITATION ACT.

The designated State agency allows for the shared funding and administration of joint programs: No

G. STATEWIDENESS AND WAIVERS OF STATEWIDENESS REQUIREMENTS, AS SET FORTH IN SECTION 101(A)(4) OF THE REHABILITATION ACT.

Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? See Section 2 of this VR services portion of the Unified or Combined State Plan: No

H. THE DESCRIPTIONS FOR COOPERATION, COLLABORATION, AND COORDINATION, AS REQUIRED BY SECTIONS 101(A)(11) AND (24)(B); AND 606(B) OF THE REHABILITATION ACT.

I. ALL REQUIRED METHODS OF ADMINISTRATION, AS REQUIRED BY SECTION 101(A)(6) OF THE REHABILITATION ACT.

J. THE REQUIREMENTS FOR THE COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT, AS SET FORTH IN SECTION 101(A)(7) OF THE REHABILITATION ACT.


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.

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:

A. COMPLY WITH ALL REQUIREMENTS REGARDING INFORMATION AND REFERRAL SERVICES IN ACCORDANCE WITH SECTIONS 101(A)(5)(D) AND (20) OF THE REHABILITATION ACT.

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.

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 IN ACCORDANCE WITH SECTION 101(A)(5) OF THE REHABILITATION ACT.

Agency will provide the full range of services described above Yes

D. DETERMINE WHETHER COMPARABLE SERVICES AND BENEFITS ARE AVAILABLE TO THE INDIVIDUAL IN ACCORDANCE WITH SECTION 101(A)(8) OF THE REHABILITATION ACT.

E. COMPLY WITH THE REQUIREMENTS FOR THE DEVELOPMENT OF AN INDIVIDUALIZED PLAN FOR EMPLOYMENT IN ACCORDANCE WITH SECTION 102(B) OF THE REHABILITATION ACT.

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.

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.

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 SECTION 101(A)(14) OF THE REHABILITATION ACT.

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.

J. WITH RESPECT TO STUDENTS WITH DISABILITIES, THE STATE,

I. HAS DEVELOPED AND WILL IMPLEMENT,
   A. STRATEGIES TO ADDRESS THE NEEDS IDENTIFIED IN THE ASSESSMENTS; AND
   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
II. HAS DEVELOPED AND WILL IMPLEMENT STRATEGIES TO PROVIDE PRE-EMPLOYMENT TRANSITION SERVICES (SECTIONS 101(A)(15) AND 101(A)(25)).

5. PROGRAM ADMINISTRATION FOR THE SUPPORTED EMPLOYMENT TITLE VI SUPPLEMENT:

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.

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.

C. THE DESIGNATED STATE UNIT WILL COORDINATE ACTIVITIES WITH ANY OTHER STATE AGENCY THAT IS FUNCTIONING AS AN EMPLOYMENT NETWORK UNDER THE TICKET TO WORK AND SELF-SUFFICIENCY PROGRAM UNDER SECTION 1148 OF THE SOCIAL SECURITY ACT.

6. FINANCIAL ADMINISTRATION OF THE SUPPORTED EMPLOYMENT PROGRAM:

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)(G) AND (H) OF THE REHABILITATION ACT.

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:

A. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL PROVIDE SUPPORTED EMPLOYMENT SERVICES AS DEFINED IN SECTION 7(39) OF THE REHABILITATION ACT.

B. THE DESIGNATED STATE AGENCY ASSURES THAT:

I. 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

II. 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)(6)(C) AND (E) OF THE REHABILITATION ACT.

ADDITIONAL COMMENTS ON THE ASSURANCES FROM THE STATE
The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan* must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by WIOA:

* Sec. 102(b)(D)(iii) of WIOA
A. INPUT OF STATE REHABILITATION COUNCIL

All agencies, except for those that are independent consumer-controlled commissions, must describe the following:


The Idaho Commission for the Blind and Visually Impaired (ICBVI) falls under a Commission of 5 Board Members (ICBVI Board) who are appointed by the Governor of Idaho. The ICBVI Board holds four meetings a year that are open to the public and a designated consumer input time is always on the agenda. The ICBVI Board reviews and approves all policy regarding the Vocational Rehabilitation Program at ICBVI. Any recommendations by the ICBVI Board are discussed at the public meetings.

2. THE DESIGNATED STATE UNIT'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS; AND

The Idaho Commission for the Blind and Visually Impaired (ICBVI) falls under a Commission of 5 Board Members (ICBVI Board) who are appointed by the Governor of Idaho. The ICBVI Board holds four meetings a year that are open to the public and a designated consumer input time is always on the agenda. The ICBVI Board reviews and approves all policy regarding the Vocational Rehabilitation Program at ICBVI. Any recommendations by the ICBVI Board are discussed at the public meetings.

3. THE DESIGNATED STATE UNIT'S EXPLANATIONS FOR REJECTING ANY OF THE COUNCIL’S INPUT OR RECOMMENDATIONS.

The Idaho Commission for the Blind and Visually Impaired (ICBVI) falls under a Commission of 5 Board Members (ICBVI Board) who are appointed by the Governor of Idaho. The ICBVI Board holds four meetings a year that are open to the public and a designated consumer input time is always on the agenda. The ICBVI Board reviews and approves all policy regarding the Vocational Rehabilitation Program at ICBVI. Any recommendations by the ICBVI Board are discussed at the public meetings.
B. REQUEST FOR WAIVER OF STATEWIDENESS

When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

1. A LOCAL PUBLIC AGENCY WILL PROVIDE THE NON-FEDERAL SHARE OF COSTS ASSOCIATED WITH THE SERVICES TO BE PROVIDED IN ACCORDANCE WITH THE WAIVER REQUEST;

2. THE DESIGNATED STATE UNIT WILL APPROVE EACH PROPOSED SERVICE BEFORE IT IS PUT INTO EFFECT; AND

The state unit may provide services in one or more political subdivisions of the state that increase services or expand the scope of services that are available statewide under this State Plan if the:

a. nonfederal share of the cost of these services is met from funds provided by a local public agency, including funds contributed to a local public agency by a private agency, organization or individual;

b. services are likely to promote the vocational rehabilitation of substantially larger numbers of individuals with disabilities or of individuals with disabilities with particular types of impairments; and

c. state, for purposes other than the establishment of a community rehabilitation program or the construction of a particular facility for community rehabilitation program purposes, requests in attachment 4.7(b)(3) a waiver of the state wideness requirement in accordance with the following requirements:

1) identification of the types of services to be provided;

2) written assurance from the local public agency that it will make available to the state unit the nonfederal share of funds;

3) written assurance that state unit approval will be obtained for each proposed service before it is put into effect; and

4) written assurance that all other State Plan requirements, including a state’s order of selection, will apply to all services approved under the waiver.

3. ALL STATE PLAN REQUIREMENTS WILL APPLY

requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

Contributions, consistent with the requirements of 34 CFR 361.60(b)(3)(ii), by private entities of earmarked funds for particular geographic areas within the state may be used as part of the nonfederal share without the state requesting a waiver of the state wideness requirement provided
that the state notifies the commissioner that it cannot provide the full nonfederal share without using the earmarked funds.
C. COOPERATIVE AGREEMENTS WITH AGENCIES NOT CARRYING OUT ACTIVITIES UNDER THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM.

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 with respect to:

1. FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS;

Idaho Educational Services for the Deaf and Blind (IESDB): This agreement outlines how the two agencies will coordinate referrals, services and communication to benefit the transition of students with blindness and visual impairments throughout the State. Reciprocal Referral Services between the two VR Programs in the State: The State of Idaho has two VR programs, the Idaho Division of Vocational Rehabilitation and the Idaho Commission for the Blind and Visually Impaired. The two programs have a Memorandum of Understanding (MOU) to establish 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.

2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

ICBVI does not engage in any cooperative agreements carried out under section 4 of this Act.

3. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE UNITED STATES DEPARTMENT OF AGRICULTURE;

ICBVI does not engage in any programs carried out by the Under Secretary for Rural Development of the U.S. Department of Agriculture.

4. NONEDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH; AND

ICBVI does not engage in any cooperative agreements with any noneducational agencies who serve out of school youth.

5. STATE USE CONTRACTING PROGRAMS.

ICBVI does not engage in any state use contracting programs.
D. COORDINATION WITH EDUCATION OFFICIALS

Describe:

1. DSU’S PLANS

The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

ICBVI VR Counselors and Administrative Office staff coordinates with education officials to work with blind and visually impaired students transitioning from the K-12 school system. VR counselors regularly meet with the Special Education teachers, teachers of the visually impaired, school counselors, school nurses and other personnel involved in school work transition. Students can be referred to ICBVI at age 14. A transition Individualized Plan for Employment (IPE) is developed to assist the student with their successful transition from school to work.

Pre-Employment Transition Services: New federal mandates require that ICBVI, in collaboration with local educational agencies, offer to transition age high school students with disabilities (ages 14-21), Pre-Employment Transition Services using 15% of our federal allocation on an annual basis. Pre-Employment Transition Services include: 1) Job exploration counseling, 2) 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), 3) Counseling on opportunities in comprehensive transition or enrollment in postsecondary educational programs, 4) Workplace readiness training to develop social skills and 5) 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 and the local Work Force Development Boards. Summer work experiences, work place readiness training to develop social skills and independent living, and other work based learning experiences have been implemented and will continue to expand as the population of high school students we serve increases.

2. INFORMATION ON THE FORMAL INTERAGENCY AGREEMENT WITH THE STATE EDUCATIONAL AGENCY WITH RESPECT TO:

A. CONSULTATION AND TECHNICAL ASSISTANCE TO ASSIST EDUCATIONAL AGENCIES IN PLANNING FOR THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO POST-SCHOOL ACTIVITIES, INCLUDING VR SERVICES;

To facilitate the transition of students with disabilities from school to the receipt of vocational rehabilitation services, ICBVI will continue to have counselors assigned to each school district within their respective regions. It is the role of the assigned ICBVI counselors to provide outreach, technical assistance, information and referral to the secondary education officials in their assigned schools and districts as well as to assure the provision of direct services to eligible youth.

It is understood by all ICBVI staff working with transition age youth that their responsibility is to coordinate with the school’s efforts to engage the youth in activities that will allow development of an individualized plan for employment before the youth leaves high school.
B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

ICBVI VR Counselors and Administrative Office staff coordinates with education officials to work with blind and visually impaired students transitioning from the K-12 school system. VR counselors regularly meet with the Special Education teachers, teachers of the visually impaired, school counselors, school nurses and other personnel involved in school work transition. Students can be referred to ICBVI at age 14. A transition Individualized Plan for Employment (IPE) is developed to assist the student with their successful transition from school to work.

C. ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES;

Idaho State Department of Education (SDE) - Secondary Transition: Idaho Commission for Blind and Visually Impaired (ICBVI), Idaho Division of Vocational Rehabilitation (IDVR), and the State Department of Education (SDE) currently have a formal cooperative agreement. This agreement ensures a coordinated, comprehensive system focusing on students with disabilities as they transition from secondary school to post-school activities, promoting post-secondary education, vocational training, competitive integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation emphasizing a team approach to facilitate the transition of students with disabilities from public education into employment.

This agreement addresses the following:

• Roles and responsibilities of each agency, including which agency is state lead

• Financial responsibilities of each agency, including the purchase of Assistive Technology

• Outreach and technical assistance

• Referral process for students with disabilities to the appropriate VR program

• Data release and data sharing

• Planning to include timeframes for development of the IPE

• Service Delivery

• Dispute Resolution

• Training and technical assistance The current agreement is in process of being updated to meet the mandatory requirements outlined in WIOA, specifically addressing additional financial criteria to be used to determine which agency is financially responsible for the provision of transition services and the documentation requirements for students who are seeking subminimum wage employment. With
that, the current agreement establishes the following roles and responsibilities for the involved parties:

A. The Idaho State Department of Education (SDE) agrees:

1. To assume the role of lead agency in facilitating interagency planning with LEAs and implementation of educational programs and transitional services for youth with disabilities in transition from high school to post-high school services.

2. To support LEAs in their efforts to write IEPs using an outcome oriented focus and to coordinate transition activities for each eligible student, beginning no later than the IEP before the student turns age 16 years (earlier if appropriate), and to address future student needs in the areas of employment; post-secondary education, vocational training; and adult living and community participation, including assistive technology.

3. To invite ICBVI and IDVR to provide information regarding their services, including their role as an IEP team member, to school district personnel, students and their families.

4. To work with ICBVI and IDVR counselors (also referred to as "vocational rehabilitation counselors") to identify a process for such counselors to provide input and participate in the development of an individual student’s IEP, including transition services.

5. To identify appropriate school personnel who, with prior consent from adult students or students’ parents or legal guardians, will initiate the referral process of students receiving special education services, students with disabilities (e.g. physical, medical, visual) who are not eligible for special education services, and students who have a 504 Plan (Rehabilitation Act of 1973), to ICBVI and/or IDVR for determination of eligibility for vocational rehabilitation services.

6. To support LEAs and schools to, with prior consent from adult students or students’ parents or legal guardians, refer transitioning students with disabilities to ICBVI and/or IDVR, when it is deemed appropriate by school personnel to refer based on the individual needs of the student, so that ICBVI and/or IDVR can become involved with the Individual Education Plan (IEP) team, assist with development of the IEP, participate in determination of needed transition services, assess eligibility for vocational rehabilitation services and develop an Individual Plan for Employment (IPE).

7. To invite the ICBVI and/or IDVR counselors, with prior consent from adult students or students’ parents or legal guardians, to participate as members of IEP teams for students who have been referred to ICBVI and/or IDVR for rehabilitation services, or earlier if appropriate.

8. To develop transition services for individual students receiving special education services that incorporate input and information provided by ICBVI and/or IDVR counselors.

B. Idaho Commission for the Blind and Visually Impaired (ICBVI), and the Idaho Division of Vocational Rehabilitation (IDVR) and agree:

1. To encourage staff to work closely with school district personnel to ensure coordination between education services and vocational rehabilitation services.
2. That ICBVI and IDVR counselors will provide training to school district personnel, students and families on all aspects of vocational rehabilitation services, including their roles as IEP team members.

3. That ICBVI and IDVR counselors are available to consult with educators concerning vocational rehabilitation services for transitioning students to assist them toward employment.

4. That ICBVI and IDVR counselors will collaborate with the school districts in their service areas to identify a process for the counselors to provide input and participate in the development of the transition services included in IEPs.

5. That ICBVI and IDVR counselors will consult with educators concerning referral of students to ICBVI and/or IDVR for rehabilitation 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 providing rehabilitation services.

6. That ICBVI and IDVR counselors will accept referrals, when it is appropriate based on the individual needs of the student, to determine eligibility and will work collaboratively, with input from the student’s IEP team, to develop IPEs. 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 move the student to their employment goal.

7. That 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. The ICBVI and/or IDVR counselors will provide written recommendations, if requested, for use in developing IEPs when unable to attend.

8. All state plan requirements, including a state’s order of selection, will apply to all services provided under this cooperative agreement.

C. The Idaho Commission for the Blind and Visually Impaired (ICBVI) agrees:

1. To continue serving school districts across the state. All Idaho school districts are served through each regional office. ICBVI does not maintain any cooperative agreements with school districts specific to the funding of school to work transition counselors.

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES.

ICBVI will continue to have counselors assigned to each school district within their respective regions. It is the role of the assigned ICBVI counselors to provide outreach, technical assistance, information and referral to the secondary education officials in their assigned schools and districts as well as to assure the provision of direct services to eligible youth.

ICBVI will continue our strong partnerships with the Idaho School for the Deaf and Blind, the State Board of Education, and regional school districts to identify those students who are potentially eligible for ICBVI service. Regional counselors will continue outreach to regional middle schools to identify future referrals as well.
E. COOPERATIVE AGREEMENTS WITH PRIVATE NONPROFIT ORGANIZATIONS

(Formerly known as Attachment 4.8(b)(3)). Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

ICBVI does not have cooperative agreements with private nonprofit service providers as we pay fee for service. Idaho procurement rules do not require purchasing certain goods/services from disability-related organizations and ICBVI does not participate in a group providing oversight to such a rule.
F. ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

(Formerly known as Attachment 4.8(b)(4)). Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

ICBVI coordinates with Health and Welfare and the Idaho Division of Vocational Rehabilitation (IDVR) Extended Employment Services (EES) program to provide long-term support for clients with the most significant disabilities who require supported employment and extended services. The Medicaid program in the Department of Health and Welfare (DHW) has the Home and Community Based Services Waiver (HCBS) which provides long-term support for Community Supported Employment (CSE) and IDVR administers the EES program for long-term CSE support for those who do not qualify for Medicaid Waiver. ICBVI collaborates extensively with IDVR on CSE cases as usually those clients requiring CSE have multiple disabilities including developmental disabilities, traumatic brain injury or mental illness which qualifies them for the long-term support programs.
G. COORDINATION WITH EMPLOYERS

(Formerly known as Attachment 4.8(b)(5)). Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

1. VR SERVICES; AND

Through coordinated engagement, ICBVI and its workforce development partners will contribute to a more prosperous Idaho, providing businesses with talented job seekers to fill skill gaps and Idahoans living with blindness or visual impairments with the rehabilitation, training, and employment services needed to thrive in Idaho workplaces and communities. Employers may request an Assistive Technology Assessments in order to hire a person with a visual impairment or who is blind; the ICBVI will work with the employer on the accommodation. This assessment may include website and network software accessibility as well as job site accommodations. ICBVI has a dedicated Assistive Technology Expert that assists all of the ICBVI VR counselors in AT and job site accommodation.

2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

Pre-Employment Transition Services

Every summer, ICBVI host’s transition aged youth (16-21) for a 6 week Summer Work Experience Program (SWEP) in Boise. Eligible youth from all over the state participate in this curriculum. During this program, all of the Pre-Employment Transition Services, as identified under WIOA, are delivered:

- Job and career exploration • Independent Living Skills • Job Readiness Training • Soft skills • Work-based learning experience • Self-advocacy

ICBVI staff work with community employers to host our students for a work experience program. Students are paired with employers based upon interest and ability. Students are paid an hourly wage during this experience.

Throughout the year, ICBVI staff reaches out to employers in their regional communities, promoting Work Opportunity Tax Credit, and providing support and assistance as allowed by WIOA regulations.

In coordination with Workforce Development partner’s at the state and local level, ICBVI will increase visibility in Idaho’s business community through outreach and education which includes participation in local boards of commerce, membership in professional organizations and representation at career and recruitment fairs.
H. INTERAGENCY COOPERATION

Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

1. THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT;

ICBVI will work in cooperation with H&W as it relates to Title XIX of the Social Security Act.

2. THE STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES; AND

ICBVI will work collaboratively with Adult Developmental Disabilities Services program under the Department of H&W for any clients who require and are eligible for these services.

3. THE STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES.

ICBVI will work in collaboration with IDHW to ensure that all clients’ requiring MH services have access to these services.
I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT; DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

(Formerly known as Attachment 4.10). Describe the designated State agency’s procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

1. DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

A. QUALIFIED PERSONNEL NEEDS.

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

i. the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;

The Commission’s current ratio of VR counselors to client’s served per current fiscal year is 1:69.

ii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

ICBVI currently employs a total of 40 staff. The breakdown of personnel is as follows:

Professional staff: 1 Administrator; 1 Rehabilitation Services Chief; 5 Program Managers (ATC, BEP, IL, Fiscal/HR, Management Assistant); 6 Senior VR Counselors for the Blind; 14 Instructors for the Blind (Including one State Wide Assistive Technologist)

Administrative staff: 1 IT Technology Senior; 1 Fiscal Technician; 5 Vocational Rehabilitation Assistants; 1 BEP specialist; 2 Reader-drivers; 1 Storekeeper; 1 Receptionist; 2 Office Specialists

iii. projections of the number of personnel, broken down by personnel category, who will be needed by the State 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.

ICBVI anticipates needing one additional VRC to accommodate growth in East Idaho, and 2 VRA positions are expected to be vacated due to retirement.

B. PERSONNEL DEVELOPMENT

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

i. a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;
Idaho only has one institution of higher education, the University of Idaho (U of I), that prepares Vocational Rehabilitation counselors. This program began serving students in the Boise area in 2012. ICBVI continues to provide internships to students, when these are requested. The University of Idaho Rehabilitation Counseling and Human Services Program was awarded a 5-year $1,000,000 Rehabilitation Training grant from the U.S. Department of Education Office of Special Education and Rehabilitative Services - Rehabilitation Services Administration (RSA). The grant includes a select number of student scholarships for tuition/fees, books and supplies, and travel to professional conferences. Upon graduation, recipients of the scholarships will, in return, agree to work two years for every year they receive a scholarship at a state vocational rehabilitation or related-rehabilitation agency.

ii. the number of students enrolled at each of those institutions, broken down by type of program; and

The program is offered in two Idaho locations and will accommodate 25 students. They also offer a category “R” education program for individuals who have related Masters Degrees and need up to six additional courses to be eligible to sit for the CRC exam.

iii. 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.

From the current M.Ed./M.S. Rehabilitation Counseling and Human Services Program (RCHS) at the U of I, seven (7) students are expected to graduate from the Boise campus and nine (9) are expected to graduate from the Coeur D’Alene campus in May 2016. Our next cohort will begin May of 2016 and we are expecting to have full capacity of 25 students begin with this new cohort. It is expected that students who will be graduating in May of 2016 will sit for the CRC exam in the Spring of 2016.

2. PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL

Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit 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’s plan for recruitment will be to continue to recruit qualified staff from the University of Idaho 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: • Rehabilitation Recruitment Center • The Association for Education and Rehabilitation of the Blind and Visually Impaired (AER) Website • The Internet as utilized by the Idaho Division of Human Resources • Word of mouth between the universities in the Western United States • Internships and
practicums completed by students with ICBVI • Personal contact with instructors in university programs • National Federation of the Blind (NFB) Website

To address the future need of eligible Certified Rehabilitation Counselor (CRC), ICBVI will provide funding as available for future VRC staff to obtain a Master's Degree in Rehabilitation Counseling from a CORE (Council on Rehabilitation Education) accredited program.

ICBVI has provided internships for Master’s level students in VR over the last five years and anticipates that it will provide an additional one to three internships in the next four years. Recruitment issues are handled by the hiring manager responsible for the position.

The U of I Rehabilitation Counseling and Human Services (RCHS) department provides educational opportunities for existing staff and other rehabilitation related organizations and individuals to advance the profession of rehabilitation counseling. Educational opportunities include not only formal university education but activities such as workshops, research projects, and specialty events, summer training conferences in conjunction with the Idaho Chapter of the National Rehabilitation Association, and internship positions within the University structure. Five professional development trainings were held in 2015 on relevant disability-related or rehabilitation issues for IDVR and related rehabilitation professionals to earn CRC CEUs. ICBVI continues to encourage further formal education and ICBVI financially supports this. Training is also received from different training venues put on by national groups such as AER, Helen Keller National Center, RSA, TACE, and other entities.

ICBVI continues to prioritize its recruitment efforts to meet the CSPD standards. When ICBVI is not able to hire a Senior Level Counselor it will utilize the under fill Counselor position (Counselor for the Blind) and support the staff in necessary education and training to meet the CSPD requirements. ICBVI has utilized both strategies effectively to recruit, hire and retain qualified personnel.

Presently, we employ 14 individuals with a disability, ten of whom are blind or visually impaired and 2 individuals are from a minority background. With a total staff of 40, this amounts to 40% of ICBVI’s staff.

ICBVI participates in Career Fairs around the state to encourage and seek out individuals from diverse backgrounds including individuals with disabilities and from minority backgrounds.

ICBVI salaries compare favorably with the surrounding states in the Pacific Northwest. The agency also encourages and supports, costs, training/education time of staff and formal education and certification for staff.

ICBVI hires any person into a permanent position from a temporary position if they have met the minimum standards for that position as determined by the State of Idaho’s Department of Human Resources for that classified position.

3. PERSONNEL STANDARDS

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and 34 CFR 361.18(c) to ensure that designated State unit 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

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 by the Commission of its counselors.

Per Workforce Innovation and Opportunity Act (WIOA) revisions to Rehabilitation Act CSPD requirements, ICBVI will revise educational qualifications for its Senior VRC classification. This revision, changing minimum education requirements from a master’s degree to a bachelor’s degree, and this position will remain defined as Counselor for the Blind. These incumbents will be required to obtain a qualifying master’s degree to advance to Senior Level Counselor, and will be required to develop a plan for doing this with the Rehabilitation Services Chief.

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 five of them have Master’s degrees and/or AER Certification in Rehabilitation Teaching or Orientation and Mobility. We continue to encourage and financially support further formal education and certification.

ICBVI tracks and monitors each employee’s individual training and development. Special emphasis is placed on training required to maintain CRC, LPC, 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 to be addressed in the following year during ICBVI plans of overall training and developmental priorities conducted staff-wide. While specific priorities evolve year-to-year, ICBVI consistently addresses assessment, counseling and guidance, vocational planning, job placement, as well as assistive and rehabilitation technology.


ICBVI is committed to providing all employees with development opportunities which will enhance employee job performance; support the Commission’s mission, values and goals; and lead to successful employment outcomes for individuals with blindness and visual impairments. With the increased WIOA emphasis on workforce development ICBVI will also concentrate on providing training to strengthen business relationships and increase knowledge of labor market relevance and employer.
4. STAFF DEVELOPMENT.

Describe the State agency’s policies, procedures, and activities to ensure that, consistent with section 101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

A. SYSTEM OF STAFF DEVELOPMENT

A system of staff development for professionals and paraprofessionals within the designated State unit, 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

Specific areas of training that are emphasized are training on the Rehabilitation Act and its regulations, Social Security Work Incentives and employment, IDEA for transition age students with blindness and visual impairment, the Workforce Innovation and Opportunity Act (WIOA) and vision related disabilities. Additionally, staff will be trained more specifically in Assistive Technology to better serve clients in the areas they live. This is accomplished through our monthly VRC conference calls, training and other scheduled trainings. All these activities help with staff development and retention.

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.

B. ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE

procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

Succession planning and leadership development are discussed and emphasized to assist staff to enhance current skills or to build their skills for future opportunities for advancement within the agency. ICBVI has a policy to promote from within, which gives opportunities for current employees to advance and remain with the agency.

ICBVI continues to look for opportunities to collaborate on training and staff development with the Department of Education and the schools. ICBVI coordinates its CSPD activities with those provided under IDEA. We currently participate in:

The Interagency Task Force on Transition from School to Work; Transition and Assistive Technology School to Work Conference: Tools for Life; Independent Living Conference; Training Conferences provided by the Association for the Education (AER) and Rehabilitation for the Blind and Visually Impaired; Collaborative training with the Idaho Educational Services for the Deaf and Blind.
ICBVI will continue to work closely with the Idaho Educational Services for the Deaf and Blind addressing the needs of the transition population of the blind or visually impaired.

Throughout the year, training requests are approved for individual and group training in areas of interest or need. A variety of platforms are utilized for dissemination, including face-to-face training, conferences, and online webinars.

5. PERSONNEL TO ADDRESS INDIVIDUAL COMMUNICATION NEEDS

Describe how the designated State unit has personnel or obtains the services of other individuals who 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 employees that are fluent in Spanish are recruited to serve the needs of the Hispanic communities located throughout the state.

ICBVI has chosen to purchase 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.

6. COORDINATION OF PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

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. Additional training and education will be identified for staff regarding new services, new coordination and best practices in serving students with disabilities. VR counselors throughout the state will serve on regional Special Education and Transition Boards and Councils.
1. PROVIDE AN ASSESSMENT OF THE REHABILITATION NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, PARTICULARLY THE VR SERVICES NEEDS OF THOSE:

A. WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THEIR NEED FOR SUPPORTED EMPLOYMENT SERVICES;

ICBVI completed a Comprehensive Needs Assessment in FFY 2014 in accordance with the requirements of Section 101.15 of the Rehabilitation Act as amended. Three separate surveys were developed to thoroughly assess the needs of Idahoans who are blind or visually impaired. The survey participants included a random sample of closed VR clients, State and Federal Government Agencies, Consumer Groups, Secondary and Post-Secondary Educational Institutions, non-profit and profit organizations providing services and or advocacy, staff, Client Assistant Program, Independent Living Centers, Lions Club, WIA partners, and Community Rehabilitation Programs. The Statewide Comprehensive Needs Assessment will be conducted every three years.

Rehabilitation needs of individuals with the most significant disabilities include their need for supported employment services.

The Comprehensive Needs Assessment indicated that expansion of current services and additional services is a need. This is represented in specific recommendations being made to staff to provide services to both transition and post-transitional students, in various locations throughout the state. This included working with school districts to create classes such as Adapted Daily Living Skills, helping parents navigate choices, and providing work experiences.

Awareness of Agency Services:

The comprehensive needs survey indicated that there was a need for ICBVI to more thoroughly communicate the specific programs within the overall VR/IL/OB programs. This was true primarily for organizations. Although organizations overall had a good awareness of ICBVI, it was the specific programs within the agency where awareness diminished.

Client Survey Results - The Comprehensive Needs Assessment for the Vocational Rehabilitation Program showed that most clients were very happy with the services, counseling, & products they have received from ICBVI. Of the 100 clients contacted 31 clients were willing to answer the survey questions. All clients were thankful for the services received from their VR counselor.

The greatest problem for those not employed revolved around transportation. The clients said that transportation was very helpful in the past, but the budget cuts hurt the transportation system/services they once received. Many of them cannot afford to pay for personal, reliable transportation to and from work. 28% of clients expressed their disability checks were not enough to cover the transportation costs. Walking to work was only an option for a few in the summer if they lived close enough.
Service Delivery: 94% of clients felt that services through ICBVI were provided in a timely manner, 3% did not and 3% were not applicable.

Informed choice: 81% of clients had their VR Counselor discuss vocational options and goal choices when developing a plan for employment. 65% received all the services that were part of their agreed plan for employment.

Assessment and Training Center: 65% of clients were made aware of the Assessment and Training Center, 16% were not, and 19% this didn’t apply to.

Assistive Technology: 65% received assistive technology assessments or services in the VR process, 16% did not, and 19% this did not apply to.

Employment outcomes: 36% of clients found employment as a result of VR services, 29% did not, and 35% this did not apply to. 36% were satisfied with the employment after receiving VR services, 29% were not, and 35% did not apply to. And finally 64% of clients felt that ICBVI could do better to help them with employment, 13% did not, and 23% this did not apply to.

The greatest strength overall seemed to be with Aids / Appliances and Assistive Technologies provided by ICBVI. There was a tremendous amount of positive feedback on these services that were provided by all of the VR counselors.

B. WHO ARE MINORITIES;

From their experience with minority individuals with disabilities 86% of staff felt that services are needed for this population, 14% did not, 29% believed there are barriers to the provision of these services, 57% did not, and 14% were unsure.

Idaho’s population is expected to grow by almost 6% between 2014 and 2024, while at the same time, Hispanics, the state’s largest minority, will grow much faster at almost 15%. ICBVI is vigilant to this change, and will continue and expand outreach efforts to minority populations.

C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

From their experience with underserved and unserved populations of individuals with disabilities 57% of staff felt that services are needed for this population, 29% did not, 14% were unsure, 57% believed there are barriers to the provision of these services, 29% did not, and 14% were unsure.

The WIOA Advisory group has clearly identified rural areas as a traditionally underserved population. ICBVI regional counselors have always served rural communities; often times in the manner of home visits. ICBVI will continue to serve (and expand as funding allows) more rural citizens and communities.

D. WHO HAVE BEEN SERVED THROUGH OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM; AND

ICBVI recognizes the need to increase partnerships with the statewide workforce investment system to develop innovative programs to serve common customers; such as with IDOL and IDVR. ICBVI staff and counselors provide ongoing training of job center staff on disability sensitivity issues. Other
strategies include continuing to expand partnerships and encourage coordination of services, develop of new ways to provide for job creation or to provide incentives to employers, and to work cooperatively to remove stigmas in the workplace.

E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.

ICBVI will increase our efforts to deliver services to students with blindness or visual impairments in response to WIOA mandates. ICBVI may participate with IDVR in respect to a statewide needs assessment as an authorized PETS activity to further determine the

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE; AND

In Idaho, the ICBVI VR program works with many service providers including community rehabilitation programs. ICBVI VR will continue work in the following areas to improve services to consumers in partnership with all providers. Emphasis will be placed enhancing current programs to be more sensitive to the needs of those with blindness or visual impairments before developing more programs. ICBVI will also work with providers and CRP’s to help them increase their capacity to develop new types of services, such as Pre-Employment Transitional Services (PETS) as mandated under WIOA.

3. 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 THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT.

Aggregate date received from the Idaho State Department of Education (2015) has identified 103 children (ages 3-21) who have a primary disability of Visual Impairment. Additionally, ISDE has identified 105 children (ages 3-21) who have a primary disability of Deaf and Blind. ICBVI will continue to work with state and regional school systems to identify those students who are potentially eligible for Pre-Employment Transition Services. ICBVI counselors will continue to participate in student IEP meetings, and assisting school staff to identify and deliver approved, individualized pre-employment transition services on the IEP.
(Formerly known as Attachment 4.11(b)). Describe:

1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES;

The estimated number of all individuals who are eligible for services under this plan is 4,800.

2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

   A. THE VR PROGRAM;

   Title I, Part B is 528

   B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

   Title VI Part B is 2

   C. EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION;

   ICBVI is not under an Order of Selection

3. THE NUMBER OF INDIVIDUALS WHO ARE ELIGIBLE FOR VR SERVICES, BUT ARE NOT RECEIVING SUCH SERVICES DUE TO AN ORDER OF SELECTION; AND

   ICBVI is not under an Order of Selection

4. THE COST OF SERVICES FOR THE NUMBER OF INDIVIDUALS ESTIMATED TO BE ELIGIBLE FOR SERVICES. IF UNDER AN ORDER OF SELECTION, IDENTIFY THE COST OF SERVICES FOR EACH PRIORITY CATEGORY.

The estimated cost for services in FFY 2016: • Title I Part B $677,000 • Title VI Part B $3,000

ICBVI has seen both service volumes and service costs increase. There has been a six to seven percent increase in cost of services year-over-year for the past three years. ICBVI sees no reason to expect a change in this trend in the immediate future. This increase in volume and cost, coupled with the redistribution of funds for PETS could accelerate the need for an Order of Selection in Idaho.

ICBVI believes it will be difficult to determine the impact of WIOA on number served without baseline data. While the Commission is committed to extending services to all eligible individuals, new provisions including services to ‘potentially eligible’ groups and pre-employment transition service requirements will both; (1) diminish overall funds available to individuals categorized as ‘eligible’ and, (2) fundamentally shifts the way ICBVI spends 15% of program funds. Therefore the Commission feels that a projected range of 300-500 individuals to be served for FFY 2016 is reasonable. Future projections will need to rely on data occurring under the actual conditions of WIOA.
L. STATE GOALS AND PRIORITIES

The designated State unit must:

1. IDENTIFY IF THE GOALS AND PRIORITIES WERE JOINTLY DEVELOPED

Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.

This does not apply to ICBVI. The Idaho Commission for the Blind and Visually Impaired (ICBVI) falls under a Commission of 5 Board Members (ICBVI Board) who are appointed by the Governor of Idaho.

2. IDENTIFY THE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS.

The following identifies our three major goals which are: (1) Increase Independence and Employment Outcomes through quality rehabilitation services; (2) Increase public and client awareness of the mission, purpose, goals, function and services of the agency; (3) Increase training availability, effectiveness and access for clients.

3. ENSURE THAT THE GOALS AND PRIORITIES ARE BASED ON AN ANALYSIS OF THE FOLLOWING AREAS:

The following goals are based on the analysis of the Statewide Comprehensive Needs Assessment completed in 2014 with priorities developed for FY 2014–2017 period; the agency’s performance on standards and indicators; input from consumers, advocates, providers and other stakeholders.

A. THE MOST RECENT COMPREHENSIVE STATEWIDE ASSESSMENT, INCLUDING ANY UPDATES;

(1) Increase Independence and Employment Outcomes through quality rehabilitation services. ICBVI will implement the following strategies: •Work with Transition youth at the start of high school to foster the development of ongoing transition planning and services specifically connecting School Districts throughout the State; •ICBVI will meet or exceed the required federal indicators; •Emphasize the use of work incentives from Social Security Administration that promotes the transition of dependence on benefits to the independence of part or full time employment; •Provide ongoing staff training to insure qualified professional staff knowledgeable in blindness, visual impairments as well as secondary disabilities, counseling techniques, vocational rehabilitation, community and secondary transition; •Conduct Assistive Technology Assessments where needed.

(2) Increase public and client awareness of the mission, purpose, goals, function and services of the agency. ICBVI will implement the following strategies: •Specific outreach methods to reach identified groups: ophthalmologists; tribal 121 programs and School District personnel; •Continue recurring outreach activities to help minimize the effects of turnover in staff of organizations has on the organizational knowledge of ICBVI services; •Emphasize the specialized programs and services that ICBVI offers to the Blind and Visually Impaired; •Continue to utilize the current staff in nontraditional roles to increase client access to training and technology.
(3) Increase training availability, effectiveness and access for clients. ICBVI will implement the following strategies: •Continue flexible time frames to ATC schedule to better accommodate clients rehabilitation needs; •Develop additional materials to better communicate to clients about the purposes for and preparation needs to participate in ICBVI trainings; •Work with Consumer Groups, Clients and Secondary Transition Partners to increase the effectiveness of the “Summer Work Experience Program” SWEP and “College Days” Programs offered at ICBVI. In FFY 2013, the SWEP Program was canceled due to the funding cuts related to sequestration. In FFY 2013, there were 8 individuals that participated in College Days, an increase of 2 from the previous year. In FFY 2015 there were 6 that participated in College Days and 14 that participated in SWEP. ICBVI anticipates up to 20 participants for each of these programs in FFY2016.

B. THE STATE’S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND

This plan is filed at a transitional period for standards and indicators in vocational evaluation. The Combined State Plan addresses traditional standards and indicators which were required throughout FFY 2015.
C. OTHER AVAILABLE INFORMATION ON THE OPERATION AND EFFECTIVENESS OF THE VR PROGRAM, INCLUDING ANY REPORTS RECEIVED FROM THE STATE REHABILITATION COUNCIL AND FINDING AND RECOMMENDATIONS FROM MONITORING ACTIVITIES CONDUCTED UNDER SECTION 107.
M. ORDER OF SELECTION

Describe:

1. WHETHER THE DESIGNATED STATE UNIT WILL IMPLEMENT AND ORDER OF SELECTION. IF SO, DESCRIBE:

A. THE ORDER TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES.

ICBVI is currently not under an Order of Selection. However, the impact of WIOA and the 15% reserve requirement on the ability to serve all client’s remains unknown for the future.

B. THE JUSTIFICATION FOR THE ORDER.

C. THE SERVICE AND OUTCOME GOALS.

D. THE TIME WITHIN WHICH THESE GOALS MAY BE ACHIEVED FOR INDIVIDUALS IN EACH PRIORITY CATEGORY WITHIN THE ORDER.

E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES; AND

2. IF THE DESIGNATED STATE UNIT HAS ELECTED TO SERVE ELIGIBLE INDIVIDUALS, REGARDLESS OF ANY ESTABLISHED ORDER OF SELECTION, WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT.

ICBVI currently is able to serve all eligible clients.
N. GOALS AND PLANS FOR DISTRIBUTION OF TITLE VI FUNDS.

1. SPECIFY THE STATE'S GOALS AND PRIORITIES FOR FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES.

ICBVI receives only 1% or $3,000 of the $300,000 allotted to the state of Idaho for Community Supported Employment (CSE). This funding amount may cover the upfront training costs for one to three individuals. In Idaho there are not any long-term support funds for clients with visual impairments only, so given these circumstances and the fact that most people requiring CSE are individuals with multiple disabilities, ICBVI counselors collaborate with their peers in the general agency to insure that clients receive the appropriate services.

2. DESCRIBE THE ACTIVITIES TO BE CONDUCTED, WITH FUNDS RESERVED PURSUANT TO SECTION 603(D), FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING:

A. THE PROVISION OF EXTENDED SERVICES FOR A PERIOD NOT TO EXCEED 4 YEARS; AND

See previous section.

B. HOW THE STATE WILL LEVERAGE OTHER PUBLIC AND PRIVATE FUNDS TO INCREASE RESOURCES FOR EXTENDED SERVICES AND EXPANDED SUPPORTED EMPLOYMENT OPPORTUNITIES FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES.

ICBVI has and will continue to support clients that need supported employment level services through the basic support grant during the active VR case and work with community partners, families, and other organizations to develop long term support or natural supports whenever feasible.
O. STATE’S STRATEGIES

Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

1. THE METHODS TO BE USED TO EXPAND AND IMPROVE SERVICES TO INDIVIDUALS WITH DISABILITIES.

ICBVI’s specific Innovation and Expansion (I&E) strategy for FFY 2016 is to continue the project of a Statewide Assistive Technologist to the Vocational Rehabilitation program. This strategy is designed to streamline Assistive Technology assessments and trainings for Vocational Rehabilitation clients. To increase accessibility in all the offices in the state which were either remodeled or relocated.

2. HOW A BROAD RANGE OF ASSISTIVE TECHNOLOGY SERVICES AND DEVICES WILL BE PROVIDED TO INDIVIDUALS WITH DISABILITIES AT EACH STAGE OF THE REHABILITATION PROCESS AND ON A STATEWIDE BASIS.

ICBVI will: •Conduct an assessment of blindness skills on all VR clients to determine their level of competence with the alternative skills of blindness; •Continue implementing training curricula and timelines for clients to learn how to best utilize their Assistive Technology devices; •Utilize loaner system and increase the number of models of adaptive technology for clients to try out before we purchase items; •Utilize our Boise location for easier customer access to the Low Vision Clinic, VR Counselors and Rehab Teachers. Also for training in the ATC where clients can use our onsite dorm rooms; •Utilize computer stations for clients to practice on and complete homework assignments while attending the ATC; •Continue membership in the Chamber of Commerce statewide.
3. THE OUTREACH PROCEDURES THAT WILL BE USED TO IDENTIFY AND SERVE INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES, INCLUDING THOSE WITH THE MOST SIGNIFICANT DISABILITIES, AS WELL AS THOSE WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM.

ICBVI will work collaboratively with the Native American Indian Tribes that reside within the State to identify methods to better communicate the mission, goals, purpose and programs of ICBVI, and to identify processes to better facilitate referrals into ICBVI programs as well as implementation and completion of programs for employment outcomes. ICBVI will work collaboratively with Department of Labor and the Idaho Commission on Hispanic Affairs to identify methods to better communicate the mission, goals, purpose and programs of ICBVI, and to identify processes to better facilitate referrals into ICBVI programs as well as implementation and completion of programs for employment outcomes. ICBVI will continue to collaborate with Department of Education to insure that transition age students are made aware of ICBVI services and how to access them. This is occurring at a State level with ICBVI’s involvement in the Interagency Transition Council as well as regional level where the VR counselors are in direct communication with individual school staff. ICBVI will continue to strengthen its collaborative work with Idaho Educational Services for the Blind and Visually Impaired (IESDB).

4. THE METHODS TO BE USED TO 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, POSTSECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT TRANSITION SERVICES).

ICBVI is committed to working collaboratively with the IESDB, IDVR, and all regional school districts to identify all eligible (or potentially eligible) secondary students in the state of Idaho. Furthermore, ICBVI is committed to reaching out to rural communities in this effort. ICBVI currently has two summer programs that are targeted towards high school students: 1) School to Work Experience Program (SWEP) and, 2) College Days. Curriculum in both of these programs is being reviewed and modified, as appropriate, to ensure they meet all of the criteria of PETS under WIOA. Additionally, both of these programs will be expanded to include more participants.

5. IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE.

n/a

6. STRATEGIES TO IMPROVE THE PERFORMANCE OF THE STATE WITH RESPECT TO THE PERFORMANCE ACCOUNTABILITY MEASURES UNDER SECTION 116 OF WIOA.

ICBVI has no baseline data from which to determine whether performance is degrading, maintaining or improving per 116 standards. Once regulatory guidance is issued to determine exactly what variables will inform section 116 performance accountability measures, and once an understanding of these baselines emerge, IDVR will be well positioned to develop strategies to improve upon these yet to be determined outcomes.
The Commission is currently working with core partner agencies to establish the open exchange of information which surround these performance measures, and is attempting to predict and establish baselines for negotiation with RSA based upon existing data. However, since the core group of people we serve will fundamentally shift as we implement WIOA, the error introduced into these predictions is unknown.

7. STRATEGIES FOR ASSISTING OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM IN ASSISTING INDIVIDUALS WITH DISABILITIES.

The WIOA Advisory Group, in conjunction with the Idaho Division of Vocational Rehabilitation has agreed that both ICBVI and IDVR will be lead agencies in addressing the continuing education and technical assistance needs of external workforce partners in best serving individuals with disabilities. ICBVI and IDVR will jointly sponsor a yearly needs assessment of workforce partners regarding employment and disability. This collaboration will include the establishment of stand-alone informational products, tailored face-to-face trainings and informal consultation as needed.

ICBVI will continue to work with Department of Labor and the One-Stop System in checking accessibility for Blind and Visually Impaired. Continue to encourage ICBVI’s clients to visit the One-Stops or use the online Idaho Works System, and continue to coordinate and collaborate with the staff at the Department of Labor to assist ICBVI in securing employment opportunities for our clients being served in our Summer Work Experience Program as well as providing job readiness training.

8. HOW THE AGENCY’S STRATEGIES WILL BE USED TO:

A. ACHIEVE GOALS AND PRIORITIES BY THE STATE, CONSISTENT WITH THE COMPREHENSIVE NEEDS ASSESSMENT;

The agency’s goals and priorities have been outline in section (l): state goals and priorities. This section (o) has addressed the program specific strategies to achieve the goals and priorities. This information in concert with the initiatives laid out in the combined plan operational elements precisely addresses how the State will approach these priorities.

B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND

The Commission’s strategies to support innovation and expansion activities have been outlined above in section (o)(1).

C. OVERCOME IDENTIFIED BARRIERS RELATING TO EQUITABLE ACCESS TO AND PARTICIPATION OF INDIVIDUALS WITH DISABILITIES IN THE STATE VR SERVICES PROGRAM AND THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM.

Sections (o)(3) and (o) (4) of the Commission’s program specific strategies (contained above) further elaborate on how the ICBVI will address equitable access and participation as it relates to this section.
P. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

Describe:

1. AN EVALUATION OF THE EXTENT TO WHICH THE VR PROGRAM GOALS DESCRIBED IN THE APPROVED VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS.

Goal 1 - Increase Independence and Employment Outcomes through Quality Rehabilitation Services. •Passed Standards and Indicators for FFY 2015; •The ICBVI’s Assistive Technologist continues to maintain consistent monthly contact providing direct client assessments. Continued e-mail/telephone consultation with Teachers of the Visually Impaired (TVI); •Continued training of VR staff in order to provide needed services to clients with benefits; •Regional meetings which include VR staff from both agencies, and School District staff, which are held every other year, last one was completed in September 2013.

Goal 2 - Increase public and client awareness of the mission, purpose, goals, function and services of the agency. •Ongoing development of staff who are required to provide a set number of outreach activities per year to increase public and client awareness. This staff requirement has been effective as it makes outreach a priority for all staff; •ICBVI will continue to collaborate and coordinate with Native American tribes within the state of Idaho. Example: ICBVI will held regional low vision clinics in Twin Falls, Lewiston, and Coeur d’Alene providing services for the underserved populations; •ICBVI continues to work with regional transportation officials on transportation issues that affect people with blindness and other disabilities. Goal 3 - Increase training availability, effectiveness and access for clients. •The ATC has continued to offer part-time flexible schedules to students attending to accommodate their rehabilitation needs; •Continue to develop additional materials to better communicate to clients about the purpose and need to participate in ATC trainings; •The agency is on track for FFY 2016 to hold a College Days program for one week, and also a SWEP program for 6 weeks.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.

n/a
2. AN EVALUATION OF THE EXTENT TO WHICH THE SUPPORTED EMPLOYMENT PROGRAM GOALS DESCRIBED IN THE SUPPORTED EMPLOYMENT SUPPLEMENT FOR THE MOST RECENT PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS.

Goal: To maintain current levels of supported employment service provision and performance. Due to the 1% or $3,000 CSE budget allotted to ICBVI, the agency has collaborated with the general agency to serve clients with CSE needs. This has been a successful strategy. The impediment has been in demand for CSE services statewide which has exceeded budget amounts.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.

n/a

3. THE VR PROGRAM’S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA.

This plan is filed at a transitional period for standards and indicators in vocational evaluation. The Combined State Plan addresses traditional standards and indicators which were required throughout FFY 2015.

4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED.

ICBVI’s specific Innovation and Expansion (I&E) strategy for FFY 2016 is to continue the project of a Statewide Assistive Technologist to the Vocational Rehabilitation program. This strategy is designed to streamline Assistive Technology assessments and trainings for Vocational Rehabilitation clients.
Q. QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES.

Include the following:

1. 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.

(2) 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 community supported employment services. These multiple disabilities include developmental disabilities, traumatic brain injuries, and mental illness or a combination of these disabilities. CSE services are provided by the community rehabilitation programs which are accredited by CARF or RSAS. Services include assessment, job site development, job coaching, and communication with the employers. 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 Program.

2. THE TIMING OF TRANSITION TO EXTENDED SERVICES.

The Idaho Division of Vocational Rehabilitation coordinates Extended Employment Services (EES) for ICBVI.
CERTIFICATIONS

Name of designated State agency or designated State unit, as appropriate: Vocational Rehabilitation

Name of designated State agency: Idaho Commission for the Blind and Visually Impaired

Full Name of Authorized Representative: Beth Cunningham

Title of Authorized Representative: Administrator

States must provide written and signed certifications that:

1. The designated State agency or designated State unit (as appropriate) listed above 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 WIOA*, and its supplement under title VI of the Rehabilitation Act.** Yes

2. 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 listed above agrees to operate and administer the VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan, the Rehabilitation Act, and all applicable regulations, policies, and procedures established by the Secretary of Education. Funds made available under section 111 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; Yes

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 agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan*, the Rehabilitation Act, and all applicable regulations, 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;** Yes

4. The designated State agency and/or the designated State unit 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; Yes

5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement. Yes

6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law. Yes

7. The Authorized Representative listed above 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; Yes
8. The **Authorized Representative listed above** has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services;  Yes

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.  Yes

**FOOTNOTES**

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Certification 1 Footnotes

* Public Law 113-128.

** Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

Certification 2 Footnotes

* All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

** No funds under title 1 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.

*** 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 3485; and the State VR Services Program regulations.

Certification 3 Footnotes

* No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

** Applicable regulations, in part, include the citations in *** under Certification 2 footnotes

**ADDITIONAL COMMENTS ON THE CERTIFICATIONS FROM THE STATE**
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.

Applicant's Organization  Idaho Commission for the Blind and Visually Impaired

Full Name of Authorized Representative:  Beth Cunningham

Title of Authorized Representative:  Administrator
SF LLL Form – Disclosure of Lobbying Activities (only if applicable)
(http://www2.ed.gov/fund/grant/apply/appforms/appforms.html). If applicable, please print, sign, and
e-mail to MAT_OCTAE@ed.gov
CERTIFICATION REGARDING LOBBYING — SUPPORTED EMPLOYMENT

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, making of any Federal grant, 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.

Applicant's Organization
Idaho Commission for the Blind and Visually Impaired

Full Name of Authorized Representative:
Beth Cunningham

Title of Authorized Representative:
Administrator

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)
(http://www2.ed.gov/fund/grant/apply/appforms/appforms.html).
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 of the Rehabilitation Services Administration (RSA), 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 State Plan must provide assurances that:

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 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:

A. THE ESTABLISHMENT OF THE DESIGNATED STATE AGENCY AND DESIGNATED STATE UNIT, AS REQUIRED BY SECTION 101(A)(2) OF THE REHABILITATION ACT.

B. THE ESTABLISHMENT OF EITHER A STATE INDEPENDENT COMMISSION OR STATE REHABILITATION COUNCIL, AS REQUIRED BY SECTION 101(A)(21) OF THE REHABILITATION ACT.

The designated State agency or designated State unit, as applicable is an independent State commission.


The designated State agency allows for the local administration of VR funds  Yes

F. THE SHARED FUNDING AND ADMINISTRATION OF JOINT PROGRAMS, IN ACCORDANCE WITH SECTION 101(A)(2)(A)(II) OF THE REHABILITATION ACT.

The designated State agency allows for the shared funding and administration of joint programs:  No

G. STATEWIDENESS AND WAIVERS OF STATEWIDENESS REQUIREMENTS, AS SET FORTH IN SECTION 101(A)(4) OF THE REHABILITATION ACT.

Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? See Section 2 of this VR services portion of the Unified or Combined State Plan.  No

H. THE DESCRIPTIONS FOR COOPERATION, COLLABORATION, AND COORDINATION, AS REQUIRED BY SECTIONS 101(A)(11) AND (24)(B); AND 606(B) OF THE REHABILITATION ACT.

I. ALL REQUIRED METHODS OF ADMINISTRATION, AS REQUIRED BY SECTION 101(A)(6) OF THE REHABILITATION ACT.

J. THE REQUIREMENTS FOR THE COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT, AS SET FORTH IN SECTION 101(A)(7) OF THE REHABILITATION ACT.


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.

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:

A. COMPLY WITH ALL REQUIREMENTS REGARDING INFORMATION AND REFERRAL SERVICES IN ACCORDANCE WITH SECTIONS 101(A)(5)(D) AND (20) OF THE REHABILITATION ACT.

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.

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 IN ACCORDANCE WITH SECTION 101(A)(5) OF THE REHABILITATION ACT?

Agency will provide the full range of services described above  Yes

D. DETERMINE WHETHER COMPARABLE SERVICES AND BENEFITS ARE AVAILABLE TO THE INDIVIDUAL IN ACCORDANCE WITH SECTION 101(A)(8) OF THE REHABILITATION ACT.

E. COMPLY WITH THE REQUIREMENTS FOR THE DEVELOPMENT OF AN INDIVIDUALIZED PLAN FOR EMPLOYMENT IN ACCORDANCE WITH SECTION 102(B) OF THE REHABILITATION ACT.

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.

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.

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 SECTION 101(A)(14) OF THE REHABILITATION ACT.

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

J. WITH RESPECT TO STUDENTS WITH DISABILITIES, THE STATE,

I. HAS DEVELOPED AND WILL IMPLEMENT,
   A. STRATEGIES TO ADDRESS THE NEEDS IDENTIFIED IN THE ASSESSMENTS; AND
   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
   II. HAS DEVELOPED AND WILL IMPLEMENT STRATEGIES TO PROVIDE PRE-EMPLOYMENT TRANSITION SERVICES (SECTIONS 101(A)(15) AND 101(A)(25)).

5. PROGRAM ADMINISTRATION FOR THE SUPPORTED EMPLOYMENT TITLE VI SUPPLEMENT:

   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.

   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.

   C. THE DESIGNATED STATE UNIT WILL COORDINATE ACTIVITIES WITH ANY OTHER STATE AGENCY THAT IS FUNCTIONING AS AN EMPLOYMENT NETWORK UNDER THE TICKET TO WORK AND SELF-SUFFICIENCY PROGRAM UNDER SECTION 1148 OF THE SOCIAL SECURITY ACT.

6. FINANCIAL ADMINISTRATION OF THE SUPPORTED EMPLOYMENT PROGRAM:

   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)(G) AND (H) OF THE REHABILITATION ACT.

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:

A. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL PROVIDE SUPPORTED EMPLOYMENT SERVICES AS DEFINED IN SECTION 7(39) OF THE REHABILITATION ACT.

B. THE DESIGNATED STATE AGENCY ASSURES THAT:

I. 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.

II. 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)(6)(C) AND (E) OF THE REHABILITATION ACT.

ADDITIONAL COMMENTS ON THE ASSURANCES FROM THE STATE
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 includes 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.* If included, Combined State Plan partner programs are subject to the “common planning elements” in Sections II and III of that document, where specified, as well as the program-specific requirements for that program (available on www.regulations.gov for public comment). The requirements that a State must address for any of the partner programs it includes in its Combined State Plan are provided in this separate supplemental document. The Departments are not seeking comments on these program-specific requirements, which exist under separate OMB control numbers and do not represent requirements under WIOA. For further details on this overall collection, access the Federal eRulemaking Portal at http://www.regulations.gov by selecting Docket ID number ETA-2015-0006.

* 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 and programs authorized under section 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 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.
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.
TRADE ADJUSTMENT ASSISTANCE

The Trade Adjustment Assistance (TAA) program is a Federal program that offers a variety of benefits and services to workers whose employment has been adversely impacted by foreign trade. Through a number of benefits and services, the TAA program provides trade-affected workers with opportunities to obtain the support, resources, skills, and credentials they need to return to the workforce in a good job. These include employment and case management services, training, job search allowances, relocation allowances, reemployment and alternative TAA wage subsidies for older workers, and income support in the form of Trade Readjustment Allowances (TRA).

THE TAA PROGRAM IS A REQUIRED PARTNER IN THE ONE-STOP DELIVERY SYSTEM, ESTABLISHED UNDER SECTION 121 OF THE WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA). THEREFORE, GIVEN THAT THE TAA PROGRAM IS PART OF THE BROADER WORKFORCE SYSTEM AND A KEY GOAL FOR THE TAA PROGRAM IS TO ENSURE THAT TRADE-AFFECTED WORKERS ARE ABLE TO SUCCESSFULLY RETURN TO WORK, ETA STRONGLY ENCOURAGES STATES TO INTEGRATE THEIR TAA PROGRAM ACTIVITIES IN CONCERT WITH OTHER WORKFORCE SYSTEM CORE AND PARTNER PROGRAMS THAT MAY ALSO ADDRESS THE NEEDS OF TRADE-AFFECTED WORKERS. WIOA SEC. 103(3)(A)(B). CONSISTENT WITH THE GOVERNOR–SECRETARY AGREEMENT, THE STATES AGREE TO USE FUNDS OBLIGATED UNDER THE TAA ANNUAL COOPERATIVE FINANCIAL AGREEMENT (CFA), TO CARRY OUT THE TAA PROGRAM, INCLUDING:

1) ENSURING INTEGRATION OF THE TAA PROGRAM INTO ITS ONE-STOP DELIVERY SYSTEM; 2) USING THE CENTERS IN THIS SYSTEM OR NETWORK AS THE MAIN POINT OF PARTICIPANT INTAKE AND DELIVERY OF TAA PROGRAM BENEFITS AND SERVICES; AND 3) ENSURING THE TERMS OF THE MEMORANDA OF UNDERSTANDING (MOU) WITH THE LOCAL WORKFORCE INVESTMENT BOARDS, AS ESTABLISHED UNDER WIOA SECTION 121(C) WILL APPLY TO THE ASSISTANCE PROVIDED BY OTHER ONE-STOP PARTNERS TO TAA PARTICIPANTS. (TRADE ACT SEC. 239 (A) AS AMENDED BY WIOA SECTION 512 (HH))

DESCRIBE THE STATE’S PROCESS FOR OPERATING THE TAA PROGRAM THAT ENSURES COORDINATION AND INTEGRATION WITH WIOA CORE AND PARTNER PROGRAMS. PROVIDE EXAMPLES, IF AVAILABLE, OF HOW THE CO-LOCATION OF WAGNER–PEYSER IN THE ONE-STOP CENTERS AND THE ADDITION OF TEMPORARY ASSISTANCE FOR NEEDY FAMILIES (TANF), HAVE IMPROVED ACCESS TO THESE SERVICES FOR TRADE-AFFECTED WORKERS.

The Idaho Department of Labor Workforce Services Division is the administrator for TAA, Wagner–Peyser, WIOA Title IB, and Veterans employment and training programs. Idaho Department of Labor is also the administrator of the Unemployment Insurance programs. The Department ensures that the administration as well as the service delivery of these programs are coordinated to avoid duplication of services and better service to the seekers. The Department also coordinates closely with the state AFL–CIO in arranging services for dislocations involving organized labor.
After receipt of a WARN notice or other knowledge of local area layoffs, potentially trade–affected workers are contacted by a Rapid Response team made up of One–Stop partners. The Rapid Response team provides information about the full array of One–Stop services, such as UI, W–P Employment Services, TAA and WIOA. These workers are directed to the One–Stops for immediate W–P, WIOA, or UI services, even before a Trade petition is filed. After a Trade petition is approved, trade–affected workers are contacted specifically to alert them of their entitled benefits.

Rapid Response 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. Idaho’s Rapid Response delivery system provides the impacted worker with coordinated application and enrollment for WIOA, TAA, and Wagner–Peyser services. Forms used for WIOA career assessment and retraining plans are accepted for the TAA program, eliminating client redundancies and streamlining co–enrollment processes. Although co–enrollment is not mandated, Rapid Response service delivery planning has ensured the majority of TAA recipients in Idaho are also being served with WIOA funds. The state requires co–enrollment of TAA recipients whenever they receive WIOA staff or other supportive services.

States must develop and manage resources (including electronic case management systems) to integrate data, including co–enrollment data, provided through different agencies administering benefits and services to trade–affected workers in order to ensure consistent program administration and fiscal integrity, as well as reliable fiscal and performance reporting. (WIOA section 103(b)(3))

**DESCRIBE HOW THE STATE WILL USE TAA FUNDING FOR INFRASTRUCTURE, OTHER SHARED COSTS, AND THE PROMOTION OF THE DEVELOPMENT OF INTEGRATED INTAKE, CASE MANAGEMENT AND REPORTING SYSTEMS.**

Administrative funding for TAA is already being used to support an integrated intake, case management, and reporting systems developed by America’s Job Link Alliance called IdahoWorks. IdahoWorks primarily supports Wagner–Peyser, WIOA Title IB and TAA programs and more programs can be added. Approximately one–third of the total cost of the system is funded from TAA; however this may adjust as cost sharing is refined among more partner programs.

TAA services are tracked in IdahoWorks, allowing coordination of re–employment planning and service delivery. This is especially helpful when partners such as WIOA case management staff have access to information on programs, services, dates and associated case notes.
EXCEPT FOR STATES COVERED BY THE REGULATORY EXEMPTION 20 CFR 618.890 (C) OR TO PERFORM NON–INHERENTLY GOVERNMENTAL FUNCTIONS, STATES MUST ENGAGE ONLY STATE GOVERNMENT PERSONNEL TO PERFORM TAA–FUNDED FUNCTIONS UNDERTAKEN TO CARRY OUT THE TAA PROGRAM, AND MUST APPLY TO SUCH PERSONNEL THE STANDARDS FOR A MERIT SYSTEM OF PERSONNEL ADMINISTRATION APPLICABLE TO PERSONNEL COVERED UNDER 5 CFR PART 900, SUBPART F. (20 CFR 618.890)

DESCRIBE HOW TAA PROGRAM–FUNDED BENEFITS AND SERVICES ARE APPROVED BY MERIT–STAFFED EMPLOYEES IN ACCORDANCE WITH 20 CFR 618.890.

Idaho employs merit–based State of Idaho, Department of Labor employees to deliver TAA program–funded benefits and services.

**Trade Adjustment Assistance (TAA) Program Assurances**

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<th>The State Plan must include assurances that:</th>
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<td>On an annual basis, the CSA will execute TAA Cooperative Financial Agreements and UI Funding Agreements for each fiscal year during the four–year State planning cycle.</td>
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Has the state incorporated TAA into the sections indicated above? Yes
The Jobs for Veterans' State Grants (JVSG) are mandatory, formula-based staffing grants to (including DC, PR, VI and Guam). The JVSG is funded annually in accordance with a funding formula defined in the statute (38 U.S.C. 4102A (c) (2) (B) and regulation and operates on a fiscal year (not program year) basis, however, performance metrics are collected and reported (VETS-200 Series Reports) quarterly (using four “rolling quarters”) on a Program Year basis (as with the ETA-9002 Series). Currently, VETS JVSG operates on a five-year (FY 2015-2019), multi-year grant approval cycle modified and funded annually.

In accordance with 38 U.S.C. § 4102A(b)(5) and § 4102A(c), the Assistant Secretary for Veterans' Employment and Training (ASVET) makes grant funds available for use in each State to support Disabled Veterans' Outreach Program (DVOP) specialists and Local Veterans' Employment Representatives (LVER) staff. As a condition to receive funding, 38 U.S.C. § 4102A(c)(2) requires States to submit an application for a grant that contains a State Plan narrative, which includes:
Idaho covers a large geographic area with limited funding making it unfeasible to station a DVOP in every local office. In order to improve employment outcomes for veterans, the IDOL strategically stations our DVOP’s and LVER throughout the state. In 2015, the agency reorganized its service delivery organization by establishing a regional structure of its local office network. Seven regional offices in Kootenai County, Lewiston, Canyon County, Meridian, Magic Valley, Pocatello and Idaho Falls serve as central coordinators for all department activity within their geographic regions. The remaining offices within each region coordinate workforce activities and report to the regional offices. This reorganization was necessary to deal with a 20-25% reduction in staff at the local American Job Centers.

DVOP staff are primarily assigned to local offices with the highest numbers of registered veterans. Another factor considered is whether or not an area has a large educational institution that can translate to large numbers of Vocational Rehabilitation and Employment (VR&E) participants.

IDOL employs a full-time regional Local Veterans Representative (LVER) who works in the largest labor market area in the state: Boise/Meridian/Nampa. There is also a full time DVOP presence in these three offices. In rural areas of the state where fewer veterans reside, IDOL assigns DVOPs on a half-time basis, Idaho has two part time (20 hours a week) DVOPs. In an effort to ensure that all veterans have access to our most knowledgeable resource, a DVOP conducts monthly outreach to rural areas of the state where there is no permanently stationed DVOPs to provide intensive services to veterans with significant barriers to employment (SBEs).

Our DVOPs work closely with the state’s Business Solutions Specialists (BSS). The BSS staff are trained to work with employers in certain high growth industries and to provide job developments, and recruit veterans for employment. Our DVOP staff notify the BSS’s when they have a veteran that is work ready. The BSS reviews the veteran’s resume and case management file to insure appropriate referrals are made to employers.

In accordance with current guidance and the video training “Preparing Veterans for Meaningful Careers” Idaho conducts a pre-assessment with veterans at the point of entry. Staff are instructed to ask the veteran or veteran’s spouse, to complete a short survey tool to determine eligibility for DVOP services or if a referral to an Employment Services consultant is appropriate. In some offices where there is an AmeriCorps member available, the veteran is referred to the member for core services.

A veteran who enters one of the state’s larger American Job Centers with full-time grant-funded staff receives the same services as a veteran who enters a small center with a half-time DVOP Specialist. If a veteran is in need of more than core services from one of the 15 AJC offices without an assigned DVOP Specialist they are assessed and referred to the nearest DVOP Specialist, if appropriate. An appointment is made during their next rural office visit. During this visit the veteran receives all the services available to veterans in the larger offices.

The state’s “shareable” website EPIC was recently enhanced so AJCs without a DVOP Specialist can provide the same information that is provided to veterans in urban areas. This tool is available to all DVOP Specialists as well as managers and other employment staff who serve veterans. All training documents are uploaded to EPIC for all AJC staff to view.
Duties of the DVOP:

DVOP staff provide the full array of workforce services to veterans with significant barriers to employment (SBEs) and eligible persons with their primary focus on providing intensive services to those veterans indicated in the most current guidance. DVOP staff utilize the case management approach to serve veterans with barriers to employment and with special workforce needs. These services include, but are not limited to:

- Outreach to locate veterans in need of intensive services;
- Assessment, including a documented plan of service (Individual Employment Plan (IEP));
- Counseling/group counseling and career/vocational guidance;
- Referral of veterans to supportive or remedial services;
- Promoting VR&E and WIOA services to eligible veterans and other eligible persons;
- Referral of veterans to job focused and outcome-driven training, certification;
- Job development services;
- Development of VA funded Special Incentive and On-the-Job-Training for V&RE participants; and
- Referral of veterans to employment opportunities.

Many of the state’s AJC managers have attended NVTI training and are keenly aware of the role of the DVOP specialist. They promote priority of service for veterans, 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 qualified service members.

All local offices train non-grant-funded staff to refer to the EPIC site to provide basic veterans information. The IDOL website also has a veterans’ link specifically to help the self-service veteran navigate through the job search functions as well as the services available to them.

Because of the high volume of customers in the AJCs, non-grant-funded staff are trained to triage customers and screen for veteran status as they arrive. Staff assess for career services such as job referral, resume assistance, job search guidance, the need for layoff assistance or more intensive WIOA services. If the assessment indicates a need for more than just core services and the veteran is eligible to meet with a DVOP, they are referred to the DVOP. The DVOP informs the veteran of all the available services and determines if enrollment in WIOA is beneficial and appropriate. The DVOP concentrates his or her efforts on serving those veterans who have special employment and training needs by focusing on the facilitation of intensive services through case management.

Duties of the LVER:

The Local Veterans Employment Representative (LVER) according to the most current guidance must perform only the duties outlined in 38 USC 4104 (b), which states, “the LVER’s principle duties are to: (1) conduct outreach to employers in the area to assist veterans in gaining employment, including conducting seminars for employers and, in conjunction with employers, conducting job search workshops and establishing job search groups; and (2) facilitate employment, training and placement services furnished to veterans in a State under the applicable State employment service delivery systems.” Therefore, the LVER is assigned duties that promote to employers, employer associations, and business groups the advantages of hiring veterans. When employer outreach is
primarily accomplished by a “business services team” or like entity, the LVER must be included as an active member of that team. The LVER advocates for all veterans served by the AJC with business, industry, and other community-based organizations by participating in appropriate activities such as: • Planning and participating in job and career fairs; • Conducting employer outreach; • 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; • Informing federal contractors of the process to recruit qualified veterans; • Promoting credentialing and licensing opportunities for veterans; and • Coordinating and participating with other business outreach efforts.
In order to initiate services through the One-Stop system, all veterans are registered in the IdahoWorks system (IDOL’s automated customer registration and job matching system). Because this job matching system relies heavily on the information supplied by customers, veteran registration files are routinely reviewed for completeness and for opportunities to update experience or newly acquired job skills. Those veteran customers with registration files needing additional information are contacted via e-mail, telephone, or mail and offered assistance in completing their registration record, and are informed of available services and invited to contact the office for further assistance.

Other partners are made aware of the services available from a DVOP through outreach. Partners are invited to visit local offices to see the services available directly. DVOPs work with other organizations to jointly host events such as job search workshops and hiring events in local offices.

IDOL has one strategically placed regional LVER whose primary job is to conduct outreach, promote job developments with local employers, and market our services to those employers. The LVER is tasked with performing job development and employer outreach with the ultimate goal of facilitating employment opportunities for veteran job seekers. Since our LVER fills a regional role, he works with employers and employer groups in a large geographical area. He markets veterans to employers using IDOL’s marketing materials.

The LVER periodically visits employers within his area of responsibility to explain the benefits of using IDOL services and to remind them of the benefits of hiring veterans as well as the availability of a job-ready pool of highly trained veterans. He attends quarterly employer committee meetings held by various AJC’s throughout the state to promote the hiring of available veterans. Idaho strives to gain an intimate knowledge of employer practices and review the services available to them from the Department.

The LVER works closely with our Business Solutions Specialists to promote the hiring of veterans to private and public employers. During these outreach visits, the LVER and the Business Solutions Specialist inform their audiences about the services that IDOL provides, including DVOP services. Business Solutions Specialists create employer awareness of this program and the duties of both the DVOP specialist and LVER. This joint effort opens the door to the LVER to work with these employers to create potential veteran job development opportunities.

The IDOL mails or hand delivers veteran/employer information packets to employers. The intended result is to share with the employer community the benefits of hiring veterans and to encourage employers to announce their job openings through IDOL, where veterans have priority to apply for the jobs for which they qualify.
Idaho Department of Labor is prohibited from disbursing individual cash incentives and has been unable to determine a method of distribution for group incentives to date and at the time of this grant submission, is not requesting incentive funds. Incentive awards available to a “group,” or in this case, an AJC, may be an option but as of this writing IDOL has been unable to determine a method of distribution for group incentives. Though we are aware this money is available, we are not requesting the grant funding set aside for incentive awards at this time.
IDOL’s DVOP specialists involve themselves in their communities in many ways to make veterans aware of the benefits, employment and training services available to them. Monthly outreach to the homeless shelters in their areas is an activity that enables the DVOP to complete outreach and provide intensive services to those veterans that have no mode of transportation. Many of these veterans have the need for intensive services that are provided by our DVOPs. Those who just need core services such as job search, and resume assistance are referred to AJC employment consultants or in some offices to the AmeriCorps member.

IDOL has received an AmeriCorps grant (for the 6th year) that enables co-location of members (volunteers) in some of the larger offices throughout the state. These members are veterans themselves and help navigate veterans that do not have a Significant Barrier to Employment (SBE), who do not qualify for services from a DVOP. The members provide one-on-one assistance to the veteran to get registered into our IdahoWorks employment database, provide core services, notify veterans of upcoming hiring events, and to make referrals to partner agencies when necessary.

The VR&E National Technical Assistance Guide (TAG) formalized a partnership and process that has been in place in Idaho for years. However, when the TAG was released, the IDOL worked closely with the VA VR&E and our DVET to update our local agreement. The Idaho TAG was finalized and signed in March, 2009. The IDOL’s central point of contact for the VR&E program is the Intensive Services Coordinator (ISC), a half-time position filled by a full-time DVOP. The ISC is out-stationed at the Boise VA Regional Office, but veterans enrolled in the VR&E program are referred to Idaho DVOPs from counselors assigned to Spokane, Seattle, and Salt Lake City. The ISC or assigned DVOP provides Labor Market Information (LMI) as part of the vocational evaluation process. The VA VR&E develops a rehabilitation plan and then approximately 90 days prior to the participant’s expected completion of training or education, the VR&E office completes a Job Ready Assessment and refers the veteran to the IDOL ISC or appropriate DVOP for intensive employment assistance. The VA VR&E office and IDOL jointly monitor the job seeking process to determine when the veteran has entered employment and when the veteran can be considered “rehabilitated.”

The IDOL operates under a signed Memorandum of Understanding (MOU) on “Services Available to Veterans in Idaho who served in Iraq and Afghanistan.” The MOU partners include the State of Idaho Military Division, Idaho Division of Veterans Services, Department of Veterans’ Affairs (affected Regional Office and Medical Centers), U.S. Department of Labor, and Idaho Veterans Affairs Commission. The MOU outlines the roles and activities of all partners and encourages maximum communication and coordination to provide seamless referral and support services for OEF/OIF veterans.

The IDOL continues to develop new strategies to reach homeless veterans and those at risk of becoming homeless. Our DVOPs and LVER, based on their role and responsibility identified in current guidance, actively help plan 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 needy veterans and family members every year.
The Boise VA Regional Office administers the Grant Per Diem program which helps shelter many homeless veterans while attending an education program. The VA Homeless Coordinators work closely with our DVOPs to secure employment for participants in this program. Partnerships like these are proving very beneficial for Idaho veterans. Over the past several years, the number and quality of facilities and services for the homeless have improved dramatically in Idaho’s most populated area, the Treasure Valley. DVOPs are in the process of developing partnerships with staff at these new facilities to provide intensive services and the referral to employment needed to help veterans break the cycle of homelessness. As these partnerships develop, we plan to participate in service information days at the shelters on a regular basis.

Idaho has DVOPs strategically placed in areas near Native American reservations. Outreach activities are conducted at the state’s option and conducted with approval of the tribes. A fulltime DVOP is located minutes away from the Shoshone Bannock reservation in Southeast Idaho and provides outreach and intensive services to the disabled veterans in that area.

In Lewiston, a full time DVOP works with the Nez Perce Tribe in Lapwai, Idaho. He meets with referrals from tribal veteran representatives, attends Tribal Homeless Veteran Stand Downs and Tribal Resource Fairs, and maintains an open dialogue with Tribal Employment Rights Office (TERO). The tribe was recently awarded the Homeless Veteran Re-integration grant, so we will be working closely with them, and referring potential candidates.

In Post Falls, our DVOP has worked with the Veterans Coordinator representing the Coeur d’Alene Tribe based in Worley, Idaho. Most of the contact has been in regards to Veteran hiring events, the Stand Down and for special events, emphasizing the provision of intensive services.
American Job Center staff are frequently reminded that Veterans Priority of Service (VPOS) is mandated for any services funded entirely, or in part, by the USDOL. The most basic Priority of Service measure is extended to veterans by notifying them that they are entitled to priority of service. Signage in local offices informs veterans that they have Priority of Service before non-veterans and encourages them to identify themselves as veterans in the automated system and to office staff. This is also noted on the veteran’s registration. Local offices have incorporated a questionnaire into the front desk duties. This questionnaire is given to veterans and helps the consultant determine the appropriate service and service provider.

Regional managers and program staff operate as a team to determine who is selected for training in the WIOA programs and other programs that have eligibility criteria, based on available funding. Historically there has not been an issue with providing priority to veterans in these programs. However, if resources become scarce and more competitive, qualified veterans will be accepted before qualified non-veterans as noted in the WIOA State Plan which states:

…in a few programs such as the WIOA-funded Adult and Youth programs, veterans priority will compete with existing statutory priorities that favor certain population groups and must be taken into account when applying the priority. A covered person (veterans are considered covered persons) is entitled to and will be given priority over non-covered persons for the receipt of employment, training and placement services if the person otherwise meets the eligibility requirements."

Part of our efforts to provide priority of service to veterans is by providing them access to new jobs listed with the One-Stop centers. This list is known as our “Vet Call” list. A compiled listing of jobs is made available only to the veteran population as either a paper copy handout for those veterans who come into the office or via email to those veterans who wish to receive job information in that manner.

Veterans are sent via email, job listing information such as the Federal Job Listing for Idaho, and the State of Idaho job announcements. Due to the proximity of the States of Oregon and Washington, veterans are also emailed information regarding nearby Oregon Employment Department and Washington Employment Department job listings. This information is also posted in the lobby for the veterans who come into the office. Additional job listings from counties and cities, law enforcement, school district, medical-related, and many other job listings from various sources is shared with Idaho's veterans. These job listings are posted in the DVOP’s work area so that veterans without email can have access to this information. Information regarding future job fairs or employer recruitment is advertised on the Vet Call list and posted in the AJC resource center as well.

American Job Centers have a kiosk or wall dedicated to display all veteran resources as well as handouts and/or pamphlets. Our web site also provides a direct link to the Hero 2 Hired web page, as well information on:

- Veteran Benefits
- Veterans’ Representative Directory
- Business Solutions Specialists
- Career, Education, Job Training and Consulting Services
- Local Labor Market Information
- Other local veteran resources
Priority of Service to veterans is monitored through a review of responses to the quarterly Manager’s Report on Services to Veterans. Offices are required to report on how priority of service is provided each quarter. Idaho’s Management Information Systems (MIS) report and the ETA 9002 and VETS 200 series are analyzed on a quarterly basis. State administrative staff investigate and provide technical assistance to those offices not demonstrating an acceptable commitment to priority of services for veterans.

Office reviews conducted with the USDOL/VETS as part of the assessment and validation process are used for quality control and to ensure that Priority of Service processes and procedures are being followed. VET staff review the entire local office veterans’ program, analyze data on services and outcomes for veterans, interview local office staff and provide a written report that evaluates the local office’s strengths and weaknesses and evaluates its implementation of priority of service measures.

Quarterly management meetings 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.

If a veteran does not qualify for DVOP services, an AmeriCorps Member or Employment Services staff member will review the veteran’s IdahoWorks registration while the veteran is in the office. Staff then make specific recommendations to enhance their registration if necessary. Veterans are provided labor market information and information on specific jobs for which they are qualified. Additionally, the veteran’s customer report and IdahoWorks registrations are reviewed and when an incomplete registration is identified, the veteran is contacted regarding any discrepancies and/or suggestions for improvement are made. The veteran is provided a veterans information packet consisting of an updated veterans informational handout, a copy of the Vet Call List, and a list of Veterans Services offered by IDOL.
1. JOB AND JOB TRAINING INDIVIDUALIZED CAREER SERVICES,

A description of how the State provides employment and training is answered in section (a) above. All services are measured and evaluated by the process described below.

American Job Center offices throughout the state provide quarterly Manager’s Reports on Services to Veterans as negotiated with the DVET. Currently, all offices with a grant-funded staff assigned submit a report and IDOL regional managers submit a consolidated report from all offices within their region without a grant-funded staff person. The Manager’s Report includes information on outreach activities and success stories. These reports are reviewed to ensure outreach activities are ongoing and are productive.

Office reviews are conducted in conjunction with the state’s USDOL/VETS representative. As part of the assessment and validation process, self-assessment instruments are completed by the DVOP, LVER and regional manager. The self-assessments are forwarded to the DVET through the veterans’ program coordinator who reviews them for quality control and to ensure that processes and procedures are being followed. Veterans Employment and Training staff review the assessment before the actual site visit begins. They review the entire local office veterans’ program, analyze data on services and outcomes for veterans, interview local office staff and provide a written report that evaluates the local program’s strengths and weaknesses. During an office visit the IdahoWorks database is also reviewed to evaluate core service indicators and intensive services provided to veterans by grant-funded and non-grant-funded staff.

Key IDOL staff persons meet with the USDOL/Director of Veterans’ Employment & Training Services on a quarterly basis. Key staff include all regional managers, the deputy director of the agency’s Field Services Division, the deputy director of its Workforce Division, the Veterans’ Program coordinator, and Assistant Veterans’ Program coordinator. These meetings allow participants to discuss and coordinate new processes and procedures, funding issues and progress toward meeting performance goals. This information is then disseminated to the regional managers, DVOP specialists, LVER and other local office staff. The central office forwards new information on to the DVOP specialists and LVER on an ongoing basis.

2. EMPLOYMENT PLACEMENT SERVICES, AND

A description of how the State provides employment placement services is answered in section (a) above. All services are measured and evaluated by the process described below.

American Job Center offices throughout the state provide quarterly Manager’s Reports on Services to Veterans as negotiated with the DVET. Currently, all offices with a grant-funded staff assigned submit a report and IDOL regional managers submit a consolidated report from all offices within their region without a grant-funded staff person. The Manager’s Report includes information on outreach activities and success stories. These reports are reviewed to ensure outreach activities are ongoing and are productive.
Office reviews are conducted in conjunction with the state’s USDOL/VETS representative. As part of the assessment and validation process, self-assessment instruments are completed by the DVOP, LVER and regional manager. The self-assessments are forwarded to the DVET through the veterans’ program coordinator who reviews them for quality control and to ensure that processes and procedures are being followed. Veterans Employment and Training staff review the assessment before the actual site visit begins. They review the entire local office veterans’ program, analyze data on services and outcomes for veterans, interview local office staff and provide a written report that evaluates the local program’s strengths and weaknesses. During an office visit the IdahoWorks database is also reviewed to evaluate core service indicators and intensive services provided to veterans by grant-funded and non-grant-funded staff.

Key IDOL staff persons meet with the USDOL/Director of Veterans’ Employment & Training Services on a quarterly basis. Key staff include all regional managers, the deputy director of the agency’s Field Services Division, the deputy director of its Workforce Division, the Veterans’ Program coordinator, and Assistant Veterans’ Program coordinator. These meetings allow participants to discuss and coordinate new processes and procedures, funding issues and progress toward meeting performance goals. This information is then disseminated to the regional managers, DVOP specialists, LVER and other local office staff. The central office forwards new information on to the DVOP specialists and LVER on an ongoing basis.

3. JOB-DRIVEN TRAINING AND SUBSEQUENT PLACEMENT SERVICE PROGRAM FOR ELIGIBLE VETERANS AND ELIGIBLE PERSONS;

American Job Center offices throughout the state provide quarterly Manager’s Reports on Services to Veterans as negotiated with the DVET. Currently, all offices with a grant-funded staff assigned submit a report and IDOL regional managers submit a consolidated report from all offices within their region without a grant-funded staff person. The Manager’s Report includes information on outreach activities and success stories. These reports are reviewed to ensure outreach activities are ongoing and are productive.

Office reviews are conducted in conjunction with the state’s USDOL/VETS representative. As part of the assessment and validation process, self-assessment instruments are completed by the DVOP, LVER and regional manager. The self-assessments are forwarded to the DVET through the veterans’ program coordinator who reviews them for quality control and to ensure that processes and procedures are being followed. Veterans Employment and Training staff review the assessment before the actual site visit begins. They review the entire local office veterans’ program, analyze data on services and outcomes for veterans, interview local office staff and provide a written report that evaluates the local program’s strengths and weaknesses. During an office visit the IdahoWorks database is also reviewed to evaluate core service indicators and intensive services provided to veterans by grant-funded and non-grant-funded staff.

Key IDOL staff persons meet with the USDOL/Director of Veterans’ Employment & Training Services on a quarterly basis. Key staff include all regional managers, the deputy director of the agency’s Field Services Division, the deputy director of its Workforce Division, the Veterans’ Program coordinator, and Assistant Veterans’ Program coordinator. These meetings allow participants to discuss and coordinate new processes and procedures, funding issues and progress toward meeting performance goals. This information is then disseminated to the regional managers, DVOP specialists, LVER and other local office staff. The central office forwards new information on to the DVOP specialists and LVER on an ongoing basis.
<table>
<thead>
<tr>
<th>Local office</th>
<th>Vet Rep</th>
<th>Date Hired</th>
<th>Position</th>
<th>Labor and Employment Specialist</th>
<th>Case Management*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boise Local Office - IDOL 317 W. Main Street Boise, ID 83735</td>
<td>Price, Deborah</td>
<td>6/1/2015</td>
<td>1 DVOP</td>
<td>10/25/2015</td>
<td>11/1/2015</td>
</tr>
<tr>
<td>Boise Local Office - IDOL 317 W. Main Street Boise, ID 83735</td>
<td>Bennett, Matt</td>
<td>4/25/2016</td>
<td>1-DVOP</td>
<td>Pending</td>
<td>Pending</td>
</tr>
<tr>
<td>Lewiston Local Office - IDOL 1158 Idaho Street Lewiston, ID 83501</td>
<td>Erickson, Don</td>
<td>3/24/2013</td>
<td>1 DVOP</td>
<td>7/9/2013</td>
<td>11/19/2013</td>
</tr>
<tr>
<td>Meridian Local Office - IDOL 205 E. Water tower Lane Meridian, ID 83642</td>
<td>Feliciano, Robert</td>
<td>2/17/2013</td>
<td>1 LVER</td>
<td>7/9/2013</td>
<td>12/3/2013*</td>
</tr>
<tr>
<td>Meridian Local Office - IDOL 205 E. Water tower Lane Meridian, ID 83642</td>
<td>Groesbeck, Joe</td>
<td>5/9/2016</td>
<td>1 DVOP</td>
<td>Pending</td>
<td>Pending</td>
</tr>
<tr>
<td>Sandpoint Local Office - IDOL 2101 West Pine Street Sandpoint, Idaho 83864</td>
<td>Anderson, Tyler</td>
<td>5/19/2014</td>
<td>0.5 DVOP</td>
<td>3/15/2014</td>
<td>Pending Scheduling</td>
</tr>
</tbody>
</table>

*Promoting Partnerships for Employment instead of Case Management
(I) SUCH ADDITIONAL INFORMATION AS THE SECRETARY MAY REQUIRE.

Not applicable.
At minimum, in the SCSEP stand-alone submission and the SCSEP portion of the Combined State Plan, States should comprehensively cover the following elements.
States must:

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 four main industry sectors: Advanced Manufacturing, High Tech, Health Care and Power & Energy. The trends in these sectors show more opportunities in Health Care and Advanced Manufacturing. Below is the number of jobs per targeted industry and the growth over the past five years.

SCSEP Table 1: Workforce Development Council’s Target Industries

<table>
<thead>
<tr>
<th>WDC Target Industries</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Manufacturing</td>
<td>53,124</td>
<td>54,501</td>
<td>56,510</td>
<td>59,186</td>
<td>59,823</td>
<td>6,699</td>
</tr>
<tr>
<td>• Aerospace</td>
<td>472</td>
<td>492</td>
<td>539</td>
<td>671</td>
<td>863</td>
<td>391</td>
</tr>
<tr>
<td>• Food Processing</td>
<td>15,407</td>
<td>15,322</td>
<td>15,620</td>
<td>16,359</td>
<td>16,437</td>
<td>1,030</td>
</tr>
<tr>
<td>High Tech</td>
<td>49,635</td>
<td>50,230</td>
<td>50,237</td>
<td>49,613</td>
<td>50,456</td>
<td>821</td>
</tr>
<tr>
<td>Health Care</td>
<td>68,989</td>
<td>70,561</td>
<td>71,492</td>
<td>74,538</td>
<td>77,634</td>
<td>8,645</td>
</tr>
<tr>
<td>Power &amp; Energy</td>
<td>10,617</td>
<td>10,647</td>
<td>10,583</td>
<td>10,496</td>
<td>10,465</td>
<td>−152</td>
</tr>
</tbody>
</table>

SOURCE: IDAHO DEPARTMENT OF LABOR

The occupations identified as high demand provide the data needed for ICOA and Experience Works to develop and recruit specific organizations to consider employing individuals 55+. The Top Ten High–Demand Occupations by annual openings is identified below.

SCSEP Table 2: Top Ten High–Demand Occupations by Annual Openings

<table>
<thead>
<tr>
<th>Occupation</th>
<th>2012 Employment</th>
<th>2022 Projected Employment</th>
<th>Annual Openings*</th>
<th>Median Hourly Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail Salespersons</td>
<td>21,293</td>
<td>25,582</td>
<td>1,157</td>
<td>$10.10</td>
</tr>
<tr>
<td>Cashiers</td>
<td>14,775</td>
<td>17,068</td>
<td>868</td>
<td>$9.02</td>
</tr>
<tr>
<td>Customer Service Representatives</td>
<td>15,616</td>
<td>19,010</td>
<td>764</td>
<td>$12.21</td>
</tr>
<tr>
<td>Combined Food Preparation and Serving Workers, Including Fast Food</td>
<td>9,862</td>
<td>13,077</td>
<td>699</td>
<td>$8.62</td>
</tr>
<tr>
<td>Waiters and Waitresses</td>
<td>9,999</td>
<td>12,163</td>
<td>697</td>
<td>$8.57</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>12,276</td>
<td>15,511</td>
<td>562</td>
<td>$28.36</td>
</tr>
<tr>
<td>Farmworkers and Laborers, Crop, Nursery, and Greenhouse</td>
<td>10,113</td>
<td>11,586</td>
<td>454</td>
<td>$9.19</td>
</tr>
<tr>
<td>Office Clerks, General</td>
<td>14,268</td>
<td>15,706</td>
<td>444</td>
<td>$12.84</td>
</tr>
<tr>
<td>General and Operations Managers</td>
<td>10,968</td>
<td>12,999</td>
<td>408</td>
<td>$33.41</td>
</tr>
<tr>
<td>Laborers and Freight, Stock, and Material Movers</td>
<td>8,567</td>
<td>9,953</td>
<td>404</td>
<td>$11.69</td>
</tr>
</tbody>
</table>
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))

The Idaho SCSEP has 33 active Host Agencies. Each agency serves as a training site to improve occupational skills needed for high demand jobs. The following chart represents the types of Host Agencies and corresponding occupational training.

**SCSEP Table 3: High Demand Jobs and Active Training Host Sites**

<table>
<thead>
<tr>
<th>Host Agency Types</th>
<th>Number of Active Sites</th>
<th>High Demand Skill Sets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Assistance</td>
<td>6</td>
<td>Customer Service Representatives, Office Clerks, Administrative Assistants</td>
</tr>
<tr>
<td>Stores</td>
<td>15</td>
<td>Customer Service Representatives, Office Clerks, Administrative Assistants, Maintenance and Repair Workers</td>
</tr>
<tr>
<td>Shelters</td>
<td>3</td>
<td>Customer Service Representatives, Office Clerks, Administrative Assistants</td>
</tr>
<tr>
<td>Meal Sites</td>
<td>5</td>
<td>Customer Service Representatives, Office Clerks, Administrative Assistants</td>
</tr>
<tr>
<td>Historical Centers</td>
<td>1</td>
<td>Customer Service Representatives, Office Clerks, Administrative Assistants</td>
</tr>
<tr>
<td>Parks and Recreation</td>
<td>1</td>
<td>Construction Laborer, Maintenance and Repair</td>
</tr>
<tr>
<td>Government</td>
<td>1</td>
<td>Customer Service Representatives, Office Clerks, Administrative Assistants</td>
</tr>
<tr>
<td>Health Clinic</td>
<td>1</td>
<td>Personal Care Aides, Nursing Assistance</td>
</tr>
</tbody>
</table>

SOURCE: SPARQS SCSEP REPORTING SYSTEM

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 the table below, ICOA utilized the Wagner–Peyser Act statistical information to identify projected senior employment opportunities for the targeted occupation based on senior education level. ICOA’s SCSEP contractor provides seniors with training to compete in the marketplace for these occupations.
### SCSEP Table 4: Top Ten High Demand Jobs

<table>
<thead>
<tr>
<th>Targeted Occupations</th>
<th>2022 Projected Employment</th>
<th>Annual Openings*</th>
<th>Wage</th>
<th>Education</th>
<th>Senior Education 65+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Care Aides</td>
<td>11,296</td>
<td>369</td>
<td>$8.90</td>
<td>LHS*</td>
<td>31,945 (total LHS)</td>
</tr>
<tr>
<td>Construction Laborers</td>
<td>7,250</td>
<td>284</td>
<td>$13.56</td>
<td>LHS*</td>
<td></td>
</tr>
<tr>
<td>Customer Service Representatives:</td>
<td>19,010</td>
<td>764</td>
<td>$12.21</td>
<td>HSDE*</td>
<td>113,627 (total HSDE)</td>
</tr>
<tr>
<td>Maintenance and Repair Workers, General</td>
<td>6,567</td>
<td>201</td>
<td>$15.51</td>
<td>HSDE*</td>
<td></td>
</tr>
<tr>
<td>Office Clerks,</td>
<td>15,706</td>
<td>444</td>
<td>$12.84</td>
<td>HSDE*</td>
<td></td>
</tr>
<tr>
<td>Secretaries and Administrative Assistants, Except Legal, Medical, and Executive</td>
<td>11,731</td>
<td>264</td>
<td>$13.44</td>
<td>HSDE*</td>
<td></td>
</tr>
<tr>
<td>Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products</td>
<td>7,223</td>
<td>229</td>
<td>$22.56</td>
<td>HSDE*</td>
<td></td>
</tr>
<tr>
<td>Nursing Assistants</td>
<td>9,452</td>
<td>327</td>
<td>$10.69</td>
<td>PNDA*</td>
<td>52,390 (some college)</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>15,511</td>
<td>562</td>
<td>$28.36</td>
<td>AD*</td>
<td>10,068</td>
</tr>
<tr>
<td>General and Operations Managers</td>
<td>12,999</td>
<td>408</td>
<td>$33.41</td>
<td>BD*</td>
<td>27,056</td>
</tr>
</tbody>
</table>

SOURCE: IDAHO DEPARTMENT OF LABOR

*HDE: HIGH SCHOOL DIPLOMA OR EQUIVALENT; BD: BACHELOR’S DEGREE; AD: ASSOCIATE’S DEGREE; LHS: LOWER THAN HIGH SCHOOL; PNDA: POSTSECONDARY NON-DEGREE AWARD
States must:

1. PROVIDE 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) ACTIONS TO COORDINATE ACTIVITIES OF SCSEP GRANTEE 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 will collaborate with one-stop partners to develop a Memorandum of Understanding outlining roles and responsibilities.

**Planned Actions:**

- This Memorandum of Understanding will include referral information between SCSEP and the IDOL’s Adult Dislocated Worker program offered under the WIOA Title I.
- IDOL will provide Adult Dislocated Worker Program training to ICOA’s SCSEP contractor.
- ICOA will build the agreement roles and responsibilities into statewide contractor reviews.

(B) ACTIONS TO COORDINATE ACTIVITIES OF SCSEP GRANTEE WITH THE ACTIVITIES TO BE CARRIED OUT IN THE STATE UNDER THE OTHER TITLES OF THE OAA. (20 CFR 641.302(H))

**Strategy:** ICOA will coordinate employment resource sharing between ICOA’s SCSEP contractor and the Area Agencies on Aging’s Information and Assistance service. This training will focus on referral coordination and meeting participants’ supportive service needs, such as, transportation, caregiver support, congregate meals and health promotions.

**Planned Actions:**

- ICOA will utilize SCSEP employment strategies in the development of the State Plan, which in turn will be used by the local Area Agencies on Aging to develop their Area Plans.
- ICOA’s SCSEP contractor will provide eligibility training, establish referral protocols with the Area Agencies on Aging, and coordinate regional resources and outreach activities.

(C) 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 develop an On the Job Experience policy to provide private entities an opportunity to participate in the program.

**Planned Actions:**

- Collaborate with ICOA’s SCSEP contractor to establish and implement an On the Job Experience training policy. ICOA will submit this policy with the 2016 SCSEP Grant Application.
**Strategy (Public Entities):** ICOA will coordinate employment resource sharing between ICOA’s SCSEP contractor 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.

**Planned Actions:**

- ICOA will utilize SCSEP employment strategies in the development of the State Plan and will work with the Centers for Independent Living in the development of their State Plan.
- ICOA’s SCSEP contractor will provide eligibility training and establish referral protocols with the Centers for Independent Living and coordinate regional contact information and outreach activities.

*(D) ACTIONS TO COORDINATE SCSEP WITH OTHER LABOR MARKET AND JOB TRAINING INITIATIVES. (20 CFR 641.302(J))*

**Strategy:** Through collaboration with WIOA’s State Plan Advisory Group (IDOL, Division of Professional-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 participant in the quarterly WIOA State Plan 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 to be implemented.

*(E) ACTIONS THE STATE WILL TAKE 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 will work with the Idaho Department of Labor to develop a standardized Memorandum of Understanding between state organizations and contracted providers.

**Planned Actions:**

- ICOA will work with partners to standardized requirements to be incorporated into regional and local Memorandums of Understanding.

*(F) EFFORTS THE STATE WILL MAKE TO WORK WITH LOCAL ECONOMIC DEVELOPMENT OFFICES IN RURAL LOCATIONS.*

**Strategy:** ICOA’s SCSEP contractor will conduct SCSEP outreach to economic development offices located in rural counties with persistent unemployment.
Planned Actions:

- ICOA’s SCSEP contractor will provide SCSEP outreach to local economic development offices in rural counties with persistent unemployment: Benewah, Bonner, Boundary, Shoshone, Clearwater, Idaho, Adams, Gem, Valley, Camas, and Lincoln.

2. DESCRIBE THE 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))

(ALTERNATELY, THE STATE MAY DISCUSS THIS IN THE STATE STRATEGIES SECTION OF STRATEGIC PLAN IF SUBMITTING A COMBINED PLAN.)

**Strategy:** Out of the four Workforce Development Council targeted industries (Advanced Manufacturing, High Tech, Health Care and Power & Energy), ICOA will focus on increasing the two highest growth sectors, Health Care and Advanced Manufacturing.

Planned Actions:

- ICOA’s SCSEP contractor will recruit nonprofit Health Care and Advanced Manufacturing organizations to participate as Host Agencies and prepare participants to compete for these job positions.

3. DESCRIBE THE LONG-TERM STRATEGY FOR SERVING MINORITIES 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. LIST NEEDED COMMUNITY SERVICES AND THE EXACT PLACES WHERE THESE SERVICES ARE MOST NEEDED. SPECIFICALLY, THE PLAN MUST ADDRESS THE NEEDS AND LOCATION(S) 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. The target locations are those counties that are not meeting equitable distribution level as identified in SCSEP Table 7.
SCSEP Table 5: Community Job Service Needs

<table>
<thead>
<tr>
<th>Non–profit or Governmental Host Agencies that meet community service training needs</th>
<th>Targeted Industries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warehouses (shipping and receiving), Thrift stores, Correctional Industries, Restore, Habitat for Humanity</td>
<td>Advanced Manufacturing</td>
</tr>
<tr>
<td>Technical Businesses, Universities, City, County and State Governments</td>
<td>High Tech</td>
</tr>
<tr>
<td>Hospitals, Home Health Companies Doctor Offices, non–profit clinics (i.e. Terry Reilly)</td>
<td>Health Care</td>
</tr>
<tr>
<td>Utility Organizations</td>
<td>Power and Energy</td>
</tr>
</tbody>
</table>

5. DESCRIBE THE 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 GRANTEES 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 the 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 minority participation, and target service needs.

6. DESCRIBE A 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 exceed “enter employment” levels. In program years 2013 and 2014, ICOA exceeded program goal by 122% and 130% respectively.

**Planned Action:**

- ICOA monitors the SCSEP contractor quarterly and develops strategies to meet USDOL’s annual goals.
### SCSEP Table 6: Performance Measure

<table>
<thead>
<tr>
<th>Program Year</th>
<th>Performance Measure</th>
<th>PY 13</th>
<th>PY 14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Goal</td>
<td>Goal %</td>
<td>Goal</td>
</tr>
<tr>
<td>Entered Employment</td>
<td>39.2%</td>
<td>48.0%</td>
<td>122%</td>
</tr>
<tr>
<td></td>
<td>41.8%</td>
<td>54.5%</td>
<td>130%</td>
</tr>
</tbody>
</table>

SOURCE: SPARQS SCSEP REPORTING SYSTEM
States must:

**1. DESCRIBE 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. Currently there are 18 areas that are underserved.

**SCSEP Table 7: State Program Equitable Distribution**

<table>
<thead>
<tr>
<th>Urban and Rural Counties</th>
<th>Population 55 and over</th>
<th>2014–2015 AP (no change)</th>
<th>2015 Current (1st Quarter)</th>
<th>2015 Current Under/Over Served (1st Quarter)</th>
</tr>
</thead>
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<tr>
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<td>85,802</td>
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<td>Boundary (R)</td>
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<td>−1</td>
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<td>Butte (R)</td>
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<td>−1</td>
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<tr>
<td>Clark (R)</td>
<td>187</td>
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<tr>
<td>Clearwater (R)</td>
<td>3,339</td>
<td>1</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Custer (R)</td>
<td>1,603</td>
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<td>1</td>
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<td>−1</td>
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<tr>
<td>Franklin (R)</td>
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<td>−1</td>
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<td>Gem (R)</td>
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<td>Lemhi (R)</td>
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<td>1</td>
<td>0</td>
<td>−1</td>
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<tr>
<td>Lewis (R)</td>
<td>1,362</td>
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<td></td>
<td></td>
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<tr>
<td>Urban and Rural Counties</td>
<td>Population 55 and over</td>
<td>2014–2015 AP (no change)</td>
<td>2015 Current (1st Quarter)</td>
<td>2015 Current Under/Over Served (1st Quarter)</td>
</tr>
<tr>
<td>--------------------------</td>
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<td>Lincoln (R)</td>
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<td>0</td>
<td>–1</td>
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<td>1,259</td>
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<td>0</td>
<td>–1</td>
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<td>0</td>
<td>–2</td>
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<tr>
<td>Power (R)</td>
<td>1,830</td>
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<tr>
<td>Shoshone (R)</td>
<td>4,226</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Teton (R)</td>
<td>1,765</td>
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</tr>
<tr>
<td>Twin Falls (U)</td>
<td>18,910</td>
<td>2</td>
<td>7</td>
<td>5</td>
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<tr>
<td>Valley (R)</td>
<td>3,550</td>
<td>1</td>
<td>0</td>
<td>–1</td>
</tr>
<tr>
<td>Washington (R)</td>
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<td>2</td>
<td>1</td>
<td>–1</td>
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<tr>
<td>Total</td>
<td>373,551</td>
<td>47</td>
<td>46</td>
<td>–18 Under/17 Over</td>
</tr>
</tbody>
</table>

Source: www.SCSEPed.org

2. LIST THE CITIES AND COUNTIES WHERE THE SCSEP PROJECT WILL TAKE PLACE. INCLUDE THE NUMBER OF SCSEP AUTHORIZED POSITIONS AND INDICATE IF AND WHERE THE POSITIONS CHANGED FROM THE PRIOR YEAR.

**Strategy:** ICOA implements the SCSEP program in the 31 counties in Idaho to meet the USDOL’s required Equitable Distribution levels.

**Planned Action:**

- ICOA uses data from www.scseped.org (shown in SCSEP Table 7: State Program Equitable Distribution) to identify changes in performance and areas that are underserved or have no positions.

3. DESCRIBE ANY CURRENT SLOT IMBALANCES AND PROPOSED STEPS TO CORRECT INEQUITIES TO ACHIEVE EQUITABLE DISTRIBUTION.

**Strategy:** ICOA will develop a policy to meet the USDOL’s equitable distribution level and focus on increasing enrollment in the underserved areas.

**Planned Action:**

- Develop a policy that sets maximum participation levels and transition from overenrolled areas to underserved.
- The Policy will be submitted with the PY2017 grant and incorporated into the SCSEP contract.
4. EXPLAIN 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 those ICOA areas that are over or underserved, ICOA would work with the federal contractor to determine if a position transfer would allow both programs to meet USDOL’s goals.

B. EQUITABLY SERVES BOTH 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 addressed underserved rural areas.

C. SERVES INDIVIDUALS AFFORED 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. PROVIDE 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 8: Relative Distribution of Eligible Individuals.
6. PROVIDE THE RELATIVE DISTRIBUTION OF ELIGIBLE INDIVIDUALS WHO:

   A. RESIDE IN URBAN AND RURAL AREAS WITHIN THE STATE
   B. HAVE THE GREATEST ECONOMIC NEED
   C. ARE MINORITIES
   D. ARE LIMITED ENGLISH PROFICIENT.
   E. HAVE THE GREATEST SOCIAL NEED. (20 CFR 641.325(B))
<table>
<thead>
<tr>
<th>Urban and Rural Counties</th>
<th>Population 55 and Over</th>
<th>Ratio of Eligible State Population</th>
<th>Greatest Economic Need</th>
<th>Minorities: 65+ and Unemployed</th>
<th>Limited English Proficient</th>
<th>Greatest Social Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ada (U)</td>
<td>85,802</td>
<td>24.16%</td>
<td>57,684</td>
<td>286</td>
<td>533</td>
<td>14,454</td>
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<td>1,568</td>
<td>0.37%</td>
<td>879</td>
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<td>261</td>
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<td>18,090</td>
<td>5.14%</td>
<td>12,264</td>
<td>72</td>
<td>46</td>
<td>4,451</td>
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<td>Bear Lake (R)</td>
<td>1,832</td>
<td>0.45%</td>
<td>1,081</td>
<td>32</td>
<td>0</td>
<td>288</td>
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<td>3,038</td>
<td>0.79%</td>
<td>1,891</td>
<td>40</td>
<td>3</td>
<td>639</td>
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<tr>
<td>Bingham (R)</td>
<td>9,975</td>
<td>2.71%</td>
<td>6,469</td>
<td>50</td>
<td>218</td>
<td>2,311</td>
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<td>1.59%</td>
<td>3,788</td>
<td>42</td>
<td>62</td>
<td>457</td>
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<tr>
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<td>0.59%</td>
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<td>32</td>
<td>10</td>
<td>399</td>
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<td>8,520</td>
<td>62</td>
<td>19</td>
<td>2,295</td>
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<td>14,961</td>
<td>100</td>
<td>78</td>
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<td>0.84%</td>
<td>2,013</td>
<td>36</td>
<td>0</td>
<td>639</td>
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<tr>
<td>Butte (R)</td>
<td>874</td>
<td>0.22%</td>
<td>523</td>
<td>22</td>
<td>0</td>
<td>188</td>
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<tr>
<td>Camas (R)</td>
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<td>181</td>
<td>22</td>
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<td>92</td>
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<tr>
<td>Canyon (U)</td>
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<td>9.95%</td>
<td>23,761</td>
<td>74</td>
<td>610</td>
<td>9,920</td>
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<td>381</td>
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<td>32</td>
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<td>1,281</td>
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<td>36</td>
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<td>510</td>
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<td>42</td>
<td>125</td>
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<td>854</td>
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<tr>
<td>Kootenai (U)</td>
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<td>10.15%</td>
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<td>61</td>
<td>24</td>
<td>7,650</td>
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<tr>
<td>Latah (U)</td>
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<td>1,297</td>
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<td>92</td>
<td>1,056</td>
</tr>
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<td>Nez Perce (U)</td>
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<td>12</td>
<td>2,575</td>
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<td>22</td>
<td>9</td>
<td>254</td>
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<td>Owyhee (R)</td>
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<td>1,477</td>
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<td>73</td>
<td>641</td>
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<td>12</td>
<td>374</td>
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<td>Shoshone (R)</td>
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<td>6</td>
<td>819</td>
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<td>17</td>
<td>727</td>
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<tr>
<td>Twin Falls (U)</td>
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<td>56</td>
<td>303</td>
<td>3,388</td>
</tr>
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<td>Valley (R)</td>
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<td>32</td>
<td>0</td>
<td>700</td>
</tr>
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<td>Washington (R)</td>
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<td>0.82%</td>
<td>1,948</td>
<td>32</td>
<td>64</td>
<td>621</td>
</tr>
</tbody>
</table>
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, MINORITIES: 65 OR OLDER WHO ARE UNEMPLOYED, LIMITED ENGLISH PROFICIENT: 55 YEARS OR OLDER, GREATEST SOCIAL NEED: 65 YEARS OR OLDER WITH A DISABILITY AND BELOW 125% OF POVERTY.

7. DESCRIBE THE STEPS TAKEN TO AVOID DISRUPTIONS TO SERVICE FOR PARTICIPANTS TO THE GREATEST EXTENT POSSIBLE, WHEN POSITIONS ARE REDISTRIBUTED, AS PROVIDED IN 20 CFR 641.365; WHEN NEW CENSUS OR OTHER RELIABLE DATA BECOMES 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 will review quarterly progress reports and work with one-stop partners and SCSEP contractor to address over-enrollment.
SCSEP ASSURANCES

The State Plan must include assurances that where SCSEP is included in the Combined Workforce Plan, the State has established a written policy and procedure to obtain advice and recommendations on the State Plan from:

Representatives of the State and area agencies on aging;  Yes

State and local boards under WIOA;  Yes

Public and private nonprofit agencies and organizations providing employment services, including each grantee operating a SCSEP project within the State, except as provided under section 506(a)(3) of OAA and 20 CFR 641.320(b);  Yes

Social service organizations providing services to older individuals;  Yes

Grantees under Title III of OAA;  Yes

Affected Communities;  Yes

Unemployed older individuals;  Yes

Community-based organizations serving older individuals;  Yes

Business organizations; and  Yes

Labor organizations.  Yes

STATE COMMENTS ON SCSEP ASSURANCES

Below is the established state plan stakeholder policy and procedures for the SCSEP State Plan. ICOA utilized this procedure to obtain advice and recommendations from required partners during the public comment period, January 19, 2016-February 20, 2016. For additional Public Comment Information, see WIOA State Plan Appendix 2.

Idaho SCSEP State Plan Required Partners Policy

Purpose:

The purpose is to meet the Older Americans Act Section 503(a)2 state plan assurances and obtain advice and recommendations from the following required partners.

Area agencies on aging, state and local boards under the Workforce Innovations Opportunity Act (WIOA), public and private nonprofit agencies; organizations providing employment services, SCSEP sub grantee, unemployed older individuals, community-based organizations serving older individuals, business organizations, and labor organizations.

Scope:
Required partners will be invited to provide advice and recommendations during the development of the SCSEP State Plan located in the WIOA Combined State Plan.

Procedure:

1) Stakeholder Engagement

a. WIOA Combined State Plan Partners

i. Required Partners:

1. Adult Basic Education
2. Vocational Rehabilitation
3. Idaho Commission for the Blind and Visually Impaired
4. Idaho Department of Labor

ii. Method to solicit Feedback: ICOA/SCSEP Program Specialist will attend WIOA state plan workgroups and seek advice on SCSEP State Plan strategies.

iii. Timeline: WIOA Combined State plan development will begin in June the year prior to the required submittal date.

b. Workforce Development Council (WDC)

i. Required Partners:

1. State and Local boards under the WIOA
2. Organizations who provide employment services
3. Public and private nonprofit agencies
4. Business organizations, and labor organizations

ii. Method to solicit Feedback: The ICOA/SCSEP Program Specialist will participate in the presentation of the WIOA Combined State Plan at the quarterly Workforce Development Council meeting.

iii. Timeline: The plan will be introduced at the first council member meeting the year the plan is due. WDC Members will have opportunity to make comments on the plan until the end of the public comment period.

c. SCSEP National Grantee

i. Required Partners: Experience Works
ii. Method to solicit Feedback: The ICOA/SCSEP Program Specialist will send an electronic draft of the plan to the National Grantee to provide feedback and recommendations.

iii. Timeline: Draft will be sent at least two weeks prior the public comment period. The National Grantee will have opportunity to comment until the public comment period closes.

2) Public Comment:

   a. Idaho Department of Labor Public Comment Website:

      i. The SCSEP State Plan will be posted online along with the full WIOA Combined Plan.

      ii. The plan will be available at a minimum of 30 days on the public comment website.

      iii. Idaho Department of Labor will establish an email that will forward all public comments to WIOA Combined State Plan program leads.

   b. Area Agencies on Aging:

      i. A specific invitation will be sent out to the Area Agencies on Aging to provide feedback during the thirty day comment period.

   c. Press Release:

      i. The Idaho Department of Labor will send out a press release inviting public comment from businesses, labor organizations and community based organizations.

Federal Requirement

1) Older Americans Act 503(a)2: http://www.aoa.gov/AoA_programs/OAA/oaa_full.asp

Include the State's expected levels of performance relating to the performance accountability indicators based on primary indicators of performance described in section 116(b)(2)(A) of WIOA.

Instructions: Performance Goals for the Core Programs

Each State submitting a Unified or Combined Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The State is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education on state adjusted levels of performance for the indicators for each of the first two years of the plan.
## Table 1. Employment (Second Quarter After Exit)

<table>
<thead>
<tr>
<th>Program</th>
<th>PY 2016 Proposed/Expected Level</th>
<th>PY 2016 Negotiated/Adjusted Level</th>
<th>PY 2017 Proposed/Expected Level</th>
<th>PY 2017 Negotiated/Adjusted Level</th>
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<tbody>
<tr>
<td>Adults</td>
<td>49.00</td>
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<td>Youth</td>
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<td>73.10</td>
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<td>42.00</td>
<td>58.10</td>
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<td>Vocational Rehabilitation</td>
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User remarks on Table 1
### Table 2. Employment (Fourth Quarter After Exit)

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<td>Wagner-Peyser</td>
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**User remarks on Table 2**
### TABLE 3. MEDIAN EARNINGS (SECOND QUARTER AFTER EXIT)

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<th>PY 2016 Proposed/Expected Level</th>
<th>PY 2016 Negotiated/Adjusted Level</th>
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User remarks on Table 3
TABLE 4. CREDENTIAL ATTAINMENT RATE

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<th>PY 2017 Negotiated/Adjusted Level</th>
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<td>Wagner-Peyser</td>
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User remarks on Table 4
### TABLE 5. MEASUREABLE SKILL GAINS

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<td>Dislocated Workers</td>
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User remarks on Table 5
# TABLE 6. EFFECTIVENESS IN SERVING EMPLOYERS

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<td>Adults</td>
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User remarks on Table 6
### TABLE 7. COMBINED FEDERAL PARTNER MEASURES

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User remarks on Table 7
Because the appendix to Idaho’s Combined State Plan contains many graphics, scanned documents, and other content that could not be uploaded to the WIOA State Plan Portal, this document is hosted online as a single PDF and can be accessed through the following link: http://labor.idaho.gov/publications/WIOA_Combined_Plan_Appendix.pdf

The appendix contains the following sections:

- Data Appendices (referenced in the Economic and Workforce Analysis in Section II)
- Workforce Development Council Documents (Including a roster of agency staff and Council Members, as well as the Council’s strategic plan)
- Agency-Level Organization Charts (Contains agency-level organizational charts including staff positions within each agency)
- Idaho Department of Labor - Priority of Service Policy
- Draft Career Ladders
- Technical Assistance Resources for Accessibility Training
- Acronyms used in the Combined State Plan
- Public Comment Summary and Responses
- Idaho Division of Vocational Rehabilitation Updated Policies & Rules