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OVERVIEW

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

OPTIONS FOR SUBMITTING A STATE PLAN

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

- the Adult program (Title I of WIOA),
- the Dislocated Worker program (Title I),
- the Youth program (Title I),
- the Adult Education and Family Literacy Act program (Title II),
- 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 where such planning requirements exist separately for the program. The Combined State Plan partner programs are—
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:

• 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 out 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.
When responding to Unified or Combined State Plan requirements, States must identify specific strategies for coordinating programs and services for target populations.* States must develop strategies that look beyond strategies for the general population and develop approaches that also address the needs of target populations.

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

---

**COMBINED PLAN PARTNER PROGRAM(S)**

Indicate which Combined State 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 to support economic growth. Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs.

A. ECONOMIC, WORKFORCE, AND WORKFORCE DEVELOPMENT ACTIVITIES ANALYSIS

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

1. ECONOMIC AND WORKFORCE ANALYSIS

A. ECONOMIC ANALYSIS

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

I. EXISTING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

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

II. EMERGING DEMAND INDUSTRY SECTORS AND 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 preliminary data for 2017 shows Idaho had 713,700 nonfarm payroll jobs. As per Table 1 on the following page (and Data Appendix Table 1 - Nonfarm Jobs), the five highest-demand industries accounted for 55 percent of nonfarm jobs in Idaho in 2017. These top five industries are health care and social services, retail trade, local government,
manufacturing, and accommodation and food service. The number of jobs in these five sectors range from 92,400 to 63,000.

Since 2010, these five industries have grown steadily. The number of nonfarm jobs has increased 110,100 during this period. The five major industries accounted for 56 percent of the growth. The largest was in health care and social services, 17,800, and the smallest in local government, 5,100.

Table 1: Top 5 Major Industrial Sectors in Idaho, 2010-2017

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Care And Social Services Sector</td>
<td>74,600</td>
<td>76,600</td>
<td>77,800</td>
<td>80,800</td>
<td>83,600</td>
<td>86,400</td>
<td>89,100</td>
<td>92,400</td>
</tr>
<tr>
<td>Retail Trade</td>
<td>74,800</td>
<td>75,200</td>
<td>77,100</td>
<td>78,700</td>
<td>80,600</td>
<td>83,600</td>
<td>85,300</td>
<td>86,200</td>
</tr>
<tr>
<td>Local Government</td>
<td>76,400</td>
<td>75,900</td>
<td>75,900</td>
<td>76,100</td>
<td>76,900</td>
<td>77,100</td>
<td>78,800</td>
<td>81,500</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>53,200</td>
<td>54,800</td>
<td>57,000</td>
<td>59,600</td>
<td>60,300</td>
<td>62,200</td>
<td>64,700</td>
<td>66,400</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>56,200</td>
<td>58,700</td>
<td>62,200</td>
<td>63,600</td>
</tr>
<tr>
<td>ID Total Nonfarm Payroll Jobs</td>
<td>603,600</td>
<td>610,800</td>
<td>622,200</td>
<td>637,900</td>
<td>654,400</td>
<td>672,400</td>
<td>696,200</td>
<td>713,700</td>
</tr>
</tbody>
</table>

**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 and 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 about 30 percent of Idaho jobs. The largest is health care at 11.7 percent and the smallest is aerospace at 0.3 percent. Every sector has added jobs since 2010. The largest numeric growth was health care with over 14,800 new jobs and the smallest was power and energy with 409 jobs. However, aerospace had the largest relative increase at 27 percent and high-
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 percent of nonfarm jobs were in manufacturing, remaining at 9.1 percent in 2017. (Data Appendix Tables 8a and 8b - Advance Manufacturing Industries and Occupations, Appendix 2)

- **Aerospace** comprises 13 industries - four in the manufacturing sector, eight in transportation, and one in education. It is a major focus for Northern Idaho. In 2014 0.1% of nonfarm jobs were in aerospace, and climbed to 0.3% (Data Appendix Tables 9a and 9b - Advance Manufacturing Industries and Occupations, Appendix 2)

- **Food Manufacturing** comprises nine industries, all in manufacturing. In 2014 and 2017, 2.5 percent of nonfarm jobs were in food processing. The largest sectors are fruit and vegetable preserving and specialty food and dairy production. (Data Appendix Tables 10a and 10b - Advance Manufacturing Industries and Occupations, Appendix 2)

- **High-Tech** comprises 33 industries including: mining; utilities; manufacturing; trade; information; professional, scientific and technical services; and management of companies and enterprise. 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 2017 over 7.1 percent of all nonfarm jobs could be considered high-tech) (Data Appendix Tables 11a and 11b - Advance Manufacturing 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 over 10 percent of all workers in either public or private health care activities. (Data Appendix Tables 12a and 12b - Advance Manufacturing 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 percent of the nonfarm jobs were in energy in 2014, dropping to 1.5 percent in 2017. (Data Appendix Tables 8a and 8b - Advance Manufacturing 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 14 - Hot Jobs for Target Industries (Appendix 2). This
table sorts the Hot Jobs by annual openings, both new and replacement, through 2024. 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.

**Table 2. Top 10 High-Demand Occupations**

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>2014 Total Jobs</th>
<th>2024 Projected Total Jobs</th>
<th>Annual Openings*</th>
<th>Median Hourly Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail Salespersons</td>
<td>22,349</td>
<td>26,814</td>
<td>1,221</td>
<td>$11.04</td>
</tr>
<tr>
<td>Cashiers</td>
<td>15,007</td>
<td>16,825</td>
<td>820</td>
<td>$9.36</td>
</tr>
<tr>
<td>Waiters and Waitresses</td>
<td>10,733</td>
<td>13,145</td>
<td>757</td>
<td>$8.90</td>
</tr>
<tr>
<td>Customer Service Representatives</td>
<td>16,265</td>
<td>19,646</td>
<td>738</td>
<td>$13.71</td>
</tr>
<tr>
<td>Combined Food Preparation and Serving Workers, Including Fast Food</td>
<td>11,082</td>
<td>14,538</td>
<td>704</td>
<td>$8.92</td>
</tr>
<tr>
<td>Farmers, Ranchers, and Other Agricultural Managers</td>
<td>14,350</td>
<td>17,983</td>
<td>607</td>
<td>$28.72</td>
</tr>
<tr>
<td>Office Clerks, General</td>
<td>15,077</td>
<td>17,409</td>
<td>558</td>
<td>$13.70</td>
</tr>
<tr>
<td>General and Operations Managers</td>
<td>11,629</td>
<td>14,244</td>
<td>556</td>
<td>$31.53</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>11,933</td>
<td>14,357</td>
<td>524</td>
<td>$29.90</td>
</tr>
<tr>
<td>Heavy and Tractor-Trailer Truck Drivers</td>
<td>13,556</td>
<td>16,322</td>
<td>508</td>
<td>$18.33</td>
</tr>
</tbody>
</table>

* Annual Openings include openings due to growth and replacement needs

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 Table 7 - Idaho Hot Jobs.

**Table 3: Top 20 “Hot Jobs” by Hot Job Ranking**
<table>
<thead>
<tr>
<th>Hot Job Ranking</th>
<th>Occupational Title</th>
<th>2024 Projected Employment</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>Software Developers and Computer Systems, Other</td>
<td>6,969</td>
<td>36.8%</td>
<td>259</td>
<td>$37.20</td>
<td>BD</td>
</tr>
<tr>
<td>2</td>
<td>Lawyers</td>
<td>3,315</td>
<td>27.2%</td>
<td>109</td>
<td>$36.16</td>
<td>DPD</td>
</tr>
<tr>
<td>3</td>
<td>Management Analysts</td>
<td>2,959</td>
<td>34.4%</td>
<td>106</td>
<td>$30.69</td>
<td>BD</td>
</tr>
<tr>
<td>4</td>
<td>Accountants and Auditors</td>
<td>5,385</td>
<td>27.5%</td>
<td>229</td>
<td>$29.54</td>
<td>BD</td>
</tr>
<tr>
<td>5</td>
<td>Civil Engineers</td>
<td>2,133</td>
<td>28.3%</td>
<td>96</td>
<td>$34.99</td>
<td>BD</td>
</tr>
<tr>
<td>6</td>
<td>Personal Financial Advisors</td>
<td>1,141</td>
<td>39.3%</td>
<td>53</td>
<td>$33.09</td>
<td>BD</td>
</tr>
<tr>
<td>7</td>
<td>Business Operations Specialists, All Other</td>
<td>3,229</td>
<td>26.8%</td>
<td>99</td>
<td>$30.67</td>
<td>BD</td>
</tr>
<tr>
<td>8</td>
<td>Physical Therapists</td>
<td>1,347</td>
<td>29.8%</td>
<td>59</td>
<td>$36.74</td>
<td>DPD</td>
</tr>
<tr>
<td>9</td>
<td>Health Specialties Teachers, Postsecondary</td>
<td>1,209</td>
<td>30.4%</td>
<td>45</td>
<td>$79,730</td>
<td>DPD</td>
</tr>
<tr>
<td>10</td>
<td>Market Research Analysts and Marketing Specialists</td>
<td>1,949</td>
<td>38.3%</td>
<td>71</td>
<td>$24.23</td>
<td>BD</td>
</tr>
<tr>
<td>11</td>
<td>Registered Nurses</td>
<td>14,357</td>
<td>20.3%</td>
<td>524</td>
<td>$29.90</td>
<td>BD</td>
</tr>
<tr>
<td>11</td>
<td>Nurse Practitioners</td>
<td>752</td>
<td>32.4%</td>
<td>32</td>
<td>$46.19</td>
<td>MD</td>
</tr>
<tr>
<td>13</td>
<td>Industrial Machinery Mechanics</td>
<td>2,040</td>
<td>32.3%</td>
<td>90</td>
<td>$24.58</td>
<td>HSDE</td>
</tr>
<tr>
<td>14</td>
<td>Veterinarians</td>
<td>745</td>
<td>31.4%</td>
<td>27</td>
<td>$39.58</td>
<td>DPD</td>
</tr>
<tr>
<td>15</td>
<td>Physician Assistants</td>
<td>760</td>
<td>28.6%</td>
<td>30</td>
<td>$45.22</td>
<td>MD</td>
</tr>
<tr>
<td>16</td>
<td>First-Line Supervisors of Construction Trades and Extraction Workers</td>
<td>3,630</td>
<td>24.4%</td>
<td>94</td>
<td>$26.90</td>
<td>HSDE</td>
</tr>
<tr>
<td>17</td>
<td>Public Relations Specialists</td>
<td>805</td>
<td>37.8%</td>
<td>29</td>
<td>$29.56</td>
<td>BD</td>
</tr>
<tr>
<td>18</td>
<td>Network and Computer Systems Administrators</td>
<td>1,857</td>
<td>24.3%</td>
<td>56</td>
<td>$30.50</td>
<td>BD</td>
</tr>
<tr>
<td>19</td>
<td>Conservation Scientists</td>
<td>519</td>
<td>54.9%</td>
<td>33</td>
<td>$34.18</td>
<td>BD</td>
</tr>
<tr>
<td>20</td>
<td>Operations Research Analysts</td>
<td>572</td>
<td>44.0%</td>
<td>25</td>
<td>$29.39</td>
<td>BD</td>
</tr>
</tbody>
</table>

Source: Idaho Department of Labor Occupation Employment Statistics Program

- **Arts, Design, Entertainment, Sports and Media**—Two occupations, 48 openings with both requiring a bachelor’s degree
• **Business and Finance** - Eight occupations, 740 openings with seven requiring a bachelor’s degree
• **Community and Social Service** - Two occupations, 153 openings with both requiring a master’s degree
• **Computer and Mathematical** - Six occupations, 524 openings with four a bachelor’s degree, one associate’s degree and some college but no diploma
• **Construction and Extractions** - Six occupations, 653 openings with five requiring a high school diploma or equivalent or less and one requiring less than high school
• **Education, Training and Library** - One occupation, 45 openings requiring a doctoral or professional degree
• **Healthcare Practitioners and Technical** - Six occupations, 699 openings requiring from a doctoral or professional degree to a bachelor’s degree
• **Legal**—One occupation, 109 openings requiring a doctoral or professional degree
• **Life, Physical and Social Science** - Three occupations, 216 openings with two requiring a bachelor’s degree and the other an associate degree
• **Installation, Maintenance and Repair** - Three occupations, 248 openings all requiring a high school diploma or equivalent
• **Office and Administrative Support** - One occupation with 216 openings requiring a high school diploma or equivalent
• **Personal Care and Service** - One occupation with 432 openings requiring less than high school
• **Sales and Related** - Three occupations, 373 openings requiring a high school diploma or bachelor’s
• **Transportation and Material Moving** - One occupation, 507 openings requiring a postsecondary non-degree award.

Of the 50 Hot Jobs, 35 require some type of training beyond high school, and only two of the top 20 do not. Projected growth in these occupations, coupled with education data and direct input from the 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 occupations that are not currently high demand, but are growing—such as pharmacists or 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 in terms of projected employment growth and identifies the industries which are not already part of Idaho’s largest industrial sectors.

The industrial sectors which are projected to have the largest net growth between 2014 and 2024 are:

- Heath Care and Social Assistance - 19,480
- Accommodation and Food Services - 13,827
- Retail Trade - 13,139
- Professional, Scientific and Technical Services - 11,359
- Construction - 9,470
- Educational Services (private, state and local) - 9,282

The graphs in Figures 1 and 2 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 1: Idaho’s Industries by Net Growth, 2014-2024**

[Image cannot be displayed]

**Figure 2: Idaho’s Industries by Relative Growth, 2012-2022**

[Image cannot be displayed]

Most of these are industries are already among the Idaho’s largest. However, the new emerging industries could be identified as Professional, Scientific and Technical Services; Educational Services; and Financial Activities. An analysis of the growth in each industry sector follows.

**Health Care and Social Assistance**: Over the long-term, the health care and social assistance sector is projected to add the most new jobs at 19,480. However, it ranks 8th in percentage growth at 22%. The aging workforce and in-migration of retirees will continue to drive significant growth in this sector. Nearly 40 percent 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. Nursing homes and residential care facilities will add 3,300 jobs by 2024 with hospitals adding 3,100 jobs. Ongoing economic conditions are having a greater impact on social assistance, where over nearly 3,800 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 continues to grow 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 nations at 21%. As a result, there are still shortages in most health care occupations.
**Accommodation and Food Services:** The Accommodation and Food Services industry is part of the Leisure and Hospitality sector. The estimated 14,000 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.

**Retail Trade:** Jobs in trade and retail will expand as the population grows and the overall economy continues to improve. Retail trade employment ranked third in fastest growth and but 10th in net job growth. It is projected that the number of new jobs by 2024 will be just over 13,000 with a 16.5 percent growth rate. Nearly one-half of the job growth are projected to be in general merchandise stores and motor vehicle and parts dealers. 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.

**Professional, Scientific and Technical Services:** Professional, Scientific and Technical Services is a major component of the Professional and Business Services sector. It is projected to add over 11,000 jobs will be added ranking it 4th in the number of jobs added and 3rd in percent growth. This industry includes accounting, legal, engineering services, computer system design, management consulting services and scientific research. More broadly, the professional and business services sector is forecast to add more than 15,000 jobs over the next eight years. This growth includes an estimated demand for 2,000 workers in the administrative services. 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.

**Construction:** Construction employment is projected by 2024 to have the fifth largest percentage growth at 28% resulting in the addition of 9,500 new jobs. More than two-thirds of the new jobs will be in specialty trades. Nonresidential building will have the smallest uptick at 530 jobs. With the number of new homes available and the improved financial climate, jobs in residential building construction are predicted to increase to nearly 1,700. Average employment in 2024 is projected to be 43,300, but remains below the 2007 high of 52,000 jobs.

**Education Services:** Education services are forecast to add nearly 9,300 jobs, 16.4 percent increase, by 2024, in both public and private schools from kindergarten through post-secondary. Student populations and the demand for education services—which account for more than half the jobs in government—will continue to increase. 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 are 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.

**GROWTH OCCUPATIONS**

This section examines Idaho’s occupations both in terms of net growth (number) and relative growth (percentage). An occupation with large relative growth may not necessarily add a large number of jobs. A total of 102 occupations are projected to experience very high relative growth between 2014
and 2024, 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 14. Of the 102 fastest growing occupations, only 11 have at least 100 annual openings and are listed in Table 4 below.

### Table 4: Idaho Demand Occupations by Projected Relative Growth, 2014-2024

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>2014 Employment</th>
<th>2024 Projected Employment</th>
<th>Annual Openings*</th>
<th>Percent Change</th>
<th>Education Level**</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Hairdressers, Hairstylists, and Cosmetologists</em></td>
<td>2,299</td>
<td>3,281</td>
<td>157</td>
<td>42.7%</td>
<td>PNDA</td>
</tr>
<tr>
<td>Home Health Aides</td>
<td>2,779</td>
<td>3,925</td>
<td>178</td>
<td>41.2%</td>
<td>LHS</td>
</tr>
<tr>
<td>Personal Care Aides</td>
<td>8,812</td>
<td>12,421</td>
<td>432</td>
<td>41.0%</td>
<td>LHS</td>
</tr>
<tr>
<td>Property, Real Estate, and Community Association Managers</td>
<td>2,396</td>
<td>3,375</td>
<td>140</td>
<td>40.9%</td>
<td>HSDE</td>
</tr>
<tr>
<td>Painters, Construction and Maintenance</td>
<td>1,902</td>
<td>2,616</td>
<td>101</td>
<td>37.5%</td>
<td>LHS</td>
</tr>
<tr>
<td>Software Developers and Computer Systems, Other</td>
<td>5,094</td>
<td>6,969</td>
<td>259</td>
<td>36.8%</td>
<td>BA</td>
</tr>
<tr>
<td>Cooks, Restaurant</td>
<td>5,790</td>
<td>7,908</td>
<td>365</td>
<td>36.6%</td>
<td>LHS</td>
</tr>
<tr>
<td>Management Analysts</td>
<td>2,202</td>
<td>2,959</td>
<td>106</td>
<td>34.4%</td>
<td>BA</td>
</tr>
<tr>
<td>Bartenders</td>
<td>2,586</td>
<td>3,463</td>
<td>185</td>
<td>33.9%</td>
<td>LHS</td>
</tr>
<tr>
<td>Combined Food Preparation and Serving Workers, Including Fast Food</td>
<td>11,082</td>
<td>14,538</td>
<td>704</td>
<td>31.2%</td>
<td>LHS</td>
</tr>
<tr>
<td>Forest and Conservation Technicians</td>
<td>2,116</td>
<td>2765,</td>
<td>154</td>
<td>30.70%</td>
<td>AS</td>
</tr>
</tbody>
</table>

Source: Idaho Department of Labor, 2014-2024 Occupation Projections

- Lawyers
- Registered Nurses
- Management Analysts
- Registered Nurses
- Accountants and Auditors
- Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
- Electricians
- First-Line Supervisors of Office and Administrative Support Workers
- Rehabilitation Counselors

- **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 4 - Industry-wide Technical Competencies:** Manufacturing Process Design and Development, Production, Maintenance, Installation and Repair, Supply Chain Logistics, Quality Assurance/Continuous Improvement, Sustainable and Green Manufacturing, Health, Safety, Security and Environment
- **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 4 - Industry-wide Technical Competencies:** Aerospace Fundamentals, Design and Development, Product and Parts Manufacturing, Project Management and Quality Assurance, Aviation Maintenance, Environmental, Safety and Health

• **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
• **Trier 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 Career-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
  o Professional Engineer License
  o Engineer Intern Certification

• Idaho Plumbing Board
  o Plumbing Apprentice
  o Plumbing Journeyman
  o Plumbing Contractor
  o Specialty Plumbing Apprentice (appliance, water pump, mobile home)
  o Specialty Plumbing Journeyman (appliance, water pump, mobile home)
  o Specialty Plumbing Contractor (appliance, water pump, mobile home)

• Idaho Electrical Board
  o Apprentice Electrician
  o Journeyman Electrician
  o Electrical Contractor
  o Specialty Trainee Electrician (elevator, irrigation sprinkler, limited energy, manufacturing/assembling, outside wireman/lineman, refrigeration, heating & air conditioning, sign, well driller/pump installer)
  o Specialty Journeyman Electrician (elevator, irrigation sprinkler, limited energy, manufacturing/assembling, outside wireman/lineman, refrigeration, heating & air conditioning, sign, well driller/pump installer)
  o Specialty Electrical Contractor (elevator, irrigation sprinkler, limited energy, manufacturing/assembling, outside wireman/lineman, refrigeration, heating & air conditioning, sign, well driller/pump installer)

• Idaho HVAC Board
  o HVAC Apprentice
  o HVAC Journeyman
  o HVAC Contractor
o Specialty HVAC Apprentice (hearth, waste oil, fuel gas piping, LP Gas Limited Heating)
o Specialty HVAC Journeyman (hearth, waste oil, fuel gas piping, LP Gas Limited Heating)
o Specialty HVAC Contractor (hearth, waste oil, fuel gas piping, LP Gas Limited Heating)
  • Idaho Department of Natural Resources:
o Well Driller
  • Idaho Transportation Department:
o Commercial Drivers
SkillStack Credentials
  • Under development

HEALTH CARE

Idaho Licenses
  • Board of Examiners of Nursing Home Administrators
o Nursing Home Administrators
  • Board of Examiners of Residential Care Facility Administrators
o Residential Care Administrator
  • Board of Professional Counselors and Marriage & Family Therapists
o Counselors (LPC)
o Clinical Practice Counselors (LCPC)
  • Idaho Board of Social Work Examiners
o Social Workers
o Masters Social Worker
o Clinical Social Worker
  • Idaho State Board of Medicine
o Physicians & Surgeons
  • Physical Therapist Licensure Board
Physical Therapists

- Idaho Board of Nursing

Registered Nurse (RN)

Licensed Practical Nurse (LPN)

- Idaho Department of Health and Welfare

Nursing Assistants

SkillStack Credentials

- Phlebotomy for Health Care Workers
- Restorative Care
- EKG

HIGH-TECH

Idaho Licenses

- Idaho Board of Professional Engineers and Professional Land Surveyors

Professional Engineer License

- Web Design and Development

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 2003 through 2006. By mid-2007, the growth began to slow and ended in August when the number of people employed began to decline, and continued to decline through most of 2009. The seasonally adjusted unemployment rate increased from a record low of 2.9 percent in April 2007 to 9.6 percent in June 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 1982 & 1983 when the rate peaked at 10.2 percent in December 1982.

However, Idaho’s economy has now fully recovered. At the time of the PY2018 WIOA Combined State Plan modification in March 2018, the state’s unemployment rate has held steady at 3 percent for the six month in a row. Idaho’s seasonally adjusted unemployment rate has stayed below the national rate throughout the recovery from the last recession as evidenced by the graph on the next page.

Figure 3: Comparison of Seasonally Adjusted Unemployment Rate

THIS IMAGE CAN ALSO BE FOUND AT: https://lmi.idaho.gov/Portals/0/StatePlan/WIOA-StatePlan-fig3.jpg

Confirming 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 92 straight months.

Unemployment characteristics were easily obtained for two target sectors - advanced manufacturing and health care. Unemployment declined in manufacturing between 2010 and 2016 with a slight uptick in 2017, but remains below the 2015 level. Manufacturing reported 9,060 unemployed workers down from 15,095 in 2010. Manufacturing reported 6,643 unemployed workers in 2017, down from 9,060 in 2014 and 15,095 in 2010. Many of the manufacturing occupations are in actual production, which reported 5,661 unemployed workers in 2017 compared to 11,375 in 2010.
Health care, the only sector posting steady growth through the recession experienced a decline in unemployment beginning in 2011 through 2016, again with a slight uptick in 2017. In 2017, the sector had 4,353 unemployed, down from 5,115 unemployed in 2014 and 7,258 in 2010.

OVERALL LABOR FORCE PARTICIPATION

The labor force consists of individuals who are in the workforce employed or looking for work. Idaho’s civilian labor force participation rate for 2017 is 64.1 percent, which is down from Idaho’s highest participation rate of 66.5 percent in 2008. Idaho’s labor force participation rates have consistently been above the national rates, which were 62.8 percent in 2017 and 66.2 in 2008.

The labor force participation rate varies by age group and gender. The most notable difference between 2008 and 2017 is the decrease in the age 16-24 participation rate. Interestingly, the oldest age group’s participation rate increased.

Table 6 - 2017 Labor Force Participation Rates Compared to 2008 Rates (in thousands)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1,297</td>
<td>831</td>
<td>64.1%</td>
<td>1,131</td>
<td>752</td>
<td>66.5%</td>
</tr>
<tr>
<td>16-24</td>
<td>205</td>
<td>128</td>
<td>62.4%</td>
<td>188</td>
<td>122</td>
<td>64.9%</td>
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<tr>
<td>25-54</td>
<td>631</td>
<td>529</td>
<td>83.8%</td>
<td>593</td>
<td>495</td>
<td>83.5%</td>
</tr>
<tr>
<td>55-64</td>
<td>209</td>
<td>137</td>
<td>65.4%</td>
<td>164</td>
<td>107</td>
<td>65.5%</td>
</tr>
<tr>
<td>65 and older</td>
<td>251</td>
<td>39</td>
<td>15.4%</td>
<td>187</td>
<td>28</td>
<td>15.0%</td>
</tr>
<tr>
<td>Men</td>
<td>642</td>
<td>453</td>
<td>70.5%</td>
<td>561</td>
<td>412</td>
<td>73.4%</td>
</tr>
<tr>
<td>Women</td>
<td>655</td>
<td>379</td>
<td>57.8%</td>
<td>570</td>
<td>340</td>
<td>59.6%</td>
</tr>
</tbody>
</table>


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 2012-2016. This information provides insight into whether specific groups may face barriers to employment. Specific trends are discussed below the table.

The American Community Survey (ACS) five-year data are the only source for detailed information on unemployment rate by age, race and ethnicity. The 2012-2016 data were released in December 2017.

Table 7: Idaho Labor Force by Age, Race and Gender (ACS 5-year, 2012-2016)
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 45 to 54 years. 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 92 percent of Idaho’s labor force is White alone, and this group has an unemployment rate of 5.85 percent—the second lowest among racial and ethnic groups. The lowest unemployment rate was among Native Hawaiian and Other Pacific Islander alone at 4.1 percent. Although this group has the lowest unemployment rate, they also represent the smallest portion of Idaho’s labor force at 0.12 percent. The highest unemployment rate was among American Indian and Alaska Native alone at 15.35 percent, which represent only 1.18 percent of Idaho’s labor force. The Black alone and Two or More Races groups also experienced double-digit unemployment rates, 13.96 percent and 13.86 percent respectively. Men in the workforce were unemployed at a rate of 5.19 percent compared to 4.43 percent for women. People of Hispanic or Latino origin—a designation which crosses multiple racial groups—represent 11 percent of Idaho’s workforce and had an unemployment rate of 7.69 percent.

Veterans, another important demographic group in Idaho, totaled 118,313 according to the ACS 5-year data for 2012-2016. Over 90 percent of Idaho’s veterans are White and males and 44 percent are between the ages of 35 and 64. They are an educated group with 40% having some college or an associate degree and 26% with a bachelor’s degree or higher. The unemployment rate for this segment of the population was 6.3%, just above the state’s average rate. Additional information is found in Data Appendix Table 18 - 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 33,390 and includes a variety of races outside of Native American. The largest race is White at 22,491, or 67 percent of the total reservation population. The American Indian and Alaska Native population is second with 8,963 or 27 percent. 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 at 2,8230. Arts, entertainment and recreation, and accommodations and food services has the second largest number of jobs at nearly 1,500. Four other industry groups—agriculture, forestry, fishing, hunting and mining; manufacturing; retail trade; and public administration (government) employ more than 1,000 workers. One-third of the population 25 years and over has a high school diploma or equivalency. Over 50 percent have some college or more. Data Appendix Tables 16a and 16b - Idaho Indian Reservations (Appendix 2) detail further information specific to reservations.

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 204,780 in 2014 to 224,887 in 2016, representing an increase of 9.8% over two years (ACS Sex by Age by Disability Status, 1-Year Estimates). This indicates Idaho’s population of people with disabilities is increasing at a rate faster than growth in the general population.

According to data from the American Community Survey (2016), published in the Compendium of Disability Statistics, 13.5% of Idaho civilians living in the community report having a disability,
including 11.9% 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 seven-years, with the exception of 2015. These estimates are also in line with bordering states with the exception of Utah’s rate of 9.9% (the lowest disability percentage in the United States). National rates of reported disability range from the low in Utah of 9.9% to a high of 20.1% in West Virginia.

**Table 8: Civilians Living in the Community by Age and Disability Status**

*Source: 2016 American Community Survey 1-Year Estimates, Geographic Area: Idaho (B18101); U.S. Census Bureau, Annual Estimates, Geographic Area: United States (NST-EST2012-01)*

<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><strong>U.S total Civilian Population.</strong></td>
<td>318,175,867</td>
<td>40,747,411</td>
<td>12.8</td>
<td>277,428,456</td>
<td>87.2</td>
</tr>
<tr>
<td><strong>Idaho Civilian population</strong></td>
<td>1,662,867</td>
<td>224,887</td>
<td>13.5</td>
<td>1,437,980</td>
<td>86.5</td>
</tr>
<tr>
<td><strong>Idahoans Under 5</strong></td>
<td>114,143</td>
<td>564</td>
<td>0.5</td>
<td>113,579</td>
<td>99.5</td>
</tr>
<tr>
<td><strong>Idahoans aged 5-17</strong></td>
<td>321,487</td>
<td>17,571</td>
<td>5.5</td>
<td>303,916</td>
<td>94.5</td>
</tr>
<tr>
<td><strong>Idahoans aged 18-64</strong></td>
<td>974,803</td>
<td>115,652</td>
<td>11.9</td>
<td>859,151</td>
<td>88.1</td>
</tr>
<tr>
<td><strong>Idahoans aged 65 and Older</strong></td>
<td>252,434</td>
<td>91,100</td>
<td>36.1</td>
<td>161,334</td>
<td>63.9</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.g above, with only 5.5% of individuals aged 5-17 experiencing disability compared to 11.9% for those aged 18-64, and 36.1% of those ages 65 or more. Because the 18-64 age group is quite large, the variance within that group is large as well: around half as many individuals age 18-44 experienced a disability compared to 45-64 year olds (ACS, 2015).

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, 2016):

- 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 9: Civilians Aged 18 to 64 Living in the Community by Disability Type**

*Source: 2016 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 (18-64)</th>
<th>with a Disability Reporting a Disability within a Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hearing</td>
<td>28,900</td>
<td>3.0%</td>
<td>13.73%</td>
</tr>
<tr>
<td>Vision</td>
<td>22,346</td>
<td>2.3%</td>
<td>10.62%</td>
</tr>
<tr>
<td>Cognitive</td>
<td>53,987</td>
<td>5.5%</td>
<td>25.66%</td>
</tr>
<tr>
<td>Ambulatory</td>
<td>47,757</td>
<td>4.9%</td>
<td>22.69%</td>
</tr>
<tr>
<td>Self-Care</td>
<td>19,406</td>
<td>2.0%</td>
<td>9.22%</td>
</tr>
<tr>
<td>Independent Living</td>
<td>38,034</td>
<td>3.9%</td>
<td>18.07%</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 10: Employment Status by Disability Status and Type, ages 18-64**

*Source: ACS 1-year Estimates, 2016*

<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>53,987</td>
<td>16,070</td>
<td>3,059</td>
<td>15.99%</td>
<td>34,858</td>
<td>64.57%</td>
</tr>
<tr>
<td>Hearing</td>
<td>28,900</td>
<td>18,884</td>
<td>720</td>
<td>3.67%</td>
<td>9,296</td>
<td>32.17%</td>
</tr>
<tr>
<td>Self-care</td>
<td>19,406</td>
<td>4,162</td>
<td>315</td>
<td>7.04%</td>
<td>14,929</td>
<td>76.93%</td>
</tr>
<tr>
<td>Vision</td>
<td>22,346</td>
<td>11,095</td>
<td>614</td>
<td>5.24%</td>
<td>10,637</td>
<td>47.60%</td>
</tr>
<tr>
<td>Ambulatory</td>
<td>47,757</td>
<td>13,025</td>
<td>1,334</td>
<td>9.29%</td>
<td>33,398</td>
<td>69.93%</td>
</tr>
<tr>
<td>Disability Type</td>
<td>Total</td>
<td>Number Employed</td>
<td>Number Unemployed</td>
<td>Unemployment Rate for those in Labor Force</td>
<td>Number Not in Labor Force</td>
<td>Percent Not in Labor Force</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------</td>
<td>-----------------</td>
<td>-------------------</td>
<td>------------------------------------------</td>
<td>--------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Independent living</td>
<td>38,034</td>
<td>7,479</td>
<td>2,212</td>
<td>22.83%</td>
<td>28,343</td>
<td>74.52%</td>
</tr>
<tr>
<td>All Disabilities</td>
<td>115,652</td>
<td>50,090</td>
<td>5,108</td>
<td>9.25%</td>
<td>60,454</td>
<td>52.27%</td>
</tr>
<tr>
<td>No disability</td>
<td>859,151</td>
<td>662,021</td>
<td>28,147</td>
<td>4.08%</td>
<td>168,983</td>
<td>19.67%</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, however recent figures suggest significant gains toward closing this gap in Idaho: Data from ACS table B18120 (2016) indicate that adults aged 18-64 in Idaho without disabilities are employed at an overall rate of 77.1 percent. In comparison, adults with disabilities in Idaho are employed at a rate of 43.3 percent. Idaho’s disability employment gap of 33.8 percent has dropped significantly since Idaho’s 2013 gap of 45 percent. This 11.2 percent shift drops Idaho’s disability employment gap well below the national average of 40.9 percent. 2016 ACS 1-year estimates range from a low of 28.2 percent in Alaska, to a high of 48.6 percent in Rhode Island. This shift, in part, can be attributed to an exceptionally strong labor market across Idaho, resulting in the lowest unemployment rate on record for the State (2.8 percent) as of October 2017. Idaho experienced the largest percentage reduction in the disability employment gap of any state (2015-2016) at -8.3 percent.

Disability is also negatively correlated with full-time, year-round employment. The ACS 2016 one-year data estimate Idahoans with disabilities make up only 6.4 percent of the full-time year-round workforce. Idaho had the lowest disability earnings gap of any state according to the 2016 ACS at $5,242. While this is certainly welcome news, it is important to note that Idaho also had the lowest median earnings across the 50 states, making this achievement easier to attain. That said, this represents a 30 percent reduction in the disability wage gap over the past three years. Those with disabilities also make substantially less than their counterparts without a disability, with median earnings of people with disabilities at $22,189 compared to $27,431, a shortfall of 19 percent.

Disability is also strongly associated with poverty: Of adults with disabilities in Idaho, 27.4% fall below the poverty threshold, compared to 12.2% of adults without a disability. This represents a 15.2 percentage point poverty rate gap in Idaho. This gap is decreasing, down from a 2013 poverty rate gap of 16 points.

Finally, it is worth noting that 71 percent of Idaho’s growth can be attributed to people moving to the state. Further analysis of population trends by age across time suggest a significant portion of Idaho’s population growth can be attributed to people age 65 and over moving to the state to enjoy a comparatively cheaper cost of living during retirement. These individuals, due to their age, are
more likely to report experiencing a disability, and are less likely to be seeking employment than Idaho’s population on average (US Census Bureau, Population Division, 2016 Annual Estimates).

(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 2017 population of 1.717 million spread across more than 82,000 square miles. The 2017 county population, released in March 2018, 65 percent of the Idaho’s population live in six urban counties—Ada, Bannock, Bonneville, Canyon, Kootenai and Twin Falls—with the remaining 35 percent spread throughout 38 rural counties. Idaho’s largest county, Ada, is located in Southwest Idaho. It is the only county with a population over 400,000. In 2016, Boise, Idaho’s capital and largest city, had a population of 223,154. It is 2.3 times larger than the next most populous city, Meridian, at 95,623. Boise added 14,551 people between 2010 and 2016, accounting for 13 percent of the state’s growth so far in this decade. City population data for 2017 will not be available until this summer.

Idaho’s average population density is 20.8 persons per square mile, though the population tends to cluster within the six urban counties mentioned above. The density in these counties is over 94.3 persons per square mile while density in the rest of the state is only 8.5 people per square mile. Ada County has the highest density at 433.9 persons per square mile. Camas County, one of Idaho’s smaller counties, has the smallest density at 0.4 persons 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. In 2017, Idaho ranked 1st in rate of growth with a 2.2 percent increase between 2016 and 2016, ahead of the national growth rate of 1.5 percentage points. This was the largest growth rate since 2007. Idaho’s population increased 36,917 in 2017 to 1,716,943.

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 2014-2024 projections, the number of jobs is projected to grow by 138,100, while the workforce aged 15-64
years is expected to grow by only 30,500. This leaves a workforce gap of over 100,000 potential jobs needing to be filled. Meanwhile, Idaho’s population of 65 years and older is expected to grow by nearly 74,000.

**IN-MIGRATION**

Corresponding with the population growth rate, in-migration grew dramatically since 2015. Following a net decline in in-migration between June 2009 and June 2010, growth picked up again in 2011 and continued to climb slowly through 2017. Net in-migration returned to the pre-recession levels of 2008 in 2017 with 26,525.

In-migration will continue to increase as the economy continues its recovery and the state attracts new businesses and local companies expand. As additional jobs are created, the local job seeker will stay in Idaho, reducing out-migration. At this point, there is a need for an influx of workers into the state.

The table below shows trends in in-migration between 2000 and 2017. The 2009 in-migration decline correlates with the recession. 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.

**Table 11: Migration In and Out of Idaho, April 2000 through June 2017**

*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>2,136</td>
<td>62</td>
<td>2,079</td>
</tr>
<tr>
<td>Time Period</td>
<td>Net Migration</td>
<td>Domestic</td>
<td>International</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------</td>
<td>----------</td>
<td>---------------</td>
</tr>
<tr>
<td>July 1 2011 to June 30 2012</td>
<td>1,215</td>
<td>-698</td>
<td>1,913</td>
</tr>
<tr>
<td>July 1 2012 to June 30 2013</td>
<td>6,142</td>
<td>4,579</td>
<td>1,563</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>
<tr>
<td>July 1 2014 to June 30 2015</td>
<td>9,097</td>
<td>6,880</td>
<td>2,217</td>
</tr>
<tr>
<td>July 1 2015 to June 30 2016</td>
<td>18,869</td>
<td>17,143</td>
<td>1,726</td>
</tr>
<tr>
<td>July 1 2016 to June 30 2017</td>
<td>26,525</td>
<td>24,597</td>
<td>1,928</td>
</tr>
</tbody>
</table>

International migration could be the reason that 10.6% 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, 24% were below the poverty level and 37% have less than a high school education.

**DEMOGRAPHICS TRENDS**

Idaho’s population is expected to grow by 7.6 percent from 2016 to 2026, per Table2.k below. At the same time, Hispanics, the state’s largest minority, will grow much faster at 16.6 percent. 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 10-14 years will decrease by 4.15 percent. 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. 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.

**Table 12: Projected Population by Age, Race/Ethnicity for Idaho, 2016-2026**

*Source: Economic Modeling Specialist, INC.*

<table>
<thead>
<tr>
<th>Population Subgroup</th>
<th>2016</th>
<th>2026</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>1,683,146</td>
<td>1,811,123</td>
<td>7.6%</td>
</tr>
<tr>
<td>Population Aged Under 5 years</td>
<td>115,288</td>
<td>129,649</td>
<td>12.46%</td>
</tr>
<tr>
<td>Age Group</td>
<td>2009 Population</td>
<td>2010 Population</td>
<td>Percentage Change</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>5 to 9 years</td>
<td>122,679</td>
<td>130,854</td>
<td>6.66%</td>
</tr>
<tr>
<td>10 to 14 years</td>
<td>125,126</td>
<td>119,938</td>
<td>-4.15%</td>
</tr>
<tr>
<td>15 to 24 years</td>
<td>118,799</td>
<td>123,840</td>
<td>4.24%</td>
</tr>
<tr>
<td>25 to 54 years</td>
<td>111,850</td>
<td>116,042</td>
<td>3.75%</td>
</tr>
<tr>
<td>55 to 64 years</td>
<td>626,165</td>
<td>647,425</td>
<td>3.40%</td>
</tr>
<tr>
<td>65 to 84 years</td>
<td>208,250</td>
<td>192,959</td>
<td>7.34%</td>
</tr>
<tr>
<td>85 years and over</td>
<td>226,554</td>
<td>315,794</td>
<td>39.39%</td>
</tr>
</tbody>
</table>

Population: White, Non-Hispanic  
1,386,287 2011 1,463,679 5.58%
Black, Non-Hispanic  
11,581 2011 14,244 22.99%
American Indian or Alaskan Native, Non-Hispanic  
18,935 2011 20,365 7.55%
Asian, Non-Hispanic  
23,184 2011 27,842 20.09%
Native Hawaiian or Pacific Islander, Non-Hispanic  
2,824 2011 3,450 22.17%
Two or More Races, Non-Hispanic  
32,593 2011 39,292 20.55%
American Indian or Alaskan Native, Hispanic  
10,522 2011 12,838 22.01%
Hispanic (All Races)  
207,742 2011 242,251 16.60%

GDP and Personal Income

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 percent increase occurred. Personal income also began to increase following a 3.58 percent drop in 2009. A slight increase occurred in 2010 with the percent increase between 2010 and 2011 nearly tripled. The yearly increase has remained at about 5 percent with a small dip in 2013 and again in 2016. The data indicates that the economy is growing.

Figure 4 - Idaho Real GDP versus Idaho

This image can also be found at: https://lmi.idaho.gov/Portals/0/StatePlan/WIOA-StatePlan-Fig4.jpg
### Table 13 - Idaho Gross Product and Personal Income 2008-2016, 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>$55,853</td>
<td>NA</td>
<td>$50,680</td>
<td>NA</td>
</tr>
<tr>
<td>2009</td>
<td>$53,882</td>
<td>-3.53%</td>
<td>$48,866</td>
<td>-3.58%</td>
</tr>
<tr>
<td>2010</td>
<td>$55,258</td>
<td>2.55%</td>
<td>$49,842</td>
<td>2.00%</td>
</tr>
<tr>
<td>2011</td>
<td>$56,744</td>
<td>2.69%</td>
<td>$52,745</td>
<td>5.82%</td>
</tr>
<tr>
<td>2012</td>
<td>$58,105</td>
<td>2.40%</td>
<td>$55,370</td>
<td>4.98%</td>
</tr>
<tr>
<td>2013</td>
<td>$60,854</td>
<td>4.73%</td>
<td>$57,581</td>
<td>3.99%</td>
</tr>
<tr>
<td>2014</td>
<td>$63,305</td>
<td>4.03%</td>
<td>$60,744</td>
<td>5.49%</td>
</tr>
<tr>
<td>2015</td>
<td>$65,921</td>
<td>4.13%</td>
<td>$64,209</td>
<td>5.70%</td>
</tr>
<tr>
<td>2016</td>
<td>$68,377</td>
<td>3.73%</td>
<td>$66,433</td>
<td>3.46%</td>
</tr>
</tbody>
</table>

**JOB MARKET TRENDS**

Although the economy has recovered in terms of job numbers, the industrial make-up has shifted since the recession. The jobs lost between 2007 and 2010 were primarily in the construction and manufacturing industries, while many of the jobs gained since 2010 are in the food services and retail industries. The industrial sectors that have recorded job growth in excess of 5,000 are health care and social assistance - 9,000, accommodation and food services - 7,000, manufacturing - 6,800, and retail trade - 5,500.

The bulk of the available jobs are low-wage low-skill jobs in the retail and food service industry. Although the current economic projections show that retail salespersons is the occupation with the most growth through 2024, the model probably does not factor in the current retail shift to online sales. The state workforce agency has provided an increasing number of rapid response services in response to a large trend of national, regional and local retail closures. However, a review of Idaho’s real-time labor market information from Help Wanted Online for January 2018 shows there is still a demand for retail workers. There were 436 job openings for First-line supervisors of retail sales workers and 469 openings for Retail Salespersons, showing vacancy rates of 7 percent and 2 percent respectively.

Although manufacturing jobs have increased, the types of jobs available within the industry are different than before the recession. Micron Technology Inc., the former largest manufacturing employer in the state, belatedly followed the industry trend and moved most of their production overseas. Simplot Foods closed three of their outmoded manufacturing plants and replaced them with one modernized facility. The growing number of food manufacturers in the Magic Valley area are building state-of-the-art facilities. These new facilities require fewer workers with greater
technical skills. The most in-demand occupational skill is Programmable Logic Control. The skill is used across multiple occupations.

Health care has continued to grow irrespective of the economic conditions. There has been a continuous need for occupations at all skill levels - from certified nursing assistants to primary care physicians. According to Help Wanted Online, Registered Nurses are the hardest to fill job in Idaho - with 1,237 openings in January 2018 and 536 of the postings had continued for 90 days or more. The estimated vacancy rate for January 2018 is 10 percent.

After Registered Nurses, Heavy and Tractor-Trailer Truck Drivers are the second-most difficult occupation to fill. The 1,242 openings for truck drivers counted by Help Wanted Online slightly edged out Registered Nurses for the most openings in January 2018. However, it had comparatively less than half of the number of posting continued for 90 days or more - 260. Still, the 260 long-term postings were still significantly higher than the third-most hard to fill occupation First-Line Supervisors of Food Preparation and Serving Workers at 154 postings.

Unlike health care, the construction industry in Idaho is highly affected by the economy. The recession had a devastating effect on this sector - dropping from nine percent of all jobs in 2006 to five percent in 2010. Although construction jobs account for only six percent of total nonfarm jobs in 2017, they have increased over 40 percent since 2010, including 22 percent in the past three years alone.

(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 2012 to December 2016 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 15-19 years old, about 86 percent are currently enrolled in school. For those age 18-24 years, 87 percent have at least a high school credential, and for those age 25 and older, 90 percent have at least a high school credential. 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, 45.8 percent have some college or an associate degree, and 6.3 percent have a bachelor’s degree or higher. For those age 25 and over, 26.8 percent have some college but no degree, 9.3 percent have an associate degree, and 26.8 percent have a bachelor’s or higher. In other words, the majority of Idaho’s youth graduate from high school, while just over half (52.1 percent) of young adults age 18-24 participated in post-secondary education. And only one third (35.6 percent) of Idaho’s adults have an associate degree or higher.

EDUCATIONAL ATTAINMENT - BY RACE

The American Community Survey Data provides educational attainment by race for the groups listed below. While races other than White, in combination, make up only 9 percent of the state’s population over the age of 25, 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 12 percent have a Bachelor’s degree, compared to 27 percent of White individuals. Among those who identified as “Some Other Race” less than half had Less than a High School diploma but the remaining 56 percent had at least a High School diploma or equivalency (however, this data point may be an outlier).

Educational attainment data is also available for the ethnic group, Hispanic, which includes all races. The data shows that like “Some other Race”, only 40 percent have less than a high school education. It is possible that for the educational attainment questions, respondents classified themselves as “Some Other Race.” The two groups have very similar educational attainment patterns.

**Table 14: Educational Attainment by Race**

*Source for Racial Numbers and Percents: Race - Total Population, Idaho. ACS 5-year estimates 2012-2016*

*Source for Educational Attainment Levels: Sex by Educational Attainment for the Population 25 years and Over, compiled by racial subgroup (ACS 5-year estimates, 2012-2016)*

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

<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>1,493,155</td>
<td>91%</td>
<td>9%</td>
<td>28%</td>
<td>36%</td>
<td>27%</td>
</tr>
<tr>
<td>Black or African American alone</td>
<td>10,433</td>
<td>1%</td>
<td>12%</td>
<td>24%</td>
<td>37%</td>
<td>27%</td>
</tr>
<tr>
<td>American Indian and Alaska Native</td>
<td>21,454</td>
<td>1%</td>
<td>17%</td>
<td>35%</td>
<td>36%</td>
<td>12%</td>
</tr>
<tr>
<td>Asian alone</td>
<td>21,630</td>
<td>1%</td>
<td>13%</td>
<td>20%</td>
<td>25%</td>
<td>42%</td>
</tr>
<tr>
<td>Native Hawaiian and Other Pacific Islander alone</td>
<td>2,003</td>
<td>0%</td>
<td>10%</td>
<td>26%</td>
<td>45%</td>
<td>19%</td>
</tr>
<tr>
<td>Some other race alone</td>
<td>44,758</td>
<td>3%</td>
<td>47%</td>
<td>26%</td>
<td>20%</td>
<td>7%</td>
</tr>
<tr>
<td>Two or more races:</td>
<td>42,050</td>
<td>3%</td>
<td>14%</td>
<td>25%</td>
<td>40%</td>
<td>21%</td>
</tr>
<tr>
<td>Hispanic or Latino (All Races)</td>
<td>93,687</td>
<td>6%</td>
<td>40%</td>
<td>27%</td>
<td>24%</td>
<td>9%</td>
</tr>
<tr>
<td>Total State Population</td>
<td>1,635,483</td>
<td>100%</td>
<td>10%</td>
<td>28%</td>
<td>36%</td>
<td>26%</td>
</tr>
</tbody>
</table>
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 63%, 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 21% 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 percent as compared to 10 percent for those age 45-64 and 9 percent for those age 18-44).

**Table 15: Educational Attainment by Age Group**

*Source: Sex by Age by Educational Attainment for the Population 18 and Over (Idaho - ACS 5yr 2012-2016)*

**EDUCATIONAL ATTAINMENT - LOW-INCOME INDIVIDUALS**

Of individuals age 25 and older in Idaho for whom poverty status could be determined, approximately 12% 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 20% of those below poverty and only 11% 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 16: 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 2012-2016)*

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

<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><strong>Number Below Poverty</strong></td>
<td>24,004</td>
<td>40,403</td>
<td>41,260</td>
<td>14,533</td>
<td>120,200</td>
</tr>
<tr>
<td><strong>Number At or Above Poverty</strong></td>
<td>55,984</td>
<td>146,562</td>
<td>180,427</td>
<td>141,071</td>
<td>524,044</td>
</tr>
<tr>
<td><strong>Number Below Poverty</strong></td>
<td>20%</td>
<td>34%</td>
<td>34%</td>
<td>12%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Number At or Above Poverty</strong></td>
<td>11%</td>
<td>28%</td>
<td>34%</td>
<td>27%</td>
<td>100%</td>
</tr>
</tbody>
</table>
EDUCATIONAL ATTAINMENT - ENGLISH LANGUAGE LEARNERS

Of those in Idaho’s workforce, approximately 89 percent speak only English, while 11 percent 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 74 percent, compared to 62 percent 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 percent have less than a high school diploma. For those in the workforce who speak another language at home, 35 percent 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, 43% have less than a high school diploma. This is especially significant in that Spanish speakers represent a large majority (69%) 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 17: 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 Syr 2012-2016)

<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>28,616</td>
<td>148,150</td>
<td>227,716</td>
<td>181,511</td>
<td>585,993</td>
</tr>
<tr>
<td>Speaks Other Language (Number)</td>
<td>24,720</td>
<td>17,315</td>
<td>15,094</td>
<td>13,718</td>
<td>70,847</td>
</tr>
<tr>
<td>Speaks Only English (Percent of Total)</td>
<td>5%</td>
<td>25%</td>
<td>39%</td>
<td>31%</td>
<td>100%</td>
</tr>
<tr>
<td>Speaks Other Language (Percent of Total)</td>
<td>35%</td>
<td>24%</td>
<td>21%</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 percents 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 available for Program Years 15-16 and 16-17 at this time. These figures include Adult Education students as well as English Language Learners. For these two years, the program served an average of 5,077 participants annually.

On average for the two-year period where data is available, about 20 percent of Title II participants had less than a 9th grade education upon enrollment in the program, 41.5 percent had a 9-12th grade education with no diploma, 19.5 percent had a high school credential or equivalent, 12.5 percent had some college or a post-secondary degree, and 6.5 percent did not report a highest level of education at intake.

The data suggests that the largest group of Adult Education students in Idaho have completed some high school but have not graduated. The second largest at 20 percent, is the group of students whose highest level of formal education is at 9th grade or below. 19.5 percent of participants have either a high-school credential or its equivalent. This data indicates that the majority of participants in the Adult Education program do not hold a high school credential, or its equivalent. The adult education program is committed to serving adult learners with low literacy skills through program and policy alignment, career pathways, integrated education and training, and high quality professional development for adult educators.

(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 post-secondary 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

There is a high probability that not enough workers can be trained for these in-demand occupations within the next ten years. 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, Idaho’s average wage per employee was 76% of the national average and ranked 48th in the nation. Wages have not improved. In 2016, the average annual wage at 39,637 dropped to 74 percent of the national average and 50th in the country, just above Mississippi.

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 help connect employers with skilled workers and provide an array of career services, access to high quality training, and supportive services to enable eligible individuals to get good jobs and stay employed.

Idaho’s WIOA Title I-B Youth program serves out-of-school youth ages 16 to 24 who face significant barriers to employment. In addition to the statutory eligibility criteria, the ad hoc youth committee of the Workforce Development Council determined that the program would prioritize low-income youth with specific barriers to employment.

Youth program services are delivered through the One-Stop system via local American Job Center offices. The AJCs provide information and referral to all elements of the Youth program to meet the needs of the individual. Individual assessment and ongoing services are delivered on a one-on-one basis with an assigned career planner.

Youth career planners provide a variety of services either directly to participants or by facilitating connections between participants and other providers. Facilitation may include direct referrals or contracting services where referrals are not available. Some of the services provided through the Youth program include: 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.

The Adult and Dislocated Worker programs serve different populations, but provide access to the same array of service categories: career services, training services, and supportive services. The Adult program offers basic career services to any individual over the age of 18. However, individualized career or training services provided under the Adult program must be prioritized to individuals with basic skills deficiency or receiving public assistance. The Dislocated Worker program offers all services to those who are separated from their field of work or a specific job through no fault of their own.

- **Career Services** - Basic career services include job search assistance, provision of labor market information, and assistance with applying for program eligibility. Individualized career services include: skills and needs assessment, counseling and career planning, and development of individual employment and training plan. This also includes ongoing case management and follow-up after exiting the program.
- **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 American Job Centers within the state’s 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. Individual assessment and ongoing services are delivered on a one-on-one basis with an assigned career planner.

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

The Adult Education program in Idaho is administered by the Division of Career & Technical Education (which also administers Carl D. Perkins programs). The Adult Education program supports efforts to improve the quality of life for individuals with low skills. Literacy and numeracy are fundamental skills necessary for workforce success, as well as for personal and social well-being. Services provided under the Adult Education program are intended to lead to further education, training opportunities, and work.

The Adult Education program plays an integral role in the workforce development system by providing access to educational services for adult learners. The program seeks to increase opportunity in the educational and workforce development of adults as workers, parents, and citizens. While playing a critical role in adult attainment of a secondary school diploma, the program also aims to assist in the transition to postsecondary education and training.

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 is responsible for offering Adult Education services on a regional level, either through direct instruction or through 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 federal Wagner-Peyser Act provides base funding for labor exchange and employment service functions, and the Idaho Department of Labor is committed to continuously enhancing its products and services for job seekers and employers.

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.

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.

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 JSVG program is administered by the Idaho Department of Labor. This program 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, staff is strategically placed in American Job Centers 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.
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. Priority is given to individuals who are: veterans, age 65 plus, live with a disability, have limited English proficiency and/or low literacy skills. The program is designed to foster individual economic self-sufficiency and increase the number of people in unsubsidized employment.

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.

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

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.

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 integrated with the Idaho Department of Labor’s other programs, which allows for easy co-enrollment in other WIOA programs administered by the Department. Rapid Response efforts provide the impacted worker with program information and 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 Assistance Program.

**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 $414. The maximum duration is 20 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 fulltime 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 Idaho Career & Technical Education (CTE). The Perkins grant comprises both secondary and post-secondary technical education programs. ICTE also administers short-term workforce training programs offered through Idaho’s college system, as well as the Centers for New Direction program. ICTE also has responsibility for administering Adult Education under Title II of WIOA, but these services are discussed separately as a core program.

Career and 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, skills upgrade training, related instruction for apprenticeships, and fire services training for first responders.

Most Idaho students enroll in at least one career and technical course during their high school career. In Idaho, 718 secondary career and technical programs are offered across 113 school
districts. In addition to programs offered throughout Idaho’s high schools, the state also operates 14 career and technical high schools.

Currently, post-secondary Career and Technical education 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, ICTE 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 ICTE’s programs by supporting nontraditional career fields through grants, scholarships, and other methods. The Centers for New Directions are located on campuses of the Idaho Technical College System.

ONE-STOP PARTNER - TANF & SNAP

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 2017, the average SNAP allotment per person in Idaho was $111, or approximately $1.23 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. Beginning in SFY 2012 as the economic outlook began to improve, Idaho once again began requiring all eligible, able-bodied adults to participate in the state’s work program. During State Fiscal Year 2017, Idaho’s SNAP caseload showed a reduction in the number of individuals receiving SNAP benefits, from 181,000 in June 2016 to 168,500 in June 2017. The state continues to see a slow, steady decline in the number of people who receive SNAP benefits as the economy improves and more jobs become available. In 2017, 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 one day of applying.

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 2,000 households and 2,900 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 95% of households are child-only cases, with the remaining 5% 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, postsecondary workforce training, and WIOA Title II (Adult Education) programs are administered by Idaho Career & Technical Education (ICTE). Both ICTE and the Idaho Division of Vocational Rehabilitation, which oversees Title IV programs, are under the administrative umbrella of the State Board of Education. Idaho’s State Board of Education also offers a unique advantage as one of two states in the nation with K-20 governance under a single board.

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, Idaho Career & 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.

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

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. Idaho’s Workforce Development Council was reorganized in late 2017 to increase the presence of and partnership with employers and industry associations. The reorganization was implemented in direct response to this weakness in Idaho’s workforce development system, as identified by an independent, industry-led task force appointed by the Governor in January 2017. While work is just underway to build and deepen these relationships, it is expected that by the next state plan update, employer engagement will be a strength in Idaho, not a weakness.

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 2.9 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 18: Workforce Program Capacity - Funding Levels and Participants Served by Program

Numbers are based on most recent annual-reporting data available for Program Year 2016 (July 1, 2016 through June 30, 2016)

<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>$14,422,700</td>
<td>$4,002,350</td>
<td>10,578</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>$420,453</td>
<td>$0</td>
<td>38</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>$480,000</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>
B. STATE STRATEGIC VISION AND GOALS

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

1. VISION

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

(1) VISION

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—

A. Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers of employment* and other populations.**

B. 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(j) 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.

Governor C.L. “Butch” Otter reorganized the state workforce investment board in late 2017 in response to the need to better align the workforce and education system. These changes are fully described in Section III(a)1 - State Board Functions. In addition to appointing a board (Idaho Workforce Development Council) that meets the expectations of WIOA, Governor Otter has specifically charged the Council with improving the effectiveness, quality and coordination of programs and services designed to maintain a highly skilled workforce and help provide for the most efficient use of federal, state and local workforce development resources. Two additional initiatives warrant discussion under Idaho’s goals for employers:
• In November 2016, Idaho was notified of an award under the ApprenticeshipUSA program. In addition to a $700,000 base grant, Idaho was one of a handful of states to also be awarded an industry intermediary cap-breaker grant. Implementation of the ApprenticeshipUSA grant allowed Idaho to create regional apprenticeship teams that include business specialists from the Idaho Department of Labor, apprenticeship coordinators from Idaho’s community and technical colleges and four intermediaries to accelerate growth in healthcare, technology and manufacturing. Idaho has met its goals under the ApprenticeshipUSA program and recently learned that additional funding has been awarded to continue this effort.

• In November 2017, Idaho was notified by the National Governors Association that we had been selected to participate in the Work-Based Learning Policy Academy. The purpose of the Policy Academy is to support states and territories to scale high-quality work-based learning connecting youth and young adults (16-29) with middle-skills STEM careers. The industry focus on advanced manufacturing, health care, energy and information technology aligns perfectly with Idaho’s sector strategies.

Idaho is well along the path of increasing the quality, responsiveness and adaptiveness of services to employers to ensure that the workforce development system is aligned to the need of employers.

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."

Subregulatory guidance addressing the two-year modification requirements for WIOA Combined State Plans addresses the ongoing 'phase-in' of negotiated targets for various programs. RSA TAC 18-01 notes that the two-year modification of the Combined State Plan for PYs 2018 and 2019 will utilize the same negotiated indicator targets that were used for PYs 2016 and 2017.

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.

(4) ASSESSMENT

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 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.

When available, 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).

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

(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). Include discussion of specific strategies to address the needs of populations provide Section (a).

In Section (II)(b)(2) (State Goals) we reiterated the current strategic goals of Idaho’s Workforce Development Council. While the Council began a significant transformation in late 2017 (fully described in Section (III)(a)(1) State Board Functions) and has not updated
its 2015-2016 strategic plan, we find that the priorities and strategies for implementation continue to align well with the State’s economic and workforce analysis.

- 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; and,
- 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.”

In late 2017, Idaho was selected as one of six states to participate in the National Governors Association’s Work-Based Learning Policy Academy. Idaho’s goals for significantly scaling work-based learning include alignment between in-demand occupations in our target sectors and career pathways. Idaho is dedicated to creating a climate where all pathways to careers are equally valued and will be designing career pathways for these occupations which show traditional academic routes side-by-side with work-based learning pathways. The Executive Director of the Workforce Development Council is the project lead for this initiative which includes the Idaho Department of Labor, Idaho Department of Commerce, Idaho Department of Health & Welfare, the State Board of Education, the State Department of Education, Idaho Career & Technical Education, Idaho Division of Vocational Rehabilitation and the Idaho STEM Action Center. The Idaho Department of Corrections is being invited to join the initiative as well.

Idaho Career & 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. ICTE oversees approximately 718 secondary career-and-technical education programs in Idaho’s high schools, and the technical colleges housed within Idaho’s public higher education institutions. ICTE is in the midst of an initiative to create statewide alignment between secondary and postsecondary CTE programs of study. In the past, each secondary program maintained an individual articulation agreement with one of Idaho’s post-secondary institutions. This effort first aligns program learning outcomes across postsecondary institutions, and then aligns the secondary programs to those learning outcomes. Once the process is complete, a statewide articulation is put in place, allowing secondary students to articulate seamlessly into any Idaho institution that offers their program of study. Thus far, ICTE has aligned 20 of its 49 programs of study.

To support the statewide articulation framework, ICTE developed Idaho SkillStack - a micro certification/badging platform that communicates the 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),
preparation for industry certifications and the 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, ICTE 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. The career ladders have their own website: http://careeratlas.idaho.gov.
As a result of ICTE’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 has formalized the working group responsible for updating the plan. This group is known as the “WIOA Advisory Group” and consists of:

- Staff from the Idaho Workforce Development Council
- 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.
- Staff from the Idaho Department of Labor to represent the One-Stop Delivery System
- Staff from Adult Education to represent Title II programs
- Staff from the Division of Vocational Rehabilitation
- Staff from the Idaho Commission for the Blind and Visually Impaired
- Staff 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). This group will also collaborate with local workforce development partners to elicit feedback and tackle common themes.

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 Strategic Plan update, the 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 interrelated. 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 II.a 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 than 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 transitioned 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 provides 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 supports the State’s strategy and the system-wide vision described in Section II.(c) above. Unless otherwise noted, all Operational Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. This section must include—

A. STATE STRATEGY IMPLEMENTATION

The Unified or Combined State Plan must include—

1. STATE BOARD FUNCTIONS

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

(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).

In January 2017, Governor C.L. “Butch” Otter appointed a seventeen-member Workforce Development Task Force to “examine ways to improve Idaho’s funding and delivery of training programs to meet our state’s growing demand for skilled workers.” The Task Force concluded that Idaho needed an entity in the state to better focus and direct workforce development efforts, and empowering a more business-driven Workforce Development Council was the right way to do it. Of the nine recommendations (see Attachment *** for the full report) delivered by the Task Force in July 2017, the highest priority was placed on implementing an organizational model that meets the following expectations:

a. Is industry-driven;

b. Can hire/direct dedicated staff;

c. Can effectively coordinate industry-driven workforce development efforts among state agencies and educational institutions; and

d. Is actionable and accountable.

In response to the Task Force recommendations, Governor C.L. “Butch” Otter updated his Executive Order concerning the Council adding industry members, moving the Council under the Executive Office of the Governor and appointing an Executive Director in late 2017.

STATE BOARD RESPONSIBILITIES
In Executive Order No. 2017-13, Governor C.L. “Butch” Otter appointed the Idaho Workforce Development Council as the state board under the Workforce Innovation and Opportunity Act.

As outlined in the executive order, the council is specifically responsible for advising the Governor, Legislature and appropriate executive agencies on matters related to developing and implementing a comprehensive workforce development strategy for Idaho that: a. Increases public awareness of and access to career education and training opportunities; b. Improves the effectiveness, quality and coordination of programs and services designed to maintain a highly skilled workforce; and, c. Helps provide for the most efficient use of federal, state and local workforce development resources.

The council is also responsible for:

a. Development and oversight of procedures, criteria, performance measures and expenditures for the Workforce Development Training Fund; and

b. Other duties as assigned by the governor.

IMPLEMENTATION OF STATE BOARD FUNCTIONS

As described in the introduction to this section, Executive Order 2017-13 provided for a significant shift in the composition and responsibilities of the Idaho Workforce Development Council. The Council now meets the membership requirements for the WIOA State Board. In addition, the Council has an Executive Director and staff separate from the Idaho Department of Labor. Because this executive order was issued in December 2017, the new Council has only conducted one of its quarterly meetings prior to the submission of this modification.

The Workforce Development Council will be performing the majority of its work through a committee structure moving forward. Quarterly meetings of the full Council are scheduled a year in advance and committees will be meeting monthly once the new structure is realized. Notice of meetings and all materials are also posted on the state’s website. Council meetings are typically well attended by the public with approximately 40-50 attendees from education and workforce agencies participating in each meeting.

The Council empanels standing and ad hoc committees, appointed by the chair when needed. Committee members may include individuals from the general public who have special knowledge and qualifications to be of assistance to the council.

The newly reorganized council intends to utilize six standing committees, the Executive Committee, the Apprenticeship Committee, the Workforce Development Policy Committee, the Grant Review Committee, the One-Stop Committee and the Outreach Committee. As defined in the bylaws (which are being updated and will be acted on at the April 5, 2018 meeting of the Council), the Executive Committee consists of five private sector members including the Chair and Vice Chair. The primary function of the Executive Committee is to ensure that the Governor’s directive to develop and implement a comprehensive workforce development strategy for Idaho is carried out. The Executive Committee is also empowered...
to conduct business in the interim between meetings and may act on behalf of the entire council.

The remaining committees are briefly described below:

**Workforce Development Policy Committee**

The WD Policy Committee shall be responsible for developing and overseeing procedures, criteria and performance measures for the Workforce Development Training Fund. (WDTF funds are state funds comprised of a 3 percent offset from the collected Unemployment Insurance tax.) The committee shall also develop an annual projection of needs for state investment into workforce development activities.

**One-Stop Committee**

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

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 responsible for informing the One-Stop Committee on WIOA implementation and assisting the Workforce Development Council fulfill its responsibilities under WIOA section 101(d) and WIOA section 107 (d).

The WIOA Advisory Group recommends actions to implement the WIOA State Plan, along with One-Stop, and other provisions or requirements of WIOA. These recommendations are presented to the One-Stop Committee, where the executive leaders of the partner agencies can ensure proper resourcing and implementation needs are addressed. The One-Stop Committee then recommends measures for adoption by the full council.

**Apprenticeship Committee**

The Apprenticeship Committee leads the development of replicable and sustainable work-based learning opportunities. The initial focus of the committee shall be on registered apprenticeship. The committee shall also explore whether Idaho should consider creating a State Apprenticeship Agency and making a recommendation to the Council. The committee also serves in advisory capacity to Idaho’s team in the National Governors Association Work-Based Learning Policy Academy.

**Grant Review Committee**

The Governor has added the responsibility of approving expenditures (i.e. awards) of Workforce Development Training Funds to the Council. This was previously the responsibility of the Directors of the Departments of Commerce and Labor in consultation with the Governor’s office. To maintain a separation of duties between setting the policy for the Workforce Development Training Fund and awarding grants, a Grant Review Committee is formed to review applications and make recommendations to the Council. The Grant Review Committee is chaired by a member of the Executive Committee.

**Outreach Committee**
The Workforce Development Task Force recommendations and subsequent Executive Order from Governor Otter adds “increase public awareness of and access to career education and training opportunities” to the responsibilities of the Council. The Outreach Committee will drive the coordination across state agencies, education and the private sector to meet these objectives. The committee will also prepare a plan and funding request for the Council to invest state Workforce Development Training Funds in support of these activities.

STATE BOARD DECISION MAKING PROCESS

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

At the quarterly meetings, the full Council reviews pertinent decision items, including supporting documentation and presentations by staff, as appropriate. Any Council member may ask that an item be removed from the consent agenda for further discussion. 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 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 State Plan partner program included in this plan will implement the State’s Strategies identified in Section II(c). above. This must include a description of—

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

Describe the activities the entities carrying out the respective core programs will fund to implement the State’s strategies. Also describe how such activities will be aligned across the core programs and Combined State Plan partner programs included in this plan and among the entities administering the programs, including using co-enrollment and other strategies, as appropriate.

(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 eight 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 American Job Center 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:

- Employment Services staff roles include serving 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;
o Staff training for American Job Center workforce consultants and managers on business outreach techniques, promotion of services, and how to effectively work with industry sectors prioritized by the planning process.

o A Customer Relationship Management system, providing automated business services tracking and information management to:
  
  o Streamline service delivery
  o Enhance collaboration throughout the state’s One-Stop system

Monitor real-time sector activity, trends and needs at the local, regional and statewide level. The role of the business solutions specialist is to serve as a single point of contact for employers, and are also as a resource representing all of the Idaho Department of Labor programs and other workforce programs available at the American Job Centers. 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.

The statewide one-stop operator has been charged with coordinating the employer outreach among the local one-stop partner programs. Conversations are taking place about the possibility of the business solutions specialists staff supplementing contacts with employers for Adult 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.

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

o The Department of Labor is actively working with employers to develop apprenticeships for their in-demand occupations.

o WIOA Title IB participants, particularly dislocated workers, are encouraged to receive work-based training opportunities.

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

o 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.

o 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.
- With available state funds and/or technical assistance provided from the regional USDOL, WIOA career planners are provided an annual statewide training conference. These training are also supplemented with regular regional staff trainings.
- Staff working with veterans, migrant and seasonal farmworkers, and other programs receive at least annual program training.

**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.
- Both major hospitals in the state are working with Idaho Department of Labor business specialists to develop career pathways for new and incumbent workers. One hospital has since embarked on a major initiative, engaging a career pathways consultant and hosting all of the state’s workforce partners in regular meetings toward developing career pathways in the health care sector.

**Strategy: Connecting with Youth**

- In order to most efficiently use the youth program funding and respect Congressional intent, the Workforce Development Council determined that beginning in PY2016 only out-of-school youth be served from WIOA youth funds. Further, 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 populations identified by demographic data analysis.

The Council also determined that that funds required for youth needing additional assistance (Youth-in-Need) should be targeted to youth within the migrant and seasonal farmworker communities. This initiative, like others, require that staff from the core partner programs like WIOA Title IB and Title III work together.

The shift to serving only out-of-school youth has also required WIOA Title IB career planners to collaborate with partners to ensure that all youth are provided access to workforce development program services - such as the Career Information System available in schools or pre-transition employment services through Vocational Rehabilitation.

**TITLE II PROGRAMS - ADULT EDUCATION**

The agency responsible for administering Title II programs is the Idaho Career & Technical Education. ICTE, 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**
  - 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.
  - Provide, in coordination with core and partner programs covered by this plan, cross training on workforce development partner activities and programs.
  - Update policies and funding structures to allow for adequate instructor prep time.
  - 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**
  - ICTE 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.
  - ICTE 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**
  - ICTE 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 education and English language training with occupational/training to facilitate entry of students to post-secondary education and technical training programs**

ICTE 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**

  The Division will implement a sector strategy and a career pathways model. The career pathways model is currently in development by the Idaho Career & 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**

  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 coffer paid internships in order to attract high quality talent to the state.

  In order to address retention issues, the Division will continue to periodically evaluate agency turnover and offer training in areas such as resilience, burnout, work-life balance, 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**
In addition to internal training, the Division will continue to develop training in concert with workforce partners to cross-educate program staff on the benefits and services provided by all partners. The Division, in concert with the Commission, will coordinate disability specific training initiatives for non-Title IV.

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

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

  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 has identified rural and underserved areas in each administrative region of the state and developed guidance supporting travel by Community Rehabilitation Programs to these remote and underserved areas across Idaho.

  The Division’s rural outreach efforts will extend to all school districts in the state. The Division’s transition coordinator conducted in-person marketing and needs assessments across Idaho during PYs 2016-2017 and will continue to develop, evaluate and modify innovative transition services tailored to the needs of these local areas and communities. As a division of the State Board of Education, the Division 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 outreach and education efforts to employers, educational systems, and unserved and underserved populations.
Continue to increase independence and high quality employment outcomes through Vocational Rehabilitation services;

- Collaborate with the Division on shared cases with emphasis on individuals with the most significant disabilities, students, and underserved populations.
- Collaborate with all core partners on co-enrolled participants.
- Provide ongoing staff training to ensure qualified professional staff are knowledgeable in blindness and visual impairments, as well as other disabilities, counseling techniques, vocational rehabilitation, and WIOA.

**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.
- Engage 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

All workforce system partners use a statewide resource for service coordination: Live Better Idaho (LBI) located at https://www.livebetteridaho.org/, an online platform developed and supported by one-stop partner Idaho Department of Health & Welfare. The custom-designed platform is 'agency agnostic' and available to public and private providers of services. It connects Idahoans in need to relevant services by matching individuals with programs they may qualify for. The tool is localized and customized, connecting users to services that are relevant and available in their local areas.

LBI was developed specifically to implement many of the state's strategies, such as serving rural communities, coordinating staff training, and connecting to youth populations. It is the product of intensive research in customer-centered services and translating the results to an electronic platform. All one-stop partners are required to link their services to LBI, but not simply as an information source. Customers are able to take the next actionable step toward receiving services, such as completing an application for SNAP benefits, filing unemployment insurance compensation or identifying eligibility documentation needed to receive certain WIOA Title IB services.

LBI provides customers in remote locations access to services, even from a mobile device. The customers do not have to make a long drive to a one-stop center. Customers choosing to visit a local library can receive additional direction from library staff. Even staff at American Job Centers rely on LBI as the most up-to-date resource on services in the local area. Where the tool is designed to empower customers to serve themselves, it is also an invaluable training resource for AJC staff on partner programs.

All one-stop partner staff have been trained on LBI and can use it with customers to explore other complimentary programs which may offer specific funding in areas of need, reducing direct program expenditures, and service redundancy while increasing overall collaboration with partners external to WIOA.

**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 staff serve as a single point of contact for employers as a resource representing the One-Stop programs. These staff already work closely with the Department of Commerce business attraction and retention specialists.

The state also has a dedicated fund for workforce training - Workforce Development Training Fund - from a three percent offset from Unemployment Insurance taxes. The Workforce Development Council has funded industry-sector grants—where multiple employers within an industry, along with an education partner, collaborate to develop training for in-demand occupations within the targeted industries. The Department’s business solutions specialist role is instrumental in convening the industry partners.

- **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 Idaho Career & Technical Education which administers the Carl D. Perkins programs. Representatives from the Division of Vocational Rehabilitation and 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-Career that includes rigorous school-based learning and relevant work-based learning.**

The Idaho Department of Labor has been working with the Office of the State Board of Education and the Idaho Career & Technical Education to ensure that the workforce training programs offered by the community colleges, including those funded by Perkins, 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**

In addition to individual program training opportunities provided for Department of Labor staff, the statewide one-stop operator is responsible for ensuring that American Job Center Network partners are cross-trained on the one-stop programs. Sufficient cross-training should allow for staff to broaden their range for providing career services, thus alleviating the overall workload for all one-stop service delivery staff.

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

The career pathways initiative is led by Idaho Career &Technical Education, the administrator of the Carl D. Perkins programs. The initiative is well informed by many of the partners - Adult Education, WIOA Title I-B programs, and 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 of Vocational Rehabilitation and Department of Corrections.

- **Strategy: Connecting with Youth**

One of the factors the Youth committee 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.

**TITLE II PROGRAMS - ADULT EDUCATION**
Title II programs are administered by Idaho Career & 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 ICTE 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.

ICTE 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 policies for opening GED testing centers in underserved and rural communities. ICTE also coordinates 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**

In addition to leveraging the activities of other core partners described earlier in this section, 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 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 Corrections. 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 in the provision of Pre-Employment Transition Services (Pre-ETS) to 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 in the provision of Pre-ETS services to students from school to work or higher education.
As a required partner in the Idaho One-Stop System, the Commission will collaborate with all appropriate regional service providers in the provision of Vocational Rehabilitation Services to eligible individuals with blindness or other visual impairments. Along with the Division, the Commission has also partnered with Live Better Idaho in an effort to connect Idahoans to ICBVI and other regional and local services.

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 (e.g. transportation), to individuals, including those populations identified in section II(a)(1)(B), and individuals in remote areas. The activities described shall conform to the statutory requirements of each program.

(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 IIB 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.

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 (funded by RESEA) 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 (Idaho Career & Technical Education) will ensure policy alignment with other partner programs at the state level through participation on the WIOA Advisory Group. ICTE 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. Effective partnerships are pivotal to maximize resources and align services; the following examples reflect current initiatives to meet this goal:

- Adult Education staff at the College of Eastern Idaho (CEI) and Lewis-Clark State College (LCSC) are collocated at the comprehensive AJC, and participate in cross training to refer students to services provided by other WIOA core and one-stop partners.
- College of Western Idaho (CWI) staff participate in Quarterly WIOA Workgroup meetings to share program resources, referrals and updates. The adult education programs partner with the Title I WIOA Youth and Adult programs to leverage resources for maximum benefit to an individual through education, support services, and employment, and training placement.
- CWI Adult Education instructors collaborate with WIOA Youth staff to support Canyon County Juvenile Detention youth with their educational goals and connections to training and employment opportunities.

**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 and to achieve the goals of industry or sector partners in the state. The activities described shall conform to the statutory requirements of each program.

(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. This approach provides business assistance that streamlines communication and leverages resources to assist with workforce development.

The statewide one-stop operator has been charged with coordinating the employer outreach among the local one-stop partner programs. This approach will also help the core programs and agencies coordinate outreach to employers in regard 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. Employers are also informed specifically about Idaho Department of Labor services: Unemployment Insurance Program; Rapid Response services; the Work Opportunity Tax Credit; providing bonds for formerly incarcerated jobseekers; opportunities to access the state’s Workforce Development Training Fund; Worker’s Compensation Program; Disability Determinations; and labor market information - including customized labor market information as needed.

UI staff provide regular workshops to employers on the UI program throughout the state and post UI information on employer business websites and links. UI also has a dedicated employer line.

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 is 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 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 Idaho Career & Technical Education, which employs both a Communications Manager. This positions coordinates major initiatives with the public and with Idaho employers on behalf of ICTE. The ICTE administrator also sits on the Workforce Development Council, which facilitates major statewide employer outreach initiatives.

The State Coordinator attends Council meetings and collaborates with ICTE and Department of Labor staff to identify and understand the high-level needs of employers across the state. The State Coordinator, in conjunction with ICTE, will use this information, including current economic indicators provided by the Idaho Department of Labor, to prioritize services authorized under Title II. ICTE 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.

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 has hired a business relations liaison with the sole commitment to engage businesses in the hiring of people with disabilities across Idaho. This liaison is 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. The Division took advantage of the Job-Driven Vocational Rehabilitation Technical Assistance Center (JDVRTAC) to inform competencies for the business liaison position and to inform activities for the position. The business liaison is responsible for representing the Division in germane working groups such as ‘Team Idaho’, participating in business driven disability initiatives to increase diversity in the workforce, and coordinating the delivery of technical assistance on employer requested disability specific business needs. 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, the Commission 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.

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. WIOA section 102(b)(2)(B)(iv).

Idaho’s workforce development system includes the State’s six technical colleges (located at Idaho’s four Community Colleges, Lewis Clark State College, and Idaho State University) and secondary career and technical programs as partners in the workforce development system to create a job-driven education and training system. At the strategic level, this engagement will be carried out by three main entities: Idaho’s Workforce Development Council, Idaho Career & Technical Education, and the Office of the State Board of Education. The specific efforts of these three entities are provided in more detail below.

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.

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-Career 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 the WIOA State Board, Idaho’s Workforce Development Council includes the President of the State Board of Education, the Administrator of Career & Technical Education, a community college representative, two representatives of registered apprenticeship programs and a representative of a community-based organization for out-of-school youth. In addition, the Governor has appointed the Executive Director of the Idaho STEM Action Center as his designee to the Council (the STEM Action Center is located within the Executive Office of the Governor). 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 Micro Grants 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 Micro Grants 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.

**IDAHO CAREER & TECHNICAL EDUCATION**

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

ICTE supports the career and technical programs at Idaho’s technical colleges through both state and federal funds. For the past three years, ICTE has used in-demand occupations to drive its postsecondary budget request to the State legislature. To guide this request, technical colleges identified programs where all graduates were being placed in in-demand, high-wage occupations and where extensive student waiting lists existed to access these programs. As a result, the Idaho legislature funded $5.6 million in FY17 and FY18 and the Governor is recommending an additional $1 million in FY19 for the expansion of these targeted programs that align with the most pressing workforce needs of Idaho’s employers.

At the secondary level, ICTE is working to expand an incentive program driven by program quality metrics and alignment to industry needs. 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. ICTE 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. A group of education stakeholders from the board’s jurisdiction representing ICTE, private and proprietary schools, and the Workforce Training Network collaborated to develop WIOA ETP transition policies 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.

The stakeholder group has been re-established to provide input for the final ETP Criteria which is under development by the Workforce Development Policy Committee of the Council.

UI claimants have the opportunity to attend WIOA Title I-B eligible or TAA training programs at educational and training institutions while still retaining eligibility for UI benefits. Continued UI eligibility is confirmed when the AJC career planner notifies UI staff of the claimant’s training status.

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

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.

This section describes 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.
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.

The WIOA State Plan partners have a strong relationship with the union apprenticeship programs in the state. The union-based apprenticeship programs are available on the WIOA Title IB Eligible Training Provider list. The AFL-CIO’s apprenticeship director is represented on the Workforce Development Council and the state’s apprenticeship coordinator is an active participant in all state workforce development initiatives, including the performance reporting initiative for the eligible training providers.

The state’s workforce partners also support ApprenticeshipIdaho, a statewide initiative for increasing and developing apprenticeship opportunities, supported by an ApprenticeshipUSA State Expansion Grant. This initiative involves employers, unions and many other stakeholders, including traditional and nontraditional training providers, including online training opportunities.

One-Stop partner Idaho Department of Health and Welfare has generously promoted their SNAP 50-50 matching funds for partners to leverage for training opportunities. They have developed relationships with many community based organizations that provide training with non-federal funds.

The Idaho Commission for Libraries has been an active facilitator for promoting and expanding the One-Stop system across the state. Particularly in rural areas, libraries are the main resource for citizen seeking public information. In addition to providing access to information on workforce development programs, the libraries have free training resources available to the general public. The LiLI system (Libraries Linking Idaho) provides access to the LearningExpress Library, which even includes occupational test preparation.

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 approves 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 and badges in programmable logic control.

Additionally, the state’s strategy to develop and align career pathways with our target sectors has encouraged additional support from legislators and the private sector in the form of investments in Idaho’s post-secondary institutions and technical schools. 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 has been shared among workforce development partner programs to improve knowledge of, and access to, alternative learning modalities. For example, the Legislature, through Idaho Career & Technical Education continues to invest in CTE Digital through annual appropriations. CTE Digital provides online career-and-technical education courses to serve rural students who don’t have access to live CTE programs.

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 “CTE 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 Idaho of Career & Technical Education (ICTE). These efforts include 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®, ICTE’s micro-certification platform. Information about these projects is reiterated below, for ease of reference:

ICTE oversees approximately 718 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. ICTE 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, ICTE 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."

ApprenticeshipIdaho, a statewide partnership of the Idaho Department of Labor, Department of Commerce, Division of Vocational Rehabilitation, Idaho Career & 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.

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

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 staff, along with the college’s Workforce Training Centers, work hand-in-hand with Department of Commerce Business Attraction and Retention Specialists in identifying resources for promoting the targeted industry sectors in Idaho.

The aforementioned Workforce Development Training Fund has been revamped to connect employers, education, and economic development. Grants are available in three categories:

- **Direct grants to employers** - these grants help Idaho employers (along with companies starting or expanding in Idaho) to train new and incumbent employees to meet specific economic opportunities and industrial expansion efforts. These can grants serve as a beneficial layoff aversion tool.
- **Industry sector grants** - these sector-partnership based grants are designed to increase the talent pipeline for in-demand occupations. A minimum of three employers and an educational or training entity may apply for grant funds for specific occupational training. The employers must contribute a minimum match component for a percentage of the grant funds.
- **Micro grants** - targeted to rural communities, these grants provide significant flexibility for educational institutions, community-based organizations, economic development organizations, local government entities and/or employers to increase employment and wages of the community’s workforce.

- **Strategy: Support a comprehensive education system for all students K-Career 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 and badges in programmable logic control.

The Idaho Department of Commerce is also an integral partner in Idaho’s Work-Based Learning Policy Academy initiative. The department recently reorganized their internal structure to more fully support a statewide business retention and expansion initiative. As representatives visit with employers, they will be able to connect those employers expressing challenges with finding skilled workers to the local, regional and statewide teams that are working to scale apprenticeships, internships and other high-quality work-
based learning programs. In addition, the Department of Commerce facilitates training opportunities for local economic development professionals and can leverage that network to identify employers interested in work-based learning.

- **Strategy: Serving rural communities**

Again, the Workforce Development Training Fund has been used to distribute “micro grants” 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. Retention and expansion specialists from the Department of Commerce, along with their network of local economic development professionals, play an important role in educating rural community partners, and businesses, of the availability of micro grants and help convene the parties to pursue the grants.

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**B. STATE OPERATING SYSTEMS AND POLICIES**

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

1. **THE STATE OPERATING SYSTEMS THAT WILL SUPPORT 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.
- **Orion (Title IV)**- This MIS was created by and is administered by the Idaho Commission for the Blind and Visually Impaired. The ICBVI uses Orion 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 Idaho Career & 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 the state labor exchange system for job listings through which job seekers can search for employment and employers can 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.

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.
  o 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.
  o 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, job search and resume building functions within IdahoWorks. Employers may also create accounts to post jobs and review resumes.
  o 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.
  o Unemployment Insurance - (One-Stop Partner) - UI claimants file claims using iUS, 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. Career planners who provide RESEA re-employment services collect the participant’s interview information into an Excel template, which is sent immediately to UI staff for processing.

• 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, UI claimant status, selection for RESEA
- **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 the PY 2016 state plan, descriptions of data collection and reporting processes need only include currently known indicators.

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

Most policies that support the implementation of the State’s strategies in the Combined State Plan are currently determined at the agency or provider level based on the statutory requirements for each Title (for example, program intake and assessment policies). Because the statute has changed, the state agencies responsible for the various programs are reviewing 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. State agencies are expected to communicate these policies to local programs, provide applicable training so that program staff have a full understanding of the most current policies, and establish methods to monitor local compliance. It is important that 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. Idaho’s WIOA Advisory Group, in conjunction with the Workforce Development Council’s One-stop committee will begin talks in earnest to address universal intake within this two-year update cycle.

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 with WIOA Title I-B Dislocated Worker 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. Unemployment Insurance has a policy that job-seeking UI claimants must enroll in the Wagner-Peyser labor exchange.

ONE-STOP POLICIES

Guidelines for the one-stop system in Idaho are developed by the One-Stop Committee of the Workforce Development Council, comprised of decision-makers for the state administrative entities for the core partners and one-stop partners. This committee
provides active oversight for the state’s One-Stop delivery system and makes policy recommendation to the Workforce Development Council. The committee developed the following policies to facilitate WIOA implementation across the state.

- Executed a statewide one-stop MOU that outlines the expected policies and standards for service delivery [https://labor.idaho.gov/wioa1/policies/Executed-Idaho-AJC-Network-MOU.pdf](https://labor.idaho.gov/wioa1/policies/Executed-Idaho-AJC-Network-MOU.pdf)
- Developed a template for local service delivery areas to develop MOUs [https://labor.idaho.gov/wioa1/onestop/091217/Trans1.pdf](https://labor.idaho.gov/wioa1/onestop/091217/Trans1.pdf)
- Provided additional one-stop infrastructure funding guidelines [https://labor.idaho.gov/wioa1/policies/Infrastructure-Funding-Agreement-Guidance.pdf](https://labor.idaho.gov/wioa1/policies/Infrastructure-Funding-Agreement-Guidance.pdf)
- Implementing the state’s one-stop branding requirement [https://labor.idaho.gov/wioa1/policies/AJC-Branding-Policy.pdf](https://labor.idaho.gov/wioa1/policies/AJC-Branding-Policy.pdf)

3. STATE PROGRAM AND STATE BOARD OVERVIEW

A. STATE AGENCY ORGANIZATION

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

(A) STATE AGENCY ORGANIZATION

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

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

- Idaho Department of Labor
  - WIOA Title I-B - Youth, Adult, Dislocated Workers
  - WIOA Title III - Wagner-Peyser Employment Services
  - Combined Partner - Trade Adjustment
  - Combined Partner - Veterans Outreach and Employment
  - One-Stop Partner - Unemployment Insurance
• Idaho Division of Career & Technical Education
  o WIOA Title II - Adult Education
  o One-Stop Partner - Carl D. Perkins
  o Other - Workforce Training programs
    • Idaho Division of Vocational Rehabilitation
      o WIOA Title IV - Vocational Rehabilitation (except for the blind)
    • Idaho Commission for the Blind and Visually Impaired
      o WIOA Title IV - Vocational Rehabilitation for the Blind and Visually Impaired
    • Idaho Commission on Aging
      o 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.

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.

An organizational chart of Idaho’s Workforce Development System as a whole follows.

**Figure 5: Org Chart for Idaho Workforce Development System - All programs**
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.

I. 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 the State Workforce Board under section 101(a). The Council's membership brings together a well-integrated mix of business and industry, education, labor, community and government representatives to establish the vision and plan for Idaho’s workforce development system.

Executive Order No 2017-13 provides for council membership as follows:

- 17 positions appointed by the Governor representing industry and nominated by statewide and regional business organizations;
- Seven positions appointed by the Governor representing the workforce, including two labor union representatives, two registered apprenticeship program representatives, one representative of a community-based organization for veterans, one representative of a community-based organization for the disabled, and one representative of a community-based organization for out-of-school youth;
- Nine positions appointed by the Governor representing government, including representatives from the Department of Labor, State Board of Education, Division of Career-Technical Education, Division of Vocational Rehabilitation, Department of Health and Welfare, Department of Commerce, an elected city official, an elected county official, and a community college representative.
- One member from each chamber of the Idaho Legislature, including a member of the Senate appointed by the Senate President Pro Tem, and a member of the House of Representatives appointed by the House Speaker;
- The Governor or his designee.

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

The most current roster of Council Members can be located at the Idaho Department of Labor Website at: Idaho’s Workforce Development Council serves as the State Workforce Board under section 101(a). The Council’s membership brings together a well-integrated
mix of business and industry, education, labor, community and government representatives to establish the vision and plan for Idaho's workforce development system.

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- One member from each chamber of the Idaho Legislature, including a member of the Senate appointed by the Senate President Pro Tem, and a member of the House of Representatives appointed by the House Speaker;
- The Governor or his designee.

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

A roster of the Workforce Development Council with their affiliations is located in Appendix 2. The updated list of Council Members is also on the Idaho Department of Labor Website at: https://www.labor.idaho.gov/wioa1/wdc-members.pdf.

The WDC members affiliated with the core programs are:

WIOA Title I-B, Wagner-Peyser - Melinda Sysmer, Director of Idaho Department of Labor
Adult Education - Dwight Johnson, Administrator, Idaho Career & Technical Education
Vocational Rehabilitation - Jane Donnellan, Administrator, Idaho Division of Vocational Rehabilitation

Additionally Todd Schwarz, Executive Vice President, College of Southern Idaho represents community colleges

II. 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 WIOA Advisory Group supports the Workforce Development Council and its One-Stop Committee by bringing forth issues, sharing vital information about policy changes and making recommendations to the council.
The council receives, via quarterly meetings, regular updates about the activities taking place in the workforce development system around the state. When setting the agenda for Council meetings, the executive committee makes a concerted effort to include all workforce development activities, including those not funded under WIOA. This ensures that efforts with the state’s limited resources are not duplicated and work in tandem to further the state’s goals.

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

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

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**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.*

This section describes 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 PROGRAM 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

Described 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.

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 assessments of the effectiveness of the core programs and other one-stop partner programs and Combined State Plan partner programs included in the Unified or Combined State plan during the preceding 2-year period (i.e. the 2-year period of the plan modification cycle). 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. Describe 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 I-B if the actual results are within 80% of the negotiated goal.

Idaho's performance results across Title I-B 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 under the Workforce Investment Act were:

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 19: Previous Assessment Results for Title I-B Youth Programs - WIA**

<table>
<thead>
<tr>
<th>WIA Indicator/Measure</th>
<th>PY 2013 Negotiated</th>
<th>PY 2013 Actual</th>
<th>PY 2014 Negotiated</th>
<th>PY 2014 Actual</th>
<th>PY 2015 Negotiated</th>
<th>PY 2015 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement in Employment or Education</td>
<td>82%</td>
<td>82.96%</td>
<td>86%</td>
<td>83.5%</td>
<td>86%</td>
<td>76.3%</td>
</tr>
<tr>
<td>Attainment of Degree or Certificate</td>
<td>82%</td>
<td>73.51%</td>
<td>82%</td>
<td>85.3%</td>
<td>82%</td>
<td>51.9%</td>
</tr>
</tbody>
</table>
The primary performance measures for youth under the Workforce Innovation and Opportunity Act were:

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)

The WIOA Youth program transitioned to 100% out-of-school youth in PY2015, which is a much harder population to serve. As a result, the performance measures have dropped. Idaho hopes to recalibrate the baseline for serving youth under WIOA.

### Table 20: Previous Assessment Results for Title IB Youth - WIOA

<table>
<thead>
<tr>
<th>WIOA Indicator/Measure</th>
<th>PY2016 Negotiated</th>
<th>PY2016 Actual</th>
<th>PY2017 Negotiated</th>
<th>PY2017 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment, education or training 4th quarter after exit</td>
<td>73.1%</td>
<td>NA</td>
<td>75.1%</td>
<td>NA</td>
</tr>
<tr>
<td>Employment, education or training 4th quarter after exit</td>
<td>73.1%</td>
<td>NA</td>
<td>75.1%</td>
<td>NA</td>
</tr>
<tr>
<td>Credential Attainment Rate</td>
<td>72.2%</td>
<td>-</td>
<td>74.2%</td>
<td>NA</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, PY 2014, and 2015.
Table 21: Previous Assessment Results for Title IB Adult Programs

<table>
<thead>
<tr>
<th>WIA Indicator/Measure</th>
<th>PY 2013 Negotiated</th>
<th>PY 2013 Actual</th>
<th>PY 2014 Negotiated</th>
<th>PY 2014 Actual</th>
<th>PY2015 Negotiated</th>
<th>PY2015 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entered Employment Rate - first quarter after exit</td>
<td>85%</td>
<td>86.81%</td>
<td>88%</td>
<td>91.6%</td>
<td>88%</td>
<td>81.3%</td>
</tr>
<tr>
<td>Employment Retention Rate Third quarter exit</td>
<td>90%</td>
<td>87.87%</td>
<td>87.5%</td>
<td>87.3%</td>
<td>87.5%</td>
<td>87.2%</td>
</tr>
<tr>
<td>Average Earnings</td>
<td>$13,700</td>
<td>$13,857</td>
<td>$14,500</td>
<td>$16,674</td>
<td>$14,500</td>
<td>$14,925</td>
</tr>
</tbody>
</table>

The primary performance measures for adults under the Workforce Innovation and Opportunity Act are:

1. Percentage of program participants who are in unsubsidized employment during the second quarter after exit
2. Percentage of program participants who are in unsubsidized employment during the fourth quarter after exit
3. Median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program.
4. Percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent during participation in or within 1 year after exit from the program.

Table 22: Continued: Assessment Results for Title IB Adult Programs

<table>
<thead>
<tr>
<th>WIOA Indicator/Measure</th>
<th>PY2016 Negotiated</th>
<th>PY2016 Actual</th>
<th>PY2017 Negotiated</th>
<th>PY2017 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment 2nd quarter after exit</td>
<td>81.5%</td>
<td>NA</td>
<td>83.5%</td>
<td>NA</td>
</tr>
<tr>
<td>Employment 4th quarter after exit</td>
<td>68.3%</td>
<td>NA</td>
<td>70.3%</td>
<td>NA</td>
</tr>
<tr>
<td>Median earnings in the 2nd quarter after exit</td>
<td>$5,225</td>
<td>NA</td>
<td>$5,425</td>
<td>NA</td>
</tr>
<tr>
<td>Credential attainment rate</td>
<td>68.9%</td>
<td>NA</td>
<td>70.9%</td>
<td>NA</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, PY 2014, and PY 2015.

Table 23: Previous Assessment Results for Title IB Dislocated Worker Programs - WIA

<table>
<thead>
<tr>
<th>WIA Indicator/Measure</th>
<th>PY 2013 Negotiated</th>
<th>PY 2013 Actual</th>
<th>PY 2014 Negotiated</th>
<th>PY 2014 Actual</th>
<th>PY 2015 Negotiated</th>
<th>PY 2015 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entered Employment Rate</td>
<td>88%</td>
<td>88.47%</td>
<td>89%</td>
<td>91.4%</td>
<td>89%</td>
<td>90%</td>
</tr>
<tr>
<td>Employment Retention Rate</td>
<td>93%</td>
<td>90.44%</td>
<td>91%</td>
<td>92.5%</td>
<td>91%</td>
<td>90.9%</td>
</tr>
<tr>
<td>Average Earnings</td>
<td>$16,000</td>
<td>$17,464</td>
<td>$18,500</td>
<td>$18,887</td>
<td>$18,500</td>
<td>$19,685</td>
</tr>
</tbody>
</table>

The primary performance measures for dislocated workers under the Workforce Innovation and Opportunity Act are:

1. Percentage of program participants who are in unsubsidized employment during the second quarter after exit

2. Percentage of program participants who are in unsubsidized employment during the fourth quarter after exit

3. Median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program.

4. Percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent during participation in or within 1 year after exit from the program.

Table 24 - Previous Assessment Results for Title IB Dislocated Worker - WIOA

<table>
<thead>
<tr>
<th>WIOA Indicator/Measure</th>
<th>PY2016 Negotiated</th>
<th>PY2016 Actual</th>
<th>PY2017 Negotiated</th>
<th>PY2017 Actual</th>
</tr>
</thead>
</table>

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### Title II - Adult Education and Family Literacy

The Title II performance accountability measures are based on the following primary indicators of performance described in section 116(b)(2)(A) of WIOA:

1. The percentage of program participants in unsubsidized employment in the 2nd quarter after exit;
2. The percentage of program participants in unsubsidized employment in the 4th quarter after exit;
3. Median earnings of program participants who are employed during the 2nd quarter after exit;
4. The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent during participation in or within 1 year after exit;
5. The percentage of program participants achieving measurable skill gains; and
6. Effectiveness in serving employers

The Agency administering Title II Program (Idaho Career & Technical Education) is required to negotiate performance targets with the Office of Career, Technical, and Adult Education at the US Department of Education each year. The table below shows the target and actual performance for Program Year PY15 (July 1, 2015 - June 30, 2016), and PY16 (July 2016 - June 2017).

#### Table 25: Previous Assessment Results for Title II, Adult Education Programs

<table>
<thead>
<tr>
<th>Educational Functioning</th>
<th>PY15 Target</th>
<th>PY15 Actual</th>
<th>PY16 Target</th>
<th>PY16 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AE Beginning Literacy</strong></td>
<td>52%</td>
<td>28%</td>
<td>51%</td>
<td>36%</td>
</tr>
<tr>
<td><strong>AE Beginning Basic</strong></td>
<td>37%</td>
<td>37%</td>
<td>50%</td>
<td>39%</td>
</tr>
<tr>
<td><strong>AE Intermediate Low</strong></td>
<td>36%</td>
<td>36%</td>
<td>44%</td>
<td>39%</td>
</tr>
<tr>
<td>Educational Functioning Level</td>
<td>PY15 Target</td>
<td>PY15 Actual</td>
<td>PY16 Target</td>
<td>PY16 Actual</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>AE Intermediate High</td>
<td>32%</td>
<td>32%</td>
<td>40%</td>
<td>39%</td>
</tr>
<tr>
<td>ASE Low</td>
<td>25%</td>
<td>25%</td>
<td>33%</td>
<td>44%</td>
</tr>
<tr>
<td>Beginning ESL Literacy</td>
<td>35%</td>
<td>35%</td>
<td>48%</td>
<td>40%</td>
</tr>
<tr>
<td>Low Beginning ESL</td>
<td>42%</td>
<td>42%</td>
<td>55%</td>
<td>47%</td>
</tr>
<tr>
<td>High Beginning ESL</td>
<td>38%</td>
<td>38%</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>Low Intermediate ESL</td>
<td>30%</td>
<td>30%</td>
<td>45%</td>
<td>37%</td>
</tr>
<tr>
<td>High Intermediate ESL</td>
<td>34%</td>
<td>34%</td>
<td>48%</td>
<td>34%</td>
</tr>
<tr>
<td>Advanced ESL</td>
<td>20%</td>
<td>20%</td>
<td>19%</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Total Skill Gains (all levels)</strong></td>
<td><strong>33%</strong></td>
<td><strong>33%</strong></td>
<td><strong>44%</strong></td>
<td><strong>38%</strong></td>
</tr>
</tbody>
</table>

**MEASURABLE SKILL GAIN ASSESSMENT**

The overall skill gain rate for Idaho was 38% for PY16, compared to 33% in PY15. Despite not meeting the PY16 Educational Functioning Level (EFL) performance goals, Idaho’s Adult Education programs did make significant improvements from PY15. The overall rate for measurable skill gain varied from 32% to 45% among local programs in PY16.

Two related trends emerged in the PY15 annual reports, which helped identify some significant causes in performance decline. These trends include a heightened level of staff turnover, and a significant decline in post-testing rates (defined as the percent of students who were pre-tested and who received a post-test, thus allowing us to report a skill gain). The post-testing rate declined in PY15. Generally, a decline in post-testing rates indicates an issue with retaining students. These two trends may have been related in that the decline in post-testing activity could have been the result of process interruptions caused by staff turnover. Another possible cause is the improvement in Idaho’s economy. As the economy improves, it becomes harder to retain students until post-testing, and becomes harder to retain teaching staff, who leave for better opportunities.

For those programs whose performance was unusually low (compared to prior years), the State required a Program Improvement Plan, which was implemented in the winter 2016-2017. The increase in EFL gains in PY16 likely resulted from program improvement efforts; including targeted professional development towards quality instruction, ongoing curriculum refinement, and improved student retention.

**POST-EXIT OUTCOMES**

The post-exit outcomes were not included in Idaho’s PY16 reporting requirements, as it has been a year to establish baseline data for future performance. Title II targets and actual performance for PY15 post-exit outcomes are described in the following section:

**Table 26 - Post-Exit Outcomes, Title II, Adult Education**
<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>FY15-16 Approved Target</th>
<th>FY15-16 Actual Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter/Obtain Employment</td>
<td>41%</td>
<td>42% (exceeded)</td>
</tr>
<tr>
<td>Retain Employment</td>
<td>69%</td>
<td>66% (did not meet)</td>
</tr>
<tr>
<td>HS Diploma/GED</td>
<td>85%</td>
<td>87% (exceeded)</td>
</tr>
<tr>
<td>Enter Postsecondary</td>
<td>25%</td>
<td>32% (exceeded)</td>
</tr>
</tbody>
</table>

**ENTERED AND RETAINED EMPLOYMENT**

Idaho exceeded the “Enter Employment” target for PY15. The target was 41%, and actual performance was 42%. The program did not meet the “Retain Employment” target for PY15. The target was 69% and the program achieved 66%. Despite having not met the target of 69% in PY15, the actual performance of 66% still reflects a significant improvement of actual performance year-over-year.

**Obtain GED/HSE**

Idaho exceeded its target for the GED outcome in PY15, at 87%. This is a significant improvement over performance in PY14, which was 76%, as well as PY13, which was 82%. The low performance during the prior two years was largely attributed to the change from the 2002 Series GED to the 2014 Series GED. As predicted, performance in this indicator improved to pre-transition levels once programs were able to stabilize and normalize the changes from this transition.

**Post-Secondary Education & Training**

In PY15, 32% of Adult Education students who entered the program with a high school credential (or earned a high school equivalent while enrolled), went on to enroll in a post-secondary institution within 18 months of leaving the program. This goal surpassed prior performance under every year of the cohort-reporting model. It is worth noting that the portion of United-States educated students with a high school diploma or equivalent increased significantly statewide in PY15. Even while the overall statewide enrollment decreased, the number of students entering the program with a high school diploma or higher increased from 514 in PY14 to 699 in PY15. When taken into account with the increased performance in this indicator, the program served more students who qualified for the post-secondary indicator, and did a better job of transitioning those students into college.

**TITLE III - WAGNER-PEYSER**

The performance reports for the previous 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 prior to WIOA 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, PY 2014, and PY 2015. There is an upward trend for the employment measures, while the six month average earnings actually decreased.

Table 27: Previous Assessment Results for the Wagner Peyser Program

<table>
<thead>
<tr>
<th>WIA Indicator/Measure</th>
<th>PY13 Negotiated</th>
<th>PY13 Actual</th>
<th>PY14 Negotiated</th>
<th>PY14 Actual</th>
<th>PY2015 Negotiated</th>
<th>PY2015 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entered Employment Rate</td>
<td>61%</td>
<td>65%</td>
<td>64%</td>
<td>68%</td>
<td>64%</td>
<td>72%</td>
</tr>
<tr>
<td>Employment Retention Rate</td>
<td>83%</td>
<td>82%</td>
<td>83%</td>
<td>86%</td>
<td>83%</td>
<td>87%</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>
<td>$13,300</td>
<td>$14,339</td>
</tr>
</tbody>
</table>

The primary performance measures for Wagner-Peyser under the Workforce Innovation and Opportunity Act are:

7. Percentage of program participants who are in unsubsidized employment during the second quarter after exit

8. Percentage of program participants who are in unsubsidized employment during the fourth quarter after exit

9. Median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program.

Table 28: Previous Assessment Results for WIOA Title III, Wagner Peyser Program

<table>
<thead>
<tr>
<th>WIOA Indicator/Measure</th>
<th>PY 2016 Negotiated</th>
<th>PY 2016 Actual</th>
<th>PY2017 Negotiated</th>
<th>PY2017 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment 2nd quarter after exit</td>
<td>58.1%</td>
<td>NA</td>
<td>60.1%</td>
<td>NA</td>
</tr>
<tr>
<td>Employment 4th quarter after exit</td>
<td>67.6%</td>
<td>NA</td>
<td>69.6%</td>
<td>NA</td>
</tr>
<tr>
<td>Median earnings in the 2nd quarter after exit</td>
<td>$4,545%</td>
<td>NA</td>
<td>$4,745</td>
<td>NA</td>
</tr>
</tbody>
</table>
Title IV Vocational Rehabilitation programs are using a phased-in approach to set levels of performance for all primary performance indicators under this Combined State Plan. RSA-TAC-18-01 released January 18, 2018 provides guidance on the requirements for these indicators for PYs 2018 and 2019, noting that the same required levels of performance for PYs 2016 and 2017 be used. The level of performance for PYs 2016 and 2017 were baseline therefore baseline levels of performance will continue to be collected for PYs 2018 and 2019 to be used in establishing initial levels of performance for future negotiation. As a result, no performance levels are being reported for the following Primary Performance Indicators:

- Employment in the 2nd quarter
- Employment in the 4th quarter
- Median earnings
- Credential attainment
- Measurable skill gains

**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 29: Previous Assessment Results for the SCSEP Program (Senior Employment)

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>PY14 Goal</th>
<th>PY14 Actual</th>
<th>PY14 % Goal Met</th>
<th>PY15 Goal</th>
<th>PY15 Actual</th>
<th>PY15 % Goal Met</th>
<th>PY16 Goal</th>
<th>PY16 Actual</th>
<th>PY16 % Goal Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commun-ity Service</td>
<td>75.0%</td>
<td>81.7%</td>
<td>109%</td>
<td>89.3%</td>
<td>84.2%</td>
<td>94%</td>
<td>80.0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Entered Employment</td>
<td>41.8%</td>
<td>54.5%</td>
<td>130%</td>
<td>44.7%</td>
<td>32.1%</td>
<td>72%</td>
<td>46.1%</td>
<td>39.1%</td>
<td>84%</td>
</tr>
<tr>
<td>Employment Retention</td>
<td>69.7%</td>
<td>85.7%</td>
<td>123%</td>
<td>72.7%</td>
<td>53.8%</td>
<td>74%</td>
<td>73.0%</td>
<td>36.4%</td>
<td>50%</td>
</tr>
<tr>
<td>Average Earnings</td>
<td>$7,214</td>
<td>$6,597</td>
<td>91%</td>
<td>$7,090</td>
<td>$1,7483</td>
<td>246%</td>
<td>$7,597</td>
<td>$10,001</td>
<td>131%</td>
</tr>
<tr>
<td>Service Level</td>
<td>155.3%</td>
<td>163.8%</td>
<td>108%</td>
<td>160%</td>
<td>168.1%</td>
<td>105%</td>
<td>175%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Service Most in Need</td>
<td>2.63</td>
<td>2.51</td>
<td>95%</td>
<td>2.67</td>
<td>2.71</td>
<td>101%</td>
<td>2.8</td>
<td>2.74</td>
<td>97%</td>
</tr>
</tbody>
</table>

### SCSEP STRATEGIES TO IMPROVE PERFORMANCE MEASURES:

**Community service and Service Level:** The U.S. Department of Labor determines every year how many positions will be available for the SCSEP on a national and state level. After negotiations and or funding changes, sometimes positions will get modified. The assessment results above show that the modified positions were changed in the middle of the third quarter of PY 2016 to reflect the awards made to national grantees by the 2016 competition and changes to Equitable Distribution based on the latest Census data. Fields in the Quarterly Performance Reports cannot be accurately reported for the third and fourth quarters of PY 2016 or for the final end-of-year QPR for PY 2016.

The entered employment measure increased from 32.1% to 39.1%. Through the use of specialized Participant Assistants and Employment Training Coordinators (ETC), the service provider Experience Works (EW) was able to identify specific job opportunities for participant, job goals for referrals, and job development activities.

The employment retention measure dropped from 53.8% to 36.4%. To correct this, EW is focusing on Workforce Re-Entry training, not only how to get a job, but also how to keep the job. EW is also coaching participants how to decide whether a given job and/or employer is the right fit for them vs. taking “any” job even if it seems apparent that it doesn’t completely match the participants employment plan.

The average earnings met the goal in PY 15 and PY16. SCSEP Participants provided 42,999 community service hours in PY 15 compared to the 40,040 of hours provided in PY16.

The most in need performance measure increased from 2.71% to 2.74% average employment barriers per participant. As positions open EW will prioritize participants with barriers to employment first. EW will also ensure that priority of service is given to veterans.
and ensure positions are filled in rural areas where employment opportunities are limited. By recruiting for participants through their relationships with social service agencies, EW has been moving towards meeting almost the target goal.

**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 four fiscal years for the Trade Adjustment Assistance program are compared to the national performance goals.

Idaho well exceeded the national goals for entered employment rate for all years. The retention rate was slightly lower in fiscal years 2014 and 2016.

**Table 30: 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 National Results Common Measures</th>
<th>FY14 National Goals</th>
<th>FY14 Idaho Results Common Measures</th>
<th>FY14 National Results Common Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entered Employment Rate</td>
<td>58.9%</td>
<td>84.49%</td>
<td>71.6%</td>
<td>69.9%</td>
<td>80.81%</td>
<td>72.4%</td>
</tr>
<tr>
<td>Employment Retention Rate</td>
<td>83.6%</td>
<td>92.83%</td>
<td>91.7%</td>
<td>91.1%</td>
<td>87.63%</td>
<td>91.4%</td>
</tr>
<tr>
<td>Six Month Average Earnings</td>
<td>$13,360</td>
<td>$17,846.79</td>
<td>$18,104</td>
<td>$19,436</td>
<td>$18,069</td>
<td>$17,857</td>
</tr>
<tr>
<td>Indicator/Measure</td>
<td>FY15 National Goals</td>
<td>FY15 Idaho ResultsCommon Measures</td>
<td>FY15 National ResultsCommon Measures</td>
<td>FY16 National Goals</td>
<td>FY16 Idaho ResultsCommon Measures</td>
<td>FY16 National ResultsCommon Measures</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------</td>
<td>----------------------------------</td>
<td>------------------------------------</td>
<td>--------------------</td>
<td>----------------------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>Entered Employment Rate</td>
<td>71.1%</td>
<td>79.76%</td>
<td>74.0%</td>
<td>71.5%</td>
<td>83.15%</td>
<td>74.0%</td>
</tr>
<tr>
<td>Employment Retention Rate</td>
<td>91.2%</td>
<td>94.12%</td>
<td>92.4%</td>
<td>91.2%</td>
<td>90.22%</td>
<td>92.4%</td>
</tr>
<tr>
<td>Six Month Average Earnings</td>
<td>$19,799</td>
<td>$15,874.86</td>
<td>$17,910</td>
<td>$20,149</td>
<td>$17,448.80</td>
<td>$18,754</td>
</tr>
</tbody>
</table>

Except for fiscal year 2013, Idaho’s six-month average earnings were below the national goals and the national results. 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 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.

**VETERANS’ EMPLOYMENT**

**2018 Modification Update:**

CURRENTLY THERE ARE NO PERFORMANCE MEASURES. IT IS ESTIMATED NEW MEASURES WILL BE IN PLACE FOR PY 2018. THIS STATE PLAN WILL BE UPDATED WHEN THE NEW MEASURES ARE MADE KNOWN.

**2016 Original Submission for VETS follows:**

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 31: 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><strong>1. DVOP Intensive Services</strong></td>
<td>72%</td>
<td>60%</td>
<td>75%</td>
<td>77%</td>
</tr>
<tr>
<td><strong>2. DVOP VET EER - weighted</strong></td>
<td>59%</td>
<td>65%</td>
<td>64%</td>
<td>70%</td>
</tr>
<tr>
<td><strong>3. DVOP VET ERR</strong></td>
<td>77</td>
<td>72</td>
<td>75</td>
<td>83</td>
</tr>
<tr>
<td><strong>4. DVOP VET AE</strong></td>
<td>$14,500</td>
<td>$15,367</td>
<td>$15,000</td>
<td>$15,463</td>
</tr>
<tr>
<td><strong>5. DVOP Disabled Vet EER</strong></td>
<td>48</td>
<td>58</td>
<td>52</td>
<td>54</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 32: 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>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>
<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 33: Previous Assessment Results for Unemployment Insurance First Payments within 14 Days

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>First Payments within 14 Days</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2013</td>
<td>90.5%</td>
<td>9th</td>
</tr>
<tr>
<td>FY 2014</td>
<td>87.2%</td>
<td>24th</td>
</tr>
<tr>
<td>FY 2015</td>
<td>96.5%</td>
<td>2nd</td>
</tr>
<tr>
<td>FY 2016</td>
<td>96.5%</td>
<td>1st</td>
</tr>
<tr>
<td>FY 2017</td>
<td>96.9%</td>
<td>2nd</td>
</tr>
</tbody>
</table>

Table 34: Previous Assessment Results for Unemployment Insurance Nonmonetary Determinations within 21 Days
<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Determinations within 21 days</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2013</td>
<td>69.8%</td>
<td>28th</td>
</tr>
<tr>
<td>FY 2014</td>
<td>68.5%</td>
<td>35th</td>
</tr>
<tr>
<td>FY 2015</td>
<td>75.4%</td>
<td>35th</td>
</tr>
<tr>
<td>FY 2016</td>
<td>79.4%</td>
<td>28th</td>
</tr>
<tr>
<td>FY 2017</td>
<td>96.9%</td>
<td>2nd</td>
</tr>
</tbody>
</table>

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.

All partners in the one-stop system will work with their federal oversight agencies to participate in evaluation projects as requested.

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—

I. 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.

II. 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)
- 1/3 of the funds allocated on excess unemployment (number of unemployed over 4.5%)
- 1/3 of the funds allocated on the number of economically disadvantaged adults

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

III. 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 USDA Farm Loan borrowers who are bankrupt or delinquent
- 1.000 Total

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

B. FOR TITLE II:

I. 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.
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 is Idaho Career & Technical Education. Title II funds were awarded on a competitive basis as multi-year grants to eligible providers, as described below. These competitions adhered to the provisions set forth in WIOA Title II, Section 203(5) - Eligible Providers, and Section 231 - Grants and Contract for Eligible Providers.

The application packet for Title II funds for Sections 231 (Adult Education and Literacy, English Language Acquisition Activities, and Integrated Education and Training), 225 (Corrections Education and the Education for Other Institutionalized Individual), and 243 (Integrated English Literacy and Civics Education) was released in the spring of 2017. The ICTE provided technical assistance after the release of the application packet through in-person meetings and online webinars (to ensure statewide accessibility). All applications were reviewed by a committee using a rubric and these scores were 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 were notified of the ICTE’s decision, and funds were awarded on July 1, 2017. Initial grants were awarded for a period of two years. Following this two-year period, grantees receiving funds under the initial competition are required to submit annual extension plans and negotiate budgets and performance targets each year, until such time as the ICTE 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 provides grants for activities defined in Section 231 (Adult Education and Literacy, English Language Acquisition Activities, and Integrated Education and Training), on a regional basis, with one eligible provider per each of the State’s six service regions. A single applicant may apply for grants in multiple regions, but must submit separate applications for each, and each regional application will be reviewed and considered separately. The amount of available funds for each region is determined in advance, and is based on census data regarding low-skilled populations in each region, historical service levels of each region, and historical funding levels for each region.

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

The Integrated English Language and Civics programs funded under section 243 are exempt from the regional service provision. Section 243 grants may be awarded to multiple providers serving larger or smaller geographical areas than any of the six regions. The amount of funding available for activities under Section 243 for each state is determined at the national level by the US Department of Education.

All applicants may submit for grants under any or all sections 231, 225, and 243.
All applicants (or members of an applying consortium) must meet the requirements of an “eligible provider” defined in section 203(5) of Title II and which includes: a local educational agency; a community-based organization or faith-based organization; a volunteer literacy organization; an institution of higher education; a public or private nonprofit agency; a library; a public housing authority; a nonprofit institution that is not listed in this paragraph but which has the ability to provide adult education and literacy activities to eligible individuals; or a consortium of or coalition of the eligible providers listed here.

The competitive application process requires all applicants to document their qualifications per each of the thirteen considerations set forth in Section 231(e). The information collected from each applicant contains the following:

- **Documentation of eligibility** per Section 203(5)
- **Type of Adult Education Program(s) and/or Activities to be funded**, limited to those activities allowed under Section 231 in Title II of WIOA and set forth in this plan (including Sections 225 and 243).
- **Alignment with Idaho’s Combined State Plan** including state strategies and goals, career pathways, and local one-stop alignment.
- **Administrative capacity**: organizational structure, funding streams, financial oversight, data collection and reporting, and assurances
- **Operational capacity**: 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**: proposed class schedules, description of curriculum and alignment with state-adopted standards, and professional development/training activities.
- **Demonstrated Effectiveness**: 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.

**II. 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 Idaho Career & Technical Education. ICTE oversees all outreach and notification processes, as well as submission and
review processes to ensure consistency and fairness. The announcement, due dates, application submission procedure, and review process is the same for all applicants and across all regions. The same application form and rubric is used for all applicants seeking to provide services under Section 231 and Section 225, as described in part (i) above.

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

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

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

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 35: 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>

*Note: Funding for this grant has been suspended. If funding resumes, Title IV programs will resume the distribution of SE grant funds under the proportions reported here.

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.

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

(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.”

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

(II) DATA INTEGRATION

Upon passage of the Workforce Innovation and Opportunity Act, the Idaho Department of Labor implemented a new MIS for its WIOA Title IB, Wagner-Peyser, Trade Adjustment Assistance, and discretionary grant programs. The new system, provided by America’s Job Link Alliance integrates labor exchange, case management, and reporting functions. The system also provides a common exit for individuals in the WIOA Title I-B and III programs.
The WIOA core programs intend to build upon the current integration process. The program partners 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 allows programs to begin updating data collection processes and their individual MIS systems to become WIOA-compliant 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, 2018, each program will be collecting data in different systems and we will continue to use an ad-hoc data sharing process for exporting, sharing, matching, and importing data during the third, and fourth program year. The core programs currently have a revised data sharing process and agreements in place which allow programs to report required elements under WIOA.

As part of updating data collection processes, the core program partners conducted 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. As a result, the core programs will continue to fine tune their individual data systems to align with WIOA and make sure they are fully operational.

The WIOA Advisory Group, applicable optional partners, and other affected stakeholders will continue to convene a working group for data integration. This group will consist of program staff, IT staff, and vendors for existing systems. Their plan going forward is to:

- Evaluate co-enrollment data to determine feasibility for pursuing data integration options, including a cost-benefit analysis. If viable and resources are available, the following steps will be conducted:
  - 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.

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

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

The Workforce Development Council, appointed by the Governor, will provide leadership for data integration efforts through its One Stop Committee. Agency leaders from WIOA core and optional partners participate in the One Stop Committee and have the ability to identify resources and expertise to support efforts brought forth by the WIOA Advisory Group. The One Stop Committee is eager to see the initial single annual report in late 2018, along with analysis of co-enrollments. From that data, the One Stop Committee will identify next steps.

IV. 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 submit a single annual report covering all programs, in addition to the reports submitted by individual programs to their respective federal agencies if required.

The core program partners plan to use a process developed for the statewide longitudinal data system to identify co-enrollments. This system is used to link workforce data from the Idaho Department of Labor and data from Idaho educational institutions, which include the entities overseeing WIOA Titles II and IV.

To fully incorporate the use of unemployment insurance data for performance reporting, the combined plan partners await finalization of the SWIS data sharing template which will allow partners additional options for the collection, exchange and reporting of required data. We anticipate that the process will involve individual programs sending their performance information to a single entity (likely the Idaho Department of Labor) 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. 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. These performance indicators track participants’ post-program employment in the second quarter and fourth quarter after exit, as well as credential attainment up to one year after program exit.

For example, The Idaho Department of Labor 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.

Currently, the existing data sharing agreements established continue to allow core programs to share and report progress measures for WIOA participants. Data sharing agreements negotiated under WIOA follow a similar structure as before. For example, the Adult Education program presents its Employment cohort lists under to the Department of Labor to determine employment status of students after exit. As noted earlier, this process will continue.

C. USE OF UNEMPLOYMENT INSURANCE (UI) WAGE RECORD DATA

Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce and labor market
information, consistent with Federal and State law. (This Operational Planning element applies to core programs.)

(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. All of the core partners have a current MOU with the Unemployment Insurance program via the Idaho Department of Labor to use wage records from the UI system for WIOA performance reporting and evaluations. These records are used to determine the employment status of program participants after exit from their respective WIOA programs. The results then guide program improvement and system alignment, as well as federal reporting purposes under Section 116.

The Department of Labor’s Communication and Research Division utilizes Idaho’s UI data to conduct a labor market information analysis, which supports the findings under Section (II)(a) of this Plan - Economic, Workforce, and Workforce Development Activities Analysis.

D. PRIVACY SAFEGUARDS

Describe the privacy safeguards incorporated in the State’s workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

(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.

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.

7. PRIORITY OF SERVICE FOR VETERANS
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.

(7) PRIORITY OF SERVICE FOR VETERANS

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 USC, 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 program’s Disabled Veteran’s Outreach Program specialist.

As outlined in Section (II)(a)(2) Activities Analysis the Jobs for Veterans 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 can be found in the appendix (Idaho Department of Labor - Priority of Service Policy, Appendix 2).

Wagner-Peyser and Veteran State Plans both outline veterans’ priority of service and are also highlighted in the WIOA Title I-B Eligibility Technical Assistance Guide (TAG) for career planners throughout the state. Updates to the Wagner-Peyser and Veteran State Plans are included in this Combined State Plan under “Program Specific Requirements.”

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. 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.
• WIOA Quarterly Continuous Improvement Reports assess the number of veterans served in the WIOA Title IB Programs.
• Recently separated veterans are the first priority in the referral of UI claimants for the RESEA program.

8. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WITH DISABILITIES

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) 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 four main topics:

• Internal policies and procedures that ensure compliance, accessibility, and effectiveness
• Training and professional development available to program staff and One-Stop Staff
• Accommodations available to individuals with disabilities to ensure accessibility
• One-Stop Certification Policy

POLICIES AND PROCEDURES
The Idaho Department of Labor maintains a Methods of Administration that provides a comprehensive set of actions to ensure that the American Job Centers in Idaho address the needs of customers with disabilities, to include the full array of available services. All of the state’s One-Stop centers comply with ADA Amendments Act (ADAAA) legislation to ensure access for persons with disabilities, providing for the most integrated setting possible. The state’s facilities procurement process incorporates ADAAA guidelines to ensure access to new or renovated One-Stop centers.

The state’s equal opportunity (EO) officer works with the Idaho Department of Labor EO officer, who acts as the liaison with other units of the department such as the Disability Determinations Service and the Human Rights Commission, as well as 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.

American Job Center program service delivery staff provide individuals with disabilities special consideration for labor exchange services. WIOA Title IB program policies consider a disability as a verifiable impediment to employment. The programs treat individuals with disabilities as a family of one in determining income for program eligibility, giving them an additional opportunity for participation in intensive and training services. Youth with disabilities are given the highest priority service within Idaho’s youth programs.

**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 American Job Center staff.

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 American Job Centers are equipped with accessible computers built primarily 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 accessible 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 Montana State University, 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 workforce programs electronic registration system) include taglines to ensure clear communications regardless of the process utilized by the customer. The EO officer coordinates with the Communications bureau of the department to ensure taglines and other appropriate information are included and effective on publications.

ONE-STOP CERTIFICATION POLICY

Part of the state board’s one-stop certification policy includes the annual physical and programmatic accessibility for individuals with disabilities. The certification criteria references the ADA Checklist for Existing Facilities as recommended by the Northwest ADA Center. The full checklist is located here: https://www.adachecklist.org/doc/fullchecklist/ada-checklist.pdf.

The state’s EO officer is charged with ensuring that all of the Idaho Department of Labor local offices and American Job Centers are compliant with WIOA 188 and applicable sections of the Americans with Disabilities Act. To minimize duplicate efforts by the state’s one-stop operator and Workforce Development Staff, the EO officer will coordinate the annual AJC assessments and ensure the information is satisfactory for one-stop certification.

9. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WHO ARE ENGLISH LANGUAGE LEARNERS.

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials.

(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 provides a variety of services to those with limited English proficiency (LEP). Staff at Idaho American Job Centers have two primary means of providing language assistance: oral interpretation, either in person or via a telephone interpretation service such as the 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.

The Idaho Department of Labor is the service provider and location manager of all comprehensive and affiliate American Job Center locations in Idaho. The Idaho Department of Labor maintains a comprehensive policy clarifying the Department’s responsibility for providing persons with limited English proficiency meaningful access to agency programs and services as required by Executive Order 13166, Title VI of the Civil Rights Act of 1964 and Section 188 of the Workforce Innovation and Opportunity Act. This policy not only includes instructions on reasonable steps to provide meaningful access, it describes potential discriminatory practices, staff training and processes for monitoring and complaints.

Alongside the agency’s policy for Serving Limited English Proficient Customers are training materials and resources available for AJC staff. The resources include instructions and tips for using the Language Link service for interpretation services and process for agency translation requests.
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.

Description of the State Plan Modification Process

The WIOA State Plan partners updated the WIOA 2016 - 2019 Combined State Plan during the Program Year 2018 modification process. The Workforce Development Council’s new executive director Wendi Secrist led the plan update process through public meetings held every Tuesday from 1:30 pm - 3:00 pm between February 6 and March 6. All of the meeting agendas were posted on the WIOA State Plan website on February 1, 2018. These agendas identified specific sections of the Combined State Plan to review. After review, the modified sections with tracked changes were posted on the State Plan website.

The public meetings were well attended by the State Plan partners. Other stakeholders such as service providers and employers attended in person or via conference call.

The following individuals contributed to the WIOA Combined State Plan and were responsible for its program-specific content.

- **Idaho Commission on Aging** - Birgit Luebeck, Nutrition and SCSEP Program Specialist. Birgit represented the Combined Partner program of Senior Community Service Employment Program.

- **Idaho Commission for the Blind and Visually Impaired** - Mike Walsh, Rehabilitation Services Chief. Mike represented Title IV programs administered by the Commission.

- **Idaho Department of Labor** - Cheryl Foster, Senior Planner and Rico Barrera, Senior Planner. Cheryl and Rico represented all core and partner programs administered by the Department, including Title I-B, Title III, Veterans Employment, and Trade Adjustment Assistance. Janell Hyer, Research Analyst Supervisor, provided all of the updated labor market information in the economic and workforce analysis section of the plan.

- **Idaho Career & Technical Education (ICTE formerly Professional-Technical Education)** - Cruz Gallegos, State Coordinator for Adult Basic Education and GED Administrator. Cruz 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 the Title IV general VR program administered by the Idaho Division of Vocational Rehabilitation.

In addition, the Idaho Department of Commerce, the State Board of Education and ICTE provided input to specific sections of the plan.

**Description of the Original State Plan Process**

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.
V. COMMON ASSURANCES (FOR ALL CORE PROGRAMS)

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 administrating 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.

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES UNDER TITLE I-B

The Unified or Combined State Plan must include the following with respect to activities carried out under subtitle B--

A. ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES 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. 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

Region Identification and Policy -
https://labor.idaho.gov/wia1/meetings/011316/Tran5.pdf

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

(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: ASET200 Constitution Ave NW, Washington, DC 20210,

A copy of the appeal must also be simultaneously provided to the State Council, submitted to:

Workforce Development CouncilC/O Executive Director317 West Main StreetBoise, 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, as both the State and Local board, continually updates statewide policy to for use by all WIOA service providers. All statewide policies for Governance, WIOA Title IB, and One-Stop System reside on the Council’s website: https://labor.idaho.gov/dnn/wioa/WorkforceProfessionals.aspx.

The general statewide service policies are provided below and linked here:

STATEWIDE SERVICE POLICIES FOR WIOA TITLE IB SERVICE PROVISION

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. Additionally, 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. Career planners 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 allowable and 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 career planner from the State-maintained WIOA Eligible Training Provider list. No monetary limitations on ITAs as staff 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, including 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**

(Revised into a stand-alone youth policy on 7/13/2017)

**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**

**A. Timeline**

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 career planner 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 full-time (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. This definition of full-time employment is also applicable to Trade Adjustment Assistance (TAA) and Re-Employment Trade Adjustment Assistance (RTAA) programs, which ensures consistency among state administered workforce programs.

**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 career planner 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; (if not granted waiver)
  - 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; and
• Operating a fiscal and management accountability information system.

**Dissemination of Information**

The State invests significant funds to meet this statutory requirement which includes: eligible providers, outreach, service delivery strategies, accessibility and workforce information. Unless granted a waiver, the state’s eligible training provider performance reporting system will continue to receive investments to support eligible training providers and comply with increased regulations.

**Assisting in the Operation of the One Stop System**

The State invests a significant amount of state funds to assist in the support and operation of the One Stop system. This also includes staff development and technical assistance. To ensure more local funds are dedicated to service delivery, state funds are used to supplement the local planning process and other administrative and program activities.

**High-Concentration of Youth**

The State reserved $60,000 to be used to serve high concentrations of youth needing assistance throughout the state. For PY17, the state directed efforts to target enrollment of Hispanic and migrant and seasonal farmworker youth across the state. Funds are distributed based on a council approved methodology to those areas demonstrating a need for additional monies.

**Fiscal and Program Management**

The State invests significant funds to pay for the costs of state administration and program functions such as monitoring, data validation and program assessments. This includes maintaining a fiscal reporting system as well as the annual subscription to America’s Job Link for supporting the shared statewide MIS system and assisting with federal reports.

**Rapid Response Activities**

The Idaho Department of Labor’s Administrative Services 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 Workforce Division, Benefits Bureau, Research and Analysis Bureau, and One-Stop (AJC) 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 Workforce 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 Administrative Services 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, up to 25 percent, 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 for an array of business services, including layoff aversion and other workforce development services to employers to assist and prevent potential layoffs or closures.

The Rapid Response Team also reviews and evaluates the potential for layoff prevention services. The goal of these efforts is to retain the business and to minimize downsizing. If appropriate, the team will present local economic development programs to identify layoff prevention options. These efforts include determining appropriateness of requesting assistance from 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.

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 service 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, Idaho’s 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 WORKER PROGRAM REQUIREMENTS

1. WORK-BASED TRAINING MODELS

If the State is utilizing work-based training models (e.g. On-the-job training, Incumbent Worker training, Transitional Jobs, and Customized Training) as part of its training strategy and these strategies are not already discussed in other sections of the plan, describe the State’s strategies for how these models ensure high quality training for both the participant and the employer.

On-the-job training (OJT) is training activity conducted by a private or public sector employer. This training occurs while the participant is engaged in productive work, learning the skills and information necessary for full and adequate performance on the job. OJTs are an attractive employer option for obtaining employees trained to their specifications, also helping the employees’ acquisition of transferable skills to help them obtain employment later, should their current situation change. This effort also helps employers become more aware of the multitude of valuable resources offered by the state’s One-Stop Centers. This activity allows businesses to rapidly adapt to changes in technology and the marketplace, making them capable of expanding and remaining competitive with affordable OJT options uniquely designed to achieve their specific developmental goals, especially for small businesses looking to expand. The activity targets all individuals (Dislocated Workers, Adults and Youth) who are eligible for services under WIOA 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, OJT's

- 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. REGISTERED APPRENTICESHIP

Describe how the State will incorporate Registered Apprenticeship into its strategy for service design and delivery (e.g., job center staff taking applications and conducting assessments).

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

Since the original submission of the WIOA Combined State Plan in 2015, Idaho has made significant progress in the effort now called Apprenticeship Idaho. The Office of Registered Apprenticeship is a major partner in this effort. In addition to the Idaho Department of Labor, another major contributor is the Idaho Career & Technical Education which administers the Carl D. Perkins programs. Representatives from the Division of Vocational Rehabilitation and 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.

The Apprenticeship Idaho effort has increased the use of registered apprenticeships by 47 percent in the state by leveraging resources, including US Department of Labor funded programs. They accomplished this by 1) establishing a coordinated team effort to be the points of contact for apprenticeship information and implementation; and 2) developing a concerted outreach effort to educate, convene and partner with business, education and other partners as needed to help fill workforce gaps.

Apprenticeship Idaho has made significant progress in the areas of Health Care, Advanced Manufacturing, Technology, Construction and many more industries. Some of the major initiatives are described below:

• Certified Medical Assistants, Critical Care Nurse, and Certified Nursing Assistant Occupations: Employers are reviewing more non-degree seeking positions due to the success they have seen in using this model. We are also connecting employers to the high schools and setting up School to Registered apprenticeship programs in the health care area.
• Advanced Manufacturing: Three companies, two school districts and one community college have setup a machine operator school to registered apprenticeship program to fill 13 positions this summer. Through the use of technology, cooperation in school schedules and willingness of employers we were able to make this opportunity available.
• Water Treatment: The state water treatment board and a national water treatment organization have partnered to develop a statewide water treatment/ waste water treatment program. Every municipality, companies and other entities has an aging work force with no plan to replace. This will help fill the current and future gap.

3. TRAINING PROVIDER ELIGIBILITY PROCEDURE
Provide the procedure, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122).

PROGRAM YEAR 2018 PLAN MODIFICATION -

Idaho is still under the transition policy below. As part of this State Plan modification, Idaho is requesting a waiver from annual Eligible Provider Performance reporting. It is anticipated the waiver will alleviate some of the hardship the State has faced in moving toward compliance. Idaho, like many states across the country, has faced an uphill battle in trying to implement the WIOA ETP requirements.

The Administrative Entity proposed updates to the WIOA Eligible Training Provider Policy and Procedures to the State Board, including adopting the ProviderLink module of America’s Job Link system as described in the original action plan to the WIOA Combined State Plan. The State Board referred the matter to a new Workforce Policy Committee which meets regularly to discuss policy and procedure options such as this one.

PROGRAM YEAR 2016 PLAN ORIGINAL SUBMISSION -

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 FUNDED BY THE ADULT FORMULA PROGRAM.

THE IDAHO POLICY FOR ADULT PROGRAM ELIGIBILITY AND PRIORITY IS LOCATED HERE: HTTPS://LABOR.IDAHO.GOV/WIOA1/POLICIES/ADULT-ELIGIBILITY-PRIORITY.PDF. THE EXCERPT FOR ADULT PRIORITY OF SERVICE FOR INDIVIDUALIZED CAREER AND TRAINING SERVICES FOLLOWS:

PRIORITY GROUPS

1. Veterans and eligible spouses receive priority service for all Department of Labor-funded training programs, including WIOA programs.

2. Individuals receiving public assistance, other low-income adults, and individuals who are basic skills deficient have statutory priority service for individualized career and training services under the Adult program.

ORDER FOR PRIORITY OF SERVICE FOR INDIVIDUALIZED CAREER SERVICES AND TRAINING SERVICES

1. Veterans and eligible spouses who are recipients of public assistance, low income or basic skills deficient.

2. Other individuals who are recipients of public assistance, low income or basic skills deficient.

3. Veterans and eligible spouses who are not recipients of public assistance, low income or basic skills deficient.

4. Other individuals who are not recipients of public assistance, low income or basic skills deficient, but have a potential barrier to employment as defined by WIOA:

   a. Displaced Homemakers
b. English Language Learners, Low Levels of Literacy, Cultural Barriers
c. Exhausting TANF within 2 years
d. Ex-offenders
e. Homeless individuals/runaway youth
f. Long-term unemployed
g. Migrant and Seasonal Farmworkers
h. Persons with Disabilities (including youth)
i. Single Parents (Including single pregnant women)
j. Youth in foster care or aged out of system
k. Individuals within an under-represented demographic, such as sex, race, or ethnicity;
5. Other individuals within these recognized groups:
a. Individuals within an under-represented demographic, such as sex, race, or ethnicity.
b. Individuals referred by other one-stop partner programs.
c. Individuals residing in rural counties.
6. Any other eligible individual determined to be appropriate for services or training to obtain or retain employment.

LOW INCOME ELIGIBILITY:
IDaho uses 70% lower level standard income level to determine eligibility for low income WIOA participants under WIOA §(3)(35)(II).

MONITORING ADULT PROGRAM PRIORITY
The Administrative Entity collects quarterly continuous improvement reports (CIR) on WIOA Title IB enrollments. The following table from the CIR Report serves as a proxy for Adult Program Priority.

ADULT PROGRAM

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<td>1.b. Low Levels of Literacy (Basic skills deficient)</td>
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<td>2. TOTAL PARTICIPANTS IN TRAINING</td>
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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

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’s executive director 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 Available for Transfer Requests

The following funds are not available for transfer requests:

(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 OR CONTRACTS FOR YOUTH WORKFORCE INVESTMENT ACTIVITIES AND DESCRIBE HOW THE LOCAL BOARDS WILL TAKE INTO CONSIDERATION THE ABILITY OF THE PROVIDERS TO MEET PERFORMANCE ACCOUNTABILITY MEASURES BASED ON PRIMARY INDICATORS OF PERFORMANCE FOR THE YOUTH PROGRAM AS DESCRIBED IN SECTION 116(B)(2)(A)(II) OF WIOA IN AWARDING SUCH GRANTS OR CONTRACTS.*

* 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.

During PY16, annual contracts were established with Idaho Department of Labor WIOA Youth Program providers with the expectation of performance requirements. In addition to the WIOA Sec. 116 measures, they were to be evaluated on their service to individuals with barriers to employment and according to incidence of population (demographics), and reviewed by the Youth Committee to ensure that the Idaho Department of Labor continues to meet performance accountability measures.

In selecting the Idaho Department of Labor as its WIOA Youth provider, the state initiated a competitive procurement process for qualified service providers for selected youth elements. However, its assessment of the process noted the following:

a) Lack of Competition

The state Division of Purchasing instituted its standard procurement process with the Youth Services RFP, which included website postings and issuance of a news release to over 200 media contacts around the state. In response to the funding opportunities announced for each of the six geographic areas of the state, four areas had only one applicant and two areas had two applicants. For all six areas, the Idaho Department of Labor was selected as the youth program element service provider.

b) Duplicate Administrative Functions

The competitive process requires a formal set-aside of a portion of local WIOA Youth funds for the specific Youth program element services identified in the RFP. After a service provider is selected for each of the six geographic areas, funds are awarded through a grant agreement and tracked separately from other local WIOA Youth funds. The Administrative Services Division of the Idaho Department of Labor...
assumes the task for grant agreement development and monitoring, as well as fiscal
tracking and budgeting of the six additional grant agreements’ resources.

Taking this assessment into account, the state’s Youth Committee recommended to
the Workforce Development Council that the Youth RFP contract be terminated and
the state’s grant recipient, the Idaho Department of Labor, be designated as the
state’s comprehensive WIOA Youth program service provider as allowed under the
provisions of the Workforce Innovation and Opportunity Act’s Final Rule at 681.400.
This section clarifies that the competitive procurement provision discussed in the Act
(Sec. 123) is only applicable if the local board (please note, Idaho’s Workforce
Development Council functions as both a state and local board) chooses to award
grants or contracts to youth program element service providers other than the grant
recipient. The intent of this flexibility is to allow local boards to determine how WIOA
youth program elements can be most efficiently and cost-effectively provided.

With this change to the WIOA Final Rule, the Council determined that the designation
of the grant recipient as the Youth program element service provider was the most
appropriate course of action for the state, beginning July 1, 2017, rather than
continue with the Youth RFP contracts issued earlier.

OUTCOMES

Compliance with federal performance guidelines, which provide specific levels of
performance for WIOA program outcomes, is critical. Performance indicators may be
added or revised to meet federal and state requirements.

a. Percentage of participants who are in education or training activities, or in
unsubsidized employment, during the second quarter after exit from the project.

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.

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, ANY
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 has transitioned the state’s Title I Youth
program by directing 100% of program funds towards out-of-school youth. Program
staff across the state now exclusively target their 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.

Additionally, the Workforce Development Council implemented an incentives policy to encourage youth achievement. The policy is below.

WIOA Youth Program Incentives

Purpose: Revise Youth Program Incentives to comply with WIOA.

WIOA allows for incentive payments to be made to youth participants, provided the incentives are:

(a) Tied to the goals of the specific program;
(b) Outlined in writing before the commencement of the program that may provide incentive payments;
(c) Aligned with the local program’s organizational policies; and
(d) Issued in accordance with the requirements contained in 2 CFR part 200.

WIOA-funded youth incentives must be connected to recognition of achievement of milestones in the program tied to work experience, education or training provided it is made a part of the participant’s individualized assessment and service strategy. The Workforce Development Council and its statewide Youth Committee have reviewed these requirements and established the following incentive policy and accompanying incentive options for implementation beginning PY17. It should be noted that WIOA funds may not be used for incentives for recruitment and eligibility documentation.

This policy and incentive options align with the Workforce Development Council’s directive to focus 100 percent of WIOA Youth funding on Out-of-School Youth, as well as WIOA’s Youth program outcomes - remediation of basic skills, attainment of HS/GED, gaining industry-recognized skills and credentials that will lead to in-demand, self-sustaining employment.

Limitations on Incentives:

WIOA regulations allow provision of incentives to youth during enrollment in the WIOA Youth program or during the youth's 12-month follow-up time period after completion of the program. Achievements completed prior to WIOA enrollment do not qualify for incentives. WIOA youth program incentives are not intended for use as emergency assistance, but rather as a tool to encourage ongoing participation and attainment of specific program goals. WIOA Youth in need of emergency assistance must be connected to an appropriate service provider.

**POLICY:**

1) Requirements for Youth:
a) Active in WIOA Youth program or follow up activity; b) In collaboration with a career planner, has developed an Individual Service Strategy (ISS) delineating training and employment goals.

2) Incentive Documentation:

a) Description of achievement to qualify for specified incentive award is documented in case file and IdahoWorks management information system as part of the Individual’s Service Strategy (ISS);

b) Supporting documentation of attainment prior to issuance of incentive award (copy of credential/test scores/grades, employer evaluations, attendance record, etc.) retained in case file.

3) Incentive Options:

a) Credential Attainment - Attainment of a recognized postsecondary credential or secondary school diploma during WIOA Youth program participation or during the 12-month follow-up period;

b) Measurable Skill Gain - Attainment of a WIOA Youth skill gain as defined by USDOL for program reporting:

i) Achievement of at least one educational functioning level, if receiving instruction below postsecondary education level;

ii) Attainment of secondary school diploma or equivalent;

iii) Secondary or postsecondary transcript for sufficient number of credit hours

(1) Secondary: transcript or report card for 1 semester, or

(2) Postsecondary: at least 12 hours per semester or, for part-time students, a total of at least 12 hours over 2 completed consecutive semesters

iv) Satisfactory progress report toward established skill-based milestone from an employer or training provider;

v) Passage of an exam required for an occupation or progress attaining technical/occupational skills as evidenced by trade-related benchmarks.

c) Employment and Retention - Attainment of fulltime employment in the youth’s selected occupation/industry as reflected in the ISS; 9-month retention with the same occupation/employer.

4) WIOA Youth program participants may only participate in one incentive option during a program year.

5) Incentives during follow-up may only assist with completion towards predetermined program goals.

Idaho WIOA Youth Incentive Options
A. A progressive, job retention incentive for youth who have successfully completed all their WIOA Youth program services and attained full-time, unsubsidized employment in the individual's selected career/industry as planned in the WIOA ISS. Verification of employment and retention by the career planner are required for reimbursement.

a. $100 for obtaining employment.

b. $200 for retaining the same position/employer for 9 months.

B. A $150 skill attainment incentive that allows a youth in a work-based activity (OJT, Internship or Work Experience) who can demonstrably show a measurable skill gain verified by the employer/worksite, based upon a positive employer evaluation which enumerates the skill obtained. The evaluations are incorporated as part of the overall process to show the participant's progress, either at the mid-point of the work-based activity or at the end of the activity, based upon the participant's goal as established in each activity's Memorandum of Agreement with the worksite/employer.

C. $100 incentive for each GED section (a total of four) passed during participation in the WIOA Youth Program or during the 12-month follow-up period. Career planners will be allowed the flexibility to provide the GED incentive individually as each test is passed, or cumulatively once the GED is obtained.

D. $250 incentive for each area - literacy and numeracy - in which a basic skills deficient participant demonstrates an increase of one or more educational functioning levels based on pre- and post-test scores, utilizing any of the assessments recognized by the National Reporting System for Adult Education programs, including the TABE (Test of Adult Basic Education), Wonderlic, Casas, etc. The same assessment instrument must be used for pre- and post-tests.

E. $400 incentive for successful passage of an exam required for employment in a particular occupation, or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks, such as knowledge-based exams which lead to a credential. These may include items such as a welding test or passage of the NNAAP (National Nurse Aide Assessment Program). Exams for general skills, such as a typing test, do not qualify for the incentive.

F. $400 incentive for obtaining a recognized postsecondary credential, OR a secondary school diploma or its recognized equivalent. The post-secondary credential must reflect attainment of measurable technical or industry/occupational skills necessary to obtain employment or advance within an industry/occupation based on standards developed or endorsed by employers or industry associations. Certificates must recognize skills specific to the industry/occupation rather than general skills related to safety, hygiene, etc., which excludes credentials such as CPR, OSHA Health and Safety, flagging certification and other similar certifications. Listed below are examples of credentials eligible for this incentive:

a. Secondary School diploma or recognized equivalent

b. Associate’s degree
c. Bachelor’s degree

d. Occupational licensure

e. Occupational certificate, including Registered Apprenticeship and Career and Technical Education educational certificates

f. Occupational certification

g. Other recognized certificates of industry/occupational skills completion sufficient to qualify for entry-level or advancement in employment.

Below is a list of the types of organizations and institutions that award recognized postsecondary credentials. Please note that not all credentials awarded by these entities meet the definition of recognized postsecondary credential.

- A STATE EDUCATIONAL AGENCY OR A STATE AGENCY RESPONSIBLE FOR ADMINISTERING VOCATIONAL AND TECHNICAL EDUCATION WITHIN A STATE;
- AN INSTITUTION OF HIGHER EDUCATION, WHICH INCLUDES COMMUNITY COLLEGES, PROPRIETARY SCHOOLS, AND ALL OTHER INSTITUTIONS OF HIGHER EDUCATION THAT ARE ELIGIBLE TO PARTICIPATE IN FEDERAL STUDENT FINANCIAL AID PROGRAMS;
  - AN INSTITUTION OF HIGHER EDUCATION THAT IS FORMALLY CONTROLLED, OR HAS BEEN FORMALLY SANCTIONED OR CHARTERED, BY THE GOVERNING BODY OF AN INDIAN TRIBE OR TRIBES.
- A PROFESSIONAL, INDUSTRY, OR EMPLOYER ORGANIZATION OR PRODUCT MANUFACTURER OR DEVELOPER (E.G., RECOGNIZED MICROSOFT INFORMATION TECHNOLOGY CERTIFICATES, SUCH AS MICROSOFT CERTIFIED IT PROFESSIONAL (MCITP), CERTIFIED NOVELL ENGINEER, ETC.) USING A VALID AND RELIABLE ASSESSMENT OF AN INDIVIDUAL’S KNOWLEDGE, SKILLS AND ABILITIES;
  - USDOL FEDERAL OFFICE OF APPRENTICESHIP;
- A PUBLIC REGULATORY AGENCY, WHICH AWARDS A CREDENTIAL UPON AN INDIVIDUAL’S FULFILLMENT OF EDUCATIONAL, WORK EXPERIENCE OR SKILL REQUIREMENTS THAT ARE LEGALLY NECESSARY FOR AN INDIVIDUAL TO USE AN OCCUPATIONAL OR PROFESSIONAL TITLE OR TO PRACTICE AN OCCUPATION OR PROFESSION (E.G., FEDERAL AVIATION ADMINISTRATION AVIATION MECHANIC’S LICENSE, OR A STATE-LICENSED ASBESTOS INSPECTOR);
  - A PROGRAM THAT HAS BEEN APPROVED BY THE DEPARTMENT OF VETERANS AFFAIRS TO OFFER EDUCATION BENEFITS TO VETERANS AND OTHER ELIGIBLE PERSONS.
- JOB CORPS, WHICH ISSUES CERTIFICATES FOR COMPLETING CAREER TRAINING PROGRAMS THAT ARE BASED ON INDUSTRY SKILLS STANDARDS AND CERTIFICATION REQUIREMENTS.

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, INCLUDING QUALITY PRE-APPRENTICESHIP PROGRAMS UNDER THE WORK EXPERIENCE PROGRAM ELEMENT.*

* Sec. 102(b)(2)(D)(i)(I)

In PY17, the Idaho Department of Labor was designated as the state’s comprehensive WIOA Youth program service provider as allowed under the provisions of the Workforce Innovation and Opportunity Act’s Final Rule at 681.400. This section clarified that the competitive procurement provision discussed in the Act (Sec. 123) is only applicable if the local board (please note, Idaho’s Workforce Development Council functions as both a state and local board) chooses to award grants or contracts to youth program element service providers other than the grant recipient.

As the grant recipient, the Idaho Department of Labor is not only eligible to provide service elements under this provision, but also eligible to provide the design framework component of the youth program. 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.

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.

As the comprehensive youth program provider, the Idaho Department of Labor Workforce Division staff provide both the design framework and element services. Its career planners provide access and/or referral to any of the elements most appropriate for the eligible youth. The Idaho Department of Labor service providers require a program design which includes the 14 required youth elements with an emphasis on the following:

- activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized postsecondary credential;
- preparation for postsecondary educational and training opportunities;
- strong linkages between academic instruction and occupational education that lead to the attainment of recognized postsecondary credentials; and
- preparation for unsubsidized employment opportunities; 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 Idaho Department of Labor service providers have established expectations for objective assessments, individual service strategy and other career planning and follow-up services for youth.

To ensure that youth receive the elements found to be commonly available in local service areas, the providers have developed linkages with the public, private and non-profit service
These linkages include arrangements which ensures a regular exchange of information relating to the progress, problems and needs of participants.

Performance of these service providers 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.

4. PROVIDE THE LANGUAGE CONTAINED IN THE STATE POLICY FOR “REQUIRING ADDITIONAL ASSISTANCE TO ENTER OR COMPLETE AN EDUCATIONAL PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT” CRITERION FOR OUT-OF-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(B)(III)(VIII) AND FOR “REQUIRING ADDITIONAL ASSISTANCE TO COMPLETE AN EDUCATION PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT” CRITERION FOR IN-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(C)(IV)(VII). IF THE STATE DOES NOT HAVE A POLICY, DESCRIBE HOW THE STATE WILL ENSURE THAT LOCAL AREAS WILL HAVE A POLICY FOR THESE CRITERIA.

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).

On April 20, 2016, the state Workforce Development Council approved the following criteria for out-of-school youth requiring additional assistance, which was initially recommended by the state’s Youth Subcommittee.

The WIOA Definition for Youth Needing Additional Assistance (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 33-206. Habitual truant defined.**

**Idaho Code 33-207. Proceedings Against Parents or Guardians.**

**Idaho Code 20-510. Information -- Investigation -- Petition.**

6. IF USING THE BASIC SKILLS DEFICIENT DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INCLUDE THE STATE DEFINITION WHICH MUST FURTHER DEFINE HOW TO DETERMINE IF AN INDIVIDUAL IS UNABLE TO COMPUTE OR SOLVE PROBLEMS, OR READ, WRITE, OR SPEAK ENGLISH, AT A LEVEL NECESSARY TO FUNCTION ON THE JOB, IN THE INDIVIDUAL’S FAMILY, OR IN SOCIETY. IF NOT USING THE PORTION OF THE DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INDICATE THAT IS THE CASE.

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 include—

1. ANY COMMENTS FROM THE PUBLIC COMMENT PERIOD THAT REPRESENT DISAGREEMENT WITH THE PLAN. (WIOA SECTION 108(D)(3).)

2. THE ENTITY RESPONSIBLE FOR THE DISBURSAL OF GRANT FUNDS, AS DETERMINED BY THE GOVERNOR, IF DIFFERENT FROM THAT FOR THE STATE. (WIOA SECTION 108(B)(15).)
3. A DESCRIPTION OF THE TYPE AND AVAILABILITY OF WIOA TITLE I YOUTH ACTIVITIES AND SUCCESSFUL MODELS, INCLUDING FOR YOUTH WITH DISABILITIES. (WIOA SECTION 108(B)(9).)

1. 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.

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 - are also provided through the Idaho Department of Labor, since it was selected as the state’s comprehensive youth provider, as noted in the response to item 5. 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.


The State developed guidelines for developing infrastructure and resource sharing agreements. The entire policy is located here: https://labor.idaho.gov/wioa1/policies/Infrastructure-Funding-Agreement-Guidance.pdf. An excerpt relating to the roles of the one-stop partners is below.
The guidance provided here is supplemental to the Idaho American Job Center Network MOU and the Service Delivery Area MOU templates approved by the One-Stop Committee. The Infrastructure Funding Agreement resulting from this guidance will be an addendum to the Service Delivery Area MOUs for SDAs 2 and 6. This guidance may be used by any of the other Service Delivery Areas at a later time.

I. State Administered One-Stop Program Guidelines

The following are instructions from the State-administered one-stop partners for assigning the roles for identifying infrastructure costs and contributions to the one-stop infrastructure funding agreement in the local areas.

**Idaho Career-Technical Education**

Perkins Postsecondary Programs - ICTE delegates authority for local negotiations to the technical college representatives.

Adult Education and Family Literacy Act - Adult Education Programs - ICTE delegates authority to technical college leadership staff person (dean or VP) with authority over Adult Education program. This person will work with the head of Adult Education program as part of the negotiation process.

**Idaho Commission on Aging**

Senior Community Service Employment Program - The State-administered SCSEP program delegates authority to their service provider Experience Works, which is also a direct federal SCSEP grantee. Andrea Bridgewater will negotiate on behalf of both grants.

**Idaho Division of Vocational Rehabilitation**

WIOA Title IV Vocational Rehabilitation - The Division retains state authority for all infrastructure funding negotiations.

**Idaho Department of Health and Welfare**

Temporary Assistance for Needy Families - The Department retains state authority for all infrastructure negotiations for TANF and any other IDHW-administered program (e.g., Supplemental Nutrition Assistance Program).

Work-related Employment and Training Programs - The Department delegates all negotiation authority to their service provider Maximus, as consistent with the IDHW contract.

**Idaho Department of Labor** - The Department delegates all negotiation authority for the following programs to its area managers.

WIOA Title IB Employment and Training Programs
WIOA Title III - Wagner Peyser Employment Services
TAA - Trade Adjustment Assistance
Jobs for Veterans Grants

**Idaho Commission for the Blind and Visually Impaired**
WIOA Title IV VR- The Commission retains all authority for infrastructure funding negotiations.

Community Council of Idaho National Farmworkers Jobs Program - CCI retains authority for infrastructure funding negotiations across the state.

II. Cost Allocation Approach Guidelines

There are two statutory methods of infrastructure cost funding: the Local and State Funding Mechanisms. Local areas must first attempt the Local Funding Mechanism process before appealing to the State Funding Mechanism.

This section describes the Local Funding Mechanism process, including instructions for developing the one-stop operating budget and a recommended cost allocation methodology.

Local Funding Mechanism Process

Following WIOA guidance in TEGL 17-16, RSA-TAC-17-03, and OCTE Program Memo 17-03 that spells out the steps for determining shared funding for infrastructure, the one-stop partners are to begin negotiating infrastructure costs under the "Local Funding Mechanism" as follows:

1. Determine local one-stop operating budget by including the following:
   a. Infrastructure
   b. Additional costs (career and shared services)
2. Develop a fair cost allocation methodology based on the relative use and benefit of each one-stop partner;
3. Determine the partners’ proportionate share of the infrastructure costs and required services costs. The proportionate share is the starting point for the negotiations.
4. Negotiate partners' contributions
   a. Partners can contribute any amount they wish to negotiate as allowed by the program
   b. Partners may contribute (as allowed by program grant)

   i. Cash
   ii. Non-Cash
   iii. Third party in-kind

Developing the One-Stop Operating Budget

Infrastructure costs are defined in WIOA Joint Rules (20 CFR 678.700, 34 CFR 361.700, and 34 CFR 463.700) as the non-personnel costs necessary for the general operation of the one-stop center. These are building-related costs only. Local areas are instructed to only identify infrastructure costs for the comprehensive one-stop center in the local area.

Infrastructure categories

- Rent
- Property Insurance
- Utilities
• Access Technology (phone, internet)
• Equipment
• Supplies
• Maintenance
• Janitorial contracts
• Security contracts
• Common Identifier (Updating building with American Job Center signage)

Additional Costs (System Delivery Costs) System delivery costs are the additional costs required to operate the one-stop delivery system. These additional costs must include career services and may include other common non-infrastructure costs and shared services costs. These costs should include services provided by all partners within the service delivery area, as well as the costs for the services provided in the comprehensive one-stop center.

Career services are defined in WIOA Joint Rule (20 CFR 678.430, 34 CFR 361.430, and 34 CFR 463.430). Some partner programs provide more career services and expend greater costs for those services than others. For the purpose of developing the operating budget, the costs of career services are attributed to each program providing the career services. Each partner should provide the costs of the staff and other program expenses directly associated with providing career services.

Common non-infrastructure costs may be determined by the local partners. These may include costs for common printed materials in the one-stop center or for one-stop operator services such as coordinating business services and other regional coordination.

Shared services are defined in WIOA Sec. 121(i)(2) as those commonly provided through the one-stop partner programs to any individual, such as initial intake, assessment of needs, appraisal of basic skills, identification of appropriate services to meet such needs, referrals to other one-stop partners, and other similar services. For the purpose of developing the operating budget, partners may determine which of their career services may be considered shared services.

Recommended Cost Allocation Methodology The recommended allocation base uses the square footage of the comprehensive one-stop center.

The methodology described below is recommended, but not definitive. However using the square footage of the public, shared space as an allocation base is a fair way to allow cost contributions from the non-co-located partners who are also required to contribute to infrastructure costs.

- Co-located partners are assigned the proportionate share based on the direct space used by the program, such as program staff cubicles. Direct space shared by two or more co-located partners may be allocated using full-time equivalent positions.
- All partners are assigned proportionate shares based on the public, shared customer space, which includes lobby area, resource room and public restrooms. This space may also include interview rooms or conference rooms available to any one-stop partners. Proportionate shares of the public, shared customer space may be allocated by using number of program participants in the region or the partners may simply decide to split the amount evenly among the partners.
The results from any cost allocation are not definitive; they are viewed as a starting point for what the partner programs can contribute.

**Recommendations for One-Stop Partner Program Contributions**

All required one-stop partners have a mandate to contribute to infrastructure costs and system delivery costs. Other one-stop partners in the service delivery system are encouraged to contribute to the costs.

All programs may contribute cash toward these costs. Most programs will be able to contribute noncash or third-party in-kind. Each program’s contributions must be consistent with the program’s authorizing statute and regulations, as well as 2 CFR 200. Additional information on program contributions is found in each agency’s subregulatory guidance (TEGL 17-16, RSA-TAC 17-03, and OCTAE Program Memo 17-3).

All one-stop partners will contribute at least one day of annual cross-training toward the additional system delivery costs.

5. THE COMPETITIVE PROCESS USED TO AWARD THE SUBGRANTS AND CONTRACTS FOR TITLE I ACTIVITIES.

In Idaho, the Workforce Development Council also operates as the local workforce board as allowed by waiver in the approved 2016-2019 WIOA State Plan and authorized in WIOA Sec. 107(c)(4). Thusly, the Workforce Development Council is responsible for the selection of Title IB providers, including the competitive procurement of the One-Stop Operator.

As a state entity, the Workforce Development Council must follow state procurement policy as authorized by the Uniform Guidelines under 2 CFR 200.320. The State Procurement Act in Idaho Code Title 67, Chapter 92 charges the Administrator of the Division of Purchasing with acquiring all property for state agencies and overseeing all solicitations. Solicitations are required to be competitive, except as otherwise provided by statute or rule.

The One-Stop Committee of the Workforce Development Council is has been assigned the responsibility to oversee the selection of Title IB service providers. The Committee’s charter specifies “Requests for proposals (RFPs) and other contracting opportunities overseen by this committee will be conducted by the Idaho Department of Administration.”

6. HOW TRAINING SERVICES OUTLINED IN SECTION 134 WILL BE PROVIDED THROUGH INDIVIDUAL TRAINING ACCOUNTS AND/OR THROUGH CONTRACTS, AND HOW SUCH TRAINING APPROACHES WILL BE COORDINATED. DESCRIBE HOW THE STATE WILL MEET INFORMED CUSTOMER CHOICE REQUIREMENTS REGARDLESS OF TRAINING APPROACH.

Idaho Title IB program offers training opportunities to eligible participants in the Adult, Dislocated Worker, and Out-of-School Youth programs, using both Individual Training Accounts (ITAs) and contracts with employers to provide on-the-job training. The State provides detailed technical assistance guides to local service providers referring participants to training.

Because of its small population and rural nature, the Governor does not maintain a list of on-the-job training providers. Rather, on-the-job training is generally approached as job development negotiated...
Idaho maintains an extensive Eligible Training Provider List (https://labor.idaho.gov/WIOA/idaaho-etp.xlsx) to ensure consumer choice for occupational skills training is provided for all areas of the state. The state’s technical colleges, proprietary schools, and newly created Registered Apprenticeships regularly submit new programs to add to the list. WIOA Title IB career planners are extremely familiar with the track record and value of their local training providers as evidenced by very high WIA performance results. Career planners help participants navigate the available training options by reviewing the local or market demand for the occupational skills, costs of training, and past participant success. A copy of Idaho’s Occupational Skills Training technical assistance guide is located here: https://labor.idaho.gov/wioa1/tags/occupational-skills-tag.pdf.

7. HOW THE STATE BOARD, IN FULFILLING LOCAL BOARD FUNCTIONS, WILL COORDINATE TITLE I ACTIVITIES WITH THOSE ACTIVITIES UNDER TITLE II. DESCRIBE HOW THE STATE BOARD WILL CARRY OUT THE REVIEW OF LOCAL APPLICATIONS SUBMITTED UNDER TITLE II CONSISTENT WITH WIOA SECS. 107(D)(11)(A) AND (B)(I) AND WIOA SEC. 232.

The State Board, through its One-Stop Committee, ensures that activities and services are coordinated with Title I and Title II, as well as the other one-stop partners.

The State Board carried out the review of local applications submitted under Title II in Spring 2017. After learning of their responsibilities (submitted here https://labor.idaho.gov/wioa1/meetings/102616/tran9.pdf ), the Board chair appointed an ad hoc committee to conduct the review. The Board received a presentation about the description of the process, including the timeline. A copy of that presentation is located here:- https://labor.idaho.gov/wioa1/meetings/011117/adult-education-wdc.pdf.

8. COPIES OF EXECUTED COOPERATIVE AGREEMENTS WHICH DEFINE HOW ALL LOCAL SERVICE PROVIDERS WILL CARRY OUT THE REQUIREMENTS FOR INTEGRATION OF AND ACCESS TO THE ENTIRE SET OF SERVICES AVAILABLE IN THE ONE-STOP DELIVERY SYSTEM, INCLUDING COOPERATIVE AGREEMENTS WITH ENTITIES ADMINISTERING REHABILITATION ACT PROGRAMS AND SERVICES.

All of the State-level One-Stop Partners, including the entities administering Rehabilitation Act programs and services, developed a statewide Memorandum of Understanding for the Idaho American Job Center Network. This document sets the standard for how service delivery is provided and integrated throughout the entire state. The executed MOU is located here: https://labor.idaho.gov/wioa1/policies/Executed-Idaho-AJC-Network-MOU.pdf.

To allow for local differences, the One-Stop Committee developed a template to assist local providers in documenting specifics on how the standards are met within a service delivery area, including information about the American Job Centers and other locations where the
public can receive one-stop services.
https://labor.idaho.gov/wioa1/onestop/091217/Trans1.pdf

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:
   Q. SUPPORTING EMPLOYER ENGAGEMENT;
   R. CONNECTING EDUCATION AND TRAINING STRATEGIES;
   S. SUPPORTING WORK-BASED LEARNING;
   T. IMPROVING JOB AND CAREER RESULTS, AND
   U. 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 PROCESSES USED TO:
   V. MONITOR THE PROGRESS IN IMPLEMENTING THE WAIVER;
   W. PROVIDE NOTICE TO ANY LOCAL BOARD AFFECTED BY THE WAIVER;
   X. PROVIDE ANY LOCAL BOARD AFFECTED BY THE WAIVER AN OPPORTUNITY TO COMMENT ON THE REQUEST;
   Y. ENSURE MEANINGFUL PUBLIC COMMENT, INCLUDING COMMENT BY BUSINESS AND ORGANIZED LABOR, ON THE WAIVER.
   Z. COLLECT AND REPORT INFORMATION ABOUT WAIVER OUTCOMES 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;
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 20 CFR 679.310(f) which states that a state board must carry out the roles of a local board when the State Plan indicates that the State will be treated as a local area under WIOA. The Workforce Innovation and Opportunity Act Sections 106(d)(2) and 107(c)(4) also direct a state board for a single state local area to carry out the functions of the local board. The Workforce Development Council has acted as both the state and local board under WIA since 2005 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 state.

(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. When initially implemented, this saved the WIA program in the state approximately $1.5 million dollars by removing the administrative overhead of maintaining six regions throughout the state. Since then, these former administrative funds have been utilized as program funds allowing for more participants to be served.

As evidenced since its initial implementation, the single statewide planning structure has continued to reduce annual overhead, and maximizes the available funding directed to training and services to business and job seekers.

This statewide structure enhances efforts to transform the system into a demand driven system. The 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.

(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.

The Workforce Development Council structure has been in place since the Jobs Training Partnership Act. Its current membership aligns with the prescribed composition under WIOA, including a majority business representatives, along with partners from government, labor, community-based and educational entities. State education policy is thoroughly aligned with the state’s workforce development goals.

(5) 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; 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.

As evidenced since its initial implementation, the single statewide planning structure has reduced annual overhead, maximizing the available money directed to training, including work-based learning, and services to business and job seekers. The State has emphasized spending goal program funds towards direct training and support of businesses and participants, positively impacting the achievement of performance goals. This 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.

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 reviewed by the state’s Workforce Development Council, which included comments from the existing Local Workforce Investment Boards and their staff.

Any comments received will be forwarded to the USDOL and included as a modification to the state’s Combined Plan. The impact of this waiver on the state’s performance will be addressed 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). This request is specific to the requirements outlined in WIOA 116(e)(2)and(3).

The Combined WIOA State Plan indicates that it will use the statutory performance measures to evaluate the effectiveness of the programs. These measures, as well as regular continuous improvement processes, should provide sufficient information to determine the effectiveness of the workforce delivery system.

The State will fully cooperate with evaluations and research projects initiated by the Departments of Labor and Education. However, the State lacks the capacity to procure or develop for itself the rigorous statistical and analytical evaluations expected in the statute. Small, dispersed populations such as Idaho’s are especially expensive to study. Disproportionately large sample sizes are required to achieve statistically significant results. The State’s resources would be better directed toward service delivery and continuous improvement, while conceding evaluation expertise to federal coordination.

(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;

Although congressional action increased the percentage of Governor’s Reserve funding for states to 15 percent in PY16, Idaho’s base funding has decreased $842 thousand from PY 2016 to PY 2017. The total amount available for the Governor’s Reserve in PY 2017 is $1,083,263, down from $1,209,695 in PY 2016. 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; (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.

Traditionally, the state has used state funds to ensure that it conducts activities that are required within section 134 of WIOA. Governor’s Reserve funds have also been used to support local programs and initiatives that increase the availability and quality of services provided to WIOA participants. With the reduction of the state’s overall WIOA Title 1B allocation and the subsequent reduction in the Governor’s Reserve funds, the state has prioritized usage of these funds to: 1) ensure that the state remains compliant with required WIOA administrative functions; 2) maintain activities necessary for federal reporting through the management information systems for the programs in Idaho’s workforce development system; and 3) promote and expand the services available through the 25 American Job Centers to business and individuals throughout the state.

(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.

It is not anticipated that this waiver will impact any services provided to WIOA participants. Further, the state is committed to conducting these activities should the estimates contained within this document not bear out, or in the case that coming congressional budget action increases funding to the state.

(6) DESCRIBES THE PROCESSES USED TO:

(A) Monitor the progress in implementing the waiver; B) Provide notice to any local board affected by the waiver; (C) Provide any local board affected by the waiver an opportunity to comment on the request; (D) Ensure meaningful public comment, including comment by business and organized labor, on the waiver. (E) Collect and report information about waiver outcomes in the State's WIOA Annual Report.

Idaho had previously requested and were granted waivers for evaluations under the Workforce Investment Act.

The Idaho Department of Labor has and will continue to monitor the implementation and impact of the waiver and progress toward expected outcomes. State oversight and evaluation will make effective use of these means to identify obstacles and address them.

Any comments received will be forwarded to the USDOL and included as a modification to the state’s Combined Plan. The impact of this waiver on the state’s performance will be addressed 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 -

ELIGIBLE TRAINING PROVIDER DATA COLLECTION AND REPORTING REQUIREMENTS

(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 seeking a waiver from the requirements outlined in the WIOA at Sections 116 and 122, and at 20 CFR 677.230 and 20 CFR 680.400 thru 680.530, which require the collection and reporting of performance related data on all students participating in training programs listed on the state’s eligible training provider (ETP) list.

With the passage of WIOA, the State of Idaho has been painstakingly working to implement the Act’s ETP provisions. Training providers interested in participating may apply for
inclusion to the ETP list through IdahoWorks, the state’s comprehensive WIOA and labor exchange system which contains an ETP component.

Where possible, the state has leveraged existing data systems and data sources to meet the WIOA ETP performance reporting requirements. It has coordinated with the State Board of Education to incorporate outcomes from the state’s longitudinal database system (SLDS) for educational reporting and the Idaho Department of Labor’s wage database to report earnings and address WIOA’s provisions.

Despite its efforts, Idaho has faced several challenges while working to implement the WIOA ETP requirements, which include:

- Ensuring that local areas have sufficient numbers of, and diversity of, training providers necessary to create an effective marketplace of training programs for WIOA participants utilizing ITAs.
- Ensuring fairness in the process of determining training provider eligibility.
- Reducing the burden on training providers to submit performance information to the state which may not be readily accessible.
- Proprietary schools do not currently have the ability to report student data, and as such, there is no way to automatically match students with other data sources to calculate outcomes, which results in a reporting burden on these training providers.
- Proprietary schools must collect sensitive information such as social security numbers, etc., on all students for the state to match wage and earnings information, which may leave students open to identity theft, privacy considerations, etc.
- Requiring training providers, especially proprietary schools, to collect and provide information on all students once they leave or graduate from the program. As a result, some providers choose not to participate under WIOA Title IB, limiting consumer choice.
- Providing information on eligible training programs to WIOA participants in a way that helps them make good decisions about how to use their ITAs.

(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 of 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; AND (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.

Goals and outcomes related to this waiver request include:
• More numerous and varied training offerings for WIOA participants utilizing ITAs via the public workforce system through greater consumer choice.

• More training providers can lead to lower cost options.

• Greater utilization of the ETP by WIOA participants pursuing training services in Idaho related to jobs that are in-demand by employers now and in the future.

• Better overall performance outcomes for WIOA participants pursuing training via ITAs.

• Stronger partnerships and relationships between training providers and the public workforce system.

• Enhanced ability of the state/local board to respond quickly and efficiently to immediate local job seeker and employer needs.

(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;

Individuals who access WIOA Title IB training services in Idaho via ITAs, State of Idaho WIOA staff, AJCs, contracted service provider staff, and training providers will benefit from this waiver.

(6) DESCRIBES THE PROCESSES USED TO:

(A) Monitor the progress in implementing the waiver; B) Provide notice to any local board affected by the waiver; (C) Provide any local board affected by the waiver an opportunity to comment on the request; (D) Ensure meaningful public comment, including comment by business and organized labor, on the waiver. (E) Collect and report information about waiver outcomes in the State’s WIOA Annual Report.

Annual WIOA on-site programmatic reviews will include an evaluation of how waivers are impacting local programs to ensure programmatic goals and outcomes are being met.

State staff involved with the administration of the ETPL and performance reporting will periodically examine the appropriateness and the effectiveness of this waiver. This strategy ensures that the goals described above, as well as those outlined in the State’s Combined Plan, are consistent with established objectives of the WIOA and federal and state regulations.

In accordance with the WIOA Regulations at 20 CFR 676.145, Idaho is submitting a modification to its Combined State Plan, which is subject to the requirements outlined in the WIOA Regulations at 20 CFR 676.143(c) for public review and comment. No local boards are affected by the waiver.

Any comments received will be forwarded to the USDOL and included as a modification to the state’s Combined Plan.

The waiver outcomes, in the form of performance goals and standards, will be reported 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.

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
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 (Department) 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 American Job Centers (AJC). 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 AJCs 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 of 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 its Business Solutions Initiative focused on sector strategies, implemented through enhanced business services activities such as:

- extensive outreach;
- one-on-one meetings with targeted employers to learn their workforce need;
- 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.

Ongoing professional development will include:

- Staff training for all ES and selected One-Stop partner staff AJC 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 (UI) PROGRAM, AND THE TRAINING PROVIDED FOR EMPLOYMENT SERVICES AND WIOA STAFF ON
IDENTIFICATION OF UI ELIGIBILITY ISSUES AND REFERRAL TO UI STAFF FOR ADJUDICATION.

As the state government agency tasked with administering the unemployment insurance program for collection of taxes from employers and disbursement of benefits to claimants, the Idaho Department of Labor will provide ongoing training and general information to all American Job Center staff, including ES and WIOA Title I-B staff, regarding general eligibility guidelines. Since the Department has administered integrated UI, ES, and training program services (WIOA and its predecessors) for over 40 years, American Job Center 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. Formal training for all the one-stop partners takes place at least once a year.
- Training for ES and WIOA Title I-B staff on identification and reporting of eligibility issues to the iUS automated system is provided annually by unemployment insurance technical support staff. Additional training on identifying UI eligibility issues is provided to AJC staff providing RESEA program services to UI claimants.

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 provide meaningful and personalized assistance in filing a claim for unemployment compensation at Idaho’s American Job Centers, as well as at partner locations, in the following ways:

- Each American Job Center provides a number of lobby computer stations to provide self-service or staff-assisted access to many one-stop services, including filing an application for unemployment compensation through the state’s iUS system which provides written instructions in English and Spanish.
- AJC staff trained in UI claims filing and claimant rights and responsibilities are available in the AJC lobbies to provide meaningful UI assistance as needed to individuals who request it.
- When AJC staff identify a claimant’s barrier to filing a UI claim (such as language other than English or Spanish, disability, or simply needing additional support from UI staff), the AJC staff first notify the UI support center directly via internal “staff click to chat” on behalf of the customer. Then the UI claim center staff will speak
with or call the claimant immediately or alternatively provide a direct telephone extension for the claimant to call a specific UI staff member to receive specialized assistance.

- UI claimants accessing the system through the AJCs and other locations also have available the “claimant click to chat” feature to receive real-time staff assistance on the iUS system.
- Because it is internet-based, iUS user guides are also available in other public access points, such as public libraries or other workforce development system partners’ locations to assist UI claimants when needed in their offices as well.

C. DESCRIBE THE STATE’S STRATEGY FOR PROVIDING REEMPLOYMENT ASSISTANCE TO UNEMPLOYMENT INSURANCE CLAIMANTS AND OTHER UNEMPLOYED INDIVIDUALS.

Idaho’s AJCs transitioned from the REA program to the new RESEA program in January 2016. The ES and WIOA staff provide an orientation to all RESEA claimants on the services available to them through the AJC or affiliate. They 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 also provide customized labor market information to each claimant based on their specific situation. Working together with the claimant they complete an individualized employment plan for each claimant. 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 RESEA program focuses 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 former 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 AJC 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 career and training services.

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.

AJC staff provide assistance to individuals looking for help in filing a UI claim. For eligibility issues, AJC staff can provide the potential claimant direct access to UI staff through "staff click to chat" to answer questions about issues needing adjudication.

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 both 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 providing general eligibility assessments, referral to UI adjudication if needed, and providing job finding and placement services for UI claimants.

Wagner-Peyser staff administer the work test for UI claimants identified for RESEA interviews. During a scheduled interview with each RESEA claimant, a career planner ensures the claimant is registered in the online labor exchange system. The career planner then reviews the claimant's job search contacts to ensure their validity for the work test and that the individual remains eligible for UI. Any inconsistencies or duplication of work search contacts are referred to UI staff via email.

Career planners spend the remainder of the scheduled interview conducting an initial assessment of the claimant’s employability to assist them with job search and placement. In addition to evaluating education, skill and experience, the initial assessment also identifies potential barriers to the person’s re-employment. Availability for work barriers preventing reemployment are referred to UI staff for adjudication or further determination.

A reemployment plan is created outlining required next steps for the claimant. These plans may include follow-up appointments for training or reemployment services. The claimant is required to report for any subsequent services identified on the re-employment plan. Additionally, claimants with barriers to employment are referred to WIOA Title I-B program services. Career planners can provide individualized career or training services to prepare the claimant for re-entry into the workforce. Supportive services are also provided as needed.

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
also participate 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.

Idaho is a large, geographically diverse state, with five significant offices serving migrant and seasonal farmworkers and five additional offices that conduct farmworker outreach. The hiring season begins in April and continually...
increases until the peak month of October. The geographic area of prime activity is the Snake River area plain, in the southern part of the state.

Agricultural employers primarily hire foreign workers for the use of hand labor. They are heavily dependent on the use of foreign labor to ensure that crops are planted and harvested in a timely manner.

In Northern Idaho, the predominant crops are hay, grain, hops, peas, lentils, garbanzos and grass seed. The earliest activity involves hops, stringing from April to May and training from May through June. The harvest season for hay begins in May and lasts through September. Harvest for the other groups lasts from August through Mid-September. The estimated number of farmworkers in Northern Idaho was almost 2,500 farmworkers in 2016 and 2017. The North Eastern region of Idaho had approximately 3,100 in those years.

In Southeastern and Eastern Idaho, the predominant crops are hay, grain, potatoes, and sugar beets. The hiring season begins in April for irrigation activities. The harvest for potatoes and sugar beets last later into the fall, October and November respectively. In addition to farmworkers, there is a requirement for truck drivers and equipment operators from May to November. In 2016 and 2017, Southeastern Idaho had about 9,000 farmworkers and Eastern Idaho had approximately 7,000.

Southwestern Idaho has a larger variety of significant crop activity: hay, beans, corn, cherries, apples and other fruits, grain, mint, onions, potatoes, and sugar beets. Workers are needed for irrigation, hoeing, topping, and harvest in the months of heavy activity. Apples and other fruits require pruning and thinning from January to March. The number of farmworkers in Southwestern Idaho was 14,233 in 2016 and 14,105 in 2017.

The traditional South Central Idaho crops are hay, beans, apples and other fruits, grain, potatoes, and sugar beets. There is also a demand for farm equipment operators and truck drivers. A staffing agency provides greenhouse and nursery workers for seedling and plant cultivation. South Central Idaho also needs additional foreign workers for herding sheep. South Central Idaho had 15,552 farmworkers in 2016 and 15,583 in 2017.

The South Central Idaho area also supports a growing agglomeration of food production companies. According to Current Employment Statistics, the state has added almost 2,000 jobs in food manufacturing.

Obviously, extreme weather patterns also affect agriculture. An extreme amount of precipitation accumulated during the 2016-2017 winter, creating flood conditions in the spring. The winter of 2017-2018 has currently received a very low amount of precipitation. Unless this changes in the next two months, there may be a drought during the coming summer.

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.

The characteristics of the MSFW population indicate a large percentage of MSFWs are Hispanic and predominantly Spanish speaking. Most migrant and seasonal farmworkers coming to Idaho originate from either southern parts of the United States (e.g., Texas, Arizona) or Mexico. The number of MSFWs range from a low of 3,800 in the winter months to the peak of 55,000 in October. The majority of the work is seasonal, which also reflects the greater part of the workforce for this industry.

Due to the difficulty in estimating farm employment on a monthly basis, IDOL staff utilize data from a variety of sources to establish MSFW population projections for the state. These include the U.S. Department of Agriculture's Census of Agriculture, U.S. Census Bureau and the Idaho Department of Labor’s Quarterly Census of Employment and Wages (QCEW) data. The need for farmworkers is projected to remain at slightly more than 55,000 during the peak of the agricultural season, which is the month of October when most of the crops are harvested statewide.

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:

In 2015, the agency reorganized its service delivery organization by establishing a regional structure of its local American Job Center (AJC) 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.

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 AJCs.

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.

MSFW outreach staff also make direct appeals and other announcements of the radio. 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 IdahoWorks system and the state’s One-Stop system services.

The Idaho Department of Labor prints bilingual brochures, posters and flyers for dissemination at and beyond the AJCs. One example is a bilingual flyer that outlines the state’s complaints process which provides MSFWs guidance on how to file a complaint or wage claim.

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.
Outreach workers will encourage MSFWs to come in to the local AJC 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 AJC, 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.

In the past, several videos have been developed in both English and Spanish, which encourage farm workers to 1) participate in Spanish language job search workshops, and 2) utilize the job search capacities of the IdahoWorks system. During one summer, a local radio show announced the recruitment effort for the local AJC’s WIA Summer Youth Program which focused on out-of-school youth. As a result of this airing, this increased the influx of MSFW youth visiting the office. In fact, several older, out-of-school youth came through the AJC’s doors exclaiming that their parents had heard the radio show and strongly encouraged them to pay the AJC a visit to find out more about the programs.

The AJCs 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.

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.

A primary resource available to all outreach workers is the MSFW page in the Department’s internal employee website, “EPIC”, which 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.

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, much of it on a one-on-one basis. The topics presented during trainings include Outreach Practices, Labor Law Updates, H-2A/Foreign Labor Certification, the Complaint System, and Labor Market Information.

The Monitor Advocate also provides training and technical assistance to AJC 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.

To bolster the “one-on-one” training and technical assistance, the State Monitor Advocate also organizes statewide MSFW/H2A trainings. Previous conferences have been considered...
very successful. Based on participant feedback, these conferences are an efficient tool for training staff, sharing new techniques and approaches on MSFW services and strengthening partnerships with other state and federal agencies and with local organizations serving farmworkers. A two-day training was held on March 15-16, 2017 and again in March 14-15, 2018. Featured presenters were

- William Tamayo, District Director, EEOC, San Francisco District Office;
- Thomas Silva, District Director, USDOL-WH, Portland District Office; and
- Garth Taylor, Agricultural Economist, University of Idaho.

In addition to IDOL staff, more than 20 employees from the NFJP grantee, several State Department of Education and local school district employees participated in this training.

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.

MSFW outreach workers are merit staff for Wagner-Peyser Employment Services and receive the Unemployment Insurance training identified in section (a)(2) above. As part of the one-stop system, the outreach workers are also responsible for providing information regarding ES services, farmworker rights, Unemployment Insurance, the complaint system, WIOA employment and training services for Adults, Dislocated Workers and Youth, Adult Education, Vocational Rehabilitation, SNAP and TANF benefits, along with other community services that may be needed.

The MSFW page in the Department's internal website, EPIC, keeps updated program information available for outreach workers. One-stop system staff can also rely on Live Better Idaho, a statewide online platform resource for assisting one-stop service coordination. Available in English and Spanish, Live Better Idaho is ‘agency agnostic’ and available for both public and private providers to deliver their services to the public. The tool is localized and customized; it connects to services that are relevant and available in their local areas. Staff are able to connect Idahoans in need to relevant services by matching individuals with programs they may qualify for.

Not only are outreach workers aware of the WIOA core program services, but they are also active collaborators in advocating them and recruiting participants. The WIOA Title IB Youth Program set aside PY2017 state funds for providing additional assistance to MSFW youth. American Job Center staff, including outreach workers, are working together to find eligible individuals in the MSFW communities to connect them to Title IB 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.

As MSFW outreach workers are merit staff for Wagner-Peyser Employment Services, they receive the regular professional development activities described in (a)(1).

The State maintains training programs for local service delivery staff, which includes MSFW outreach staff. Instruction is provided as needed. Training is also periodically open to partner agency staff as well. The Idaho Department of Labor has several major training
initiatives that help to ensure continuous improvement and professional development in the quality of services delivered by staff. These initiatives include:

- **Global Career Development Facilitators (GCDF) program.** This program provides for professional development for Idaho Department of Labor staff with nationally recognized training as Career Development Facilitators. This multiple module training was designed for staff to acquire knowledge developed by the National Career Development Association, the professional association for career development in the United States. All Idaho Department of Labor AJC office staff participate in this training program as time allows.

- **Management development has also been a focus for delivering quality customer service over the long term.** Similar to many other organizations, the Department faces the prospect of large numbers of senior manager retirements over the next few years. As a proactive measure, departmental representatives participated in a state team that developed a program for Certified Public Managers. The program, operated by the state Division of Human Resources, is used extensively by the Department to support its development of a cadre of trained managers.

- **Capitalizing on the Department’s technological expertise, the use of on-line learning is has grown across the agency.** Given the large distances between the 25 AJCs across the state, the traditional “gather together in a central place for training” approach is a financially unsupportable model for providing the constant flow of training opportunities needed to serve the needs of new staff, programs, and technology. During the past several years, the Idaho Department of Labor has dedicated significant resources toward developing a library of on-line learning modules that are available to staff via the internet at any time. Several of the modules are targeted to new staff and sometimes serve as pre-requisite courses before attendance at planned instructor-led training. As a means to keep the training as interactive as possible, the agency has combined on-line training with instructor and/or group interaction through various web-meeting technologies. More traditional face-to-face group training is also supported through maintenance of six high tech learning labs in the largest AJCs in six service delivery areas across the state.

- **A Learning Management System has been developed to help plan, coordinate and track the training experiences of staff across the Department.**

E. COORDINATING OUTREACH EFFORTS WITH NFJP GRANTEES AS WELL AS WITH PUBLIC AND PRIVATE COMMUNITY SERVICE AGENCIES AND MSFW GROUPS.

The Idaho Department of Labor, working through a cooperative agreement with the Community Council of Idaho (CCI- Idaho’s Sec. 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:
- The memorandum of understanding/cooperative agreements for coordination of services between the Idaho Department of Labor and the Community Council of Idaho is in the process of being reviewed and renewed.
- Ongoing, mutual participation in staff training and ongoing communications to improve MSFW access to community services, particularly workforce services through the One Stop system
- Partners are collaborating on developing and sharing outreach materials among all entities
- Coordination of community information and staffing efforts at the local level to enhance outreach
- The administrative entities are pursuing data sharing agreements to facilitate reporting and data analyses to improve partnership service delivery, and assessment of opportunities and enhancement of processes to streamline co-enrollment

In order to leverage resources, staff 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 continue to make use of appropriate media, especially public service announcements using the multitude of radio stations throughout the state with Spanish programming.

The information is presented verbally and/or in writing in both English and Spanish. In many instances, these efforts are coordinated with other agencies, such as Idaho Legal Aid, the Community Council, and others in order to provide MSFWs with a comprehensive look at the services available to them.

### 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:**

LXXI. HOW CAREER AND TRAINING SERVICES REQUIRED UNDER WIOA TITLE I WILL BE PROVIDED TO MSFWs THROUGH THE ONE-STOP CENTERS;
LXXII. HOW THE STATE SERVES AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH SERVICES.

**Providing career and training services to MSFWs**

The Department and its AJCs provide the full range of ES benefits and protections, including the full range of counseling, testing, and job and training referral services to MSFWs. The agency continues to expand services to agricultural workers and employers by coordinating basic labor exchange services, outreach, information dissemination, and training workshops with other One Stop partner agencies, organizations and the employer community. Working relationships exist with the Community Council, Idaho Legal Aid Services, Inc., and various
agricultural producer organizations to provide services and information. AJC staff are fully informed of the services available to farmworkers in their areas, including short term training programs, ESL classes, etc. Once in the AJCs, staff thoroughly assess the skills, strengths, and needs of farmworkers who register in the office, and make appropriate referrals to jobs and training opportunities. With this information, farmworkers may make informed employment decisions and have meaningful access to all the services that are available through the One Stop network.

**Services Provided to Farmworkers and Agricultural Employers**

Agriculturally related job listings have increased over the years, primarily due to the rapidly increasing demand for foreign workers through the Foreign Labor Certification programs, initiated through the Agricultural Clearance Order process. As noted earlier, this activity has increased significantly in the state over the past several years. Many of the employers utilizing this program are members of the Snake River Farmers’ Association (SRFA), which acts as a recruitment agency in southern and southeastern Idaho employers. The state’s H-2A activity for FY 2017 noted an application increase of approximately 14 percent over the previous year, with 578 applications recorded, and more than 3,467 positions listed. Many employers have increased their request for workers this year, as H-2A applications are currently running seven percent higher than this time last year, and positions requested are 17 percent higher for the same period. This, unfortunately, has led to a decline in the placement of domestic agricultural workers.

Basic labor exchange services are provided to the agricultural employer community through the automated process of matching job seekers to job orders received as well as recruitment and direct referral from staff. The Department continues to provide information about ES services and assist agricultural employers through direct employer visits and outreach to grower organizations, county extension offices, and through special presentations and seminars to agricultural employers, farm labor contractors, and local employer committees. Information may be provided through radio and TV, or other media in conjunction with other agencies and organizations involved with the agricultural employer community. These efforts are coordinated with other outreach efforts that are developed as part of the respective area’s One Stop system.

To identify agricultural employers in labor needs, the Department reviews prior year job orders and request input from grower organizations and local employer committees. Direct outreach activities, specialized surveys and other labor market information available through the Department and One Stop system will also be used to identify agricultural employer needs. Information from other agencies or organizations that represent or serve the agricultural community will also be solicited to identify areas of needed services.

The Department will continue to expand services to agricultural workers and employers by coordinating basic labor exchange services, outreach, information dissemination, and training workshops with other One Stop partner agencies, organizations and the employer community. Working relationships exist with the Community Council, Idaho Legal Aid Services, Inc., and various agricultural producer organizations to provide services and information. To reduce the impact on domestic workers, the Department has begun coordination with the NFJP grantee and other partners to identify pools of available and eligible workers that may take advantage of the agricultural listings across the state.
The state’s approach to enhanced business services takes a regional focus to serving employers, targeting activities such as outreach, one-on-one meetings with select employers to learn their workforce needs, office team discussions and strategy session on how best to respond to identified employer needs. Enhanced collaboration through the state’s One Stops directs the coordination of workforce needs with education, economic development and workforce partners across the state. All of which leads to a streamlined service delivery which is logged through a centralized Customer Relationship Management system that provides automated business services tracking and information management to all AJCs.

B. MARKETING THE EMPLOYMENT SERVICE COMPLAINT SYSTEM TO FARMWORKERS AND OTHER FARMWORKER ADVOCACY GROUPS.

As noted earlier, the state has multiple resources available to provide information regarding the complaint system. Outreach workers encourage MSFWs to come in to the local AJC to register for all available services. For those who choose not to or cannot visit the AJC, the outreach worker provides on-site assistance for services including the preparation and acceptance of complaints or apparent violations.

Information about the complaint system is not only provided via outreach orientation of the services available through the AJC, but also through various documents available in the AJCs, the Idaho Department of Labor’s website to allow One-Stop partners’ access to those same documents to distribute to their customers. Public Service Announcements (PSAs) are also used by AJCs to notify MSFW customers of available services, including the complaint system. The PSAs, distributed to Spanish-speaking radio stations across the state, are used to inform and educate farmworkers and their families about services and protection available in the state of Idaho.

During PY13, the Spanish radio station in the city of Burley, operated by the Idaho Citizens Alliance Network (ICAN), collaborated with its local AJC to reach out to the Spanish-speaking community. The employment-related segments, which originally aired quarterly, generated more calls than are usually received during the regularly scheduled broadcast of the hour-long show. Because of its popularity, the radio station established a regular Friday morning, hour-long show that continues to provide information to the public on a multitude of issues revolving around the area of employment. Since it began, the segments addressing the complaints system and worker’s compensation that have been periodically presented are likely to elicit more calls from the listening audience.

C. MARKETING THE AGRICULTURAL RECRUITMENT SYSTEM TO AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH PUBLICITY.

Agricultural jobs, both temporary and permanent, continue to be important to local economies in the state. The increased interest by agricultural employers in having a reliable workforce at the “right” time is gaining in importance compared to other considerations such as costs. This situation presents a phenomenal opportunity for the Idaho Department of Labor and the One-Stop System to demonstrate to business, workers and the public that AJCs and their partners can be the First Stop and the Only Stop in helping agricultural workers find jobs with agricultural employers find a suitable workforce through utilization of the ARS.
The Department is working to provide agricultural employers with information on ALL programs and resources available to help them with their labor needs. By emphasizing that the ARS is simpler to use, costs less, and does not require another federal agency’s involvement, employers will be encouraged to consider ARS as an integral part of their effort to locate qualified citizen/legal resident domestic workers in other parts of the state/country.

Information about the Agricultural Recruitment System (ARS) continues to be shared and distributed to agricultural employer groups and associations and statewide publications including the Idaho Employment Newsletter, Idaho Farm Bureau and other major publications. MSFW outreach staff also provide information about the ARS as they reach out to employers to orient them about One-Stop services for businesses.

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).

COORDINATING OUTREACH EFFORTS

The Idaho Department of Labor, working through a cooperative agreement with the Community Council of Idaho (CCI-Idaho’s Sec. 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.

CCI is also represented on the One-Stop Committee of the state Workforce Development Council, Idaho’s State Board for WIOA. The state’s monitor advocate and CCI have also entered into an agreement outlining the services that the SWA and NFJP grantee will both provide their efforts to reach out and increase services to MSFWs across the state.

And as noted earlier, the statewide trainings coordinated by the monitor advocate have included AJC and NFJP staff in the past. This year, attendees also included state education agency and local school district representatives, along with Boise State University’s High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP). This year’s training focused on navigating job listings in the state’s labor exchange system to help MSFWs and their families access employment opportunities they may not otherwise know about. Plans for future trainings are already underway. A consortium comprised of the State Monitor Advocate, NFJP grantee staff and representatives from colleges and universities across the state have met to expand informational offerings to not only MSFW service providers, but the public as a whole to provide them awareness of MSFWs across the state.

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, where possible, outreach activities with partner organizations in their area, targeting large events where a greater number of farmworkers may be contacted. The State Monitor Advocate and outreach workers will continue to make use of appropriate media, especially public service announcements using the multitude of radio stations throughout the state with Spanish programming.

The 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. 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 have been provided to Idaho’s WIOA 167 grantee, Community Council of Idaho, with a request to submit written comments. The final draft of this 2018 Agricultural Outreach Plan modification and a request for comments were also sent to the following agencies/service providers with instructions to provide comments.

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 rvargas1276@gmail.com

Sonia Martínez Diversity Outreach Coordinator Idaho State University martsoni@isu.edu

Sam Byrd, Director Centro de Comunidad y Justicia sbyrd@comunidatayjusticia.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

C. DATA ASSESSMENT.

Review the previous four years Wagner-Peyser data reports on performance. Note whether the State has been meeting its goals to provide MSFWs quantitatively proportionate services as compared to non-MSFWs. If it has not met these goals, explain why the State believes such goals were not met and how the State intends to improve its provision of services in order to meet such goals.

The following data regarding Idaho’s performance versus actual attainment of minimum service levels was provided by the Department of Labor’s IdahoWorks MIS system and the Department’s electronic outreach log records.

Unfortunately the state achieved a Not Attained status for all three of the MSFW Compliance Indicators over the last several years. This can be attributed to several issues. Because of the new reporting requirements under WIOA, many of the new measures are based on wage-related data. Because of the delay in reporting wages, which relies on automated reporting from employers rather than W-P staff follow-up and data-entry of placements, much of this information is not reported in a timely fashion. In addition, because of WIOA’s requirements, an individual that is considered active in any of the partner programs,
despite obtaining employment, is not considered as exited from a program and therefore not added to a count. As a result, some placements may not be counted if one continues their active status in a program such as Wagner-Peyser (labor exchange).

With regards to the MSFW Equity Indicators, the Idaho Department of Labor notes that a comparison of these over the years shows that the state is consistently meeting the majority of this numbers. The overall number of applications has decreased overall which affects the subsequent indicators. Again, this is due to the change in who WIOA considers a reportable individual for the programs under the Act. Primarily, referrals to employment and job development contacts were found lacking over the last several years. However, it should be noted that only one job development contact was performed in the entire state, which reflects less than one percent of the entire non-MSFW population.

The Department also notes that the Compliance Indicators goals were established by USDOL in the 1970’s, and strongly recommends a review of these fixed outcomes. Updating the static measures to something more equitable and reasonable would be more in line with the philosophy behind WIOA to consider current, up-to-date data which reflects economic and labor conditions, as well as the technology applies more relevance to 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 continue to connect with the Department’s enhanced business services efforts implemented under WIOA legislation. One-Stop partners have also been encouraged to refer MSFWs to the AJCs to assist them in fully accessing the state’s labor exchange system.

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D. ASSESSMENT OF PROGRESS

The plan must include an explanation of what was achieved based on the previous AOP, what was not achieved and an explanation as to why the State believes the goals were not achieved, and how the State intends to remedy the gaps of achievement in the coming year.

Year after year, the state continually exceeds its overall planned outreach objectives for the season. For PY16, for example, the state had planned 2,187 outreach contacts. The effort from outreach staff and the monitor advocate totaled more than 4,500 contacts during that period. The state will strive to reach its goals of exceeding its planned outcomes for the year.

As noted earlier, the number of actual MSFW applications for the state has decreased significantly, much of this due to the transition from the WIA to WIOA. In addition, the decline also coincides with the period of time during which the Department has implemented its IdahoWorks system as a member of the AJLA consortium.

In testing the system, the state monitor advocate identified some barriers that may have possibly contributed to the diminished access and identification of farmworkers when using the new system. A sent a request for system changes was made, with several of the changes actually implemented. One of the more recent changes requested include the deletion of additional questions that were previously used to identify farmworkers under WIA, but that no longer part of the MSFW definition in 20 CFR 651 under WIOA. The request is still pending as AJLA is basing this specific change on the modification to the Participant Individual Record Layout (PIRL) to reflect WIOA's definition. Unfortunately, because the PIRL still contains the previous MSFW definition, AJLA is somewhat leary about making the change until the document is officially changed.

To help redirect these numbers, the Department created a document, "Enrolling Self-service Registration into ES", which provides staff instruction to navigate the additional steps necessary to register customers for ES services in order to count their registrations, document services provided, and track data.

E. STATE MONITOR ADVOCATE

The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.

The Monitor Advocate, funded by Wagner-Peyser, is the Department's lead representative to ensure that ES services are coordinated with other MSFW service providers, to identify overall changes in agricultural employment, MSFW trends, employment rights, and to recommend new program approaches. The Monitor Advocate Unit will continue to conduct ongoing monitoring of the service provided to Migrant and Seasonal Farmworkers. Reviews will be conducted in each of the five significant offices to identify the needs and concerns that affect the provision of services for farmworkers, and provide technical assistance as
appropriate. The issues identified will be brought to the attention of the Administrative and Executive personnel when necessary.

After providing input to this plan’s development, the Monitor Advocate reviewed the final product and approved it on March 29, 2018.

WAGNER-PEYSER ASSURANCES

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

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

The Unified or Combined State Plan must include a description of the following as it pertains to Adult Education and Literacy programs 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 any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these local activities.

ADULT EDUCATION AND LITERACY ACTIVITIES (SECTION 203 OF WIOA)

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

I. HOW IDAHO WILL FUND ELIGIBLE PROVIDERS

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

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

A. A local educational agency,
B. A community-based organization or faith-based organization,
C. A volunteer literacy organization,
D. An institution of higher education,
E. A public or private nonprofit agency,
F. A library,
G. A public housing authority,
H. Other nonprofit institutions that have the ability to provide adult education,
I. A consortium or coalition of entities listed in (A)-(H), and
J. A partnership between an employer and an entity listed in (A)-(H)

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

The regional competitions adhere to the provisions set forth in WIOA Title II Section 231 - Grants and Contracts for Eligible Providers, and Section 232 - Local Applications. Grantees receiving funds under the initial competition are required to submit annual extension plans and negotiate program budgets each year, until the State 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 requires applicants to document their qualifications per each of the thirteen considerations set forth in Section 231(e). Information is collected via a State-issued Request for Grant Applications (RFGA). The information collected from each applicant in the RFGA may include, but is not limited to:

- **Documentation of eligibility** per Section 203(5)
- **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. 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 Career & Technical Education distributes funds awarded under Title II, as set forth in WIOA Section 222(a). The State distributes funds at:

1. Not less than 82.5% of the grand funds to award grants and contracts under Section 231 (Eligible Providers) and to carry out section 225 (Programs for Correctional and Institutionalized individuals), of which not more than 20% of such amount shall be available to carry out section 225.
2. Not more than 12.5% of the grant funds to carry out State leadership activities under section 223; and

3. Not more than 5% of the grant funds or $85,000, whichever is the greater, for the administrative expenses of the eligible agency (the State).

II. ADULT EDUCATION ACTIVITIES IN IDAHO

As one of six core programs under the Workforce Innovation and Opportunity Act (WIOA), the Adult Education and Family Literacy Act (AEFLA) program plays an integral role in the workforce development system by providing access to educational services for adult learners. The program seeks to increase opportunity in the educational and workforce development of adults as workers, parents, and citizens. While playing a critical role in adult attainment of a secondary school diploma, the program also aims to assist in the transition to postsecondary education and training through career pathways.

As the eligible agency to receive WIOA Title II (AEFLA) funds in Idaho, the Division of Career & Technical Education requires that each eligible provider support programs and services only to eligible individuals who meet the following criteria:

1. Have attained 16 years of age;
2. Are not enrolled or required to be enrolled in secondary school under State law; and
3. Are—
   a) Basic skills deficient;
   b) Do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
   c) Are English language learners.

The purpose of Adult Education in Idaho is to enable eligible providers that receive grants under the program to create local partnerships to provide adult education and literacy activities that:

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;
   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;
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; and

5. Provide educational programs for criminal offenders in correctional institutions and for other institutionalized individuals who are likely to leave the correctional facility within five years of participation in the program

Activities considered for funding in Idaho under WIOA are described below (in alphabetical order). Such activities must be provided in compliance with the definitions provided in statute:

- **Adult education (Sec 203.1) and literacy (Sec 203.13)**—Adult Education is defined as academic instruction below the postsecondary level that increases an individual’s ability to (a) read, write, and speak in English, and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent, (b) transition to postsecondary education and training and (c) obtain employment. Such activities must be designed to build and improve literacy, where literacy is defined as an individual’s ability to read, write, and speak in English, compute, and solve problems at levels of proficiency necessary to function on the job, in the family, or in society.

- **English language acquisition programs (Sec 203.6)**—instruction designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language, and that leads to either (1) attainment of a secondary school diploma or recognized equivalent and transition to postsecondary education and training, or (2) employment.

- **Integrated Education and Training (Sec 203.11)**—a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. In order for a program receiving funds under Title II to offer such activities, they must allow students to access all three components concurrently. Title II funds cannot be used to provide workforce training in the absence of adult education and literacy activities. Workforce preparation and workforce training may be provided through concurrent enrollment in qualifying training activities provided under Title I-B of WIOA.

- **Integrated English Literacy and Civics Education (sec 203.12 and Sec 243)**—education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enable such learners to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training. Providers may offer such activities as stand-alone services or concurrently with Adult Education and Literacy Activities as an allowable activity funded under Section
203(2). Providers offering programs funded under Section 243 must offer the activities defined in the previous paragraph concurrently with an integrated education and training component. Please refer to part (d) below for additional information and examples of a qualifying Integrated English Literacy and Civics Education programs. *Programs funded under Section 243 must offer the activities defined in the previous paragraph and offer access to a qualifying IET program for appropriate students.*

- **Workplace Adult Education and Literacy (Sec 203.16)** - any of the activities described in this list which are offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.
- **Workplace Preparation (Sec 203.17)** — activities designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

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, providers are encouraged 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 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.

The type of activities offered in each region depends on the needs of the populations being served. Programs are expected to provide those activities that are appropriate to meet the needs of the populations in their region, without duplicating services. When submitting applications for funds to support these activities, applicants are required to provide rationale for each activity for which funds are being requested, including data that demonstrates a need for the activity in their service region.

**iii. 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 are asked to describe the overall scope of their program, including which activities they provide and how those funded activities 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 are also 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 are required to describe how their curriculum addresses the rights and responsibilities of citizenship.

Programs are also 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 are be considered advantageously in awarding grants.

- **The frequency, intensity and duration of instruction**. This includes 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 also indicate whether classes are managed or have open enrollment. For managed enrollment classes, a complete description also includes the class enrollment period (number of weeks or months). Applicants are 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 includes a description of how teachers are hired and trained, as well as any professional development that is provided to instructors. It also includes a description of how applicants 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:

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

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

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

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

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

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

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

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

D. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM

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.

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

Services provided through Section 243 must include education services that enable adult English language 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. Programs must 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. Additionally, Section 243 IELCE program must provide access to integrated education and training (IET).

As part of the IELCE program requirements, each program that receives funding under Section 243 must be designed to 1) provide access to integrated education and training; a service approach that provides adult education and training 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; (2) 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 (3) integrate with the local workforce development system and its functions to carry out the activities of the program.

Given the diversity of students, employers, and service providers throughout Idaho, the exact mechanism for each IELCE program is left to the discretion of the eligible provider.
based on the needs of that community. The program plan and budget for all such activities are reviewed and approved by the State to ensure they meet the purpose and requirements of the law.

2. DESCRIBE HOW THE STATE WILL FUND, IN ACCORDANCE WITH THE REQUIREMENTS OF TITLE II, SUBTITLE C, AN INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM AND HOW THE FUNDS WILL BE USED FOR THE PROGRAM.

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

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 State distributes 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 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 State has therefore designed a three-tiered approach to professional development in Idaho. The first tier is state-level training, the second is local routine/required training, and the third is local discretionary training. All levels of training are supported with State Leadership funds under section 223.

State-level training, while not mandatory, is highly encouraged for all programs. The State generally chooses one or two such training options per year 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 State will prioritize trainings that use a model of sustained contact between trainers and a cohort of teachers throughout the year. This may include multiple in-person meetings, online discussion groups, and opportunities to try new practices in the classroom between meetings. However, the exact model of such trainings will depend on the needs and resources identified in the State each year.

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

Finally, local programs can also apply for discretionary funds to support local professional 
development projects. Such projects should be aligned with local needs and supported with 
evidence. For example, a local provider may determine through teacher evaluation and 
observation that training on the use of contextualized reading would help improve 
instructional quality at its outreach centers. The program would then create a training plan 
and request funds from the State to support this plan.

TECHNICAL ASSISTANCE

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

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

MONITORING AND EVALUATION

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

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

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

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

2. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT PERMISSIBLE STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA, IF APPLICABLE.

USE OF FUNDS FOR PERMISSIBLE LEADERSHIP ACTIVITIES

The State 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.

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 State to meet the standards of quality for administration and instruction outlined in the competitive grant application, certifications, assurances, and state policy. The effectiveness and quality of local providers 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 State is required to negotiate the above defined percentages 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 State 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 State will offer or require.

**CERTIFICATIONS**

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

7. The eligible agency agrees that in expending funds made available under title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303). Yes

SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)

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

The State of Idaho is requiring all Adult Education providers to sign a Section 247 GEPA Attestation form as part of the grant renewal application. The attestation includes a narrative of the steps that will be taken locally to comply with the GEPA requirements. The purpose of this requirement is to assist the United States Department of Education in implementing its mission to ensure equal access to education and to promote educational excellence.

If funded, the stated steps will be taken to ensure equitable access to and equitable participation in the project or activity to be conducted with federal adult education assistance by addressing the access needs of students, teachers, and other program...
beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age.

PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION (GENERAL)

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 responsibilities of the Idaho State Rehabilitation Council (SRC) are outlined in the Rehabilitation Act of 1973, as amended.

The SRC collaborates with the Idaho Division of Vocational Rehabilitation (IDVR) in publishing an annual report, which is distributed in a calendar format. SRC input is featured in the annual report. The SRC also provides input to IDVR at quarterly council meetings and on an ad hoc basis regarding policy changes and special projects as they arise.

2. THE DESIGNATED STATE UNIT’S RESPONSE TO THE COUNCIL’S INPUT AND RECOMMENDATIONS; AND

During 2016-2017 the SRC provided input and made recommendations to IDVR on a variety of subjects. The following summarizes the council’s input and recommendations, response of IDVR and explanation of input and recommendations.

1. Proposed Changes to Order of Selection Policy/Rule

SRC Input

The SRC provided input regarding proposed changes to order of selection policy/rule in the spring of 2016 as the changes were being prepared for public comment. Suggestions primarily involved adding clarifying information or retaining text from current policy as follows:
o The SRC suggested that Administrative Requirements Section 14.3 retain information regarding funding arrangements such as the impact of order of selection on third party agreements, given the increased contracting and pilot projects that IDVR is moving towards, especially with pre-employment transition services (Pre-ETS).

o A suggestion was made to expand the Reassessment of Severity of Disability Section 14.4 to provide more procedural guidance on how the customer makes the request, for example, what the role of the vocational rehabilitation counselor is in the process.

o Input for the Maintenance of Statewide Order of Selection Waitlist Section 14.4, included:
  - Adding criteria for the written notification, such as must be written in plain English or the person’s native language for non-English speakers and so that people with developmental disabilities, learning disabilities, or other difficulties with language can better understand what is meant.
  - Adding text about the responsibility to notify IDVR in the event of a change in contact information, e.g., address, telephone number, etc., as well as an alternative contact person who might know the whereabouts of the person should they move or die.
  - A request for clarification on the change from 40 days to 30 days for the customer to respond.
  - Expanding information on how a customer can retain their place on the waitlist should they be unable to act on employment services at the time their name comes up on the waitlist.

o For the Information and Referral (I&R) Section 14.5, clarify the process for release of information during referral to another state or federal state program.

o With the removal of information from the procedure manual regarding counseling and guidance, the SRC suggested strengthening the proposed text to better help counselors understand the parameters for engaging in this.

**IDVR Response**

IDVR added a statement regarding funding arrangements back into the Administrative Requirements section of the policy and expanded the section on Reassessment of Severity of Disability. IDVR also incorporated the recommendation for plain English language.

IDVR added text regarding the responsibility for the customer to update contact information and respond to the agency contact within 30 days. Additional information was also included to clarify the process for customers to retain placement on the waitlist.

IDVR felt that customer confidentiality protocols apply throughout the rehabilitation process, but reinforced this with an additional reminder of this in the I&R section of the OOS policy. IDVR also felt the proposed policy adequately described the type of information, guidance, and referral services staff are required to provide to customers, along with the documentation requirements. To strengthen understanding of the policy, however, the
Division plans to provide comprehensive training regarding OOS, along with additional fact sheets to help staff and customers understand the process and requirements.

2. IDAPA 47.01.01, VR Rules and IDVR Field Services Policy Manual

**SRC Input**

A draft notice of rulemaking was presented at the SRC's May 4, 2017 meeting where members were requested to provide input on three policy changes to comply with WIOA involving:

- Supported Employment
- Pre-Employment Transition Services
- Services to Individuals who are Seeking Employment at Subminimum Wage

A variety of questions from council members were answered by IDVR staff following the presentation. An additional comment below was sent by email following the meeting:

Section 12.17.3 - Auxiliary Aides or Services Necessary to Support Pre-Employment Transition Services: There is a reference that VR will pay for the service if no other entity is REQUIRED to provide such an aid or service. Is this referencing services required under IDEA? Is this referencing other services such as habilitative intervention or IBI services that may provide behavior management supports that would enable a student to participate in pre-ETS? Would these be considered required or provided by VR?

**IDVR Response**

IDVR agrees that the use of the word “required” should be changed to “customarily” and that the definition did not clearly explain what auxiliary aides or services are, therefore, IDVR is changing the language to the following: “If a student with a disability, including potentially eligible students, requires an auxiliary aid or service, e.g., interpreter, reader services, or accessible informational materials, to access or participate in pre-employment transition services, VR may pay for the service, if not customarily provided by another entity, including local educational agencies. Auxiliary aides and services are those services necessary to ensure equal access to pre-employment transition services, as required by the Americans with Disabilities Act of 1990 (ADA), as revised by the ADA Amendments Act of 2008, and Section 504 of the Rehabilitation Act.”

3. Qualified Hearing Officers

**SRC Input**

The SRC assisted IDVR in identifying qualified hearing officers who have an understanding of or have the ability to understand the nature of the Rehabilitation Act as amended, state and federal regulations pertaining to the provision of VR services, and the policies and procedures developed and maintained by the state.

**IDVR Response**

IDVR agreed with the input from the SRC regarding qualified hearing officers and incorporated it in the selection process.

4. Transfer of Funds
**SRC Input**

SRC member input was provided to IDVR concerning the agency’s intent to utilize transfer funds from the Extended Employment Services (EES) program to the VR program for match purposes.

**IDVR Response**

The state Controller's Office subsequently informed IDVR that the funds source must be from the same fund source, i.e., General State funds to General State funds. Because of the timing involved, IDVR decided not to attempt the transfer because it could not be completed prior to the end of the state fiscal year.

5. Quarterly Status Report

**SRC Input**

IDVR provides quarterly status updates to the SRC on the progress the Division is making related to performance indicators as well as the goals and priorities for the Division. The SRC commented on drafts of the update at several council meetings in 2017. Some of the information IDVR will be reporting on is new under WIOA, for example, common performance measures, and will be populated over time as data becomes available.

**IDVR Response**

IDVR has modified and streamlined the quarterly update report to include the current common performance measures and will incorporate the new goals and priorities, based on the recent CSNA, developed in collaboration with the SRC for a more comprehensive product. The SRC will continue to be asked for input on these as well as any additional indicators that might be helpful in the report. The end product of these quarterly status revisions will be a quarterly report to the SRC that is based on SRC WIOA related goals and priorities that includes quarterly updates on WIOA mandatory primary performance indicators.

6. Comprehensive Statewide Needs Assessment (CSNA) Survey Questions

**SRC Input**

Much of the SRC's input regarding survey questions targeted to individuals involved recommendations aimed at gathering additional information on the customer's needs relating to employment goals, especially the need to include examples that help the responder better focus answers to questions. A companion suggestion was to use more of a plain language approach for terms or jargon (i.e. means-tested, assistive technology, disability-related personal care, primary disabling condition etc). The SRC suggested additional questions to gain more feedback on IDVR services as well as a more complete description of the relationship with American Job Centers and other WIOA partners. Suggestions were also made to expand the reach of the survey to potential VR participants.

In the survey to staff, the SRC made suggestions for expanding questions concerning internal processes and staff demographics. Also, to restructure questions for greater consistency, reformat sections to reduce redundancy, and regroup categories to gather additional information on client populations and subcategories within those populations.
Similar to the staff survey, the SRC suggested changes in the survey to community partners that might help increase consistency, lessen redundancy and gather more information on categories of client populations.

For the survey to businesses, the SRC suggested an enhanced focus on identifying gaps that exist between VR and employers, including general awareness of VR. In addition, to include examples as a way to help explain terms that might not be familiar to businesses.

The SRC also made general suggestions on how the survey could be expanded for information on related services that impact individuals with the most significant disabilities, to integrate the survey results with those of focus groups and program data, and how the elements of the needs assessment could further drive development of IDVR’s goals and objectives.

**IDVR Response**

IDVR agreed with the SRC’s comments and forwarded suggestions for revision to SDSU’s CSNA coordinator: The SRC’s comments and input were forwarded to the survey developers at San Diego State University and most were subsequently incorporated into the four surveys distributed during November-December 2016, while others were used with focus groups in 2017. IDVR will retain these comments to inform the development of its next CSNA which is due to be conducted in PY 2019.

**7. CSNA Report Developed by San Diego State University**

**SRC Input**

The SRC suggested revisions affecting the structure and formatting of the report as well as numerous typographical/grammar changes. As examples, below are two of the suggestions:

In Appendix C: Idaho Regional Demographics, all the work done to collect the data is appreciated, but not sure how it relates to the CSNA unless there is a tie to this in another part of the report. Is there a place where the outcomes achieved by IDVR customers is compared to the data in this appendix? Or, where IDVR resources are tied to the population centers described? Or, where jobs secured by IDVR customers relate to the industries described?

**IDVR Response**

IDVR believes Appendix C provides necessary information by which to understand the demographics of the state. It serves as a reference point to better understand the trends in the state’s population, prevalence of disabilities in the state, labor force participation and unemployment rates and information on the number of students and youth in the state. This information helps determine whether the agency is providing services to the appropriate target population(s).

**SRC Input**

Not sure why Appendix D, which involved Extended Employment Service (EES) rates, was included in the CSNA since EES is not an IDVR service that falls under the purview of the SRC. If there is a purpose, this should be called out.

**IDVR Response**
IDVR agrees with the SRC and removed this Appendix from the final report.

**SRC Input**

The SRC also gave input on potential issues for consideration in the IDVR portion of the Combined State Plan and the IDVR Strategic Plan based on findings of the CSNA, such as: Access to VR services - transportation is called out as a major barrier; is there a strategy that can be implemented to take VR to the community vs. having the individual have to come to VR to access services? It is called out that growth in rural areas will outpace non-rural areas; does VR need to look at how to address the needs of a more rural population? Is there value in tracking where people reside in the state and set rural goals to ensure this population is served? It is interesting that it is the provider and VR staff that rank transportation as a major barrier to accessing services and customers do not rank this at the same level.

**IDVR Response**

The Division recognizes that the lack of adequate public transportation is a major concern and creates a barrier to accessing services in the state. The Division cannot address this issue in isolation. The Division is committed to participating as a member of the Transportation Initiative. Additionally, IDVR provides services in the community, either on a full time or itinerate basis, collaboratively with agencies such as Department of Corrections, Juvenile Corrections, Behavioral Health, and within schools. IDVR also provides services at local one-stop facilities. IDVR may need to further evaluate other ways in which to deliver services to those in rural areas, however transportation is a common issue across multiple core WIOA partners, and may be better addressed at the Combined State Plan level rather than VR specific portion of the WIOA plan level.

**SRC Input**

Not necessarily tied specifically to rural areas, but the CSNA indicates lack of information about services and difficulties scheduling meetings with counselors as the two most common barriers sited by customers. These are both within in IDVR’s control. Is there a strategy to address these barriers?

**IDVR Response**

IDVR does note that Table 13 from the CSNA reflects customer perception on individual barriers to accessing IDVR services, however the Division needs more information around how these barriers are perceived by customers to determine if there are common themes reflected by these responses, or if people are interpreting these items in a variety of ways. The Division will work to better understand what is meant by “Lack of information about services” and “Difficulties scheduling meetings with your counselor” prior to developing a strategy to address these barriers, and has added this item to IDVR’s 4-year work plan.

**SRC Input**

Quality of services provided by Community Rehabilitation Providers (CRP) - consistent quality service provision is called out as lacking across providers; is there a strategy that can be developed to assess and potentially improve the quality of CRP services? There is reference to participants perceiving there is a lack of a variety of options for employment in Idaho and that CRP’s are repeatedly approaching a limited number of employers, which
impacts the options. Are there strategies that can be implemented to increase the options or, at least, identify what options are being accessed? If so, how does this compare to the labor market in general?

**IDVR Response**

The Division recognizes this as an important issue and thusly included it as a priority, as reflected in Goal 2, Priority 7 - Collaborate with Community Rehabilitation Program partners to improve the quality of services.

**SRC Input**

The work done by IDVR EES on rate study was called out as a way of understanding issues related to quality and consistency of services; is there value in looking at doing something similar for 110 services?

**IDVR Response**

This was removed from the CSNA by request of the SRC.

**SRC Input**

Reference is made that IDVR is creating programs that are national models that will meet the needs of individuals with disabilities; however, these specific programs are not called out in the CSNA report. What are these models and will expansion of these models need to be included in the State Plan?

**IDVR Response**

The models are mentioned by SDSU referenced the Customized Employment (CE) Pilot Project and process requirements for Section 511 Subminimum Wage Employment. Customized Employment is incorporated into the Goals and Priorities section of the VR Services Portion of the State Plan under Goal 1, Priority 2. The Division has developed the process and policy to meet the requirements of Section 511.

**SRC Input**

IDVR is spending over $2000 per case that is closed unsuccessfully. What can be done to explore ways to reduce unsuccessful case closures and applying the limited resources VR has to the desired outcome of employment?

**IDVR Response**

IDVR intends to better understand our customer expenditures by conducting an assessment of expenditures as identified in Goal 2, Priority 5 of the VR Services Portion of the State Plan.

**SRC Input**

Throughout the report, there is reference to most significant disability, significant disability and disability. Most significant disability does not appear to be defined in the document, so we do not know what definition our survey respondents based their responses on. Is “disability” a population or is there value in looking at more specific disability types to see if there are underserved or un-served subgroups? For example, evaluating the findings mostly from an “autism parent” or “autism advocate” lens, some observations stand out:
• In the most significant disability cases of autism, individuals themselves can rarely respond effectively; they need to rely on someone else (usually a family member or other willing caregiver) to respond on their behalf, so that a non-expert counselor or Vocational Rehabilitation “assessor” gets an interpretation of needs and/or skills.

• If WIOA guides us to prioritize candidates with most significant disabilities, it does not appear that the current findings tell us what we need to do to get more msd groups gainfully employed.

• Not specifying the various functional impairments for a “spectrum disability” like autism prevents this needs assessment from being more helpful for assessing a candidate’s needs and employment options more specifically, which includes aligning them with a knowledgeable provider “counselor” who knows how to help an individual with autism overcome or mitigate his disability(ies).

  ▪ For example, hypothetically, our Vocational Rehabilitation program is able to put people with autism—who have social communication deficits—into employment options today via a, b, c means. People with autism—who have no/minimal communication and/or disabling behaviors at times—can (in the future) be placed in a “Customized Employment” track.

IDVR Response

IDVR agrees that an explanation of severity of disability i.e., most significant disability, severe disability, and disability would help the reader understand these terms. A paragraph was added explaining these terms in ‘Section 2 - Needs of Individuals with the Most Significant Disabilities Including their need for Supported Employment.’

IDVR intends to provide a comprehensive array of services to individuals with disabilities, including individuals with the most significant disabilities, as identified in Goal 1, Priority 2 by expanding Supported Employment services, implementing customized employment services, developing and delivering benefits planning to those individuals who receive Social Security benefits and are in need of this service. The Division is currently involved in a Customized Employment Pilot project. This project will help inform policy and statewide service delivery.

While we acknowledge that including information on specific disability populations, such as autism would be useful, it was not part of this CSNA. IDVR, in coordination with the SRC, will consider including this approach in the next CSNA. As a more immediate measure, IDVR will consider conducting a separate analyses to determine the needs of target disability groups, such as autism, to better address the concerns of the SRC.

SRC Input

Financial literacy and benefits counseling is mentioned in several places as themes. Is there a need for this to be addressed in the State Plan beyond generic reference to the need for this to be made available to IDVR customers?

IDVR Response

Benefits planning and financial literacy are identified in Goal 1, Priority 2 of the VR Services Portion of the State Plan and have been included as elements in IDVR’s 4-year work plan.
**SRC Input**

Business relations need to be improved. There are several areas where employers would like more information - is there a marketing strategy that can address education? Reference is made that VR staff lack information and feedback from employers. This is sited as a barrier to employment outcomes. Why would an employer provide this feedback? Is it the employer’s responsibility to provide this information—it seems this is valued by VR in order to be effective in their work, not the other way around. What can IDVR do to gather the information they need to best meet the expectations of employers?

**IDVR Response**

IDVR agrees that more needs to be done to meet the needs of Idaho’s businesses, as identified in Goal 3, Priority 1 of the VR Services Portion of the State Plan. The Division has hired a business relations liaison and is developing initial marketing materials to improve the Division’s relationships and services to business.

**SRC Input**

Emphasize quality assurance measures for CRPs and other vendors in order to reduce a waste of resources and frustration for customers. Would also like to see some additional services for the transition age youth and folks in rural areas addressed, such as VR covering on-campus housing if they are paying for college. Can be huge barriers for those populations.

**IDVR Response**

The Division agrees that additional measures need to be taken to improve the quality of services provided by CRPs as well as expanding transition services to youth, both of these issues are identified as Goals and Priorities in the VR Services Portion of this State Plan. The agency believes that the current policy around maintenance is sufficient to address all customer needs related to housing, including students attending post-secondary training.

**SRC Input**

In reviewing the methodology, the data points used, etc., the report looks generally professional and the findings and recommendations make sense generally. Some findings in its current form could be useful to assist IDVR in advocating for additional resources, e.g., more travel support to work.

**IDVR Response**

The SRC’s feedback regarding the CSNA report structure and content were combined with IDVR’s and forwarded to San Diego State University. An updated report is being reviewed before a final report is distributed. SRC suggestions for using findings of the CSNA in a mid-term modification of the VR Services Portion of the Combined State Plan have been incorporated within this document.

### 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 an 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 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 entered into one collaborative cooperative agreement with
three of the four federally funded Tribal VR programs in the state, while also maintaining a
single cooperative agreement with the fourth Tribal VR program. These revised cooperative
agreements include the WIOA requirements, specifically to include address transition
services to students and youth with disabilities.
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.

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.

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 vocational rehabilitation services.
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**
- **Region V Pocatello - One Project**
- **Region VI Idaho 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 schools 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’s Transition Coordinator has extensive experience and an established network across Idaho public K-12 education system. The Division has developed Pre-ETS 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 postsecondary education, workplace readiness training to develop social skills and independent living, and instruction in self-advocacy). The Division has continued to modify and improve these strategies, including the coordinated and authorized services, as service delivery and partnerships evolve. For example, The Division has developed numerous Memorandum of Agreements (MOAs) with various Local Education Agencies (LEAs). These include contracting with educators to provide a Self-Advocacy curriculum for students previously developed through a partnership between the State Department of Education, IDVR, a LEA, and National Technical Assistance Center on Transition (NTACT). The Division has also developed MOAs to provide students with an opportunity to participate in a paid work experience.

The Division has also improved coordinated activities by having our VR Counselors work collaboratively with local school personnel to develop effective referral and outreach strategies to maximize opportunities for students with disabilities to participate in Pre-ETS activities. These strategies also include opportunities for students who are receiving accommodations under Section 504 of the Rehabilitation Act. VR Counselors are attending numerous IEP meetings and are working with districts to develop better process for providing timely invitation to VR Counselors to attend these meetings.

IDVR’s Transition Coordinator is working with school principals and special education directors to inform them of Pre-ETS activities. The Transition Coordinator is also communicating with all staff engaged in the delivery of Pre-ETS to help develop and enhance existing referral and outreach strategies within schools.

The Idaho Division of Vocational Rehabilitation is an agency of the Idaho 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), a comprehensive formal interagency agreement which addresses collaborative service provision with the State Department of Education (SDE), and the Idaho Commission for Blind and Visually Impaired (ICBVI).

IDVR and the SDE have developed a comprehensive formal interagency agreement which addresses collaborative service provision. This agreement specifies the programmatic and fiscal responsibilities for each agency. LEAs provide different transition services to students with disabilities for various reasons, adequate funding being one of the major reasons. Therefore, the Division needs to understand the types of transition services that are currently provided by each LEA in order to determine what Pre-ETS activities should be considered for students with disabilities at the LEA level. As a result that need, IDVR is coordinating with educational officials and other state agencies to provide a Transition Institute in the fall of 2018. IDVR is working with the SDE, Idaho Parents Unlimited, three LEAs, Boise State University, ICBVI, the Idaho Council for Developmental Disabilities, and the Idaho Department of Labor to develop and deliver the Institute. The Institute will follow the NTACT (formally developed under NSTTAC) Taxonomy for Transition Programming. The Taxonomy for Transition Programming provides solid practices identified from effective programs and evidence based predictors of post school success for implementing Pre-ETS as well as transition focused education. Districts will bring teams, that will include
a VR Counselor to the Institute to develop specific goal directed plans based on district data to improve Pre-ETS and transition focused education based on district need. This will provide IDVR with the specific criteria to determine which agency (IDVR or LEA) has primary responsibility for providing and paying for transition related services for students with disabilities as well as what additional Pre-ETS should be targeted to each LEA.

Lastly, IDVR has partnered with the SDE to implement a Statewide Secondary Transition Plan which correlates to the Division’s Pre-Employment Transition Plan. The goal on the statewide plan is to develop systems for effective collaboration between students, families secondary and post-secondary educators, rehabilitation counselors, and service providers to evaluate the quality and quantity of transition activities and pre-employment transition services. * More in section 2 B.

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 to:

46. Encourage staff to work closely with LEAs to ensure coordination between education services, pre-employment transition services, and vocational rehabilitation services.

47. IDVR and ICBVI counselors will provide training and information to school district personnel, students and families on pre-employment transition and vocational rehabilitation services, including their role as IEP team members.

48. IDVR and ICBVI counselors are available to consult with educators concerning pre-employment transition and vocational rehabilitation services for students to assist them toward employment.

49. IDVR and ICBVI counselors will collaborate with the LEAs in their service area to identify a process for the counselors to provide input and participate in the development of the transition services included in IEPs.

50. IDVR and/or ICBVI counselors may attend IEP team meetings for each referred student upon timely invitation by school personnel and the student and/or student’s parent or legal guardian. VR counselors may attend either in person or via
video or telephone. The IDVR and/or ICBVI counselors will provide written recommendations, if requested, for use in developing IEPs when unable to attend.

51. IDVR and ICBVI counselors will consult with educators concerning referral of students to IDVR and/or ICBVI for rehabilitation services, including pre-employment transition services. Students with blindness or visual impairments should be referred to ICBVI. Students with multiple disabilities may have dual cases with both IDVR and ICBVI to provide rehabilitation services.

52. IDVR and ICBVI counselors will accept referrals for pre-employment transition or vocational rehabilitation services, when appropriate, and will work collaboratively with input from the student's IEP team, for service provision and/or to develop an IPE. The vocational rehabilitation counselor, student, student's parent or legal guardian, and members of the student’s IEP team will collaborate to identify required vocational rehabilitation services that will move the student towards their employment goal.

Idaho Interagency Council on Secondary Transition: In the State of Idaho there is an Interagency Council. 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. Members include the Idaho State Department of Education (SDE), Idaho Division of Vocational Rehabilitation (IDVR), Idaho Commission for the Blind and Visually Impaired (ICBVI), Idaho Educational Services for the Deaf and Blind, Idaho Parents Unlimited, Council on Development Disabilities, Department of Labor, Boise State University, Idaho State University, The Assistive Technology Project run through the University of Idaho, Idaho Health and Welfare, Juvenile Corrections, Department of Corrections, and LEAs.

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, Nampa School District, Lake Pend Oreille School District, and Idaho Falls School District, have developed and implemented a statewide secondary Transition Plan with support and assistance from NTACT (National Technical Assistance Center on Transition). The goal of the plan is to develop systems for effective collaboration between students, families secondary and post-secondary educators, rehabilitation counselors, and service providers to evaluate the quality and quantity of transition activities and pre-employment transition services.
Expected outcomes include increase interagency collaboration, increase the number of students receiving pre-employment transition services or educational transition services that they need, increase student knowledge of agencies and other services, increase families knowledge of agencies and services, and provide more effective Pre-ETS based on student need.

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) are currently revising the existing formal cooperative agreement. The 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:

- Pre-Employment Transition Services
- Roles and responsibilities of each agency, including which agency is state lead
- Financial responsibilities of each agency, including the purchase of Assistive Technology
- Procedures for outreach, consultation, training, and technical assistance
- Transition Planning
- Referral process for students with disabilities to the appropriate VR program
- Data release and data sharing
- Dispute Resolution
- Coordination and documentation requirements under section 511
Prohibition on entering into an arrangement with an entity holding a 14(c) special wage certificate for the purpose of operating a program where people with disabilities are engaged in work at subminimum wage.

The current draft agreement is expected to be finalized sometime in 2018.

That said, the current agreement establishes the following roles and responsibilities for the involved parties:

**The Idaho State Department of Education (SDE) agrees to:**

- Assume the role of lead agency in facilitating interagency planning with LEAs and implementation of educational programs and transition services for students with disabilities from high school to post-high school services.
- Support LEAs in their efforts to write IEPs using an outcome oriented focus and to coordinate transition activities for each IEP eligible student, beginning no later than the IEP before the student turns age 16 years old (earlier if appropriate), and to address future student needs in the areas of post-secondary education, vocational training, employment, and adult living and communication participation, including assistive technology.
- Invite IDVR and/or ICBVI to provide information regarding their services, including their role as an IEP team member to school district personnel, students, and their families.
- Invite IDVR and/or ICBVI counselors, with prior consent from adult students or parents or legal guardians, as appropriate, 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.
- Work with IDVR and ICBVI Vocational Rehabilitation (VR) counselors to identify a process for such counselors to provide input and participate in the development of a student’s IEP, including pre-employment transition services, when appropriate.
- Identify appropriate school personnel who, with prior consent from adult students or parents or legal guardians, as appropriate, will initiate the referral process of students receiving special education services, and students who have a 504 Plan (Rehabilitation Act of 1973), or students with disabilities (e.g., physical, medical, or visual, etc.) who are not eligible for special education services, to IDVR and/or ICBVI for pre-employment transition services and/or vocational rehabilitation services.

**Idaho Division of Vocational Rehabilitation (IDVR) and Idaho Commission for the Blind and Visually Impaired (ICBVI) agree to:**

- Encourage staff to work closely with LEAs to ensure coordination between education services, pre-employment transition services, and vocational rehabilitation services.
- IDVR and ICBVI counselors will provide training and information to school district personnel, students and families on pre-employment transition and vocational rehabilitation services, including their role as IEP team members.
IDVR and ICBVI counselors are available to consult with educators concerning pre-employment transition and vocational rehabilitation services for students to assist them toward employment.

IDVR and ICBVI counselors will collaborate with the LEAs in their service area to identify a process for the counselors to provide input and participate in the development of the transition services included in IEPs.

IDVR and/or ICBVI counselors may attend IEP team meetings for each referred student upon timely invitation by school personnel and the student and/or student’s parent or legal guardian. VR counselors may attend either in person or via video or telephone. The IDVR and/or ICBVI counselors will provide written recommendations, if requested, for use in developing IEPs when unable to attend.

IDVR and ICBVI counselors will consult with educators concerning referral of students to IDVR and/or ICBVI for rehabilitation services, including pre-employment transition services. Students with blindness or visual impairments should be referred to ICBVI. Students with multiple disabilities may have dual cases with both IDVR and ICBVI to provide rehabilitation services.

IDVR and ICBVI counselors will accept referrals for pre-employment transition or vocational rehabilitation services, when appropriate, and will work collaboratively with input from the student’s IEP team, for service provision and/or to develop an IPE. The vocational rehabilitation counselor, student, student’s parent or legal guardian, and members of the student’s IEP team will collaborate to identify required vocational rehabilitation services that will move the student towards their employment goal.

All Vocational Rehabilitation State Plan requirements, including Order of Selection, will apply to all services provision under this cooperative agreement.

The Idaho Division of Vocational Rehabilitation (IDVR) agrees to:

Continue current funding of IDVR School to Work Counselors in conjunction with matching funds from participating school districts. IDVR also ensures that in schools where School to Work Counselors are located, cooperative agreements are developed or continued between the LEA and IDVR to identify each agency’s responsibilities to this partnership. The continuation and development of the IDVR/LEA School to 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 met with a large majority of the LEAs across the state to create awareness of the changes in the VR program and to market Pre-ETS. 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, have worked with educational counterparts to significantly increase number of potentially eligible students receiving pre—employment transition services and being found eligible for the VR program.

Finally the Division's transition coordinator has worked with the SDE and the Council on Developmental Disabilities to provide outreach to Spanish speaking families about the process of transition, Pre-ETS, and traditional VR services. Presentations were given to families in Spanish in their community by IDVR's transition coordinator, a VR Counselor, and the SDE's transition coordinator on how to access Pre-ETS and other VR services as well as on how to improve the educational transition process.

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 nonprofit 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 (H&W). Under H&W, Home and Community Based Services (HCBS) Waiver and Aged and Disabled Waiver are the two main extended services
funding sources for Idahoans in need of Supported Employment. The third funding source is the Extended Employment Services Program. This program is funded through State appropriations only. The primary service providers for long term supports under the three main funding sources are CRPs.

If a youth with a disability has been determined to need an SE strategy and an extended service funding source is not available yet, IDVR will utilize VR funds for the required timeframes or until the funding becomes available for the long term support.

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 hired a Business Relations Liaison to help meet this new emphasis in WIOA. Additionally, IDVR will take advantage of Technical Assistance Center offerings to inform employer engagement efforts. IDVR will continue to coordinate business outreach efforts with the Idaho Department of Labor, and their business outreach team which serves as the central point of contact for WIOA coordinated business outreach activities.

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

IDVR will also focus on areas of need identified by employer responses to the latest CSNA including:

- Obtaining information about On-the-Job training programs available for workers with disabilities
- Identifying job accommodations for workers with disabilities
- Obtaining incentives for employing workers with disabilities
- Recruiting job applicants who are people with disabilities
- Obtaining training on disability awareness
- Understanding disability-related legislation such as the Americans with Disabilities Act as amended, the Workforce Innovation and Opportunity Act and the Rehabilitation Act as amended
• Obtaining information such as mentoring opportunities or work experiences for students with disabilities

• Helping workers with disabilities to retain employment

2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

IDVR has worked with Union Pacific to provide students with an information/recruitment day with the Nampa school District. Students filled out applications ahead of time and recruitment personnel from Union Pacific went over the applications and provided feedback to the students. They also practiced panel interviews and watched presentations on what Union Pacific looks at as far as positives and negatives in applications and resumes. Union Pacific will also be working with students who attend Academy NexT. Academy NexT is an IDVR project where students spend one week on the Idaho State University campus to participate in job exploration, career counseling, practice interview skills in a simulated environment using an avatar, self-advocacy, independent living skills, community integration, and college life. Students will learn to budget, experience college classes, learn to use technology to support note taking, use of Livescribe pens, Chromebooks, and iPads, tour campus, and with meet disability services staff to better understand services and resources available to them.

IDVR has also coordinated with Hewlett-Packard (HP) and Idaho Parents Unlimited to offer the Work of Art Program during the 2016-2017 school year. Idaho Parents Unlimited offered a program to students where students work with HP to secure a job to create corporate art. Students were paid minimum wage by Idaho Parents Unlimited for their work on the project. The program connected youth with disabilities to HP and provided them with a meaningful employment opportunity. HP provided the students, their families, and agency partners with a reception following the experience where they could display their creations. The reception was a way to thank the students for their hard work and dedication to the project.

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.

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 an 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>
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<td>Vocational Rehabilitation Counselors</td>
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<tr>
<td>Chief of Field Services</td>
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</table>

IDVR currently 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 1.65 million people, thus a minimum of 82.5 QRP over the next five years would be required to meet this ratio. IDVR currently has a total of 56 QRP, VRC, and anticipates needing 26.5 additional positions. This shortfall in part will be addressed by employing Vocational Rehabilitation Specialists with the understanding that they work toward VRC QRP status which includes the CRC designation. IDVR currently has 16 VRS positions filled leaving a shortfall of 9.5 QRP positions across Idaho. Numerous factors including shifting Idaho working age demographics and WIOA workload increases will require a reassessment of the 1 in 20,000 staffing model. In addition, one VRA position 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. New FTEs have been added to the chart since the initial 4-year plan. This includes a business liaison position, an additional program analyst position and a deputy administrator position which have been added to
help address the requirements of WIOA. To help create these positions, the former Organizational Development Specialist position was reclassified as a Training Specialist position, and some former duties of the ODS were spread across these positions.

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. This grant runs through September 30, 2020 depending on the utilization of funds. Upon graduation, recipients of the scholarships will, in return, agree to work one year for every semester 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.

ii. the number of students enrolled at each of those institutions, broken down by type of program; and

The University of Idaho program is offered in two Idaho locations (Boise and Coeur d’Alene) 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, twelve students are expected to graduate from the Boise campus and ten are expected to graduate from the Coeur D’Alene campus in May 2018. The next cohort will
begin May of 2018 and they are expecting to have a full capacity of 25 students. It is expected that students who will be graduating in May of 2018 will sit for the CRC exam in the spring of 2018.

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 last cohort M.Ed./M.S. Rehabilitation Counseling and Human Services Program at the U of I, seven students were expected to graduate from the Boise campus and nine were expected to graduate from the Coeur D'Alene campus in May 2016. The next cohort will began May of 2018 and they are expecting to have a full capacity of 25 students.

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, Hofstra University, Montana State University, New Mexico Highlands University, Portland State University, San Diego State University, University of Arizona, University of Kentucky, 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 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 FFYs 2016 and 2017 four unpaid and three paid interns were supported. 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. The current trend suggests counselors are moving on to positions which do not require a Master’s degree and pay approximately $2.30 more per hour.

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 PY 2016 the turnover rate for QRP’s was 16.07%. 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 Agency’s minimum requirements for ‘Qualified’ personnel will be retained.

The VRS with assistance from Regional Manager (RM) and Human Resource Specialist (HRS) 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 coursework is completed grades must be submitted to the RM and HRS 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 HRS who will maintain a copy 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 will be managed by the RM and HR department.

IDVR may provide some financial support to assist the employee with the costs of the 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 exam 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.

Through an increased emphasis on data-driven decisions, IDVR will increase utilization of the most recently available labor market information to promote more informed decision making on the part of customers when selecting potential employment options.

IDVR will increase utilization of established and emerging, promising, technologies to better meet the needs of rural and all Idahoans.

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. 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 service provision for 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 2017 IDVR held a statewide in-service. IDVR staff received training in various general sessions including: online resources from Live Better Idaho - a virtual one-stop, a presentation from the national VR employment team (the NET), communication skills training, information on SSA’s Ticket to Work Program and work incentives planning, WIOA core partner cross training with Title II’s Career and Technical Education program (emphasizing career pathways within the trades), and updates on IDVR’s pre-employment transition services. Breakout sessions included topics such as personality disorders, Pre-ETS activities, career assessments, cybersecurity, effects of trauma, promoting resilience and reducing burnout, Labor Market Information (LMI) and job trends across Idaho delivered from partners at the Idaho Department of Labor, and work-life balance.

The Division continues to provide Motivational Interviewing (MI) training for new employees and a refresher course was provided in September and November 2017.

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, National Rehabilitation Association Annual Conference, Supported Employment, fading supports, the Tools for Life conference for students and various other Pre-employment Transition activities.

Succession planning and leadership development continue to be a focus of the Division. When financially able the Division supports staff in the Emerging Leaders series, sending two in Program Year 2016. Newly appointed regional managers attended the VR Supervisor Academy provided by the Center for Continuing Education in Rehabilitation (CCER). 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 VR Portal, 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 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.

Training opportunities offered by IDVR which are germane to both educators and vocational rehabilitation professionals will be opened to school staff for participation when practicable. For example, in PY 2017, IDVR brought together public educators, DEI staff from the Idaho Department of Labor, VR counselors, CRP staff, central office staff from IDVR, SDE and ICDD, national technical assistance providers for youth, students and people with disabilities for a Customized Employment Pilot training which was applicable to all parties involved. This five day face-to-face training was relevant to all stakeholders and coordinated not only school and VR staff, but talent from a wide array of sources to establish a foundation for the coordinated provision of transition personnel development.

J. STATEWIDE ASSESSMENT

(Formerly known as Attachment 4.11(a)).

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 conducted a Comprehensive Statewide Needs Assessment (CSNA) beginning in the fall of 2016, including the rehabilitation needs of youth with disabilities in transition including their need for Pre-Employment Transition Services.

The number of people with disabilities in Idaho is growing. The ACS (2016) one-year estimates of individuals with disabilities in Idaho increased from 200,237 in 2011 to 224,887 in 2016, representing an increase of 12.3% over five years (Table B18101).
According to data from the American Community Survey, published in the Compendium of Disability Statistics, 13.5% of Idaho civilians living in the community report having a disability, including 11.9% 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 seven-years with the exception of 2015, when the rate of disability for Idaho was estimated at 13.8%, while the rate for the United States was estimated at 12.6%. These estimates are also in line with bordering states with the exception of Utah’s rate of 9.9% (the lowest disability percentage in the United States). Rates of reported disability range from the low in Utah of 9.9% to a high of 20.1% in West Virginia.

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 2016 the number of Idahoans age 18-64 who received SSDI was 46,120. Social Security Administration (SSA) estimates that as of December 2016, SSI benefits were received by 21,177 individuals while 6,369 people concurrently received SSI and SSDI during the same period. These 60,928 individuals represent 6.1% of all working age Idahoans.

According to internal data, IDVR took applications on 5,570 cases in FFY 2017 including 734 cases where SSDI benefits were verified and 895 cases where SSI benefits were verified. This represents a presumptive eligibility rate of 29.3% at application. The Division anticipates an increase in this rate as Pre-ETS 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 91.3% White with no other single race representing over 1.3%. When considering ethnicity, Hispanic or Latino (of any race) is second with 12.0%

Idaho’s population is expected to grow by 15.3% between 2015 to 2025, while the growth rate for Hispanics the state’s largest minority, is expected to be 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 this plan for the Division.
C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

According to the latest Comprehensive Statewide Needs Assessment, the most common themes that emerged in this area based on the perceptions of respondents were:

- In general, a case can be made that individuals living in rural areas, with less access to services, support, training and education are underserved.
- Language and culture are barriers to certain populations accessing services or seeking employment, including a growing refugee population in parts of Idaho. Translation services are not readily available.
- Native American tribes live in isolated locales in Idaho with limited employment options.
- IDVR has increased outreach efforts and coordination with partner agencies; however, there is a continued need for outreach to potentially underserved populations.
- Ex-offenders with a high rate of substance abuse issues require services from multiple agencies and face resistance from the employment community.

The WIOA Advisory Group has specifically identified rural service provision a traditionally underserved area to address in II.c.1 of this plan.

The Division utilizes telephone based translation services when necessary to bridge language barriers presented by Idaho’s growing refugee population.

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.

While the perception is listed in the CSNA that Idaho’s tribes are underserved, the latest available statistics indicated this population is slightly overserved, however these data should be interpreted with caution as estimates of error can skew these results. The Division notes that the intersection of rural service provision and tribal affiliation can present substantial barriers to obtaining employment in these rural communities, and will continue to view this population as underserved. IDVR will continue outreach efforts accordingly for this population.

The Division will continue to strengthen partnerships with entities in the workforce development system (including Idaho’s Disability Employment Initiative under IDOL) to reach populations of interest such as youth.

The Division already co-locates with the Idaho Department of Correction, including the Idaho Department of Juvenile Corrections through a series of cooperative agreements and will continue to engage with these entities to further efforts to reach youth and adults in the corrections system across Idaho.

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 ongoing including all core partner agencies and numerous One-Stop partners to determine and further strategies for common intake, reducing duplication of efforts and potential increased levels of co-location. 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. The WIOA Advisory group, in collaboration with the Workforce Development Council’s One-stop Committee will engage in a series of meetings to identify common and unique strategies which are working at local-area levels. The Administrator of IDVR currently heads the WDC’s One-stop Committee.

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 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 5.4% of individuals aged 5-17 experience disability compared to 11.4% for those aged 18-64, and 36.7% of those ages 65 or more.

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 34.5% of all new cases in FY 2017.

The Division has conducted a targeted statewide needs assessment, in part, to gauge the specific needs of students and youth with disabilities:

While the most recent CSNA did provide some foundational information regarding the needs of youth and students, IDVR is interested in learning more about the needs of this population and intends to conduct further assessment as it specifically relates to Pre-employment transition services. 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 Pre-ETS is detailed in section o of this plan.

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE; AND

The 2018 CSNA summarizes results in section 6 of the document “Need to Establish, Develop or Improve Community Rehabilitation Programs in Idaho”, the most common themes that emerged in this area were:

- There are varying levels of service quality delivered by CRPs.
- There is minimal standardized training for CRP staff.
- CRPs are faced with high turnover and this instability of staff affects the quality of services.
- The perception is that low pay of many CRP staff is the major cause of turnover.
- The quality of job coaches is highly questionable. Many have little more in the way of credentials than a high school diploma.
- There is a need for more effective and standardized quality assurance monitoring and evaluation of CRPs.
• CRPs have a questionable capacity to serve individuals with language barriers.
• There is a need for increased communication between VR and CRPs to gain clarity on expectations and coordination of services.
• CRPs should devote more time in training individuals with disabilities on life skills such as hygiene, budgeting, etc.
• Facility-based CRP services are perceived as less effective than those that offer community-based services.
• VR contracts with specific CRPs in each locale are often perceived by field staff as limiting options for counselors and individuals with disabilities.

There are two primary areas where needs are present to establish, develop, or improve CRPs within the state of Idaho:

108. Meeting the need of emerging/novel requirements of WIOA and expanding the statewide capacity of CRPs to deliver these services with fidelity (e.g. Customized Employment, Pre-ETS and similar services to youth, Youth Extended Services).

109. Monitoring and improving Community Rehabilitation Program performance through a collaborative iterative learning process.

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.

IDVR’s current goals and priorities address the need based on strategies jointly agreed to by IDVR and the SRC and can be found as Goal 2, Priority 7 in section l of the VR services portion of this combined state plan.

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.

Overview

Preliminary data from this CSNA (published 2018) for program years 2015-2017 has been incorporated into this forecast. To complement this CSNA data, and to develop and implement Pre-ETS across Idaho, IDVR’s Transition Coordinator engaged in the following needs assessment related activities:

WIOA Pre-ETS Needs Assessment Year 1

The Transition Coordinator employed a multifaceted approach for determining the need for pre-employment transition services in Idaho. Initially the Transition Coordinator visited with numerous Local Education Agencies (LEAs) in all eight administrative regions. These
visits included an assessment to determine what transition services were currently being provided by the LEA, and to determine the need for additional pre-employment transition services. During these visits, the Transition Coordinator also provided technical assistance regarding changes to WIOA.

While making LEA visits the Transition Coordinator also met with VR staff to provide updates regarding pre-employment transition services, to brainstorm the needs for the region, and to discuss ways to assist the staff in the implementation of these services.

Using the assessment information provided by the LEAs and Regional VR staff, the Transition Coordinator developed statewide programs based on the evidence-based predictors that lead to increased postsecondary success in education and employment, and were aligned to the five authorized Pre-ETS categories. The Transition Coordinator also worked with LEAs, institutions of higher education, state and federal programs serving students, and employers to enhance pre-employment transition services provided around the state.

**WIOA Pre-ETS Assessment Year 2**

Following program implementation, the Transition Coordinator assessed and evaluated the effectiveness of service provision of pre-employment transition services. The Transition Coordinator identified service delivery gaps and facilitated the systematic development of innovative strategies for improvement. LEAs and regional VR staff were again asked to assess the current state of Pre-ETS service delivery. The provision of pre-employment transition services was modified based on these assessments. The number of programs and number of slots available for students in each program were determined through collection of stated needs for additional pre-employment transition services in each region.

The Transition Coordinator identified effective marketing strategies and developed materials to reach students and youth in transition and school district personnel to inform parents, educators, administrators, and others about the Vocational Rehabilitation program. The coordinator collected and disseminated information and materials that fosters best practices among counselors who serve transition customers as well as potentially eligible students. Materials include various brochures for each program and a newly designed website directed to students. You can view the website at: [https://vr.idaho.gov/site/students](https://vr.idaho.gov/site/students).

The 2018 CSNA highlights perceived barriers to achieving employment for students in transition as viewed from internal and external stakeholder perspectives. While all reported barriers to employment should be considered, the surveys highlighted common themes across both stakeholder groups including:

- Little to no work experience
- Not having job skills
- Not having education or training
- Poor social skills
- Transportation issues (accessing training/education programs)
While Pre-ETS required activities can address the first four barriers, lack of access to transition services in rural areas is being addressed, in part, through the creation of online, self-paced modules targeted toward Pre-ETS participants.

**Demonstration of the Availability of Required Services**

The five required Pre-ETS services are provided statewide to eligible and potentially eligible students across Idaho.

Over the past two years, regional contracts for services are allocated based on needs and projected goals as determined by IDVR’s Transition Coordinator. Furthermore, projections for need are refined by actual service utilization, continued conversations with LEAs and any unique issues experienced during or as a result of the launch of these initiatives (e.g., a late launch of WIOA year one summer Pre-ETS experiences negatively impacted utilization of those services due to a lack of marketing ahead of time).

The provision and evaluation of various Pre-ETS activities are ongoing. The most recent CSNA results are preliminary; therefore the Division is currently highly reliant on feedback from field staff to determine that the need for Pre-ETS has been addressed. As a result, IDVR anticipates increased utilization of Pre-ETS moving into PY 2017.

It is difficult to estimate the anticipated increase in the utilization of the required Pre-ETS: First, initial launch programs are currently being evaluated, modified, or supplanted. Second, solid baselines for student utilization of services do not yet exist: as marketing efforts take root, knowledge of an interest in Pre-ETS programs will expand.

Strategies surrounding transition services and Pre-ETS are covered in more depth in section o of this plan.

The Idaho Division of Vocational Rehabilitation is an agency of the Idaho 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), a comprehensive formal interagency agreement which addresses collaborative service provision with the State Department of Education (SDE), and the Idaho Commission for Blind and Visually Impaired (ICBVI).

IDVR and the SDE have developed a comprehensive formal interagency agreement which addresses collaborative service provision. This agreement specifies the programmatic and fiscal responsibilities for each agency. LEAs provide different transition services to students with disabilities for various reasons, adequate funding being one of the major reasons. Therefore, the Division needs to understand the types of transition services that are currently provided by each LEA in order to determine what Pre-ETS activities should be considered for students with disabilities at the LEA level. As a result that need, IDVR is coordinating with educational officials and other state agencies to provide a Transition Institute in the fall of 2018.

Districts will bring teams, that will include a VR Counselor to the Institute to develop specific goal directed plans based on district data to improve Pre-ETS and transition focused education based on district need. This will provide IDVR with the specific criteria to
determine which agency (IDVR or LEA) has primary responsibility for providing and paying for transition related services for students with disabilities as well as what additional Pre-ETS should be targeted to each LEA.

Lastly, IDVR has partnered with the SDE to implement a Statewide Secondary Transition Plan which correlates to the Division’s Pre-Employment Transition Plan. The goal on the statewide plan is to develop systems for effective collaboration between students, families, secondary and post-secondary educators, rehabilitation counselors, and service providers to evaluate the quality and quantity of transition activities and pre-employment transition services.

K. ANNUAL ESTIMATES

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 experience disabilities, ages 16 and over who are in the workforce according to the American Community Survey 5-Year Estimates, Table S1811.

FFY 2015 - 47,240
FFY 2016 - 50,223
FFY 2017 - 52,633
FFY 2018 - 55,159
FFY 2019 - 57,824

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 more than 15 percent of program funds. As data become available under the new conditions of WIOA, the Division will increase its confidence in reporting these numbers.

The number of customers served by IDVR is diminishing. Historic rates of unemployment across Idaho and new mandates created by WIOA are likely factors in this recent downturn. The Division estimates serving 7,448 individuals for FFY 2019 if labor market conditions persist.

The following data are the numbers of individuals served for the past three years and estimates for federal fiscal years 2018 and 2019.

FFY 2015 - 8,520
FFY 2016 - 8,602
FFY 2017 - 8,082
FFY 2018 - 7,678
FFY 2019 - 7,448

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

The Division expects to receive $297,000 in Title VI Supported Employment funds. For FFY 2019 the Division expects to serve approximately 850 individuals requiring SE services based upon historical and trend data. The Division will supplement Title VI SE services utilizing Title I VR funds.

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 D, 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 service volumes diminish while service costs per customer continue to increase. This increase in cost, coupled with the redistribution of funds for Pre-ETS 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: 7,448. 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>$12,214,720</td>
<td>7,448</td>
<td>$1,640</td>
</tr>
<tr>
<td>Title VI Part B (above and beyond above numbers)</td>
<td>$498,610</td>
<td>838</td>
<td>$595</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.

IDVR and the State Rehabilitation Council (SRC) revised/modified the goals and priorities based on the recently completed Comprehensive Statewide Needs Assessment (CSNA). New program goals and priorities reflect and align with program changes resulting from WIOA, the results from the latest CSNA, and 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.

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, combined plan partners, the State Independent Living Council (SILC), the Client Advocacy Program (CAP), Tribal VR representatives, findings and recommendations from monitoring activities conducted under Section 107, and the IDVR management team, including management at the regional level. Additionally, the goals and priorities are informed by the Comprehensive Statewide Needs Assessment (CSNA) which is conducted every three years.

**Goal 1 - Provide quality, relevant, individualized vocational rehabilitation services to individuals with disabilities to maximize their career potential**

Priority 1 - Expand, monitor, and improve pre-employment transition services (Pre-ETS) to students with disabilities and similar services to youth.

Priority 2 - Provide a comprehensive array of services to individuals with disabilities, including individuals with Most Significant Disabilities (MSD).

Priority 3 - Hire and retain qualified staff to deliver quality vocational rehabilitation services.

Priority 4 - Improve usage of Labor Market Information/Career Pathways to inform customer career choice.

**Goal 2 - Improve VR program efficiency through continuous quality improvement activities**

Priority 1 - Meet or exceed negotiated targets on Primary Performance Indicators 1-5 established by the US Department of Education, Rehabilitation Services Administration.
Priority 2 - Revise IDVR’s Customer Satisfaction Survey in collaboration with the State Rehabilitation Council to increase the response rate, retention rate, and overall satisfaction rate.

Priority 3 - Maximize the utilization of comparable benefits.

Priority 4 - Increase IDVR integration with the workforce development system.

Priority 5 - Evaluate IDVR assessment expenditures.

Priority 6 - Revise internal case review process to align with WIOA requirements, and inform the continuous quality improvement cycle.

Priority 7 - Collaborate with Community Rehabilitation Program partners to improve the quality of services.

Priority 8 - Evaluate Customer Access to Services

**Goal 3 - Meet the needs of Idaho businesses**

Priority 1 - IDVR to be recognized by the business community as the disability experts in the workforce system.

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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 published in Winter 2018 and has been modified to include the needs of youth with disabilities in transition, which is required under WIOA.

The Division’s newly modified goals and priorities reflect those areas where the Division plans to focus efforts for improvement. The Division worked closely with Idaho’s State Rehabilitation Council to take former goals and priorities under WIA, evaluate their fit under WIOA, all while using the results of the latest Comprehensive Statewide Needs Assessment, and have updated these goals and priorities with language that meets the direction provided by the SRC and the mandates of WIOA.

B. THE STATE’S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND

Title IV Vocational Rehabilitation programs are using a phased-in approach to set levels of performance for all primary performance indicators under this Combined State Plan. RSA-TAC-18-01 released January 18, 2018 provides guidance on the requirements for these indicators for PYs 2018 and 2019, noting that the same required levels of performance for PYs 2016 and 2017 be used. The level of performance for PYs 2016 and 2017 were baseline therefore baseline levels of performance will continue to be collected for PYs 2018 and 2019 to be used in establishing initial levels of performance for future negotiation. As a result, no performance levels are being reported for the following Primary Performance Indicators:
Employment in the 2nd quarter
Employment in the 4th quarter
Median earnings
Credential attainment
Measurable skill gains
Effectiveness in serving employers.

The Division has updated our data sharing agreement and is prepared to report on these figures once required by RSA. Additionally, IDVR has presented a request to Idaho's Data Management Council to gain access to Idaho's Statewide Longitudinal Data System in order to pull education related data elements that will allow IDVR to better understand what factors promote quality sustained competitive integrated employment.

The Division will continue to collect and analyze data to inform initial baseline thresholds to establish levels of performance to use for future negotiations with RSA.

C. OTHER AVAILABLE INFORMATION ON THE OPERATION AND EFFECTIVENESS OF THE VR PROGRAM, INCLUDING ANY REPORTS RECEIVED FROM THE STATE REHABILITATION COUNCIL AND FINDINGS 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 $0 in Title VI, Part B funds to date in FFY 2018. Formerly, 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 focused Title VI, Part B funds on direct case service provision including Youth Extended Services, and job coaching.

The Division will continue to provide these services under general Title I funds.

Since this population is by definition MSD they would also continue to receive services, even in the event that IDVR implemented an Order of Selection, unless Order were expanded to temporarily suspend services to part or all of the MSD population. No existing fiscal projection would indicate this action.

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

If title IV part B funds are reinstated, the following assurances would remain in effect:

IDVR reserves 50 percent of title VI part B funds for the provision of Supported Employment and Extended Services to youth. Any remaining funds can be used for the provision of Supported Employment services for adults, however IDVR’s expenditures on SE services far outstrips the funds formerly allocated under title VI part B. The Division would not anticipate any problems expending these funds as authorized, if the allotment were reinstated.

The Division has developed policies to ensure that Youth Extended Services can be provided up to 4 years as needed for individuals under the age of 25 following the achievement of employment stability when comparable external sources of long-term extended support are unavailable. The Division will continue to support YES with title I funds, as required by WIOA, and will continue to leverage other sources of extended services.

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.

The Division advocated for an increase of $340,000 in state general funds 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 and since the last combined state plan update, has been approved by the governor. This reduces the EES waitlist by approximately 80 participants. Since IDVR is the only source of referral to the EES program, this advocacy by the Division resulted in a direct increase in available funds for extended services delivered by an external program for youth and adults.

IDVR utilizes the State’s Extended Employment Services program as well as the Medicaid Home and Community-Based Services waivers for long term support. The Division has been working closely with HCBS to streamline our referral process and improve utilization of this external source of extended services funding.

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, IDVR in FFY 2018 will continue limited pilot projects under Pre-ETS while continuing to monitor and refine those programs now being offered at a statewide level.

The Division created policy on Supported Employment (SE) under WIOA to address regulatory changes pertinent to SE. Training on these changes was delivered across Idaho through a series of regional face-to-face meetings. The Division emphasized the expansion of the timeframe of SE from 18 to 24 months, provided information on fading and documenting progress in the SE process, emphasized the importance of achieving stability prior to the transfer of ongoing support services to extended services, and the availability of Youth Extended Services under IDVR where no comparable services or funding is available from external sources.

Furthermore, the Division has launched a Customized Employment (CE) pilot project with the aim of increasing the capacity of the state to deliver CE services with fidelity and seeks to expand CE offerings statewide following the conclusion of pilot activities. The Division has engaged with multiple national technical assistance providers on this project including WINTAC, NTACT, and Y-TAC. IDVR’s process also allowed the cross-training of internal VR staff, DEI staff, special educators, and CRP personnel in the CE process.
The Division plans to work toward a comprehensive benefits planning and financial literacy program in the next two-years which will include the following strategies:

- To develop and make available statewide comprehensive benefits planning to be delivered by qualified providers to all SSI/SSDI customers
- To develop and make available financial literacy curriculum to all customers

IDVR is currently exploring the expansion of its Career Index Plus utilization to improve planned service connections to Labor Market Information/Career Pathways and better inform customer career choice in the 21st century. The Division will continue to work with WINTAC to further this initiative.

Fiscal forecasting for IDVR has allowed for expansion into authorized Pre-ETS activities. The expansion, provision, and evaluation of various Pre-ETS activities are ongoing. Continued collaboration with the SDE and LEAs alongside feedback from customers and parents/guardians when applicable are instrumental in better understanding which services should be continued, modified, or ended. Activities like the Transition Institute will bring these stakeholders together and allow for the collection of rich qualitative data to further inform improvements to these services.

The Division will continue to work closely with the SRC to identify further innovation and expansion activities which align with the goals and priorities outlined in WIOA.

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.

IDVR is in the process of updating this agreement for PY 2018.

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.

IDVR is trending toward a ratio of minority service rate to non-minority service rate of 1.00. Significant gains in service outreach, an emphasis on accurate coding of race and ethnicity status, and Pre-ETS expansion and outreach have raised the current (PY 2018) ratio to .942, up from .921 in FFY 2017 and .891 in FFY 2016.

The Hispanic population is by far Idaho’s largest minority group at 12.0 percent and represents 10.1 percent of the population served by the division in PY 2017 to date. This is contrast with the corresponding figures of 11.7 percent and 7.4 percent two years ago. The second largest minority population, American Indian/Alaska Native (AI/AN), is currently overserved by the division: AI/AN represents 2.4% of Idaho’s population and 3.8 percent of IDVR cases. Individuals of Black or African American descent are also overserved representing 1.1 percent of Idaho’s population, and 2.2 percent of IDVR cases to date in PY 2017. Asian and Native Hawaiian/Pacific Islanders are underserved categories, but service rates are within one percent of population estimates for both races.

Idaho’s demographics are changing, and Idaho was the fastest growing state relative to population in the United States in 2017, experiencing 2.2% annual growth. 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. The Division maintains contact with Family Medicine, a medical provider to newly arrived refugees in the in these regions 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 a representative on the Sho-Ban Job Fair and Hiring Event committee in partnership with Shoshone-Bannock VR, IDOL, tribal leadership and employers which connects prospective employees to employers. The last event drew 40 employers and over 500 job seekers and the next event will take place in March 2018.

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 regularly engages with qualified interpreters for a variety of languages to better serve VR clients with limited English proficiency.

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).

The expansion, provision, and evaluation of various Pre-ETS activities are ongoing. Continued collaboration with the SDE and LEAs alongside feedback from customers and parents/guardians when applicable are instrumental in better understanding which services should be continued, modified, or ended. Activities like the Transition Institute will bring these stakeholders together and allow for the collection of rich qualitative data to further inform improvements to these services.

The Transition coordinator will also use the district plans that are created at the Institute to identify specific transition service needs of each district. This will allow VR to target districts who need intensive levels of support as priority districts. VR will also continue to provide targeted and universal support to districts who have identified lower levels of need.

Our Transition Coordinator is also working with the SDE to change the questions on the post-school outcome survey that is required for Indicator 14 under IDEA. Questions will reflect what pre-employment transition services students received. The post-school outcomes survey also measures if students are enrolled in higher education, competitively employed, or enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment. This will allow VR to correlate Pre-ETS to post-school outcome.
In addition VR will track which Pre-ETS individual students received over the past couple years and the educational goal attainment and/or if the student has achieved his or her employment outcome.

Toward these ends, expected outcomes include an increase in student participation in Pre-ETS, an increase in the number of students participating in Pre-ETS based on student need, an increase in the number of students achieving his or her employment outcome.

IDVR is evaluating the following services and partnerships

- Post-secondary partnerships
- Summer paid work experience
- Local Education Agency partnerships
- Idaho Educational Services for the Deaf and Blind partnership
- Idaho Parent Unlimited partnership

IDVR would still like to develop a partnership with the state independent living centers.

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. The Division is currently in the process of evaluating potential changes to improve the CRP monitoring cycle and has recently issued draft guidance to better clarify expectations between CRPs and IDVR.

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. IDVR is currently revising its Customer Satisfaction Survey to improve
response rates and is considering a revision of items gauging CRP performance.

Finally, IDVR is continuing to evaluate a potential 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.

Vocational Rehabilitation programs are using a phased-in approach to set levels of
performance for all primary performance indicators under this Combined State Plan. RSA-
TAC-18-01 released January 18, 2018 provides guidance on the requirements for these
indicators for PYs 2018 and 2019, noting that the same required levels of performance for
PYs 2016 and 2017 be used. The level of performance for PYs 2016 and 2017 were baseline
therefore baseline levels of performance will continue to be collected for PYs 2018 and
2019 to be used in establishing initial levels of performance for future negotiation. Once an
understanding of these baselines emerge, IDVR will be well positioned to develop strategies
to improve upon these baseline figures.

The Division has updated our data sharing agreement and is prepared to report on these
figures once required by RSA. Additionally, IDVR has presented a request to Idaho’s Data
Management Council to gain access to Idaho’s Statewide Longitudinal Data System in order
to pull education related data elements that will allow IDVR to better understand what
factors promote quality sustained competitive integrated employment.

The Division will continue to collect and analyze data to inform initial baseline thresholds to
establish levels of performance to use for future negotiations with RSA.

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, efforts to launch this initiative will occur in the next two-year plan cycle. Rather than issue a separate needs assessment for FY 2017, the Division and ICBVI each conducted a Comprehensive Statewide Needs Assessment which included surveys of core workforce partners. This collaboration will include the establishment of stand-alone informational products, tailored face-to-face trainings, and informal consultation as needed.

IDVR's administration advocated for and received a position on Idaho's Workforce Development Council (WDC), and IDVR's administrator currently serves as the one-stop chair for the WDC. This appointment followed a major reorganization of the WDC which was mandated by the Governor's Executive Order.

IDVR staff are assisting efforts to collaborate at the national level as well: Representatives of the Division alongside IDOL staff are contributing panelists in WINTAC's upcoming live training “Career Services in the American Jobs Center” sharing Idaho’s approach to integrated service delivery under WIOA.

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.

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.

The Division has partnered with Live Better Idaho (LBI) (https://www.livebetteridaho.org/), a virtual portal which “connects service providers with Idahoans seeking those services.” This website, exclusively funded by the Idaho Department of Health and Welfare, is an ‘agency agnostic’ service which is offered to public and private providers of services and connects Idahoans in need to relevant services by matching individuals with programs they may qualify for. The tool is localized and customized, connecting users to services that are relevant and available in their local areas.

IDVR has created a presence on LBI to connect potential customers to Vocational Rehabilitation. The tool can help connect rural Idahoans to locally available resources, including VR, and expands the range of options youth can use to find appropriate employment programs.
IDVR staff have been trained on LBI and can use it with customers to explore other complimentary programs which may offer specific funding in areas of need, reducing direct IDVR expenditures, and program redundancy while increasing overall collaboration with partners external to WIOA.

Efforts continue to find an approach to identify co-enrollees in various program while services are still being conducted. Idaho does have a mechanism to identify co-enrollees, but this is currently a lagging mechanism and the state could increase efficiency and utility by identifying these individuals that are co-enrolled at intake, or find a way to exchange this level of information in real time.

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 Division has completed the latest Comprehensive Statewide Needs Assessment (CSNA) process which will be published in 2018. This CSNA has been used to inform our latest goals and priorities and to develop strategies to achieve the goals and priorities within IDVR’s 4-year work plan.

The agency’s goals and priorities have been outline in section (I): 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). These strategies are driven by WIOA regulatory changes and information derived from the CSNA and includes the statewide implementation and expansion of Customized Employment.

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 2018 IDVR CSNA reported that the Division has improved its outreach services to unserved, underserved and minority populations.

IDVR is trending toward a ratio of minority service rate to non-minority service rate of 1.00. Significant gains in service outreach, an emphasis on accurate coding of race and ethnicity status, and Pre-ETS expansion and outreach have raised the current (PY 2018) ratio to .942, up from .921 in FFY 2017 and .891 in FFY 2016.

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, including coordination of outreach efforts with combined plan partners at IDOL and DEI.

Funding for the State VR Services Program has been reduced to zero.
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 18.6% decrease in successful rehabilitations from FFY 2016.

IDVR’s second benchmark is hourly wage. Hourly wages were higher for closures in FFY 2017 than those reported in 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, but then began to decline to 548 in FFY 2016 down to 455 in FFY 2017 as more Pre-ETS type services and longer period of engagement with transition age youth supplant traditional VR approaches within this population.

The Division’s second benchmark for this priority is the number of new transition age youth applications. These decreased by 10.8 percent to 1,805 in FFY 2017, down from a historic high of 2,023 in FFY 2016 (up from 1,782 in 2015) following the mass-marketing of WIOA Pre-ETS expansion. The Division had anticipated this increase as a result of Pre-ETS expansion in FFY 2016. Additionally, this decrease can also be attributed to the ability of IDVR to deliver group Pre-ETS activities to students which does not require an application for VR services. As a result, the Division feels that the 1,805 count serves as a better benchmark for application volume moving forward, but expects a further reduction in youth applications in the near term as these changes continue to take effect statewide. IDVR is retaining youth application volume as one dimension of youth service provision under our WIOA evaluation strategy.

**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, and an additional 2.8% in FFY 2016 where the division processed 3,966 first time plans. This trend reversed heading into FFY 2017 with the number of first time plans decreasing 15.2% to 3,362. This trend in part can be attributed to
historically low unemployment across Idaho which dipped as low as 2.8% in September of 2017.

The second benchmark on this priority is the rehabilitation rate which rose from 58.47% to 61.97%. While rehabilitation rate is no longer a performance measure under WIOA, the Division still sees value in tracking movement within this indicator. The percentage of closed cases that received services and achieved an employment outcome dropped to 57.83% in FFY 2016 and 51.36% in FFY 2017. The reduction in part can be explained by changes in IDVR business practices relating to the delivery of Pre-ETS services. Initially IDVR took applications on nearly all Pre-ETS cases resulting in services being delivered and those cases remaining dormant over the course of the school year. Following a reevaluation of this approach and the ability for the Division to provide group services under WIOA, these cases were closed and are reflected in these reduced outcomes. As the Division promotes a common strategy to provide Pre-ETS to potentially eligible students, this number should regress to a new normal under the conditions of WIOA.

**Priority 4: Offer benefits planning to all customers receiving SSI and/or SSDI entering, during and exiting the IDVR process to include Partnership Plus.**

IDVR continues to make progress toward this priority, however more still needs to be done. WIPA referrals, one of IDVR’s benchmarks to meet this priority, continues to see overall increases. Referrals increased 49% in FFY 2016 from FFY 2015, while referrals declined slightly by 5.8% in FFY 2017 from FFY 2016 levels. Idaho has fewer in state resources for benefits planning. Montana State University - Billings is now the lead agency for WIPA referrals for the entire state. In the Treasure Valley, Living Independence Network Corporation (LINC) provides benefits counseling in their designated geographical locale.

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 more timely manner.

**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). The overall customer satisfaction score for FFY 2017 was 88.45 percent, up slightly from FFY 2015’s year-end number of 87.61 percent. There is general consensus in the Planning and Evaluation Unit that the CSS process needs to be revisited, and has engaged the SRC through outlining potential changes to improve survey response and retention rates. The Division is currently charged by the SRC with implementing these changes and should have a new CSS survey and platform in place by July 1, 2018.

**Priority 2: To comply with State and Federal regulations.**

IDVR had one audit finding for SFY 16 and therefore did not meet the benchmark of having no audit findings. The Division has taken corrective action on this finding relating to internal controls and LSO has initially signed off on the corrective action, however the finding will remain open until the 2017 Single Audit can be completed.
Priority 3: Utilize training to its maximum capacity for effective staff performance.

IDVR continues to provide staff training on policy and procedure changes, with a focus on changes due to WIOA. Formerly, the Division would have tied staff performance, in part, to the Standards and Indicators RSA employed under WIA. As the Division is still in baseline collection mode under the new Primary Performance Indicators of WIOA, it is difficult to gauge the result of training as it relates to staff performance. Furthermore, IDVR and the SRC will not be retaining this priority under our next work plan and will instead opt for a more suitable priority under the new law.

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.

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.

The Division hired a Business Relations Liaison in February 2016. This position has focused on learning the VR program requirements and networking with neighboring VR program business specialists as well as networking with Idaho Department of Labor business specialists, and disability/business employment teams such as the National Employment Team (the NET).

Information from the Division’s CSNA highlighted IDVR’s need to better understand the needs of business under WIOA.

The Division has created a business portal on IDVR’s website which contains resources and tools for businesses, including areas of common need expressed by businesses in the CSNA. The Liaison has developed business marketing materials and technical trainings on topics such as disability etiquette, work incentives, and addressing accommodations in the workplace. She has engaged multiple businesses in coordinated outreach activities including WinCo, HP, Idaho Power, Frito Lay and Saint Alphonsus Health Systems.

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 in March, 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).

There is general consensus in the Planning and Evaluation Unit that while the CSS process needs to be revisited, other priorities relating to the implementation of WIOA have taken precedence. The Division fully expects the new model to be in place in PY 2018.

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.

If funding for the Supported Employment Supplemental grant is reinstated, the goals described herein will be retained. Otherwise, no goals can be met through the expenditure of SE grant funds. The Division would anticipate serving approximately 204 individuals with the $297,000 formerly available in the SE Supplemental grant at an average cost of $1,454. In the absence of this grant, the Division can serve 0 individuals under this program, falling far short of former performance 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 PRIORITIES.

An ongoing challenge for IDVR is to maintain the current level of real dollar funding for long term supports from the legislature.

3. THE VR PROGRAM'S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA.

IDVR is now gathering baseline data from which to determine whether performance is degrading, maintaining or improving per section 116 standards. Once an understanding of
these baselines emerge, IDVR will be well positioned to develop strategies to improve upon these baseline figures.

The Division continues working with core partner agencies to establish the open exchange of information which surround these performance measures, and will be positioned to predict and establish baselines for negotiation with RSA based upon this data. However, since the core group of people continues to fundamentally shift as we operationalize WIOA requirements, the error introduced into these predictions is unknown, but is diminishing over time.

This plan is filed at a transitional period for standards and indicators in vocational rehabilitation.

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 Pre-ETS 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.

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: $17,111

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: $96,985

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 Supported Employment Services (SE) to those Vocational Rehabilitation (VR) eligible customers with the most significant disabilities, who require extended services to maintain employment.

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. For FFY 2018 this amount will be $0.

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 has created protocols for and is currently delivering Youth Extended Services (YES) as required by WIOA.

Extended services may be provided to youth with MSD for a period not to exceed four years with the funds reserved under §363.22. SE services for adults shall not exceed 24 months, unless an exception is granted. 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 along with Medicaid are the two providers of long-term funding for extended services in Idaho. 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 SE services is making satisfactory progress, including twice-monthly requirements to document progress toward these goals.

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 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 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

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 REGARDING LOBBYING — VOCATIONAL REHABILITATION

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 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, 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).

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 has established a State Rehabilitation Council


B. The designated State agency allows for the local administration of VR funds

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,

CXXXVI. HAS DEVELOPED AND WILL IMPLEMENT, STRATEGIES TO ADDRESS THE NEEDS IDENTIFIED IN THE ASSESSMENTS; AND

A. 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

CXXXVII. 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:

CXXXVIII. 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.

CXXXIX. 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

PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION (BLIND)
The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan* must include the following descriptions and estimates, as required by 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;

Services provided under the State Plan are available in all political subdivisions of the state.

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:

- 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;
- 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
- 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:
  143. identification of the types of services to be provided;
  144. written assurance from the local public agency that it will make available to the state unit the non-federal share of funds;
  145. written assurance that state unit approval will be obtained for each proposed service before it is put into effect; and
  146. 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. Tribal VR (Nez Perce Tribe, Coeur d’Alene Tribe, Shoshone/Bannock Tribe, and Shoshone/Paiute Tribe): ICBVI, along with IDVR entered into one collaborative cooperative agreement with three of the four federally funded Tribal VR programs in the state, while also maintaining a single cooperative agreement with the fourth Tribal VR program. These revised cooperative agreements include the WIOA requirements, specifically to include address transition services to students and youth with disabilities.

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.

In collaboration with the Project Coordinator for Transition Services, ICBVI VR Counselors and IESDB staff coordinates with regional education officials to identify blind and visually impaired students in the K-12 school system. VR counselors regularly meet with the Special Education teachers, teachers of the visually impaired (IESDB Staff), school counselors, school nurses and other personnel involved in school work transition. Students can be referred to ICBVI at age 14, however they are not eligible to receive Pre-Employment Transition Services until age 15. A transition Individualized Plan for Employment (IPE) is developed within 90 days of eligibility determination (unless an extension is agreed upon) to assist the student with their successful transition from school to work.

Pre-Employment Transition Services (Pre-ETS)

In collaboration with local educational agencies (LEA’s), IESDB, and IDVR are required to offer to transition age students with disabilities (ages 15-21), Pre-Employment Transition Services (CFR 361.48(a)). Pre-ETS include:

- Job exploration counseling;
- Work-based learning experiences, (which may include in-school or after school opportunities, experience outside the traditional school setting including internships that are provided in an integrated environment);
- Counseling on opportunities in comprehensive transition or enrollment in postsecondary educational programs,
- Workplace readiness training to develop social skills and Independent living, and
- 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, workplace 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.

ICBVI’s Project Coordinator for Transition Services is working with school principals and special education directors to inform them of Pre-ETS activities. This individual is also communicating with all staff engaged in the delivery of Pre-ETS to help develop and enhance existing referral and outreach strategies within schools.

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 to:

- Encourage staff to work closely with LEAs to ensure coordination between education services, pre-employment transition services, and vocational rehabilitation services.
- IDVR and ICBVI counselors will provide training and information to school district personnel, students and families on pre-employment transition and vocational rehabilitation services, including their role as IEP team members.
- IDVR and ICBVI counselors are available to consult with educators concerning preemployment transition and vocational rehabilitation services for students to assist them toward employment.
- IDVR and ICBVI counselors will collaborate with the LEAs in their service area to identify a process for the counselors to provide input and participate in the development of the transition services included in IEPs.
- IDVR and/or ICBVI counselors may attend IEP team meetings for each referred student upon timely invitation by school personnel and the student and/or student’s parent or legal guardian. VR counselors may attend either in person or via video or telephone. The IDVR and/or ICBVI counselors will provide written recommendations, if requested, for use in developing IEPs when unable to attend.
- IDVR and ICBVI counselors will consult with educators concerning referral of students to IDVR and/or ICBVI for rehabilitation services, including pre-employment transition services. Students with blindness or visual impairments should be referred to ICBVI.
- Students with multiple disabilities may have dual cases with both IDVR and ICBVI to provide rehabilitation services. IDVR and ICBVI counselors will accept referrals for pre-employment transition or vocational rehabilitation services, when appropriate, and will work collaboratively with input from the student’s IEP team, for service provision and/or to develop an IPE. The vocational rehabilitation counselor, student, student’s parent or legal guardian, and members of the student’s IEP team will collaborate to identify required vocational rehabilitation services that will move the student towards their employment goal.

The Idaho Interagency Council on Secondary Transition is established by the Superintendent of Public Instruction to advise, review, analyze, and monitor the implementation of the State’s Interagency Agreement on Secondary Transition. The authority to establish this Interagency Council lies in IDEA Section 640(b)(1)(A) and regulation 300.154. ICBVI continues to be involved in the Idaho Interagency Council on Secondary Transition with the purpose of ensuring that students with disabilities experience a collaborative, comprehensive system that facilitates a smooth transition from secondary school to adult life. The goal of this group is to increase the number of youth with disabilities who are actively engaged in postsecondary education, employment, and community activities. Interagency cooperative planning, information sharing, and the
collaborative use of resources assist in accomplishing ICBVI’s mission at the state and local level.

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

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 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 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;
- Transition Planning;
- 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;
- Coordination and documentation requirements under section 511;
- Prohibition on entering into an arrangement with an entity holding a 14(c)-special wage certificate for the purpose of operating a program where people with disabilities are engaged in work at subminimum wage.
The current draft agreement is expected to be finalized sometime in 2018. With that, the current agreement establishes the following roles and responsibilities for the involved parties:

The Idaho State Department of Education (SDE) agrees:

- 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.
- 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.
- Invite ICBVI and/or IDVR to provide information regarding their services, including their role as an IEP team member, to school district personnel, students and their families.
- Invite ICBVI and/or IDVR counselors, with prior consent from adult students or parents or legal guardians, as appropriate, to participate as members of IEP teams for students who have been referred of ICBVI and/or IDVR for rehabilitation services.
- Work with ICBVI and IDVR Vocational Rehabilitation (VR) counselors to identify a process for such counselors to provide input and participate in the development of a student’s IEP, including pre-employment transition services, when appropriate.
- Identify appropriate school personnel who, with prior consent from adult students or parents or legal guardians, as appropriate, will initiate the referral process of students receiving special education services, and students who have a 504 Plan (Rehabilitation Act of 1973), or students with disabilities (e.g., physical, medical, or visual, etc.) who are not eligible for special education services, to IDVR and/or ICBVI for pre-employment transition services and/or vocational rehabilitation services.

Idaho Commission for the Blind and Visually Impaired (ICBVI), and the Idaho Division of Vocational Rehabilitation (IDVR) and agree:

- To encourage staff to work closely with school district personnel to ensure coordination between education services and vocational rehabilitation services.
- 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.
- That ICBVI and IDVR counselors are available to consult with educators concerning vocational rehabilitation services for transitioning students to assist them toward employment.
- 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.
- 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

- 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.

- 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.

- All state plan requirements, including a state’s order of selection, will apply to all services provided under this cooperative agreement.

The Idaho Commission for the Blind and Visually Impaired (ICBVI) agrees:

- 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 is committed to the advancement of opportunities for Idaho citizens with disabilities, including youth with the most significant disabilities, and encourages employment in the least restrictive and most integrated environments possible. ICBVI has established and continues to maintain strong working relationships with pertinent state agencies such as the Department of Health and Welfare (H&W). Under H&W, Home and Community Based Services (HCBS) Waiver and Aged and Disabled Waiver are the two main extended services funding sources for Idahoans in need of Supported Employment. The third funding source is the Extended Employment Services Program, managed by IDVR. This program is funded through State appropriations only. The primary service providers for long term supports under the three main funding sources are CRPs.

If a youth with a disability has been determined to need an SE strategy and an extended service funding source is not available yet, ICBVI will utilize VR funds for the required timeframes or until the funding becomes available for the long-term support.

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 (AT) Assessments in order to hire a person with a visual impairment or who is blind. ICBVI staff provide this service at no expense to the employer. This assessment may include website and network software accessibility as well as job site accommodations. ICBVI has an Instructor for the Blind / AT Technologist that assists all of the ICBVI VR counselors in AT and job site accommodation. ICBVI will work collaborative with the Idaho Department of Labor and the IDVR Business Liaison in achieving WIOA business outreach activities.

ICBVI will work with employers to provide general and customized technical assistance and support services to businesses and industries including:

- Work-based learning experiences, including On-The-Job Trainings
- Providing training in blindness and visual impairments to employers
- 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).
ICBVI will also focus on areas of need identified by key informant responses in respect to recommendations on how to improve business partnerships to engage employers in recruiting and hiring individuals who are blind or low vision (from the 2017 CSNA):

- Greater community awareness and education of individuals who are blind or visually impaired
- Stronger partnership with IDOL and IDVR
- Obtaining incentives for employing workers with disabilities
- Increase outreach and education to employers on ICBVI services

2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

Pre-Employment Transition Services In addition to regional activities that are put on throughout the year, ICBVI host 3 main summer programs:

Work Readiness Camp — This one-week program is a collaborative effort between ICBVI, IESDB, and IDOL. This program focuses on job readiness skills, and helps to prepare youth for summer employment experiences, or participation in our SWEP program.

College Days — This one-week program is for students who plan on pursuing higher education after high school. This program is a collaborative effort between ICBVI, IDOL, and Boise State University.

Summer Work Experience Program (SWEP) - Every summer, ICBVI host's transition aged youth (15-21) for a 6 week Summer Work Experience Program 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.

In addition, ICBVI's Project Coordinator for Transition Services, in collaboration with regional staff, will develop and implement regional Pre-ETS programs and activities in every region in the state.

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 1:84.

ICBVI currently employs a total of 42 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, and 1
- Project Coordinator for Transition Services.
- 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

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 42 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
  - 1 Project Coordinator for Transition Services
- **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 one additional Instructor for the Blind position, 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, eleven (11) students are expected to graduate from the Boise campus and nine (9) are expected to graduate from the Coeur D’Alene campus in May 2018. The next cohort will begin May of 2018 and the U of I is hoping to accept 20-25 students. It is expected that students who will be graduating in May of 2018 will sit for the CRC exam prior to graduation.

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

ICBVI has provided practicums and internships for Master’s level students in the Rehabilitation Counseling program over the last five years and anticipates that it will provide an additional one to three practicums or internships in the next two years.

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. Six professional development trainings were held in 2016-17 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 is also committed to providing joint professional trainings with IDVR.

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) until the individuals meets the qualifications for Senior Counselor (Master’s Degree and CRC certification). Presently, we employ 16 individuals with a disability, eleven of whom are blind or visually impaired and 2 individuals are from a minority background. With a total staff of 42, 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 the Workforce Innovation and Opportunity Act (WIOA) revisions to Rehabilitation Act CSPD requirements, ICBVI will revise educational qualifications for its Senior VRC classification. This revision, changes the minimum education requirements from a master’s degree to a bachelor’s degree. This position will remain defined as Counselor for the Blind. These incumbents will be required to obtain a qualifying master's degree, and CRC certification, 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 15 Instructors for the Blind and six of them have Master’s degrees and/or AER Certification in Rehabilitation Teaching or Orientation and Mobility.

ICBVI tracks and monitors each employee’s individual training and development. Special emphasis is placed on training required to maintain CRC or AER certification. This includes training on disability topics, vocational counseling, ethics, case management, assessment, job placement strategies and especially assistive technology for the blind and visually impaired. Specific development needs identified for each employee are 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 Agency’s mission, values and goals; and lead to successful employment outcomes for individuals with disabilities. With emphasis on workforce development, ICBVI will also concentrate on providing training to strengthen business relationships and increase knowledge of labor market relevance and employer needs. Through an increased emphasis on data-driven decisions, ICBVI will increase utilization of the most recently available labor marked information to promote more informed decision making on the part of client’s when selecting potential employment options. ICBVI will increase utilization of established and emerging, promising, technologies to better meet the needs of rural and all Idahoans.

**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

Specific areas of training that are emphasized are training on the Rehabilitation Act and its regulations, as amended by WIOA. Social Security Work Incentives and employment, IDEA for transition age students with blindness and visual impairment, the Workforce Innovation
and Opportunity Act (WIOA) and continuing education on vision related disabilities. Additionally, an emphasis is placed on training in Assistive Technology for all of our staff to better serve clients throughout the state.

All agency personnel have an annual evaluation of his or her performance, goals and plans. It is during this process that ICBVI assesses how training has impacted an employee’s ability to perform the essential functions of his or her position, and to set new goals and priorities for the next year.

**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. ICBVI currently participates 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 recruits employees that are fluent in Spanish to serve the needs of the Hispanic communities located throughout the state. ICBVI currently has one VRC who is fluent in Spanish, and serves all of the regions in Idaho.

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.

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.

J. STATEWIDE ASSESSMENT

(Formerly known as Attachment 4.11(a)).

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 Statewide Needs Assessment (CSNA) in FFY 2017 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 VR clients, ICBVI staff, and Key Informants (key community partners, Special Education Directors and other individuals identified by ICBVI as being knowledgeable about the needs of individuals with blindness or visual impairments that provide services to potential or current clients of ICBVI).

According to the US Census Bureau’s American Community Survey (ACS) in 2015, the prevalence of visual disability by age in Idaho was slightly lower than the percentages in the US in all age ranges with the exception of two age ranges. The percentage of individuals living in Idaho with a visual disability ages 16-20 (1.9%) is slightly higher than the US population (1.0%) and in the age rage 21-64, the percentage of individuals living in Idaho with a visual disability (2.2) is also slightly higher than the US population.

According to the results of the 2017 CSNA, The most common themes that emerged as needs were:
Lack of transportation was identified as the major barrier to employment for individuals who are Blind or low vision in Idaho.

Societal attitudes, family attitudes, and employer attitudes regarding individuals who are Blind or low vision continues to be a major barrier in Idaho.

Independent living and mobility skills are seen as a major need of ICBVI clients.

B. WHO ARE MINORITIES;

According to the results of the 2017 CSNA, Individuals who are blind or low vision and also Hispanic or Native American may be underserved by ICBVI. The existing data indicated a low percent of Hispanic cases served by ICBVI in relation to the percent of the population with any disability in the Hispanic category.

Idaho’s population is expected to grow by 15.3% between 2015 to 2025, while the growth rate for Hispanics the state’s largest minority, is expected to be 14.9%. ICBVI is cognizant of this change and will continue and expand outreach efforts to match this growth.

C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

According to the results of the 2017 CSNA, Almost all participants surveyed commented on the rural nature of Idaho and the difficulty in providing services with limited financial and staff resources. Along this theme the lack of information in rural areas about ICBVI was also noted.

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.

According to the 2017 CSNA, the most common themes that emerged in this area are:

- Transition services for all youth on Individualized Education Plans (IEPs) seems to be lacking.
- Transition-age youth need more exposure to work prior to exiting the school.
- There needs to be better coordination between schools and ICBVI regarding the provision of assistive technology.
- There is lack of information regarding ICBVI services and opportunities.
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 (Pre-ETS) as mandated under WIOA.

In 2018, ICBVI began providing CRP’s training in blind skills, and how to work with individuals who are blind or visually impaired. This has been a huge success, and ICBVI is committed to continue doing this in all of the regions across the state.

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.

Current (2017) data from the Idaho Educational School for the Deaf and Blind (IESDB) reveals that there are 111 students identified in Idaho who are blind or visually impaired (this number does not account for homeschooled youth).

According to the 2017 CSNA, the most common themes that emerged in the needs of students include:

- Transition services for all youth in Individualized Education Plans (IEP’s) seem to be lacking.
- Transition-age youth need more exposure to prior to exiting the school system.
- There needs to be better coordination between the schools and ICBVI regarding the provision of assistive technology.
- There is lack of information regarding ICBVI services and opportunities.

Recommendations to improve Transition Services include:

- Better coordination between ICBVI and IDVR in contacting schools. There appears to be confusion in school districts across the state.
- Increased cross-training between ICBVI, IESDB and schools.
- More focus on career pathways rather than just job placement.

To address these needs, the ICBVI Project Coordinator for Transition Services is visiting Local Education Agencies (LEAs) in all five administrative regions. These visits included an assessment to determine what transition services were currently being provided by the LEA, and to determine the need for additional pre-employment transition services. During these visits, the Transition Coordinator and Rehabilitation Services Chief have also provided technical assistance regarding changes as a result of WIOA.
Using information provided by the LEAs and Regional ICBVI staff, the Project Coordinator for Transition Services will be developing statewide programs based on the evidence-based predictors that are aligned to the five authorized Pre-ETS categories. The Transition Coordinator also worked with LEAs, institutions of higher education, state and federal programs serving students, and employers to enhance pre-employment transition services provided around the state.

The Project Coordinator for Transition Services is also employing marketing strategies and developing materials to reach students and youth in transition and school district personnel to inform parents, educators, administrators, and others about the ICBVI Vocational Rehabilitation program.

ICBVI / IDVR and the SDE have developed a comprehensive formal interagency agreement which addresses collaborative service provision. In addition, ICBVI and IDVR is coordinating with educational officials and other state agencies to provide a Transition Institute in the fall of 2018.

The current CSNA clearly articulates the need for both the required and authorized Pre-ETS activities. In responses to this, ICBVI has completed its fiscal forecasting for Pre-ETS, and is included in the 2017 CSNA. ICVBI will review this forecasting on an annual basis.

K. ANNUAL ESTIMATES

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 2,629.

2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

A. THE VR PROGRAM;

In FFY 2019, Title I, Part B the number of eligible individuals is estimated to be 506.

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

The Supported Employment program currently lacks funding from Congress and is not anticipated to return anytime soon. However, ICBVI will continue to provide Supported Employment Services and Youth Extended Services utilizing general VR funds. Therefore, ICBVI feels that a range of 4-6 individuals is reasonable for an FFY 2019 projection.

C. EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION;

ICBVI is not operating under an Order of Selection. The Commission will continue to monitor fiscal conditions as impacted by WIOA to determine whether or not an Order should be established and/or implemented. ICBVI 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
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 2019:

- Title I Part B $677,000
- Title VI Part B $0

Based upon a projection of 510 eligible individuals service in both the Title I and VI programs, ICBVI expects an average cost of services per individual to be $1327 ($677,000 / 510) in FFY 2019.

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 spending requirements for Pre-ETS 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, the emphasis and spending requirements associated with Pre-ETS 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.

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:

236. Increase Independence and Employment Outcomes through quality rehabilitation services;
237. Increase public and client awareness of the mission, purpose, goals, function and services of the agency;
238. 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 recommendations from the Statewide Comprehensive Needs Assessment completed in 2017 with priorities developed for FY 2017—2020 period; based upon input from a broad spectrum of stakeholders including clients, ICBVI staff and other key informants.

A. THE MOST RECENT COMPREHENSIVE STATEWIDE ASSESSMENT, INCLUDING ANY UPDATES;

239. Increase outreach to rural areas This will be accomplished through participation in the Idaho One-Stop System. A critical component of accomplishing this objective will be through Live Better Idaho (livebetteridaho.org). Due to the rural nature of Idaho, Live Better is an essential component of the One Stop System. The Live Better Idaho (LBI) website helps Idahoans seek, find, and access services from providers who offer those services. LBI’s goal is for visitors to quickly and easily find information they need about a service and learn how to receive that service. ICBVI VR counselors also have WIOA focused performance objectives which will require them to increase their outreach efforts to rural communities.

240. Educate employers and community partners on blindness and low vision ICBVI has increased their training and education efforts to community partners and employers. ICBVI is committed to education, and the Boise Training Center staff will now be traveling across the state to address this concern.

241. Access to training is identified as a major need of ICBVI clients ICBVI staff is committed to all of our training programs. To address the training need for students, we have expanded the role of Boise Training Center, and now will travel across the state to provide training services to students who may not be able to access the Boise Training Center. Additionally, our regional teachers provide individualized training to both adult and students. ICBVI has an Instructor for the Blind specializing in AT, who is now required to place emphasis on those client’s in Idaho who have been traditionally underserved.

242. Improve transition services for students To address this concern, ICBVI hired a full time Project Coordinator for Transition Services in the fall of 2017. The Project Coordinator works in collaboration with Rehabilitation Services Chief to ensure the following:

- Transition services are available on a state-wide basis
- Transition services and programs are based on best practices
- Improve current ICBVI Pre-ETS programs
- Develop new and innovative Pre-ETS for blind and visually impaired students
- Coordination of Transition Services are successfully occurring at the state and local levels
- Training and education of key stakeholders on ICBVI programs and services, with emphasis on Pre-ETS.
- Training and education of ICBVI staff on Pre-ETS, and the needs of schools and students
B. THE STATE’S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND

Vocational Rehabilitation programs are using a phased-in approach to set levels of performance for all primary performance indicators under this Combined State Plan. RSA-TAC-18-01 released January 18, 2018 provides guidance on the requirements for these indicators for PYs 2018 and 2019, noting that the same required levels of performance for PYs 2016 and 2017 be used. The level of performance for PYs 2016 and 2017 were baseline therefore baseline levels of performance will continue to be collected for PYs 2018 and 2019 to be used in establishing initial levels of performance for future negotiation. Once an understanding of these baselines emerge, ICBVI will be well positioned to develop strategies to improve upon these baseline figures.

C. OTHER AVAILABLE INFORMATION ON THE OPERATION AND EFFECTIVENESS OF THE VR PROGRAM, INCLUDING ANY REPORTS RECEIVED FROM THE REHABILITATION COUNCIL AND FINDINGS 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 received $0 in Title VI, Part B funds to date in FFY 2018. Formerly, these funds were distributed in case service allotments to ICBVI regional offices to fund supported employment services under individualized plans for employment (IPE’s). ICBVI focused Title VI, Part B funds on direct case service provision including Youth Extended Services, and job coaching.

The Commission will continue to provide these services under general Title I funds.

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 2018 is to continue the commitment of an Instructor for the Blind / AT Technologist to the Vocational Rehabilitation program. This strategy includes an increased commitment to all regions in the state, especially rural communities and underserved populations.

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 client 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.

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.

Tribal VR (Nez Perce Tribe, Coeur d’Alene Tribe, Shoshone/Bannock Tribe, and Shoshone/Paiute Tribe): ICBVI, along with IDVR entered into one collaborative cooperative agreement with three of the four federally funded Tribal VR programs in the state, while also maintaining a single cooperative agreement with the fourth Tribal VR program. These revised cooperative agreements include the WIOA requirements, specifically to include address transition services to students and youth with disabilities. This agreement will facilitate ICBVI’s engagement 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 ensure 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).

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 Commission has also hired a full time Project Coordinator for Transition Services to further improve and expand Pre-ETS across the state.

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 Pre-ETS. 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.

ICBVI is committed to working with Idaho’s CRP community. With that, in 2018, ICBVI has implemented training for CRPs who are interested in working with the blind and visually impaired. ICBVI is bringing this training to every region in the state.

6. STRATEGIES TO IMPROVE THE PERFORMANCE OF THE STATE WITH RESPECT TO THE PERFORMANCE ACCOUNTABILITY MEASURES UNDER SECTION 116 OF WIOA.

Vocational Rehabilitation programs are using a phased-in approach to set levels of performance for all primary performance indicators under this Combined State Plan. RSA-TAC-18-01 released January 18, 2018 provides guidance on the requirements for these indicators for PYs 2018 and 2019, noting that the same required levels of performance forPYs 2016 and 2017 be used. The level of performance for PYs 2016 and 2017 were baseline therefore baseline levels of performance will continue to be collected for PYs 2018 and 2019 to be used in establishing initial levels of performance for future negotiation. Once an understanding of these baselines emerge, ICBVI will be well positioned to develop strategies to improve upon these baseline figures.

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 coordinate activities with mandatory One-Stop partners by sharing program contact information, eligibility criteria,
and training on program services and mission. The Commission 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, and Centers for Independent Living. 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.

The Commission has partnered with Live Better Idaho (LBI) (https://www.livebetteridaho.org/), a virtual portal which “connects service providers with Idahoans seeking those services.” This website, exclusively funded by the Idaho Department of Health and Welfare, is an ‘agency agnostic’ service which is offered to public and private providers of services and connects Idahoans in need to relevant services by matching individuals with programs they may qualify for. The tool is localized and customized, connecting users to services that are relevant and available in their local areas.

ICBVI has created a presence on LBI to connect potential customers to Vocational Rehabilitation and other ICBVI services and programs. The tool can help connect rural Idahoans to locally available resources, including VR, and expands the range of options youth can use to find appropriate employment programs.

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.

- ICBVI's Instructor for the Blind / Assistive Technologist continues to maintain consistent monthly contact providing direct client assessments. Continued e-mail/telephone consultation with Teachers of the Visually Impaired (TVI), and our Region 10 partners;
- Continued training of VR staff in order to provide needed services to clients with benefits;
- Increased outreach to the unserved and underserved;
- Increased focused on independent living and mobility skills training across the state; address with our Assessment and Training Center (ATC) staff traveling to all regions of the state (see Goal 3);
- Addressing employer and societal attitudes on perceptions in working with the blind or visually impaired.

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;
- In 2018, the ATC has begun going to the a commitment to traveling to all regions to provide necessary skills training;
- The agency is on track for FFY 2018 to hold a College Days program for one week, and also a SWEP program for 8 weeks. The SWEP program will now accept students as young as 15 (previously was 16);
- ICBVIs Project Coordinator for Transition Services and Instructor for the Blind / AT Technologist are focused on providing services in all regions of the state.
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.

The Commission no longer receives federal funds for the SE employment program. ICBVI has collaborated with the general agency to serve clients with SE needs, and will continue that practice. This has been a successful strategy.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.

Since Congress no longer funds the SE employment, this will strain resources from the general fund. This will be exasperated should IDVR go on an Order of Selection, since all ICBVI SE cases are shared with them.

3. THE VR PROGRAM'S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA.

ICBVI is in process of gathering baseline data from which to determine whether performance is degrading, maintaining or improving per section 116 standards. Once an understanding of these baselines emerge, ICBVI will be well positioned to develop strategies to improve upon these baseline figures.

The Commission continues working with core partner agencies to establish the open exchange of information which surround these performance measures, and will be positioned to predict and establish baselines for negotiation with RSA based upon this data. However, since the core group of people continues to fundamentally shift as we operationalize WIOA requirements, the error introduced into these predictions is unknown, but is diminishing over time.

This plan is filed at a transitional period for standards and indicators in vocational rehabilitation.

Section 116 of WIOA establishes six new performance indicators to align these measures across numerous programs in the state. ICBVI has not traditionally reported these measures as defined. This in concert with fundamental changes in Pre-ETS service provision further confound the Commission's ability to accurately forecast targets for negotiated performance. Furthermore, many of these data elements remain undefined. That said, ICBVI 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 Commission is currently working on a new array of agreements to ensure the requirements of partner agencies are met.

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 2018 is to continue supporting a Project Coordinator for Transition Services, in addition to an Instructor for the Blind / AT Technologist, to the Vocational Rehabilitation program. These positions are focused to bring services to the ICBVI regions, especially those areas of the state that are traditionally unserved and underserved.

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.

Supported employment (SE) 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 SE services. These multiple disabilities can include developmental disabilities, traumatic brain injuries, and mental illness or a combination of these disabilities.

CSE services are typically 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. All SE cases are shared with IDVR.

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.

WIOA extended the SE time period from 18 to 24 months. ICBVI has created protocols for and is currently delivering Youth Extended Services as required by WIOA.

Extended services may be provided to youth with MSD for a period not to exceed four years with the funds reserved under §363.22. SE services for adults shall not exceed 24 months, unless an exception is granted. The Commission 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 along with Medicaid are the two providers of long-term funding for extended services in Idaho. 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 SE services is making satisfactory progress, including twice-monthly requirements to document progress toward these goals.

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 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

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 REGARDING LOBBYING — VOCATIONAL REHABILITATION

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 email 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, 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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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, (A) 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,

CCLXVII. HAS DEVELOPED AND WILL IMPLEMENT, A. STRATEGIES TO ADDRESS THE NEEDS IDENTIFIED IN THE ASSESSMENTS; AND

CCLXVIII. 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:
CCLXIX. 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.

CCLXX. 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.

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TRADE ADJUSTMENT ASSISTANCE (TAA)

There are no program-specific state planning requirements for TAA. If the state includes TAA in a Combined State Plan, the state must incorporate TAA in its responses to the common planning elements in sections II, III, IV, and V of the WIOA State Plan requirements instrument.

SECTION VI - PROGRAM-SPECIFIC REQUIREMENTS FOR CORE STATE PLAN PROGRAMS

TRADE ADJUSTMENT ASSISTANCE

Program Year 2018 Modification - TAA planning elements have been updated within the Combined State Plan.
Original Submission for PY2016-2019 WIOA Combined State Plan below.

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 American Job Centers 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.

Prior to dislocation, Rapid Response team members and local AJC staff 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. Idaho's service 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 by federal law, this service delivery planning model 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.

TAA funding is already being used to support an integrated intake, case management, and reporting systems developed by America's Job Link Alliance called IdahoWorks. IdahoWorks 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 where partners such as WIOA case management staff have access to information on dates, services and programs.

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

The State Plan must include assurances that:

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.

Has the state incorporated TAA into the sections indicated above? Yes

JOBS FOR VETERANS’ STATE GRANTS

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:

A. HOW THE STATE INTENDS TO PROVIDE EMPLOYMENT, TRAINING AND JOB PLACEMENT SERVICES TO VETERANS AND ELIGIBLE PERSONS UNDER THE JVSG

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.

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.

B. THE DUTIES ASSIGNED TO DVOP SPECIALISTS AND LVER STAFF BY THE STATE; SPECIFICALLY IMPLEMENTING DVOP AND LVER DUTIES OR ROLES AND RESPONSIBILITIES AS OUTLINED IN 38 U.S.C. § 4103A AND 4104. THESE DUTIES MUST BE CONSISTENT WITH CURRENT GUIDANCE;

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.

C. THE MANNER IN WHICH DVOP SPECIALISTS AND LVER STAFF ARE INTEGRATED INTO THE STATE’S EMPLOYMENT SERVICE DELIVERY SYSTEM OR ONE-STOP DELIVERY SYSTEM PARTNER NETWORK;

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.

**D. THE INCENTIVE AWARD PROGRAM IMPLEMENTED USING THE 1% GRANT ALLOCATION SET ASIDE FOR THIS PURPOSE, AS APPLICABLE;**

- Idaho will use up to 1% of the JVSG on incentive awards. These awards are designed to recognize service that is beyond normal expectations to Veterans and the Veteran community.
- The Incentive Program encourages individuals to achieve excellence and promote original thinking in the provision of services to Veterans and/or to demonstrate improvements to the system for the delivery of such services.
- Each award winner (3-4 per year, depending on the budget) will be provided an all-expenses paid trip to the NASWA National Veterans Conference held in Washington DC. The monetary amount of each award will be adjusted accordingly to stay within the allocated budget.
- Eligible nominees are individuals providing employment, training, and placement services to Veterans under the Workforce Innovation Opportunity and Act (WIOA) or through an employment service delivery system in accordance with Wagner-Peyser, as well as Disabled Veterans Outreach Program Specialists and Local Veteran Employment Representative(s) for excellence in the provision of such services or for having made demonstrable improvements in the provision of such services to Veterans.
- Any individual may nominate an eligible individual whose efforts they believe have made a substantive improvement in the delivery of services to Veterans or whose exemplary service to Veterans during the program year merit consideration for an award. The goal is to recognize truly outstanding service to Idaho’s Veteran community.
- Nominations must be sent to the attention of the State Veterans’ Coordinator.
- Employees who demonstrate outstanding outreach and effectiveness at providing employment and training services to hard-to-serve Veterans such as homeless Veterans will be considered. The criteria will not rely solely on performance data and will include among other factors, attitude, motivation, program improvement, and feedback from job seeking and business customers. These factors will be considered along with any quantitative data that is available.
- Selection criteria: How much impact did the actions by the nominee have:

Submit one or two paragraphs explaining why the employee was nominated.

**Process:**

- Solicitation for entries are made Department-wide, submissions are e-mailed and reviewed by the State Veterans Coordinator for eligibility and completeness.
- A selection committee consisting of a representative from each of the following:

  - One area manager
  - Two regional mangers
o One central office employee
o One ES staff member

The selection committee reviews individual submissions and each member assigns a point score from 0 to 20. Scores assigned by committee members are discussed and then tabulated. The winners are selected from the highest scores.

The State of Idaho, Department of Labor administers the Award funds.

The selection process and awards notification takes place in the 3rd quarter (April-June) of the Federal Program Year. The award selection, award amounts and any funds used are reported on the 3rd and 4th quarter Technical Performance Narrative. All funds are to be obligated by September 30 and spent by December 31. An annual Incentive Awards report on those obligations or expenditures will be provided with the fourth quarterly report due the following November 14th in accordance with VPL 02-07, paragraph VI.

E. THE POPULATIONS OF VETERANS TO BE SERVED, INCLUDING ANY ADDITIONAL POPULATIONS DESIGNATED BY THE SECRETARY AS ELIGIBLE FOR SERVICES, AND ANY ADDITIONAL POPULATIONS SPECIFICALLY TARGETED BY THE STATE WORKFORCE AGENCY FOR SERVICES FROM ONE-STOP DELIVERY SYSTEM PARTNERS (E.G., NATIVE AMERICAN VETERANS; VETERANS IN REMOTE RURAL COUNTIES OR PARISHES);

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.

Additional Idaho Department of Labor Significant Barrier to Employment (SBE)

VPL 07-10 Section VIII. C: “States have been given the flexibility to identify other populations of Veterans to be considered for special emphasis, particularly those who might require a significant cross-section of program services in order for them to fully and successfully participate in the work force. Each State’s targeted populations are found in its approved State Plan for Services to Veterans.”

USDOL VETS (United States Department of Labor, Veterans Employment and Training Service) instructs states to serve disabled and special disabled Veterans. However, Idaho DVOPs (disabled veteran outreach program) specialists see a significant number of disabled Veterans who fall outside the definition of this SBE (significant barrier to employment.) This population has disabilities that are either waiting for a disability rating by the VA (Veterans Administration) or who sustained a disability after their military service. As a result, Idaho Department of Labor is adding an additional SBE - Disabled. Our DVOPs will contact the Idaho Industrial Commission, including drug and alcohol treatment centers to assist in the outreach effort to this population. We will document this population through self-attestation.

To help a DVOP make this determination the following definition of a disability is included.
The term "disability" means, with respect to an individual:

(A) a physical or mental impairment that substantially limits one or more major life activities of such individual.

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.

F. HOW THE STATE IMPLEMENTS AND MONITORS THE ADMINISTRATION OF PRIORITY OF SERVICE TO COVERED PERSONS;

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. 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 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.
G. HOW THE STATE PROVIDES OR INTENDS TO PROVIDE AND MEASURE, THROUGH BOTH THE DVOP AND ONE-STOP DELIVERY SYSTEM PARTNER STAFF:

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.

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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.

H. THE HIRE DATE ALONG WITH MANDATORY TRAINING COMPLETION DATES
FOR ALL DVOP SPECIALISTS AND LVER STAFF; AND

<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>Idaho Department of Labor 317 W. Main St. Boise, ID 83735</td>
<td>Bill Reed (State Veterans’ Coordinator)</td>
<td>5/19/1999</td>
<td>State Veterans’ Coordinator</td>
<td>5/1999</td>
<td>NA</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>12/9/2016</td>
</tr>
<tr>
<td>Idaho Falls Local Office - IDOL 1515 E. Lincoln Road Idaho Falls, ID 83401</td>
<td>Spring, Denise</td>
<td>2/1/2016</td>
<td>1 DVOP</td>
<td>6/14/2016</td>
<td>6/21/2016</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>
</tbody>
</table>
I. SUCH ADDITIONAL INFORMATION AS THE SECRETARY MAY REQUIRE.

Not applicable.

SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

At minimum, in the SCSEP stand-alone submission and the SCSEP portion of the Combined State Plan, States should comprehensively cover the following elements.

A. ECONOMIC PROJECTIONS AND IMPACT

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 seven years.

SCSEP Table 1: Workforce Development Council's Target Industries

<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>Meridian Local Office - IDOL 205 E. Water tower Lane Meridan, ID 83642</td>
<td>Feliciano, Robert</td>
<td>2/17/2013</td>
<td>1 LVER</td>
<td>7/9/2013*</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Promoting Partnerships for Employment instead of Case Management)</td>
</tr>
<tr>
<td>Sandpoint Local Office - IDOL 2101 West Pine Street Sandpoint, Idaho 83864</td>
<td>Justin Offermann</td>
<td>2/12/2008</td>
<td>0.5 DVOP</td>
<td>3/15/2014</td>
<td>3/21/2016</td>
</tr>
</tbody>
</table>
### WDC Target Industries

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></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>61,577</td>
<td>63,769</td>
<td>10,645</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>432</td>
</tr>
<tr>
<td>Aerospace</td>
<td>1,867</td>
<td>1,882</td>
<td>1,900</td>
<td>2,016</td>
<td>1,988</td>
<td>2,170</td>
<td>2,304</td>
<td>437</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>16,809</td>
<td>17,452</td>
<td>2,044</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>52,393</td>
<td>52,194</td>
<td>2,524</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>80,407</td>
<td>82,822</td>
<td>4,333</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>10,760</td>
<td>11,153</td>
<td>536</td>
</tr>
</tbody>
</table>

**SOURCE:** IDAHO DEPARTMENT OF LABOR, QUARTERLY CENSUS OF EMPLOYMENT & WAGES 2010-2016

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>2014 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>22,349</td>
<td>26,814</td>
<td>1,221</td>
<td>$11.04</td>
</tr>
<tr>
<td>Cashiers</td>
<td>15,007</td>
<td>16,825</td>
<td>820</td>
<td>$9.36</td>
</tr>
<tr>
<td>Waiter and Waitresses</td>
<td>10,733</td>
<td>13,145</td>
<td>757</td>
<td>$8.90</td>
</tr>
<tr>
<td>Customer Service Representatives</td>
<td>16,265</td>
<td>19,646</td>
<td>738</td>
<td>$13.71</td>
</tr>
<tr>
<td>Combined Food Preparation and Serving Workers, Including fast Food</td>
<td>11,082</td>
<td>14,538</td>
<td>704</td>
<td>$8.92</td>
</tr>
<tr>
<td>Farmers, Ranchers, and Other Agricultural Managers</td>
<td>14,350</td>
<td>17,983</td>
<td>607</td>
<td>$28.72</td>
</tr>
<tr>
<td>Office Clerks, General</td>
<td>14,350</td>
<td>17,409</td>
<td>558</td>
<td>$13.70</td>
</tr>
<tr>
<td>General and Operations Managers</td>
<td>15,077</td>
<td>14,244</td>
<td>556</td>
<td>$31.53</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>11,629</td>
<td>14,357</td>
<td>524</td>
<td>$29.90</td>
</tr>
</tbody>
</table>
### Heavy and Tractor Trailer Truck Drivers

<table>
<thead>
<tr>
<th>Occupation</th>
<th>2014 Employment</th>
<th>2022 Projected Employment</th>
<th>Annual Openings*</th>
<th>Median Hourly Wage*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Heavy and Tractor Trailer Truck Drivers</strong></td>
<td>11,933</td>
<td>16,322</td>
<td>507</td>
<td>$18.33</td>
</tr>
</tbody>
</table>

*Annual Openings include openings due to growth and replacement needs


Communications and Research November 2016

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 20 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>11</td>
<td>Customer Service Representatives, Office Clerks, Administrative Assistants</td>
</tr>
<tr>
<td>Stores</td>
<td>3</td>
<td>Customer Service Representatives, Office Clerks, Administrative Assistants, Maintenance and Repair Workers</td>
</tr>
<tr>
<td>Shelters</td>
<td>1</td>
<td>Customer Service Representatives, Office Clerks, Administrative Assistants</td>
</tr>
<tr>
<td>Meal Sites</td>
<td>3</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>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.
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>2024 Projected Employment</th>
<th>Annual Openings*</th>
<th>Wage</th>
<th>Education</th>
<th>Senior Education 65+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail Sales Person</td>
<td>26,814</td>
<td>1,221</td>
<td>$11.04</td>
<td>LHS</td>
<td>29,020</td>
</tr>
<tr>
<td>Cashier</td>
<td>16,825</td>
<td>820</td>
<td>$9.36</td>
<td>LHS</td>
<td>29,020</td>
</tr>
<tr>
<td>Waiter and Waitress</td>
<td>13,145</td>
<td>757</td>
<td>$8.90</td>
<td>LHS</td>
<td>29,020</td>
</tr>
<tr>
<td>Customer Service Representative</td>
<td>19,646</td>
<td>738</td>
<td>$13.71</td>
<td>HDE</td>
<td>71,167</td>
</tr>
<tr>
<td>Combined Food Preparation and Serving Workers, Including fast Food</td>
<td>14,538</td>
<td>704</td>
<td>$8.92</td>
<td>LHS</td>
<td>29,020</td>
</tr>
<tr>
<td>Farmers, Ranchers, and Other Agricultural Managers</td>
<td>17,983</td>
<td>607</td>
<td>$28.72</td>
<td>HDE</td>
<td>71,167</td>
</tr>
<tr>
<td>Office Clerks, General</td>
<td>17,409</td>
<td>558</td>
<td>$13.70</td>
<td>HDE</td>
<td>71,167</td>
</tr>
<tr>
<td>General and Operations Manager</td>
<td>14,244</td>
<td>556</td>
<td>$31.53</td>
<td>BD</td>
<td>34,808</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>14,357</td>
<td>524</td>
<td>$29.90</td>
<td>BD</td>
<td>71,167</td>
</tr>
<tr>
<td>Heavy and Tractor-Trailer truck Drivers</td>
<td>16,322</td>
<td>508</td>
<td>$18.33</td>
<td>PHDA</td>
<td>71,167</td>
</tr>
</tbody>
</table>

B. SERVICE DELIVERY AND COORDINATION

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 GRANTEES WITH WIOA TITLE I PROGRAMS, INCLUDING PLANS FOR USING THE WIOA ONE-STOP DELIVERY SYSTEM AND ITS PARTNERS TO SERVE INDIVIDUALS AGED 55 AND OLDER. (20 CFR 641.302(G), 641.325(E))

Strategy: ICOA collaborated with one-stop partners to develop a Memorandum of Understanding outlining roles and responsibilities.

Planned Actions:

- This Memorandum of Understanding includes referral information between SCSEP, the Idaho Department of Labor, the Idaho Division of Vocational Rehabilitation, the Idaho Commission for the Blind and Visually Impaired, the Idaho Division of Career and Technical Education, and the Department of Health and Welfare.
- IDOL will 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 GRANTEES 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 (AAAs).

Planned Actions:

- SCSEP participants have the opportunity to participate in services available through their local AAA’s such as administrative assistants, food service, health care, housing, recreation and social service agencies. SCSEP employment Training Coordinators will meet with the AAA Directors in each of the six areas.
- ICOA’s SCSEP contractor will provide eligibility training, establish referral protocols with the AAAs 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 a schedule to meet one on one with following WIOA Advisory Groups for resource sharing and outreach:

- Title I - Adult, Dislocated, and Youth Programs
- Title II - Adult Education and Family Literacy Programs
- Title III - Wagner-Peyser/Employment Services
- Title IV - Vocational Rehabilitation
- Vocational Rehabilitation Services in Idaho are provided through two agencies: The Idaho Division of Vocational Rehabilitation ans the Idaho Commission for the Blind and Visually Impaired (met already with the Blind Commission)
- Combined Plan Partner - Jobs for Veterans State Grant Program
- Combined Plan Partner - Trade Adjustment Program
- One-Stop Partner - Unemployment Insurance
- One-Stop Partner - Carl D Perkins and Professional-Technical Education
- One-Stop Partner - Community Development Block Grant
- One-Stop Partner - TANF & SNAP
- One-Stop Partner - Idaho Commission for the Libraries (met already)

Planned Actions:

- ICOA collaborated with the Idaho Commission for the Libraries to share information about the SCSEP program at the 140 libraries and ICOA connected the Employment Training Coordinators (ETCs) with the six AAA’s to do presentations for their providers including their three Tribes in Idaho. ICOA connected the ETCs with all contracted 97 meal sites in Idaho. This collaboration has the potential to establish additional host agencies and attract more participants. ICOA’s SCSEP contractor will provide training and establish referral protocols with all WIOA partners and the Centers for Independent Living. This training will focus on referral coordination and meeting participants’ supportive service needs, such as, transportation, caregiver support, congregate meals and health promotions.

D. 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 participates 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 worked with the Idaho Department of Labor to develop a standardized Memorandum of Understanding between state organizations and contracted providers.

**Planned Actions:**

- ICOA works with partners to standardize 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, Butte, Jefferson, Latah, Minidoka, Nez Perce, Oneida, Payette, Shoshone, Valley, Washington.

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 8.

<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 2015 and 2016, ICOA achieved the program goal of 72% and 85% for entered employment.

**Planned Action:**

- ICOA monitors the SCSEP contractor quarterly and develops strategies to meet USDOL’s annual goals.

**SCSEP Table 7: Performance Measure**

<table>
<thead>
<tr>
<th>Program Year</th>
<th>PY 15</th>
<th>PY 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Measure</td>
<td>Goal</td>
<td>Performance</td>
</tr>
<tr>
<td>Entered Employment</td>
<td>44.7%</td>
<td>32.1%</td>
</tr>
</tbody>
</table>

**SOURCE:** SPARQS SCSEP REPORTING SYSTEM

C. LOCATION AND POPULATION SERVED, INCLUDING EQUITABLE DISTRIBUTION

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 12 counties that are underserved. Table 8: State Program Equitable Distribution

**SCSEP Table 4: Top Ten High Demand Jobs**
<table>
<thead>
<tr>
<th>Urban and Rural Counties</th>
<th>Population 55 and Over</th>
<th>2016 Authorized Positions</th>
<th>2017 Authorized Positions</th>
<th>2017 Current Under Served (1 Quarter)</th>
<th>2017 Current Over Served (1 Quarter)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADA (U)</td>
<td>114,223</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>ADAMS (R)</td>
<td>1,923</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>BANNOCK (U)</td>
<td>21,396</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>BEAR LAKE (R)</td>
<td>2,032</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>BENEWAH (U)</td>
<td>3,576</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bingham (R)</td>
<td>11,495</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Blaine</td>
<td>7,298</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Boise (R)</td>
<td>3,296</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bonner (R)</td>
<td>17,554</td>
<td>2</td>
<td>2</td>
<td>-2</td>
<td>0</td>
</tr>
<tr>
<td>Bonnerville (U)</td>
<td>25,563</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Boundary (R)</td>
<td>4,348</td>
<td>1</td>
<td>1</td>
<td>-1</td>
<td>0</td>
</tr>
<tr>
<td>Butte (R)</td>
<td>942</td>
<td>1</td>
<td>1</td>
<td>-1</td>
<td>0</td>
</tr>
<tr>
<td>Camas (R)</td>
<td>382</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Canyon (U)</td>
<td>50,266</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Caribou (R)</td>
<td>2,137</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cassia (R)</td>
<td>5,947</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Clark (R)</td>
<td>232</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Clearwater (R)</td>
<td>3,670</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Custer (R)</td>
<td>1,897</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Elmore (R)</td>
<td>6,220</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Franklin (R)</td>
<td>3,369</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Fremont (R)</td>
<td>3,877</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Gem (R)</td>
<td>6,316</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Gooding (R)</td>
<td>4,409</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Idaho (R)</td>
<td>7,005</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Jefferson (R)</td>
<td>6,221</td>
<td>1</td>
<td>1</td>
<td>-1</td>
<td>0</td>
</tr>
<tr>
<td>Jerome (R)</td>
<td>5,494</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
### Urban and Rural Counties

<table>
<thead>
<tr>
<th>County</th>
<th>Population 55 and Over</th>
<th>2016 Authorized Positions</th>
<th>2017 Authorized Positions</th>
<th>2017 Current Under Served (1 Quarter)</th>
<th>2017 Current Over Served (1 Quarter)</th>
</tr>
</thead>
<tbody>
<tr>
<td>KOOTENAI (U)</td>
<td>5,947</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>LATAH (U)</td>
<td>9,134</td>
<td>1</td>
<td>1</td>
<td>-1</td>
<td>0</td>
</tr>
<tr>
<td>LEMHI (R)</td>
<td>3,625</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>LEWIS (R)</td>
<td>1,630</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>LINCOLN (R)</td>
<td>1,309</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MADISON (U)</td>
<td>4,901</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MINIDOKA (R)</td>
<td>5,840</td>
<td>2</td>
<td>2</td>
<td>-1</td>
<td>0</td>
</tr>
<tr>
<td>NEZ PERCE (U)</td>
<td>13,470</td>
<td>1</td>
<td>1</td>
<td>-1</td>
<td>0</td>
</tr>
<tr>
<td>ONEIDA (R)</td>
<td>1,464</td>
<td>1</td>
<td>1</td>
<td>-1</td>
<td>0</td>
</tr>
<tr>
<td>OWYHEE (R)</td>
<td>3,497</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>PAYETTE (R)</td>
<td>6,944</td>
<td>3</td>
<td>5</td>
<td>-2</td>
<td>0</td>
</tr>
<tr>
<td>POWER (R)</td>
<td>2,046</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SHOSHONE (R)</td>
<td>4,964</td>
<td>1</td>
<td>1</td>
<td>-1</td>
<td>0</td>
</tr>
<tr>
<td>TETON (R)</td>
<td>2,370</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TWIN FALLS (U)</td>
<td>22,222</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>VALLEY (R)</td>
<td>4,453</td>
<td>1</td>
<td>1</td>
<td>-1</td>
<td>0</td>
</tr>
<tr>
<td>WASHINGTON (R)</td>
<td>3,958</td>
<td>2</td>
<td>2</td>
<td>-1</td>
<td>0</td>
</tr>
</tbody>
</table>

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 27 counties in Idaho to meet the USDOL’s required Equitable Distribution levels. The bolded numbers above indicate where the positions changed from their prior year.

**Planned Action:**
ICOA uses data from www.scseped.org (shown in SCSEP Table 8: 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 PY2018 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 address underserved rural areas.

C. SERVES INDIVIDUALS AFFORDED PRIORITY FOR SERVICE UNDER 20 CFR 641.520. (20 CFR 641.302(A), 641.365, 641.520)

**Strategy:** The ICOA requires the SCSEP contractor to follow the service rule priority.

**Planned Action:**
ICOA will monitor priority of service (65 Years of age or older, Disabled, Limited English proficiency or low literacy skills, Resides in a rural area, Veteran, Low employment prospects, Failed to find employment, Homeless or at risk of homelessness) through quarterly progress reports.

5. 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 9: Relative Distribution of Eligible Individuals.

6. PROVIDE THE RELATIVE DISTRIBUTION OF ELIGIBLE INDIVIDUALS WHO:

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))

SCSEP Table 9: Relative Distribution of Eligible Individuals

<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>114,223</td>
<td>24.66%</td>
<td>3,355</td>
<td>166</td>
<td>925</td>
<td>1,668</td>
</tr>
<tr>
<td>Adams (R)</td>
<td>1,923</td>
<td>0.42%</td>
<td>39</td>
<td>8</td>
<td>0</td>
<td>48</td>
</tr>
<tr>
<td>Bannock (U)</td>
<td>21,396</td>
<td>4.62%</td>
<td>325</td>
<td>5</td>
<td>39</td>
<td>547</td>
</tr>
<tr>
<td>Bear Lake (R)</td>
<td>2,032</td>
<td>0.44%</td>
<td>49</td>
<td>0</td>
<td>0</td>
<td>37</td>
</tr>
<tr>
<td>Benewah (U)</td>
<td>3,576</td>
<td>0.77%</td>
<td>79</td>
<td>6</td>
<td>0</td>
<td>120</td>
</tr>
<tr>
<td>Bingham (R)</td>
<td>11,495</td>
<td>2.48%</td>
<td>250</td>
<td>30</td>
<td>161</td>
<td>262</td>
</tr>
<tr>
<td>Blaine (R)</td>
<td>7,298</td>
<td>1.58%</td>
<td>170</td>
<td>0</td>
<td>61</td>
<td>50</td>
</tr>
<tr>
<td>Boise (R)</td>
<td>3,296</td>
<td>0.71%</td>
<td>121</td>
<td>0</td>
<td>0</td>
<td>101</td>
</tr>
<tr>
<td>Bonner (R)</td>
<td>17,554</td>
<td>3.79%</td>
<td>498</td>
<td>1</td>
<td>0</td>
<td>261</td>
</tr>
<tr>
<td>Bonneville (U)</td>
<td>25,563</td>
<td>5.73%</td>
<td>326</td>
<td>5</td>
<td>126</td>
<td>498</td>
</tr>
<tr>
<td>Boundary (R)</td>
<td>4,348</td>
<td>0.94%</td>
<td>57</td>
<td>0</td>
<td>0</td>
<td>96</td>
</tr>
<tr>
<td>Urban and Rural Counties</td>
<td>Population 55 and Over</td>
<td>Ratio of Eligible State Population</td>
<td>Greatest Economic Need</td>
<td>Minorities: 65+ and Unemployed</td>
<td>Limited English Proficient</td>
<td>Greatest Social Need</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------</td>
<td>-------------------------------</td>
<td>---------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Butte (R)</td>
<td>942</td>
<td>0.20%</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>Camas (R)</td>
<td>382</td>
<td>0.08%</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Canyon (U)</td>
<td>50,266</td>
<td>10.85%</td>
<td>1,493</td>
<td>140</td>
<td>820</td>
<td>1,087</td>
</tr>
<tr>
<td>Caribou (R)</td>
<td>2,137</td>
<td>0.46%</td>
<td>30</td>
<td>0</td>
<td>15</td>
<td>54</td>
</tr>
<tr>
<td>Cassia (R)</td>
<td>5,947</td>
<td>1.28%</td>
<td>129</td>
<td>12</td>
<td>129</td>
<td>139</td>
</tr>
<tr>
<td>Clark (R)</td>
<td>232</td>
<td>0.05%</td>
<td>3</td>
<td>0</td>
<td>17</td>
<td>8</td>
</tr>
<tr>
<td>Clearwater (R)</td>
<td>3,670</td>
<td>0.79%</td>
<td>97</td>
<td>0</td>
<td>0</td>
<td>85</td>
</tr>
<tr>
<td>Custer (R)</td>
<td>1,897</td>
<td>0.41%</td>
<td>87</td>
<td>0</td>
<td>0</td>
<td>92</td>
</tr>
<tr>
<td>Elmore (R)</td>
<td>6,220</td>
<td>1.34%</td>
<td>134</td>
<td>11</td>
<td>144</td>
<td>228</td>
</tr>
<tr>
<td>Franklin (R)</td>
<td>3,369</td>
<td>0.73%</td>
<td>82</td>
<td>13</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>Fremont (R)</td>
<td>3,877</td>
<td>0.84%</td>
<td>70</td>
<td>0</td>
<td>63</td>
<td>85</td>
</tr>
<tr>
<td>Gem (R)</td>
<td>6,316</td>
<td>1.36%</td>
<td>270</td>
<td>12</td>
<td>1</td>
<td>279</td>
</tr>
<tr>
<td>Gooding (R)</td>
<td>4,409</td>
<td>0.95%</td>
<td>105</td>
<td>30</td>
<td>129</td>
<td>142</td>
</tr>
<tr>
<td>Idaho (R)</td>
<td>7,005</td>
<td>1.51%</td>
<td>172</td>
<td>9</td>
<td>13</td>
<td>267</td>
</tr>
<tr>
<td>Jefferson (R)</td>
<td>6,221</td>
<td>1.34%</td>
<td>78</td>
<td>0</td>
<td>18</td>
<td>78</td>
</tr>
<tr>
<td>Jerome (R)</td>
<td>5,494</td>
<td>1.19%</td>
<td>111</td>
<td>0</td>
<td>97</td>
<td>198</td>
</tr>
<tr>
<td>Kootenai (U)</td>
<td>49,324</td>
<td>10.65%</td>
<td>874</td>
<td>188</td>
<td>19</td>
<td>810</td>
</tr>
<tr>
<td>Latah (U)</td>
<td>9,134</td>
<td>1.97%</td>
<td>174</td>
<td>20</td>
<td>7</td>
<td>180</td>
</tr>
<tr>
<td>Lemhi (R)</td>
<td>3,625</td>
<td>0.78%</td>
<td>137</td>
<td>11</td>
<td>0</td>
<td>54</td>
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<tr>
<td>Lewis (R)</td>
<td>1,630</td>
<td>0.35%</td>
<td>29</td>
<td>0</td>
<td>2</td>
<td>53</td>
</tr>
<tr>
<td>Lincoln (R)</td>
<td>1,309</td>
<td>0.28%</td>
<td>40</td>
<td>0</td>
<td>12</td>
<td>42</td>
</tr>
<tr>
<td>Madison (U)</td>
<td>4,901</td>
<td>1.06%</td>
<td>69</td>
<td>0</td>
<td>35</td>
<td>76</td>
</tr>
<tr>
<td>Minidoka (R)</td>
<td>5,840</td>
<td>1.26%</td>
<td>147</td>
<td>0</td>
<td>251</td>
<td>184</td>
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<tr>
<td>Nez Perce (U)</td>
<td>13,470</td>
<td>2.91%</td>
<td>289</td>
<td>40</td>
<td>13</td>
<td>276</td>
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<tr>
<td>Oneida (R)</td>
<td>1,464</td>
<td>0.32%</td>
<td>49</td>
<td>0</td>
<td>9</td>
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<tr>
<td>Owyhee (R)</td>
<td>3,497</td>
<td>0.75%</td>
<td>156</td>
<td>0</td>
<td>99</td>
<td>123</td>
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<tr>
<td>Payette (R)</td>
<td>6,944</td>
<td>1.50%</td>
<td>219</td>
<td>22</td>
<td>63</td>
<td>226</td>
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<tr>
<td>Power (R)</td>
<td>2,046</td>
<td>0.44%</td>
<td>21</td>
<td>0</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Urban and Rural Counties</td>
<td>Population 55 and Over</td>
<td>Ratio of Eligible State Population</td>
<td>Greatest Economic Need</td>
<td>Minorities: 65+ and Unemployed</td>
<td>Limited English Proficient</td>
<td>Greatest Social Need</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------</td>
<td>----------------------------------</td>
<td>-----------------------</td>
<td>--------------------------------</td>
<td>--------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Shoshone (R)</td>
<td>4,964</td>
<td>1.07%</td>
<td>160</td>
<td>5</td>
<td>0</td>
<td>114</td>
</tr>
<tr>
<td>Teton (R)</td>
<td>2,370</td>
<td>0.51%</td>
<td>27</td>
<td>0</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Twin Falls (U)</td>
<td>22,222</td>
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<td>17</td>
<td>176</td>
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<td>Valley (R)</td>
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<td>0</td>
<td>89</td>
</tr>
<tr>
<td>Washington (R)</td>
<td>3,958</td>
<td>0.85%</td>
<td>81</td>
<td>2</td>
<td>73</td>
<td>160</td>
</tr>
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</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.


2012-2016 AMERICAN COMMUNITY SURVEY 5-YEAR ESTIMATES TABLE C1830 - AGE BY DISABILITY STATUS BY POVERTY STATUS (INCOME IN THE 4 PAST 12-MONTHS BELOW POVERTY WITH NO DISABILITY)

2012-2016 AMERICAN COMMUNITY SURVEY 5-YEAR ESTIMATES TABLES 23001 & C23002A

2012-2016 American Community Survey 5-year Estimates Table B16004-Speak English "not well" & "not at all".

2012-2016 American Community Survey 5-year Estimates Table C1830-Age by Disability Status by Poverty Status (Income in the 4 past 12-months below poverty with a disability)

2012-2016 American Community Survey 5-year Estimates released December 7, 2017

Provided by the IDOL & Communications & Research Division February 15, 2018

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 reviews quarterly progress reports and works 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 until February, 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

2) 20 CFR SCSEP Final Rule 641.315:
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 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 two years of the plan. States will only have one year of data available under the performance accountability system in Section 116 of the WIOA; therefore, the Departments will continue to use the transition authority under WIOA sec. 503(a) to designate certain primary indicators of performance as "baseline" indicators in the first plan submission. A "baseline" indicator is one for which States will not propose an expected level of performance in the plan submission and will not come to agreement with the Departments on negotiated levels of performance. "Baseline" indicators will not be used in the end of the year performance calculations and will not be used to determine failure to achieve adjusted levels of performance for purposes of sanctions. The selection of primary indicators for the designation as a baseline indicator is made based on the likelihood of a state having adequate data on which to make a reasonable determination of an expected level of performance and such a designation will vary across core programs.

States are expected to collect and report on all indicators, including those that have been designated as "baseline". The actual performance data reported by States for indicators designated as “baseline” in the first two years of the Unified or Combined Plan will serve as baseline data in future years.

Each core program must submit an expected level of performance for each indicator, except for those indicators that are listed as “baseline” indicators below.

For this Plan, the Departments will work with States during the negotiation process to establish the negotiated levels of performance for each of the primary indicators for the core programs.

**Baseline Indicators for the First Two Years of the Plan**

**Title I programs (Adult, Dislocated Workers, and Youth):**

- Measurable Skill Gains
- Effectiveness in Serving Employers

**Title II programs (Adult Education):**

- Employment in the 2nd quarter
- Employment in the 4th quarter
- Median Earnings
- Credential Attainment
- Effectiveness in Serving Employers

**Title III programs (Wagner-Peyser):**

- Effectiveness in Serving Employers
Title IV programs (Vocational Rehabilitation):

- Employment in the 2nd quarter
- Employment in the 4th quarter
- Median Earnings
- Credential Attainment
- Measurable Skill Gains
- Effectiveness in Serving Employers

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

<table>
<thead>
<tr>
<th>Program</th>
<th>PY 2018 Expected Level</th>
<th>PY 2018 Negotiated Level</th>
<th>PY 2019 Expected Level</th>
<th>PY 2019 Negotiated Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults</td>
<td>61.00</td>
<td>77.00</td>
<td>64.00</td>
<td>78.00</td>
</tr>
<tr>
<td>Dislocated Workers</td>
<td>62.00</td>
<td>85.90</td>
<td>66.00</td>
<td>86.90</td>
</tr>
<tr>
<td>Youth</td>
<td>64.00</td>
<td>69.50</td>
<td>67.00</td>
<td>70.50</td>
</tr>
<tr>
<td>Adult Education</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
</tr>
<tr>
<td>Wagner-Peyser</td>
<td>55.00</td>
<td>65.60</td>
<td>56.00</td>
<td>66.60</td>
</tr>
<tr>
<td>Vocational Rehabilitation</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
</tr>
</tbody>
</table>

User remarks on Table 1
Idaho has completely adjusted its Adult program service delivery model to comply with the statutory priority requirements. Individuals receiving services, rather than being ready for training, are basic skills deficient, on public assistance, or have other barriers to employment. This is not the same population previously served by the Adult program under WIA which generated very high performance outcomes.

Similarly, the population used for performance reporting for Wagner-Peyser is now limited to those individuals receiving staff-assisted services, which is a different and much smaller population than those reporting under WIA.

The service delivery design, plus the very low unemployment rate (currently 3%), means there are fewer work-ready or training-appropriate individuals to serve for all programs. WIOA Title IB service providers have expressed concern about maintaining the high performance measures they attained under WIA. The State has encouraged service providers to serve the hardest-to-serve and take the risk in dropping performance measures.

The State respectfully requests that the Department of Labor support this strategy and consider the first few years of WIOA Title IB and Wagner-Peyser performance data as baseline for adjusting to the program differences from WIA to WIOA.

<table>
<thead>
<tr>
<th>Program</th>
<th>PY 2018 Expected Level</th>
<th>PY 2018 Negotiated Level</th>
<th>PY 2019 Expected Level</th>
<th>PY 2019 Negotiated Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults</td>
<td>46.00</td>
<td>46.00</td>
<td>49.00</td>
<td>49.00</td>
</tr>
<tr>
<td>Dislocated Workers</td>
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<td>49.00</td>
<td>53.00</td>
<td>53.00</td>
</tr>
<tr>
<td>Youth</td>
<td>50.00</td>
<td>50.00</td>
<td>52.00</td>
<td>52.00</td>
</tr>
<tr>
<td>Adult Education</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
</tr>
<tr>
<td>Wagner-Peyser</td>
<td>49.00</td>
<td>49.00</td>
<td>51.00</td>
<td>51.00</td>
</tr>
<tr>
<td>Program</td>
<td>PY 2018 Expected Level</td>
<td>PY 2018 Negotiated Level</td>
<td>PY 2019 Expected Level</td>
<td>PY 2019 Negotiated Level</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------</td>
<td>--------------------------</td>
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<tr>
<td>Vocational Rehabilitation</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
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</tr>
</tbody>
</table>

User remarks on Table 2

![Table 3. Median Earnings (Second Quarter After Exit)](image)

<table>
<thead>
<tr>
<th>Program</th>
<th>PY 2018 Expected Level</th>
<th>PY 2018 Negotiated Level</th>
<th>PY 2019 Expected Level</th>
<th>PY 2019 Negotiated Level</th>
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</thead>
<tbody>
<tr>
<td>Adults</td>
<td>5,325.00</td>
<td>6,000.00</td>
<td>5,900.00</td>
<td>6,100.00</td>
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<td>Dislocated Workers</td>
<td>6,200.00</td>
<td>7,241.00</td>
<td>6,500.00</td>
<td>7,400.00</td>
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<tr>
<td>Youth</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
</tr>
<tr>
<td>Adult Education</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
</tr>
<tr>
<td>Wagner-Peyser</td>
<td>4,500.00</td>
<td>4,859.00</td>
<td>4,700.00</td>
<td>5,100.00</td>
</tr>
<tr>
<td>Vocational Rehabilitation</td>
<td>Baseline</td>
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User remarks on Table 3
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<th>PY 2018 Negotiated Level</th>
<th>PY 2019 Expected Level</th>
<th>PY 2019 Negotiated Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults</td>
<td>35.50</td>
<td>50.00</td>
<td>38.00</td>
<td>53.00</td>
</tr>
<tr>
<td>Dislocated Workers</td>
<td>45.00</td>
<td>45.00</td>
<td>50.00</td>
<td>50.00</td>
</tr>
<tr>
<td>Youth</td>
<td>31.00</td>
<td>52.00</td>
<td>35.00</td>
<td>55.00</td>
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<tr>
<td>Adult Education</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
</tr>
<tr>
<td>Wagner-Peyser</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Vocational Rehabilitation</td>
<td>Baseline</td>
<td>Baseline</td>
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User remarks on Table 4

TABLE 5. MEASUREABLE SKILL GAINS

<table>
<thead>
<tr>
<th>Program</th>
<th>PY 2018 Expected Level</th>
<th>PY 2018 Negotiated Level</th>
<th>PY 2019 Expected Level</th>
<th>PY 2019 Negotiated Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
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<tr>
<td>Dislocated Workers</td>
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<tr>
<td>Program</td>
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<td>PY 2018 Negotiated Level</td>
<td>PY 2019 Expected Level</td>
<td>PY 2019 Negotiated Level</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------</td>
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<td>Youth</td>
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<td>Adult Education</td>
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<td>Wagner-Peyser</td>
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<tr>
<td>Vocational Rehabilitation</td>
<td>Baseline</td>
<td>Baseline</td>
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</tbody>
</table>

User remarks on Table 5

**TABLE 6. EFFECTIVENESS IN SERVING EMPLOYERS**

<table>
<thead>
<tr>
<th>Measure</th>
<th>PY 2018 Expected Level</th>
<th>PY 2018 Negotiated Level</th>
<th>PY 2019 Expected Level</th>
<th>PY 2019 Negotiated Level</th>
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</thead>
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<tr>
<td>Line 1 (enter the measure information in the comments below)</td>
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<tr>
<td>Line 2</td>
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<td>Baseline</td>
</tr>
<tr>
<td>Line 3</td>
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<td>Baseline</td>
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<td>Baseline</td>
</tr>
<tr>
<td>Line 4</td>
<td>Baseline</td>
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</table>
### TABLE 6

<table>
<thead>
<tr>
<th>Measure</th>
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<th>PY 2018 Negotiated Level</th>
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<th>PY 2019 Negotiated Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line 5</td>
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</tr>
<tr>
<td>Line 6</td>
<td>Baseline</td>
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</tr>
</tbody>
</table>

**User remarks on Table 6**

### TABLE 7. ADDITIONAL INDICATORS OF PERFORMANCE

<table>
<thead>
<tr>
<th>Measure</th>
<th>PY 2018 Expected Level</th>
<th>PY 2018 Negotiated Level</th>
<th>PY 2019 Expected Level</th>
<th>PY 2019 Negotiated Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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: https://labor.idaho.gov/publications/2018_WIOA_Combined_Plan_Appendices.pdf

The appendix contains the following sections:

- Data Appendices (referenced in the Economic and Workforce Analysis in Section II - referenced also as a separate link: https://labor.idaho.gov/publications/2018_WIOA_Combined_Plan_Data_Appendices.xlsx)
- Workforce Development Council Documents - including a roster of Council Members, as well as the Council’s strategic plan (referenced also as a separate link: www.labor.idaho.gov/wioa1/wdc-members.pdf)
- Idaho Department of Labor - Priority of Service Policy
- 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