

Adult Education and Family Literacy Act Program

Unified State Plan Components for the State of Iowa

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III. OPERATIONAL PLANNING ELEMENTS

a. STATE STRATEGY IMPLEMENTATION. The Unified or Combined State Plan must include—

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

A. CORE PROGRAM ACTIVITIES TO IMPLEMENT THE STATE’S STRATEGY Describe the activities the entities carrying out the respective core programs will fund to implement the State’s strategies. Also describe how such activities will be aligned across the core programs and Combined State Plan partner programs included in this plan and among the entities administering the programs, including using co-enrollment and other strategies.

Sector Partnership- Sector partnerships are increasingly recognized as an effective method for aligning education, economic, and workforce development systems to address industry-identified labor market needs. The federal Workforce Innovation and Opportunity Act (WIOA), which replaces the Workforce Investment Act, shifts from an “employment first” strategy to one which emphasizes credential attainment through the use of sector partnerships and career pathways.

With support from the Sector Partnership National Emergency Grant, \$500,000 was allocated for regional planning and strategy initiatives related to establishing Sector Partnerships. When developing this initiative, one of the most important aspects was to assist Iowa’s 15 Regional Workforce Boards (and ultimately the local service providers) to understand the growing sectors in their Regions as well as the workforce skills that need to be developed to meet local employer demand.

The Iowa Department of Education Division of Community Colleges and Workforce Preparation convened the Sector Partnership and Career Pathway Advisory Council (SPAC) to provide state-level feedback on the implementation of sector partnerships and career. As called for in Iowa’s Unified State Plan, the SPAC has been reconfigured into the Sector Partnership Leadership

Council (SPLC) which will assume the lead role in the implementation and achievement of objectives related to sector partnerships and career pathways across the state, thereby assuming a more formal advisory role to the state Iowa Workforce Development Board. The SPLC membership emphasizes business, industry, and employer representation so that the council is truly industry led and oriented. Membership of the board is posted on the Department's website: (<https://www.educateiowa.gov/adult-career-and-community-college/sector-partnerships/sector-partnership-leadership-council>)

Resources have included facilitator trainings, a series of downloadable toolkit publications, community of practice networking opportunities, and survey findings of Iowa's sector partnerships. Guidance has been leveraged to aid in the expansion and development of sector partnerships through the stages of planning, emerging, and sustaining. Additional information and resources are housed at SectorPartnerships.EducateIowa.gov.

Adult education and literacy providers are encouraged to be involved and at the table in the development of sector partnerships and subsequent career pathway development in their respective regions with a focus on aligning services. Through involvement with the Moving Pathways Forward: Supporting Career Pathways Integration project, a three-year technical assistance grant, Title II has been working to connect the process of sector partnerships to career pathways through the development of integrated education and training activities.

Career Pathways- Career pathways are a strategy utilized by sector partnerships to address industry-identified labor market needs. Career pathways organize education and training into a coherent, stackable sequence aligned within specific occupations within a given industry. In that way, career pathways support an individual in developing the personal, technical, and employability skills required for advancement within an industry, and transitioning from training and education into the workforce. Colleges, primary and secondary schools, economic development agencies, workforce service providers, employers, labor groups and social service providers all play a vital role in the successful development of career pathways.

The focus of the Future Ready Iowa initiative is the placement of more Iowans into high-demand, well-paying careers in industries such as Information Technology (IT) and Energy & Utilities. General mystique and confusion are often associated with careers in these two fields, which lead to inaccurate stereotypes, the facilitation of incorrect information, and ultimately shortages in local, qualified, and skilled labor. Under the guidance of the SPLC, the Iowa Department of Education (IDOE) partnered with the Council of Adult and Experiential Learning (CAEL) and Iowa Central Community College (ICCC) to conduct exploratory research and develop career pathway materials for these two exciting career sectors in Iowa.

The Iowa Department of Education received a Moving Pathways Forward: Supporting Career Pathways Integration grant which was a three-year initiative to assist states in advancing career pathways systems specific to transitioning low-skilled adults to postsecondary education and employment. A state advisory board for career pathways and sector boards was formed to guide further discussion and development of unified definitions, an approval process, and performance measures for evaluating effectiveness for career pathways. The project provided targeted technical assistance services to support state's work in developing and implementing a career

pathways system. Processes are still being developed to gather existing career pathways in regions and to provide an effective template for future career pathway development which includes appropriate on-ramps for AEL and ELL participants.

Integrated Education and Training- Iowa's Title II providers are being highly encouraged to develop programs that support the components of Integrated Education and Training (IET). State and federal adult education funds are being used to support IET activities, which concurrently and contextually blend basic skills with workplace skills and with work based learning or workforce training activities

Funds incentivizing the development and enrollment of IET participants have been awarded to eleven providers. Additionally, technical assistance funds are being used to engage all providers in the planning and incorporation of the required components of IET activities into a seamless program offering. The technical assistance offered by Title II at the department highlights the participants engaged in IET activities and exposes them to an educational approach that is aligned with career pathways and uses a structured approach under a single set of learning objectives. The participants are able to directly benefit by receiving concurrent instruction. In some IET models being developed by local providers, participants are receiving their high school equivalency in addition to an industry recognized credential within the same period of participation.

In addition to the modification to the design of the curriculum and class enrollment, an IET encourages the partnering of educational providers or workforce partners in delivering the workplace skills instruction or the training element. These partnerships allow the flexibility in offering a range of workforce training allowable under WIOA such as postsecondary credentials, on the job training, apprenticeship or customized employer training. Some of the workforce training is customizable to the needs of the employer as well as to the participant to encourage skill development in high demand areas of regional employment.

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.

No AEL content in the original plan for modification.

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

Accessibility- In addition to having all adult education and literacy sites assessed for physical accessibility, providers work diligently in assuring programmatic access to services. Training and awareness in ways that access can be limited to participants has been a recurring theme for adult education and literacy staff. Participants have access to appropriate accommodations from intake and through career and training services provided by Title II. Title II will work with appropriate support services as needed by the participants.

Sector Partnership- Within each industry sector, different representation by members can bring additional perspective, varying needs and resources in building the talent pipeline. By having adult education and literacy providers involved at a regional and state level in the development of sector partnerships, the needs of the businesses are being heard. This information is used to ensure that workplace skills (21st Century Skills) are business centric and relevant to today's demands and employer expectations. By partnering with businesses in the discussion of regional needs, Title II providers are able to identify gaps in services and areas of duplication. If the gaps can appropriately be addressed through curriculum development by adult education and literacy and then concurrently delivered with basic skills instruction, the time commitment for the participant in pursuing their educational needs is reduced. In addressing areas of duplication, resources can be shared or waiting lists eliminated thus providing to the participant the best resources to meet local employer demand.

In addition to business and industry, regional support providers, workforce development agencies and other educational providers attend the regional sector partnership meetings. These sources of wrap-around support allows local adult education and literacy providers to partner and align supportive services to the participant. These support providers often form the nucleus in assisting participants with multiple barriers to employment and achieve success in gaining the educational requirements to qualify for becoming a job candidate. By linking with supportive service providers, adult education and literacy is able to increase enrollment opportunities for participants and to increase the reach of assistance in reducing socio-economic barriers.

Career Pathways- Participants in adult education and literacy services will benefit from the coordinated efforts that have resulted in the development of career pathways, as the education and employment prospects of a given career cluster have been identified. These pathways will allow an individual to make informed decisions on their educational pursuits and as they gain credentialing and skills to clearly see their next step or employment opportunities afforded them if they choose to step off the path.

The pathways will allow the alignment and stacking of appropriate skills, vocabulary and networking in high-demand jobs as detailed by the regional sector partnerships. This information will be used at intake for Title II participants, during counseling or advising sessions and during key milestones on their educational journey, to ensure participants are prepared and transitioning as seamlessly as possible to their next step.

Integrated Education and Training- Iowa's Title II providers are being highly encouraged to develop programs that support the components of Integrated Education and Training (IET). State and federal adult education funds are being used to support IET activities, which concurrently and contextually blend basic skills with workplace skills and with work based learning or

workforce training activities. Participants engaged in IET activities are exposed to an educational approach that is aligned with career pathways and uses a structured approach under a single set of learning objectives. The participants are able to directly benefit by receiving concurrent instruction and in some models being developed by local providers are receiving their high school equivalency in addition to an industry recognized credential within the same period of participation.

In addition to the modification to the design of the curriculum and class enrollment, an IET encourages the partnering of educational providers or workforce partners in delivering the workplace skills instruction or the training element. These partnerships allow the flexibility in offering a range of workforce training allowable under WIOA such as postsecondary credentials, on the job training, apprenticeship or customized employer training. Some of the workforce training is customizable to the needs of the employer as well as to the participant to encourage skill development in high demand areas of regional employment.

Participants co-enrolled in Title II and another core program are highly encouraged to enroll in IET activities. Title II would work to ensure that all workforce training activities are being offered by eligible training providers if programs are blending their funds to support the participant.

D. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO EMPLOYERS Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs. The activities described shall conform to the statutory requirements of each program.

No AEL content in the original plan for modification.

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)

No AEL content in the original plan for modification.

Proposed addition:

Effective July 1, 2017, following the competition and the awarding of the Title II funds, all 15 of Iowa's community colleges are providers of adult education and literacy services. Since as early as 1918, Iowa's community colleges have been committed to preparing a skilled workforce to contribute to Iowa's economic growth and stability. Iowa's 15 community colleges educate over half (51.6 percent) of all Iowa residents enrolled in postsecondary institutions in the state and, as such, serve a critical role in the state reaching its Future Ready Iowa goal of 70 percent of Iowans in the workforce with education or training beyond high school by 2025.

As grant recipients for Title II funds, Iowa's community colleges are well poised to support the needs of adult learners, to effectively incorporate workplace skills and workforce training and to provide high quality educational instruction to participants in adult education and literacy activities. As partners, the community colleges have been engaged with business and industry in addressing the talent pipeline. In several regions, community colleges are the service providers for Title I Youth and Adult, Dislocated Workers as well as providing the physical space for the one-stop centers therefore offering a full range of assistance to job seekers.

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.

No AEL content in the original plan for modification.

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).

The adult education and literacy (AEL) program is Iowa's front-line program to help adults without a high school diploma or equivalency. As part of the state procurement for the Iowa Skilled Workforce and Job Creation Fund (ISWJCF) allocated to Iowa's 15 community colleges, AEL services are being provided to individuals who need assistance acquiring the skills necessary to be successful in job training and employment. Funds from the state are leveraged with Title II funds, awarded through competition, to increase access to services through Your Future Starts Here Iowa (<http://yourfuturestartshereIowa.org/>), a statewide portal for accessing adult education and literacy services including services targeting English Language Acquisition participants. The ISWJCF is distributed to the 15 community colleges based upon the state general aid (SGA) funding formula. However, state funds designated for English as a Second Language (ESL) are awarded based on application and by formula (percentage of county served with limited English proficiency determined by average census survey and enrollment trends) to the receiving community college.

Funds received from state procurement for AEL programs adhere to the allowable use restrictions of the Adult Education and Family Literacy Act (AEFLA) and subsequent adult education legislation. The \$5.3 million investment has supported efforts to integrate standards based instruction with workplace learning to prepare participants to successfully transition to postsecondary training and careers. The intent of the funds received by the community colleges is to expand services and improve the quality of AEL programs. These funds are meant to be the primary funds used for AEL services, with federal funds supplementing and supporting efforts to deliver services to all eligible participants.

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.

No AEL content in the original plan for modification.

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.

No AEL content in the original plan for modification.

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.

1. The State Operating System That Will Support the Implementation of The State's Strategies.

A. STATE OPERATING SYSTEMS THAT SUPPORT COORDINATED IMPLEMENTATION OF STATE STRATEGIES.

The Iowa Department of Education (IDOE) provides assessment and accountability services through a web based data system called TOPSpro (Tracking of Programs and Students) Enterprise (TE). This system accounts for Title II's required demographics, case management and performance tracking of reportable individuals, participants and their associated periods of participation. TE is designed for data specialists in adult education to be compliant with data reporting requirements and, including statewide assessments and related accountability software to accurately measure progress, mastery of skills, and competencies needed to both complete, and advance one or more educational functioning levels (EFL). It automates scoring, collects student demographic data, tracks agency and individual student performance, generates reports, and aggregates data for state and federal year-end reports. Features of the data system and relevant processes include the following:

- Collecting information for the purposes of programmatic and annual reporting.
- Immediate access to the data for tracking enrollment, eligibility of services, attendance and reporting on WIOA benchmark attainment.
- Timely submissions to the department for monitoring and compliance review of participant's data and progress. TE records each student's goal when enrolling, as well as their measurable skill gains for each period of participation.
- A direct link to an eTest module which includes a state approved assessment for determining participant eligibility and skill gain.

- Scores from the eTests are scaled to an EFL to guide instructional placement. The module also includes a diagnostic of the overall class competencies to assist in lesson plan development of targeted skills.

Progress and post assessments are administered according to the AEL approved Assessment Guideline Policy for the current program year. For program years 2016-2017 and 2017-2018, the department intends to use the same data system to meet program-specific requirements for collecting and reporting data for WIOA performance reporting requirements. While the department has entered into an agreement with Title I and III in the development of a shared system that incorporates the required modules of AEL, this system (Geographic Solutions) will not be implemented until fully vetted which may require an extended use of TE. The reporting structure for the AEL module must be based on National Reporting System (NRS) guidelines, which were retained under WIOA.

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.

Adult Education and Family Literacy Act Program- The Iowa Department of Education (IDOE) works with the Iowa State Board of Education to provide support, supervision, and oversight for the state education system that includes: public elementary and secondary schools, nonpublic schools that receive state accreditation, area education agencies (AEAs), community colleges, and teacher preparation programs. Iowa’s adult education and literacy programs assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and self-sufficiency; assists adults who are parents in obtaining the educational skills necessary to become full partners in the educational development of their children; and assist adults in completing a secondary school education. This chart is designed to reflect the line of authority from the authorized state official signing the state plan extension to the state director for adult education. The line of authority goes from the state director for adult education to the Bureau Chief of Community Colleges to the Division Administrator of the Division of Community Colleges and Workforce Preparation and then to the Director and Executive Officer of the State Board of Education. The Director is the authorized State Official who has the authority to sign Iowa’s Adult Education & Literacy State Plan.

Adult Education and Literacy Organizational Chart Attached

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.

B. FOR TITLE II:

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

The Iowa Department of Education (IDOE) is the designated state agency responsible for administering funds and providing program and performance oversight to eligible local providers of adult education and literacy (AEL) activities selected through a competitive bidding process. Current AEL providers approved under Workforce Investment Act (WIA) of 1998 requirements will continue to receive funding through June 30, 2017, as long as they adhere to State and federal grant expectations, as measured through their status updates, financial reports, and program performance reports.

During program year 2016-2017, the department implemented a competitive application process for all federal AEFLA funding that determined the eligible entities to be awarded funds starting July 1, 2017 through June 30, 2020. Following the first one year grant, department retains the right to fund the grant recipient for up to two (2) consecutive program years 2018-2019, and 2019-2020. The exercise of grant renewals after the first year of funding will be made on a program by program basis. Renewals will be contingent on the grant recipient's ability to successfully implement the terms of the grant, to meet performance expectations, and to provide value to the community. After this multi-year award cycle recipients may have the option of applying for a grant extension. This grant extension can be renewed in subsequent years until the department determines that a new multi-year competition for the grant needs to occur.

Through the process, the department was charged with identifying, assessing, and awarding multi-year grants to eligible entities throughout the state to ensure that access of services would be provided in every county in Iowa. An eligible entity is defined as an organization that can demonstrate past effectiveness (performance data demonstrating improving the skills of eligible individuals, particularly eligible individuals who have low literacy in reading, writing, math, English language acquisition and other relevant areas as well as outcome measures related to participant employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training) in providing adult education activities to eligible participants and may include all entities defined by WIOA 34 CFR Part 463.23. The department will use up to 82.5 percent of the state allocation for the grant awards.. The specific purpose of this grant application is to fund programs that can demonstrate effectiveness in:

- assisting adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- assisting adults who are parents or family members to obtain the education and skills that—
 - are necessary to becoming full partners in the educational development of their children; and
 - lead to sustainable improvements in the economic opportunities for their family;
- assisting adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and

- assisting immigrants and other individuals who are English language learners in—
 - improving their—
 - reading, writing, speaking, and comprehension skills in English; and
 - mathematics skills; and
 - acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

Eligible providers will be required to be a full-service adult education program providing instruction at ALL educational functioning levels (EFL) (six Adult Basic Education (ABE) and Adult Secondary Education (ASE) plus all six English as a Second Language (ESL), based on identified needs of the region. Programs must also prepare adult learners for and support them in achieving successful transition to postsecondary education and training or employment.

Eligible providers are required to offer these activities, per the Iowa WIOA Unified State Plan:

- Adult Education;
- English language acquisition activities;
- Literacy; and
- Workforce preparation activities.

Eligible providers may also offer any of the following, as needed, per 34 CFR Part 463.30, Subpart D:

- Integrated English literacy and civics education;
- Workplace adult education and literacy activities;
- Family literacy activities; or
- Integrated education and training.

Eligible providers may also offer up to twenty percent (20%) of their allocation providing approved Corrections Education and Other Education of Institutionalized Individuals as needed, per 34 CFR Part 463, Subpart F.

The funding allocated to each service area will be based on up to 85 percent on the literacy needs identified as determined by reviewing the number of citizens needing literacy services (including those without a high school diploma and those with limited English language skills) within each county based on data from the American Community Survey and participants served. The remaining percentage of funds will be allocated based on effectiveness of serving participants through performance in subsequent years with year 1 and year 2 being used for incentive funding for applicants to plan, develop and implement Integrated Education and Training activities in their service areas.

A separate competition for Sec. 243 funds, Integrated English Literacy and Civics Education, will be conducted using the same timeline, demonstrated evidence of performance and responses to considerations specified in section 231(e) of WIOA along with specific state requirements.

The following steps will be taken in conducting the AEFLA competitions:

- March 15, 2017: Department published Request for Proposals (RFP) aligned with the priorities in the approved State Unified Plan.
- March 28, 2017: Department provided a bidders' conference and technical assistance.
- March/April 2017: Department established a review panel.
- May 1, 2017: Due date for AEFLA grant applications.
- May 2017: Reviewers reviewed and scored AEFLA grant applications.
- June 10, 2017: Department announced AEFLA grant applicants that will receive funding.
- July 1, 2017: AEFLA grant providers began multi-year grant cycle, programming, and funding.

The department uses the considerations specified in section 231(e) of WIOA to fund eligible providers in addition to specific state requirements including program, instructor and professional development standards. Through the grant application process, entities must provide narrative details to demonstrating how they will meet each consideration. The review of proposals will include rating responses to each of the considerations in addition to the alignment of the proposed activities with needs for services in the intended service area as reviewed by the regional workforce development board. The evaluation of cost of service, relative to need and cost efficiency along with financial internal controls, will also be accessed.

To determine if an applicant is an entity of demonstrated effectiveness, all applicants will be required to provide data demonstrating their ability to improve skills of low-literate adults in the applicable academic areas related to their grant application. Prior recipients will use data from the student data management system, TopsEnterprise, to show how they have met state-negotiated performance measures for all student levels, as well as for English language learners. New organizations will be provided forms to show demonstrated student learning gain, including low-literacy level and English language learners. An applicant also will be required to demonstrate ability to adhere to the Assessment Policy Guidelines in recording and tracking participant enrollment and progression. Each application will be reviewed to determine whether it meets the standard of demonstrated effectiveness. Applications that do not provide sufficient evidence of demonstrated effectiveness will be eliminated from the competition. Funded providers will be monitored and required to demonstrate continuous quality improvement.

2. ENSURE DIRECT AND EQUITABLE ACCESS. Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds and how the eligible agency will ensure that it is using the same grant or contract announcement and application procedure for all eligible providers.

The Iowa Department of Education (IDOE) uses developed internal processes to ensure that there is direct and equitable access to the grant funds. All currently funded providers and all other identified eligible agencies receive a grant or contract application notification by e-mail. This includes all known community-based organizations, community colleges, libraries, literacy councils, public housing authorities, and any other provider that is eligible pursuant to Section 203(5). An announcement is posted on the Iowa Grants website at <https://www.Iowagrants.gov/>.

In addition to the general distribution of the sections 225, 231 and/or 243 application notifications, the department provides application information at conferences, workshops, and

other activities attended by potential providers. The department requires all eligible providers for sections 225, 231 and/or 243 to use the same application process. This ensures that all applications are evaluated using the same rubric and scoring criteria. Statewide leadership activities are provided through contracted service providers in compliance with state contracting requirements. The department has also developed interagency agreements with the Department of Corrections to provide the appropriate and necessary services for returning citizens.

The department ensures that all eligible providers have direct and equitable access to apply for grants or contracts. It also ensures that the same grant or contract announcement, application, and proposal process is used for all eligible providers through the grant management system. During the initial period of the grant submission process, any eligible agency that contacts the department with an interest in participating will be provided the information needed. The department believes that these approaches meet the requirements specified in AEFLA and is satisfied that every effort is made to ensure direct and equitable access.

IV. Program-Specific Requirements for Core Programs:

Adult Education and Family Literacy Act Programs

The State Plan must include a description of the following as it pertains to Adult Education and Literacy programs under Title II, the Adult Education and Family Literacy Act (AEFLA).

A. Aligning of Content Standards. Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

Adult education and literacy (AEL) services offer a student-centered approach, in which instructors help participants set and achieve learning goals. Iowa's AEL funded providers facilitate participant progress by incorporating college and career readiness standards in instruction, sharing best practices and providing ongoing professional development and training for instructors, data specialists and coordinators of programs.

Local programs measure educational levels and progress using standardized assessment tools and by following the assessment policy guidelines disseminated to programs annually. Providers record gains using the Tops Enterprise (TE®) online reporting system. The state and local providers use the data to analyze program performance.

All of Iowa's federally funded AEL providers are instituting the federal College and Career Readiness Standards and have already incorporated the Common Core standards in the high school diploma programs as per Iowa's administrative rule 23.7(1) adopted January 14, 2015:

*b. The development and dissemination of instructional and programmatic practices based on the most rigorous and scientifically valid research available;
and*

c. Appropriate reading, writing, speaking, mathematics, English language acquisition, distance education, and staff training practices aligned with content standards for adult education.

The State's implementation of and support for academic content standards grounded in research has been evident in several ways. National trainers were brought to Iowa to offer College and Career Readiness training in both English Language Arts and Mathematics. Each of these two-day training institutes helped instructors understand the fundamental advances in instruction that the CCR standards demand. Instructors received critical information (methods and materials) about the CCR standards with a strong focus on the key advances in instruction and curriculum that the standards demand.

In addition, Iowa will also address the urgent need for educational equity, access, and rigor for adult English language learners (ELLs) by ensuring that program instructors are trained in the English Language Proficiency (ELP) Standards for Adult Education. The ELL Standards for Adult Education are essential to ensuring that adult ELLs receive the focused and effective instruction they need to access our state's academic content standards. Iowa's English language acquisition programs will be designed to support ELLs in becoming skilled in reading, writing, and comprehension of English and help ELLs obtain a high school credential and support them as they move toward further education, training, or employment.

Local educational programs will continue to provide standards-based curriculum, instruction, and assessment focusing on the skills that enable learners to participate more fully within American society as citizens, workers, and family members. Funds were released to eligible AEFLA programs to support professional development efforts in continued implementation of standards based instruction for 2018 - 2020. Monitoring will be used to track the implementation of the college and career readiness standards in lesson plans, curriculum and assessment for preparation in transitioning successfully to further education or employment.

B. Local Activities. Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide the adult education and literacy activities, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of local activities.

Adult Education and Literacy Activities (Section 203 of WIOA)

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

1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
2. Is for the purpose of educational and career advancement.

The Iowa Department of Education (IDOE) is the State's Eligible Agency (SEA) for Adult Education and Family Literacy Act (AEFLA) funds. The department is responsible for administering the funds and providing program and performance oversight to grantees. AEL eligible providers approved under Workforce Investment Act of 1998 requirements continued to receive funding through June 30, 2017, based on their fulfillment of grant expectations, as measured through annual applications, financial reports, and program performance reports.

During the program year 2016–17, the department implemented a competitive application process for all federal AEFLA funding to determine the local eligible providers starting July 1, 2017. The state's AEFLA grant process will rate responses to the 13 considerations in Title II of WIOA and include additional state priorities, standards and context. An eligible local provider is an organization that has demonstrated effectiveness in providing adult education activities to eligible individuals and may include any entity described by the WIOA.

AEFLA grant applicants are required to describe in their funding proposals the activities that are planned to support the adult education and literacy activities in their proposed service delivery area. Specifically, applicants will be asked to discuss (1) outreach efforts for attracting participants with low literacy skills to the program; (2) program design accommodations particularly focused on the needs of participants (i.e., child care, class times and locations, curriculum content, and materials); and (3) linkages established with education, workforce and community partners to facilitate the integration of services for participants. At the department a Two-Generation approach has been emphasized. These efforts have included reaching out to community, faith-based and local education agencies to share information and discuss potential partnerships or collaborations in addressing literacy and basic skill needs.

Applicants will be required to respond and be evaluated based on the following principles of program quality to assist with continuous program improvement.

- 1) Learner Progress – Learners demonstrate progress toward attainment of literacy skills, including reading, writing, and speaking English, computing, and solving problems at levels of proficiency and are able to demonstrate the ability to transfer learning from the classroom to real life skills necessary to function on the job, in the family of the individual, and in society.
- 2) Curriculum, Instruction and Professional Development – The program has a written, standards-based curriculum and provides instruction matching learner needs while supporting an ongoing, professional development process that is linked to a professional development plan supporting the program's vision and goals. Curriculum development and instruction meets learners' needs and learning styles and is embedded in real-life contexts while anchored in standards (CCRS and Employability). The program provides opportunities for all instructors to participate in on-going professional development with support in integrating new evidence-based strategies into instruction through practice, feedback, reflection, and observation to improve instructional practice.

- 3) Program Design and Leadership – The program implements the key design elements articulated in its funded proposal and program leadership ensures that the vision for success is shared by staff and learners and that the program engages in a continuous improvement planning process. The program serves the adult education needs of the community.
- 4) Accountability – The program has policies and best practices to demonstrate fiscal responsibility, accuracy and reliability of data reporting, and protection of data according to federal requirements and shows progress toward achieving state performance benchmarks.
- 5) Program implements processes for fiscal and data management that ensures accuracy in reports, validity, reliability, privacy and security. Sufficient resources and training is allocated to implement the processes for financial and data management with clearly defined procedures and the ability to monitor program efficiency and effectiveness.
- 6) Community Interaction and Outreach – The program builds a visible and valued presence in the community, which in turn supports the program by recruiting learners and talents and coordinating local resources for support services, economic opportunity through career pathways, and further education and training opportunities.
- 7) One-Stop System Integration – The program takes steps to implement WIOA's vision as expressed in Iowa's Unified State and Local Plan for a seamless system of education and workforce services that supports career pathways.

Eligible providers will be required to be a full-service adult education program providing instruction for ALL educational functioning levels (EFL) (five Adult Basic Education (ABE) and all six English as a Second Language (ESL)), based on identified needs of the region. Funded providers are also charged with preparing adult learners for and support them in achieving successful transition to postsecondary education and training or employment.

Eligible providers are required to offer these activities, per the Iowa WIOA Unified State Plan:

- Adult education;
- English language acquisition activities;
- Literacy; and
- Workforce preparation activities.

Eligible providers may also offer any of the following, as needed, per 34 CFR Part 463.30, Subpart D:

- Integrated English literacy and civics education;
- Workplace adult education and literacy activities;
- Family literacy activities; or
- Integrated education and training.

Eligible providers may also offer up to twenty percent (20%) of their allocation on the following, as needed, per 34 CFR Part 463, Subpart F:

- Corrections Education and Other Education of Institutionalized Individuals
 1. Adult education and literacy activities;
 2. Integrated education and training.

Adult education and literacy services at a minimum targets native speakers of American English who function below a high school equivalency in one or more basic academic skills, who

demonstrate a need for remediation to test into credit-bearing college level coursework, or who lack the employability skills needed to transition into work. Other adults eligible for these services include non-native speakers of American English who have successfully acquired a level of proficiency in English, either through federally-funded English literacy programs or other ways, to be able to function adequately in adult education and literacy classes with native speakers.

Outreach Efforts

An area of focus for Iowa is increasing the number of low skilled individuals successfully transitioning to postsecondary education and employment. Each applicant sets enrollment targets that are measured and used for performance monitoring. Enrollment is also reviewed for co-enrollment as well as participants with multiple barriers to employment. These enrollment goals are part of a strategic effort to increase the skill set for adults in becoming future ready and contributing to the talent pipeline for employers in high demand industry. All funded providers are required to set an enrollment target and are funded based upon actual enrollment of participants. Some strategies that are encouraged by the department include but are not limited to offering flexible schedules, providing support services and year-round activities in age-appropriate settings. During program year 2014, the department set the enrollment goal to serve five percent of the total state population without a high school degree, 18 years and older, as determined by county survey. This represented a 12 percent increase in enrollment for AEL providers compared to the previous year. Since that enrollment target, each provider has increased their overall number of participants being served.

In addition to an enrollment target, the department has been actively working with providers in raising public awareness of adult education and literacy services with a statewide branding campaign. The campaign has included a 1-800 number for all participants to be connected directly with their closest provider, a series of public service ads, informational videos detailing collaborative efforts between core partners, and resource materials to adapt to local needs.

A key area for increases in enrollment and outreach has been with the immigration population in Iowa. While the total immigrant population in Iowa remains relatively small, there has been a steady increase of 2.5 percent over the past five years. In 2014, English language acquisition (ELA) activities represented 47 percent of the total population served for adult education and literacy activities. As part of core required services, ELA activities are offered in a diverse cross section of Iowa counties, from urban areas that have an influx of immigrants from many nations to agricultural counties that have experienced a growth in their immigration population. Due to this growth, the department has been working on immigrant initiatives to increase coordination with local One Stop centers to support English Language Learners (ELL) in accessing services.

Educating partners and expanding service sites along with service delivery options (including distance education and tutoring) have been an active pursuit for the department. This strategy has led to a collaboration with the Iowa Literacy Council, established from Executive Order, to serve the literacy needs of adults in Iowa. As part of the of Council's strategic vision to ensure that, "every Iowan has the literacy skills to reach their personal and professional goals", five goals have been established.

Goal 1: Seek to identify persons in need of literacy training and strive to serve any Iowan with a demonstrable need for these services;

- Goal 2: Coordinate literacy program in Iowa;
- Goal 3: Serve as a clearinghouse for information on the literacy services available in Iowa;
- Goal 4: Provide greater visibility to literacy programs in Iowa, and encourage Iowans to volunteer their assistance; and
- Goal 5: Provide technical support to literacy volunteers and literacy programs.

These collaborative partnerships aid in defining the scope of the services for AEL.

Program Design

Eligible local providers were required to describe in their application for funds their process for development and/or approval of curriculum and evidence of how instruction meets learners' needs and learning styles, while embedded in real-life contexts anchored in Iowa's Adult Education and Literacy standards (College and Career Readiness Standards, 21st Century Skills and English Language Proficiency Standards). All adult education, literacy, and English language acquisition activities are required to be based upon the department's adopted content standards. Eligible providers were also required to detail their practice for ensuring high quality instructors are engaged in on-going professional development with support in integrating new evidence-based strategies into instruction through practice, feedback, reflection, and observation to improve instructional practice.

Providers are encouraged to be innovative in delivering instruction to include individual and group activities, to meet the diverse needs of adult learners. Adult education programs offer a student-centered approach, in which instructors help participants set and achieve learning goals. Iowa adult education and literacy programs facilitate student progress by incorporating college and career readiness standards in instruction, sharing best practices and providing ongoing professional development and training for instructors, data specialists and coordinators of programs. Local programs measure educational levels and progress using standardized assessment tools and by following the assessment policy guidelines disseminated to programs annually. All funded providers will be required to record gains using the Tops Enterprise (TE®) online reporting system. The state and local providers use the data to analyze program performance.

The state benchmarks for each educational functioning level (EFL) remains the focus for all funded providers with performance-based funding and a targeted post-test rate established annually and posted in Iowa's Assessment Policy Guidelines. This performance data is reviewed monthly during webinar meetings with all funded providers. In addition, training from the state data specialist and publicly posted benchmark progression has made it possible for each provider to review local and statewide data. Iowa adult education and literacy programs help to ensure that adults have the skills needed to compete in the knowledge-based economy. This is in keeping with increasing economic opportunity and raising the standard of living in Iowa. Pilots have been conducted and will be expanded to partner with credit and non-credit courses to encourage the transition of adult learners to a career pathway. The pilots are designed to increase the number of adult learners earning transferrable credit, marketable credential, and/or entering postsecondary education.

Adult Basic Education

As a requirement for all funded providers, the goal of Adult Basic Education (ABE) activities is to improve participants' basic skills in language arts and mathematics. ABE activities are performance oriented and deliver instruction through processes that facilitates, measure, and certify learning outcomes. In addition to offering comprehensive services to meet the diverse educational needs of participants and to prepare them to transition to postsecondary education and job preparation classes, activities are conducted within flexible time limits and are relevant to the practical needs of adults.

ABE activities include literacy (reading and writing) and computational skills necessary for functioning at levels comparable to the skills needed to complete a high school equivalency diploma. Courses may be remedial for students or they may provide educational opportunities for students who speak, but do not read, English. These activities are standards-based and are designed to teach the academic skills necessary for success, and to help participants acquire family sustaining employment.

With the incorporation of STAR (Student Achievement in Reading), managed enrollment has been encouraged by the department for activities to provide direct explicit instruction in adult education and literacy classrooms. This delivery approach is research based and is evidenced through program performance. This shift in classroom management has required a transition period for AEL providers, but has been a required component for applicants to respond to in the grant application.

English Language Acquisition

As part of required core services, English language acquisition activities assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and self-sufficiency; assist adults who are parents in obtaining the educational skills necessary to become full partners in the educational development of their children; and assist adults in completing a secondary school education.

In order to prepare the English Language Learner (ELL) population for unsubsidized employment in in-demand industries and integrate them into the workforce system, the department will support extending the existing ELA activities with employability skills and integrating digital literacy skills. The ELA activities are required to align to the English Language Proficiency Standards. In their application for funds, eligible providers are required to describe the curriculum and instructional materials to be used (which includes reading, listening, comprehension and speaking) and any planned workforce preparation activities must align to Iowa's 21st Century Skills.

Within the ELA activities, participants are placed in appropriate skill-level classes through assessments of general language proficiency. There are six levels of instruction: beginning literacy, beginning low, beginning high, intermediate low, intermediate high, and advanced. The assessments for progressing from one level to another measure both general language proficiency and specific standards mastered. The key objectives for adult education English language acquisition are to:

- Provide stress-free and comfortable learning environments in order to reduce anxiety that interferes with obtaining language fluency;
- Integrate language acquisition with relevant life experiences stressing the importance of critical thinking, problem solving, and self-sufficiency;
- Use proficiency standards for assessing the major accomplishments of the students;
- Develop students' receptive English language skills of listening and reading comprehension;
- Develop students' productive English language skills of speaking and writing;
- Provide students with the ability to use English that is accurate and appropriate in a variety of academic and social settings; and
- Provide students with English language and citizenship instruction necessary to successfully complete the citizenship application and interview process.

Linkages for Integration

With the increased awareness of the need for a workforce to be able to function in a highly technical environment, more emphasis is being placed on education. The adult education and literacy program has responded to this focus by supplying their services either in business and industry or in the classroom. Collaboration, coordination, and cooperation have been the mainstays of the services offered by AEFLA funded providers from the beginning including: 1) effective referrals, 2) comprehensive assessment, 3) tracking participant goals and progress, and 4) data-informed decisions driving planned services for the participant. There has always been strong collaboration with federal employment training programs to help adults prepare for the workforce and become self-sufficient. Adult education and literacy programs, in their local communities, seek out working agreements with Iowa Division of Vocational Rehabilitation, Iowa Department of Human Services, Iowa Department of Workforce Development, adult and juvenile court officials, and other service agencies.

In lieu of performance based funding during the first two years of the grant, funds set aside for this purpose will be used to incentivize the AEFLA funded providers in the delivery of integrated education, workforce preparation activities, and workforce training services for participants in a concurrent and contextually delivered series of activities aligned to a regional career pathway. All adult basic education must be based on the College and Career Readiness content standards with workforce preparation activities aligned with Iowa's 21st Century Skills. All workforce training services referenced in WIOA Section 134 (c) (3) (D), must be anchored on industry standards. Eligible providers are required to describe in their application for funds how the instructional materials to be used meet these requirements.

Integrated Education and Training

Integrated Education and Training (IET) is defined as an education model that “combines occupational skills training with adult education services to increase the educational and career advancement of participants. In programs that deliver IET, adults participate in both occupational skills training and adult education services at the same time.” IET means 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.

Some Workforce Investment Act, AEFLA funded providers have piloted IET elements in their adult education programming and are adopting quickly to integrating all components necessary for this activity. In early spring 2017, technical assistance in defining the required components of IET was provided by the department.

Ten of the 15 awarded WIOA AEFLA providers submitted responses to the required narratives to offer IET activities effective July 1, 2017. Funds according to the number of participants projected to be enrolled were awarded providers to support the provision of all required activities. For program year 2017-2018, the state's participant enrollment goal for IET, set by the funded providers, is 423. Additional leadership funds are being used to assist in the planning of the delivery for IET activities. AEFLA funded providers were able to apply to participate in targeted technical assistance offered by the state. This assistance will continue throughout 2017-2018 and offer professional development, and research-based models to aid in the planning and delivery of IET activities and programs.

The department's focus has been to promote the engagement of all core partners to blend adult education content, workforce preparation activities and workforce training. There are several models for IET, and our AEL providers are working to identify with their partners the best fit for their participant's needs and their resources, including curriculum design. The most common models have included an alternating instructional approach with subject matter experts delivering contextualized curriculum during flexible hours of instruction that stack upon skills related to a defined career pathway. This approach has worked well when the workforce training and has included on the job or customized employer training. Other options have included a co-teaching model with subject matter experts delivering specific instruction at the same time and in the same classroom. This method has been very popular in the delivery of industry recognized certificate trainings, such as Certified Nursing Assistant and Computer Numerical Control (CNC) operator.

The department is encouraged by the initial outcomes with providers ranging from exploration of regional labor market needs and career pathway sectors, engagements with core partners, and to emerging IET programs in CNA, CDL and welding. The linkages necessary for IET programs and activities to be successful is predicated upon teams dedicated to providing resources and input in the IET's development. Toward that cause, the department has partnered with LINCS in the development of an Iowa Community of Practice exclusive to the development of IET and IELCE related programs and activities to provide dialogue and resources on an ongoing basis.

Special Rule

Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

C. Corrections Education and other Education of Institutionalized

Individuals. Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of Title II, subtitle C, any of the following academic programs for:

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

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

The Iowa Department of Corrections (DOC) has been an excellent partner with Iowa's adult education and literacy programs. One of DOC's major objectives is to provide educational and career and technical training to incarcerated youth and adults, to ensure a smooth transition for returning citizens and a reduction in the state's recidivism rate. The Iowa Department of Education will continue to work collaboratively with the DOC in aligning their curriculum and student performance standards, data accountability system, and teacher training with the state-administered AEL services.

Iowa's PY 2017 (July 1, 2016-June 30, 2017) reporting year describes recidivism for offenders leaving prison in FY 2014 and tracked 4,586 offenders and found 1,113 (24.3percent) returned to prison due to a new conviction and 510 (11.1 percent) returned to prison for technical reasons associated with a previous conviction. This totals a 35.4 percent recidivism rate for Iowa.

Iowa's AEFLA funded providers enroll participants at state correctional institutions and through local correctional and institutionalized facilities. Effective through an MOU and the use of shared state leadership funds, all correctional programs are held accountable to the required WIOA performance except when excluded and subject to the Iowa Assessment Policy Guidelines. In PY2017, AEL data shows that 16 percent (1,879) of all participants were corrections and institutionalized individuals. The majority of those served, 93 percent (1,760), were from state correctional sites.

Funds awarded from federal Section 231 funds may be used to support the correctional programs in providing allowable academic programs within the twenty percent expenditure cap. The option to use funds for the purpose of Section 225 was made available in the competitive application. Five of the 15 funded programs are using funds directed toward Section 225. Details

of their activities and their use of funds specific to corrections was submitted in their application. The DOC contract, in partnership with the community colleges and the Iowa Department of Education adult education and literacy team works to establish the level of staff, curriculum and program standards to be offered in each of the nine state facilities. With additional focus on transition services and reducing recidivism, the use of Section 231 funds are being applied to support and extend the state funded academic programs to assist participants in acquiring the basic skills and competencies necessary to move from an institutional setting into the workforce and community.

Programs will provide adult education instruction at all levels of basic academic skills, for students who meet the eligibility requirements for enrollment. Participants in correctional settings must qualify for adult education and literacy activities by lacking sufficient mastery of basic educational skills, or have not obtained a high school diploma or its equivalent. The use of funds will include all allowable activities detailed in Sec. 225(b)(1-8). Particular emphasis will be in developing programs that integrate the basic skills instruction with life skills, employability skills (which includes digital literacy) to help participants acquire necessary abilities to become and remain self-sufficient after leaving prison. Transition focused activities include pre-apprenticeship efforts as well as integrated education and training activities that are in partnership with the apprenticeship efforts. Corrections will continue to be a partner in the career pathway efforts to ensure that instructional activities are aligned with regional needs at each correctional location. Iowa's adult education and literacy program gives priority to serving individuals who are likely to leave correctional institutions within five years of participation in adult education programs.

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.

The Iowa Department of Education (IDOE) will leverage past experiences with providing English literacy and civics education in meeting the new requirements for Integrated English Literacy and Civics Education (IELCE) under WIOA. Programs will be established through an application for Integrated English Literacy and Civics Education (IECLE), section 243, as described in detail in VI.d.2 and require applicants to provide a narrative describing plans to provide English language acquisition (ELA) that is aligned with the English Proficiency Standards and civics education along with program access to integrated education and training services. In addition, each program will ensure access to career advising for each participant while engaging in occupationally relevant education and training that is aligned to a regionally developed career pathway and Iowa's 21st Century Skills. The application will be reviewed and scored by the department to ensure compliance and quality of services. The review will take into account the following factors:

- selection committee's scoring and recommendations (scoring rubrics will be published on the AEL program website: https://www.educateiowa.gov/adult-career-and-community-college/adult-education-and-literacy/laws-policies-and-state-plan#Grant_Opportunity);

- alignment of proposed applicant activities with needs for services in the intended service area;
- evaluation of cost of service relative to need and cost efficiency;
- evaluation of historic program data provided by the applicant; and
- evaluation of financial internal controls provided by applicant.

In addition, the department may contact employees, board members, partners or business associates of applicant organizations to clarify or verify information and responses provided by applicants. Each application will be evaluated solely on the criteria identified in this document. Receipt of a grant award in a previous competition is not, and should not be regarded as, a guarantee of funding in the current competition. Applicants not funded in previous competitions are not precluded from applying for funding in the current competition. Once all of the applications have been evaluated, the review panel will submit to the department its recommendations. Final funding decisions will be made by the department and is considered final.

The biggest challenge with the IELCE competition will be adequate funding for quality IELCE programs that will in turn serve Iowa's adult English language learners (ELL), including professionals with degrees and credentials in their native countries. Despite the funding challenges, IELCE awards will be based on the number of participants grantees are proposing to serve. There are three different bands of funding, ranging from \$10,000 up to \$40,000 per program year. Programs must serve at least 10 and up to 41+ participants depending on their award amount.

The department's English language acquisition consultant will provide technical assistance and guidance to funded IELCE programs as they begin or continue to expand their IELCE program. Some current practices which could be adopted to an Integrated English Literacy and Civics Education (IELCE) program include the following service delivery model:

- An awarded eligible provider offer English language acquisition and civics education and/or blended learning instruction with embedded workforce preparation activities aligned to a specific career pathway; and
- Partner with another educational provider to provide an industry recognized relevant occupational certificate that support in-demand regional employers.

A recent example of this model is being piloted and includes co-teaching in the manufacturing industry with a resulting certificate as a CNC operator (which has been identified through sector partnership work as in-demand occupation with clearly defined educational ladders and lattices to other training and occupational fields). This example includes integrated contextual and employability skills offered over a 16 week period. The course includes key objectives related to building basic skills and becoming certified through an occupational assessment. As appropriate, the training includes introductions to regional employers and hands-on training, internships or apprenticeships to build work experience opportunities for cohort participants.

2. Describe how the State will fund, in accordance with the requirements of title II, subtitle C, Integrated English Literacy and Civics Education services and how the funds will be used for those services.

The Iowa Department of Education (IDOE) is the designated state agency responsible for administering funds and providing program and performance oversight to eligible local AEFLA funded providers for the provision of section 243, Integrated English Literacy and Civics Education (IELCE). During grant year 2016-17, the department will implement a competitive application process for IELCE funding that will determine the eligible entities that will be awarded. The department will award multi-year grants on a competitive basis beginning with an initial one year grant PY 2018 (July 1, 2017 through June 30, 2018). Following the initial year, the department reserves the right to fund grantees for additional program years. Extensions will be contingent on the grant recipient's ability to successfully implement the terms of the grant, to meet performance expectations, and to provide value to the community. This grant extension can be renewed in subsequent years until the department determines that a new multi-year competition for the grant needs to occur.

During the grant submission process, any eligible agency that contacts the department with an interest in participating will be provided the information needed. In addition, the department will actively promote the release of the funding opportunity through the state grant process, among all eligible providers and will be conducting regional face to face and a webinar bidders' conference to address frequently asked questions for new and potential applicants. The department requires all eligible providers for funds from Section 243 to use the same application process, the state grant management system, Iowagrants. The department uses the considerations specified in section 231(e) of WIOA to fund eligible providers.

Entities must provide narrative details to demonstrate how they will meet each consideration along with alignment of English language acquisition with the CCRS. In addition, each program will demonstrate their connection to a career pathway and whether access to career advising is embedded in the activity. The review of proposals will include rating responses to each of the 13 considerations. To determine if an applicant is an entity of demonstrated effectiveness, all applicants will be required to provide data demonstrating their ability to improve English language acquisition and civics education concurrently and contextually workplace skills, along with access to work based learning through an integrated education and training model of instruction. Prior recipients of English Literacy and Civics Education funds under the Workforce Investment Act (WIA) and new organizations will be provided forms to show demonstrated student learning gains. Each application will be reviewed to determine whether it meets the standard of demonstrated effectiveness.

Similar to the competition for Section 225 and 231 funds, the application will be reviewed by a panel and scored according to a point-based scoring rubric weighting each of the considerations. Applications that do not provide sufficient evidence of demonstrated effectiveness and score above the minimum threshold will be eliminated from the competition. Funded providers will be monitored and required to demonstrate continuous quality improvement. The department plans to issue continual guidance and technical assistance to eligible providers on how to co-enroll participants in occupational training, and how section 243 funds may be used to provide occupational training as part of an integrated education and training program, as appropriate.

TIMELINE: The following steps were taken in conducting the IELCE competition:

March 15, 2017: Department published Request for Proposals (RFP) aligned with the priorities in the approved State Unified Plan.

March 28, 2017: Department provided a bidders' conference and technical assistance.

March/April 2017: Department established a review panel.

May 1, 2017: Due date for IELCE grant applications.

May 2017: Reviewers scored grant applications.

June 10, 2017: Department announced IELCE awardees.

July 1, 2017: IELCE grant cycle began.

The department received eleven IELCE proposals from eligible providers as defined by the Workforce Innovation and Opportunity Act (WIOA) Sec. 202. The scoring rubric evaluated learner progress, curriculum, instruction, and professional development, program design, leadership, accountability, community outreach, and One-Stop system integration. Reviewers included internal and external subject matter experts responsible for rating each program proposal based on the 13 WIOA considerations. Three out of the eleven programs did not meet the minimum scoring threshold, securing an average below 70% of the allotted points and were not selected as recipients for the grant.

From July 1, 2017 to present, two main career clusters of IELCE programs are advanced manufacturing and health care. Technical assistance from state staff is provided to funded programs to ensure alignment and compliance with the IELCE federal and state requirements. In an effort to continue to serve Iowans who are English language learners, including professionals with degrees and credentials in their native countries, the department has established Iowa Administrative Code 281-32.10 which provides for the award of a high school equivalency diploma (HSED) to a resident participant who presents a postsecondary degree equivalent to an associate degree or higher from outside the United States.

In summary, through a competitive and fair competition, quality technical assistance, and additional policies that recognize the needs and strengths of Iowans who are English language learners including professionals with degrees and credentials in their native countries, Iowa will have quality IELCE programs. Programs will enable such adults to achieve competency in the English language through standards-based instruction and acquire the basic and more advanced skills needed to function effectively as parents, citizens, and workers in the United States.

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.

Iowa's adult education and literacy team is committed to a seamless transition to the required state leadership activities and has identified a number of areas in which services are already being provided through technical assistance or through targeted training. Funds made available

under section 222(a) (2) will not exceed more than 12.5 percent of the AEFLA funds. Of the state leadership funds, twenty percent is awarded to local programs to implement required leadership activities under section 223. These local funds are awarded under the general AEFLA grant application according to enrollment in adult education and literacy programs. Activities that support the required leadership activities include:

- A. Alignment studies initiated at the state and local level to identify best practices in strategies for integration and collaboration. Several working groups have been formed to address the implementation of WIOA and alignment. The removal of duplication and the addressing of gaps have been identified as high priorities in the ranking of recommendations among core partners. Funds will be used to build the capacity of local programs to coordinate and align services which will include cross-training core partner staff on intake/orientation, eligibility screening, and a common referral process. Additional efforts to align services include work toward a common distance education platform that integrates education and training of basic skills, employability skills and career and technical education.

In addition, the development of sector partnerships and subsequent career pathway development will continue to be a priority with a focus on aligning services as a participant transitions from adult education through integrated education and training to further their education and employment opportunities. Through the Moving Pathways Forward: Supporting Career Pathways Integration, a three-year technical assistance grant, a state advisory board for career pathways and sector boards has been formed to guide further discussion and development of unified definitions, an approval process and performance measures for evaluating effectiveness.

- B. The state adult education and literacy program supports high quality professional development as demonstrated in the recently adopted Iowa Administrative Code 281:23.7 which defines the responsibility of the programs for providing professional development opportunities for professional and volunteer staff, including:
- Proper procedures for administration and reporting;
 - The development and dissemination of instructional and programmatic practices based on the most rigorous and scientifically valid research available; and
 - Appropriate reading, writing, speaking, mathematics, English language acquisition, distance education, and staff training practices aligned with content standards for adult education.

In addition to responsibilities, standards and minimum professional development hours, plans and monitoring have incorporated into the administrative code. This has resulted in the use of a professional development online tracking platform for adult education and literacy programs. The platform tracks instructor plans, hours of professional development attended (including required pre-service), catalogs of state and local offerings of trainings and provides reports to the state on usage, alignment of plans with attended activities as well as classroom observations aligned with Iowa's instructor standards aimed at identifying the application of content standards in practice. By tracking individual and program plans, along with collective classroom observations,

state leadership funds can be better targeted for needs that will support professional development needs in the classroom in areas such as, content standards implementation, evidence-based reading instruction (EBRI), adult learning, research-based instructional methodologies, effective program management (universal design), integrated education and training, bridge programming, transition to post-secondary education, use of technology, distance education, serving students with disabilities, and tutor training and recruitment. Contracts for professional development services related to research-based activities include Student Achievement in Reading (STAR) training and technical assistance; EBRI, ESL and Blended Learning study circles; and implementation of content standards.

- C. Technical assistance will be provided to local programs to enhance program effectiveness, increase the ability of providers to meet established program, instructor and performance standards, and fulfill obligations associated with being a one-stop partner. Specific areas of focus include:
- a. Increasing the capacity of instructors and programs to provide quality instruction in the areas of reading, writing, speaking, mathematics, English language acquisition, and distance education via implementation of professional development activities and associated technical assistance such as:
 - STAR training and Evidence-Based Reading Instruction study circles;
 - Writing webinars;
 - Low-literacy training in alphabets and vocabulary;
 - High-literacy training for fluency and comprehension;
 - Continued support of Adult Numeracy Initiative (ANI) cohorts;
 - Hosting the first Virtual Conference to showcase best practices and resources both in and out of state related, but not limited, to technology, classroom management, blended learning, distance education, and cultural competency; and
 - Annual Adult Education and Literacy Summer Conference to equip AEL educators with the skills and knowledge participants need to be successful in the 21st century.
 - b. Enabling local programs to establish, build upon, and maintain effective relationships with their regional core partners with common training on a system orientation, referral process, data sharing/reporting, and integration of education with occupational training, and sector partnership and career pathway development.
 - c. Using technology to improve program effectiveness through a professional development tracking platform, developing online repositories of reviewed and aligned lesson plans, online training through customized modules and technical assistance focused on identifying and utilizing technology to enhance instruction, programming, and distance education.
- D. Iowa's adult education and literacy team use a variety of methods to ensure that information about proven or promising practices and models is disseminated to local programs, practitioners and participants. These methods will include activities such as:

- Local program site visits to assess programs' implementation of WIOA and to highlight core partners' areas related to partnerships, shared governance and collaboration;
- A monthly electronic PD newsletter with information about training opportunities, high-quality resources, and promising practices for instruction and programming;
- Sessions at state and local conferences, including the first virtual conference, showcase promising practices and models in areas such as Creating a Virtual Classroom, Distance Education in Adult Education and Literacy, Online Educational Resources Aligned to the Standards, Using Technology to Get Results, Using CASAS Data to Inform Practice, Integrating Technology into the Adult Education Classroom, and Blended Learning;
- Webinars showcasing promising practices and models;
- Monthly online coordinator meetings and data specialist trainings throughout the year to provide technical assistance on topics such as enrollments; reviewing the AEFLA applications, forms, and submission guidelines; assessment policies; financial reporting; fiscal reporting; developing budgets, claims, and the RFP process; retention of students; strategic planning; and Iowagrants.gov;
- Bi annual, on-site Coordinator staff orientations to include training on topics such as program targets, financial claims, data management, program monitoring, and the implementation of WIOA;
- Job descriptions with embedded professional development activities based on the adopted Iowa administrative code; and
- Dissemination of standards and annually updated handbooks.

Local programs are evaluated for effectiveness by the department through their status update, oversight of data integrity, fiscal accountability as well as desktop and site monitoring. For programs with reported findings associated with the administration of their grant, a corrective action plan is developed and approved by the state to track continuous improvement in identified areas of concern.

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

Iowa's adult education and literacy team provides activities such as the operation of professional development programs; the provision of technology assistance, including staff training; program improvement and support; alignment studies with standards and competencies, especially curricula incorporating 21st century skills, workplace readiness activities and phonemic awareness; coordination with other agencies to increase enrollment and successful completion in adult education programs; and linkages with post-secondary institutions.

Currently, communities of practice exist to help disseminate information to providers. Evidence-based instruction in writing, reading, and math has been driven by a cadre of trainers (STAR, numeracy academy, and former LINCS writing trainers). LINCS has been able to offer our state specialized ESL and speaking training and develop strategies to address multi-level instruction. Professional development trainings were offered in areas of learner persistence; working with

immigrant populations; authentic language learning; culture; vocabulary instruction; designing curriculum for work-based ESL; and learning disabilities & accommodations.

Surveys have been conducted to establish a baseline of current practices and levels of integration for the one-stop centers. Based on this information, guiding documents will be developed and disseminated to assist eligible funded programs in their roles and responsibilities associated with partnering with the one-stop centers. Trainings will accompany these documents to assist with implementation and help address barriers to ensure seamlessly delivery for the participant.

Online professional development courses make it possible for Iowa's adult education and literacy team to provide information without disrupting local programs' services for adults. Improved consistency of instruction and reduced travel costs for trainers and participants are also important considerations for implementing distance learning. Online courses can be accessed at the convenience of the educator, thereby enabling new instructors to begin learning about their roles and responsibilities immediately. Three online, interactive professional development courses are currently being offered to thirty AEL educators across the state for a more in depth exploration into critical adult education teaching skills. Courses include: Identifying and Remediating Reading Skill Difficulties; Motivating the Adult Learner; and Blended Learning in Adult Education.

Iowa's adult education and literacy team is exploring the development of a repository for lesson plans and expanding online professional development courses in adult education. An integrated professional development platform enables local programs to submit additional online or face to face professional development opportunities offered throughout the state.

The professional development committee, which consists of local program coordinators, adult education and literacy instructors, and state staff, is designed to prioritize and coordinate state level staff development activities. This program year will see a number of changes to professional development as teacher effectiveness strategies are reviewed by the committee. Policies on professional development will help establish adult education and literacy expectations for the state. Professional Development standards will assist programs in providing state approved targeted training that is aimed at improving quality instruction to adult learners. The main targets for Instructional System improvements include:

- Develop and disseminate guidance, documents, and models to align state policy with the qualification of staff and implement instructional standards for classroom management and high quality instructional practices;
- Expand the use of the STAR reading program with each funded program implementing the evidence based strategies in reading instruction; and
- Incorporate the professional development platform to support program and individual continuous quality improvement.

Additional activities supported by state leadership funds are evaluated against the following criteria:

- Statewide implementation, adoption, and diffusion into adult literacy instructional strategies, methodologies and curriculum infusion;
- Programs' participation on state leadership committee;
- Programs' alignment of professional development to Iowa's Adult Education and Literacy Professional Development Standards <http://bit.ly/IowaDepartmentofEducation>;
- Alignment with Iowa Administrative Code (IAC):281.23;
- Implementation of standards based instruction: lead standards approach; designing coherent units of instruction; conducting lesson studies; participating in peer groups; and engaging in classroom observations for continuous quality improvement;
- Long-term improvement in program outcomes measured by the state and local program's ability to continually meet the state negotiated benchmark levels; and
- Adult learner assistance to effectively meet personal and program literacy goals.

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.

The Iowa Department of Education (IDOE) uses a variety of means to assess on an annual and ongoing basis the process and effectiveness of local Adult Education and Family Literacy Act (AEFLA) funded providers including: professional development evaluations; site and desktop monitoring; program status updates; monthly performance reviews; and quarterly financial reviews. The results of these processes determine program improvement actions and program improvement plans.

- A. Professional Development Evaluation.** Participants are surveyed after all workshops, conference presentations, and professional development offerings in compliance with Iowa's Professional Development standards to evaluate and provide feedback on the activity or event. Through the state sponsored professional development platform, My Learning Plan, all professional development offerings are available for registration, the tracking of hours, individual professional development plans, and evaluation forms. The platform is also designed to collect individual classroom observations to track the implementation of professional development in instruction to determine if the training impacted student outcomes and to determine areas where additional training may be needed. The annual training plan includes Iowa's priorities derived from input from surveys and training requests through the professional development platform, and guidance from a statewide professional development leadership council. Survey results and requests are reviewed with the professional development leadership council to decide if the training is technical assistance or a professional development opportunity and how best to deliver and define the objectives. Annual priority areas include:
- *New Coordinator Training.* Provides new coordinators with information such as federal and State guidelines, data collection and National Reporting System (NRS) reporting, and resources needed to administer their programs.
 - *Data Reporting and Program Improvement Training.* Provides training on the fundamentals of the NRS. Topics include monitoring, data analysis and collection, types of data and measures, assessments, data quality, and related information.

- *Instructor Training.* Provides information and resources to support instruction in the areas of high school equivalency preparation, evidence based reading instruction, math, college and career readiness, career awareness and planning, and career pathways instructional strategies.

Professional development offered by local AEFLA funded providers are required and is supported by the allocation of state leadership funds to focus on priority areas.

Actions Taken to Improve Quality. In state sponsored professional development, changes are made to future trainings based on input from participants. Data is compiled from the professional development platform based on local providers, instructors attending trainings, number of professional development hours attended, evaluations, individual professional development plans and classroom observations to make data-driven decisions on future trainings. As such, consistent inefficiencies throughout local providers are addressed by the state as priority areas. Inefficiencies that are isolated to a local area are required to be addressed in their status update - consistent inefficiencies require an improvement plan.

- B. **Site and Desktop Monitoring.** Iowa is currently in the process of updating and aligning the adult education and literacy monitoring to include program standards that address WIOA implementation, along with a quality assurance system that will ensure student performance improvement, financial accountability, program quality, and regulatory compliance of local providers in accordance with federal laws and regulations that is risk based. The risk assessment can be used as a self-assessment tool, but is annually conducted by the state to evaluate variables associated with the program standards that determines the monitoring strategy appropriate for each local entity, desktop or onsite.

Adult education programs are and will be evaluated annually based on the following established principles of program quality. Benchmarks for each principle serve as guides for continuous program improvement and progress.

- 1) **Learner Progress** – Program provides an interactive intake procedure with information presented using adult education principles and is accessible to ALL learners. Informal and formal assessment and collaborative goal development are used to gauge learner progress, guide instruction, advising and other services that support a “successful” transition and demonstrate gains in abilities.
- 2) **Curriculum, Instruction and Professional Development** – Curriculum development and instruction meets learners’ needs and learning styles, is embedded in real-life contexts while anchored in standards (CCRS and Employability). The program provides opportunities for all instructors to participate in on-going professional development with support in integrating new evidence-based strategies into instruction through practice, feedback, reflection, and observation to improve instructional practice.
- 3) **Program Design and Leadership** – Program serves the adult education needs of the community. Program leader provides vision, direction, resources, evaluation and support for all program operations and staff that is effective and equitable in the provision of adult teaching and learning.

- 4) **Accountability** – Program implements processes for fiscal and data management that ensures accuracy in reports, validity, reliability, privacy and security. Sufficient resources and training is allocated to implement the processes for financial and data management with clearly defined procedures and the ability to monitor program efficiency and effectiveness.
- 5) **Community Interaction and Outreach** – Program establishes a visible and valued presence in the community through outreach and local partnerships. Program recruits and coordinates with partners and local resources to ensure the continuation of services to adult learners in the community.
- 6) **One-Stop System Integration** – Program addresses design principles that support the alignment of core and required WIOA partners to ensure seamless integrated services that are accessible to all jobseekers, workers and businesses through unified strategic planning and shared governance.

Actions Taken to Improve Quality. If noncompliance finding(s) are identified, corrective action will be implemented through a program improvement plan within 45 days of the monitoring. The corrective action must identify the findings and specific strategies the local entity will implement to ensure that finding(s) have been resolved. While areas of recommendations does not require corrective action, local AEFLA funded providers may include improvement strategies that will be implemented in the upcoming year of funding.

- C. **Program Status Update.** For each continuing year after a competition, local AEFLA funded providers are responsible for reporting back on strategies implemented during the program year and to address goal and performance areas requiring continuous improvement. Documented evidence of implementation for the previous year is required that can include qualitative and quantitative examples. Improvement plans include strategies for any unmet performance target and detailed action that will be taken to improve quality in the upcoming year of funding. Status update forms are created on the grant management system and collect documentation or evidence of implementation in the format determined by the department. Ad hoc reports are able to be generated comparing applications with updates within and across local providers. This information is used to track continuous quality improvement in the programs. Specific targets are required for updating which can include: enrollment, post-testing rates, educational functioning level gains, transitioning services and integrated education and training participation.

Actions Taken to Improve Quality. Status updates that fail to include sufficient documentation or continuous improvement will be negotiated back through the grant management system for additional information. Review of the updates are conducted by a panel. Technical assistance is provided for each local entity that has an update negotiated back for revisions. This assistance can include strategies related to goal setting, examples of documentation, or clarifying definitions.

- D. **Monthly Performance Review.** Conducting data integrity reports and monthly reporting of student records are requirements of Iowa's Assessment policy. This data is pulled from

the online data management system and reviewed for validity. The following data elements are reviewed: participant educational levels; attendance; number of participants exiting services after 90 days and with no scheduled services; and a unique identification number. Key data elements are posted on the department's website for tracking local AEFLA funded providers progress toward targets - this data includes NRS enrollment and High School Equivalency Diplomas awarded. Each funded provider is also assessed for post-test percentage and progress toward the state negotiated educational functioning level benchmarks among participants served. While this data is available to each provider at any time through the data management system, the state's review is conducted at least monthly.

Actions Taken to Improve Quality. Performance reports are being tied to continuous improvement plans with required improvement action plans for any data elements that is not being updated on a monthly basis. Local AEFLA funded providers that do not report their data are in non-compliance to Iowa's Assessment policy. Iowa's adult education and literacy funded programs are allocated funds based on performance. Lack of data limits the department's ability to make data-driven decisions. In addition to technical assistance on data reporting, NRS guidelines and the implementation of Iowa's Assessment Policy Guidelines, best practices and recommendations are provided to assist the program in developing their improvement plan.

- E. **Quarterly Financial Reviews.** Through the grant management system, Iowa grants, quarterly claims from each local entity is reviewed by the state adult education and literacy team for allowable and allocable use of AEFLA funds. This review includes documentation for each expenditure against the budget and allocation for each local entity. There are three levels of approval, along with the requirement for original signed invoices. The financial review also tracks funds from state leadership that are allocated to each program for the purpose of implementing required leadership activities described in detail by the application from the local entity.

Actions Taken to Improve Quality. Financial reviews that are non-compliant are negotiated back for editing. These negotiations include outreach for technical assistance to both the program coordinator and fiscal agent, if necessary. Clarification on expectations is offered along with corrective actions. Due to the layers of approval needed, each level has the ability to negotiate back if necessary for correction or additional documentation. Amendments to the budget can be requested in alignment with the caps for correction and administrative percentages. These amendments are reviewed and approved based on the rationale provided by the local entity. Each amendment creates a new budget, however each previous budget version is kept in the grant management system for tracking. Changes in the budget and submissions of claims are time stamped to ensure timely response and processing.

A Program Improvement Plan (PIP) is required for any assessment that does not meet the required standard or demonstrate improvement for each negotiated target during the competition and in the continuing years. These plans are developed in partnership with the department to

ensure clarity in their actionable elements. With funding tied to performance, programs are incentivized to meet state negotiated benchmarks.

G. Section 427 of the General Education Provisions Act (GEPA). 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 following instructions.

The Iowa Department of Education (IDOE) ensures that no barriers exist that could impede equitable access or participation in the Adult Education and Family Literacy Act (AEFLA), Title II of WIOA, in regard to gender, race, national origin, color, disability, or age. The department works in partnership with Iowa's Department of Human Rights and other key stakeholders to ensure equitable access specific to AEFLA at the state and local level, described below and pledges to adhere and devote ongoing attention to each of these areas.

Gender: The department ensures that all genders will be equitably recruited and served through AEFLA. The department will work with providers to ensure strategies are implemented to recruit and serve participants to achieve a proportional representation of male and female participants according to the service area demographics.

National origin/race/color: The department requires local applicants to detail their experience in serving participants from diverse cultures, ethnicities, and backgrounds. Applications and status updates from providers ensure a continued commitment to recruit and serve eligible individuals from diverse populations (national origin, race, color) and that all activities, program components and published materials will remain free of bias of national origin, race, and color. Additionally, the department will ensure at the state and local level that staff, and volunteers are representative of the target population of the participants being served. Guidance and examples of written material that is culturally sensitive and provided in other languages to recruit and serve participants, if needed, to eliminate language barriers that may exist, has been provided by the department.

Disability: The department ensures that providers will ensure equitable access to all AEFLA activities and facilities as detailed by the application process with specific state standards and reviewed annually. Each applicant pledges to serve participants, regardless of disability. Additionally, the department will provide trainings to assist providers and staff strategies to ensure that all activities and published materials will be free of bias regarding disabilities. To further ensure that disabled individuals have equitable access to the program, all providers pledge to make any reasonable accommodation needed by disabled participants to ensure their full and equitable participation in AEFLA activities. In addition to this and in compliance with the GEPA and WIOA Section 188, the department in partnership with one-stop partners, where applicable, ensures that all entrances, restrooms, offices are totally accessible to individuals with disabilities in order to ensure their equal access in AEFLA activities.

Age: The department ensures that all participants of eligible age will be served and have equitable access to participate in all AEFLA activities based on need while ensuring that all

programs and published materials will be free of bias regarding age. Additionally, the providers will offer age-appropriate activities and materials, including reading materials, for participants.

The department pledges to operate the AEFLA, Title II, WIOA activities as described above, to ensure equitable access and participation in regards to gender, race, national origin, color, and disability. Furthermore, the department will ensure that providers will address recruitment, intake, participation, and hiring practices, in compliance with GEPA, in the following manner:

Recruitment: Funded providers will ensure that AEFLA staff will recruit ALL eligible participants and not discriminate on gender, race, national origin, color, disability, or age. The local administrator will ensure any promotional material is not bias and is available in alternative format, including languages, as regionally necessary and available to all individuals. If individuals are in need of assistance to complete an application, staff will provide assistance and if needed, make arrangements for accommodations.

Intake: The local administrator will involve other AEFLA staff personnel in the intake process for eligible individuals. Interviews, advising and assessments will be conducted with all eligible individuals to discuss and assess the educational needs and goals while addressing any questions about the services provided. The local provider will use information gained during the intake process to place eligible individuals in appropriate AEFLA activities regardless of race, color, national origin, gender, age, or disability (in compliance with GEPA).

Participation: All providers will ensure that entrances, restrooms, offices, and facilities are totally accessible to individuals with disabilities to ensure their equal access to the program. All individuals will be able to participate in all AEFLA activities regardless of race, color, national origin, gender, age, or disability.

Hiring Process of Local Provider Staff: The department promotes equal employment opportunities and the fair treatment of employees without regard to race, color, religion, national origin, sex, age, marital status, veteran status, disability, or sexual preference in compliance with federal, state, and local laws. All providers are required to be an equal opportunity employer. In adhering to this, providers will ensure equal opportunity hiring guidelines to ensure equal access in employment to all who apply for a position using AEFLA funds.

The department is committed to adhering to these standards and practices and will make all provisions necessary to ensure that this plan is in compliance with the General Education and Provisions Act (GEPA)

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 **Iowa Department of Education**

Full Name of Authorized Representative: **Ryan M. Wise**

Title of Authorized Representative: **Director and Executive Officer of the State Board of Education**

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**

APPENDIX 1. PERFORMANCE GOALS FOR AEL. Include the State's expected levels of performance relating to the performance accountability indicators based on primary indicators of performance described in section 116(b)(2)(A) of WIOA.

<i>Program</i>	<i>PY16 Negotiated Adjusted Level</i>	<i>PY17 Negotiated Adjusted Level</i>	<i>PY18 Proposed Expected Level</i>	<i>PY18 Negotiated Adjusted Level</i>	<i>PY19 Proposed Expected Level</i>	<i>PY19 Negotiated Adjusted Level</i>
Table 1. Employment (Second Quarter After Exit)						
AEL	Baseline	Baseline	Baseline		Baseline	
Table 2. Employment (Fourth Quarter After Exit)						
AEL	Baseline	Baseline	Baseline		Baseline	
Table 3. Median Earnings (Second Quarter After Exit)						
AEL	Baseline	Baseline	Baseline		Baseline	
Table 4. Credential Attainment Rate						
AEL	Baseline	Baseline	Baseline		Baseline	
Table 5. Measurable Skill Gains						
AEL	43.00	44.00	45.00	TBD	46.00	TBD
Table 6. Effectiveness in Serving Employers						
AEL	Baseline	Baseline	Baseline		Baseline	