

# IOWA ADULT EDUCATION AND LITERACY

TRANSITION STATE PLAN  
EXTENSION/REVISION

PROGRAM YEAR 2016



COMMUNITY COLLEGES

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## Preface

This transition plan is an agreement between the state of Iowa and the federal government to assure the administration of adult education and English literacy programs are consistent with the state's goals, policies and objectives, and with the implementation of the Workforce Innovation and Opportunity Act—WIOA (2014), federal laws and regulations. The plan communicates the scope of the state's commitment to and support of adult education and family literacy to the federal government.

This plan also serves to clarify the relationship of the Iowa Department of Education to the federal government, as well as to agencies within the state through collaboration and building of a unified state plan for education and workforce systems among core partners as identified under WIOA. that are delivering adult education and family literacy programs and services. The purpose of this plan is to facilitate the improvement and expansion of adult education programs including family literacy and workplace readiness skills, and workforce training as incorporated into existing content standards, English literacy, corrections education, adults with disabilities, and other literacy services to adults in Iowa.

The major purposes of Iowa's Adult Literacy Program State Plan Extension for Program Year 2016 (July 2015--June 2016) are to:

- Identify duplication and/or gaps in required activities based on WIOA legislation and build alignment with core and partnered programs to ensure service strategies meet the needs of the participant, the region and the workforce system as seamlessly and integrated as possible.
- Implement the recently adopted and filed Iowa Administrative Code in relationship to providing high quality professional development activities. This includes using the College and Career standards in instruction and improving the educational gains of Iowa's adult learners through teacher quality.
- Promote accountability and transparency in investing in adult education by evaluating approaches and aligning performance accountability (enrollment, level gains, and core outcomes) to support program management, guide strategy development, and drive continuous quality improvement.
- Build capacity within the adult education and literacy programs that link with career pathway programs funded from WIOA and the Iowa Skilled Workforce and Job Creation Fund. Participate with community, businesses and sector boards to provide basic literacy and numeracy skills for college and career readiness. Develop, disseminate and launch a competitive funded Adult Education and Literacy Plus Pathway in 2016 to capture best practices and transition models for incorporating job readiness and post secondary credit and credentialing at all levels of adult education.

The plan extension is designed to update the 2015 Iowa's Adult Literacy State Plan in line with the guidelines provided by the United States Department of Education: Division of Adult Education and Literacy (USDE:DAEL). This one-year extension plan includes assurances to the federal government and to the citizens of the state of Iowa, and establishes procedures, criteria, and priorities for use in approving local agency programs of adult education, English literacy, civics, and family literacy in all areas of the state.

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**UNITED STATES DEPARTMENT OF EDUCATION**  
Office of Career, Technical, and Adult Education

**The Adult Education and Family Literacy Act**  
Title II of the Workforce Investment Act of 1998 (Public Law 105-220)  
Title II of the Workforce Innovation and Opportunity Act of 2014 (Public Law 113-128)

The Iowa Department of Education (State Agency) of the State of Iowa hereby submits its revised State plan extension to be effective until June 30, 2016. The eligible agency also assures that this plan, which serves as an agreement between State and Federal Governments under the Adult Education and Family Literacy Act, will be administered in accordance with applicable Federal laws and regulations, including the following certifications and assurances.

**CERTIFICATIONS**

**EDUCATION DEPARTMENT GENERAL  
ADMINISTRATIVE REGULATIONS  
(34 CFR Part 76.104)**

- (1) The plan is submitted by the State agency that is eligible to submit the plan.
- (2) The State agency has authority under State law to perform the functions of the State under the program.
- (3) The State legally may carry out each provision of the plan.
- (4) All provisions of the plan are consistent with State law.
- (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.
- (6) The State officer who submits the plan, specified by the title in the certification, has authority to submit the plan.
- (7) The agency that submits the plan, specified by the title in the certification, has authority to submit the plan.
- (8) The plan is the basis for State operation and administration of the program.

**ASSURANCES****WORKFORCE INVESTMENT ACT OF 1998****(Public Law 105-220)****Section 224 (b)(5), (6), and (8)****WORKFORCE INNOVATION AND OPPORTUNITY ACT OF 2014****(Public Law 113-128)****Section 102 (b)(E)(vi) and (vii)**

1. The eligible agency will award not less than one grant to an eligible provider who offers flexible schedules and necessary support services (such as child care and transportation) to enable individuals, including individuals with disabilities, or individuals with other special needs, to participate in adult education and literacy activities, which eligible provider shall attempt to coordinate with support services that are not provided under this subtitle prior to using funds for adult education and literacy activities provided under this subtitle for support services.
2. Funds received under this subtitle will not be expended for any purpose other than for activities under this subtitle.
3. The eligible agency will expend the funds under this subtitle in a manner consistent with fiscal requirements in Section 241.

**Section 241 Administrative Provisions**

- (a) Supplement Not Supplant.—Funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.
- (b) Maintenance of Effort.—
  - (1) In General.—
    - (A) Determination.—An eligible agency may receive funds under this subtitle for any fiscal year if the Secretary finds that the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the second preceding fiscal year, was not less than 90 percent of the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the third preceding fiscal year.
    - (B) Proportionate reduction.—Subject to paragraphs (2), (3), and (4), for any fiscal year with respect to which the Secretary determines under subparagraph (A) that the fiscal effort or the aggregate expenditures of an eligible agency for the preceding program year were less than such effort or expenditures for the second preceding program year, the Secretary—
      - (i) shall determine the percentage decreases in such effort or in such expenditures; and
      - (ii) shall decrease the payment made under this subtitle for such program year to the agency for adult education and literacy activities by the lesser of such percentages.
  - (2) Computation.—In computing the fiscal effort and aggregate expenditures under paragraph (1), the Secretary shall exclude capital expenditures and special one-time project costs.

- (3) Decrease in federal support.—If the amount made available for adult education and literacy activities under this subtitle for a fiscal year is less than the amount made available for adult education and literacy activities under this subtitle for the preceding fiscal year, then the fiscal effort per student and the aggregate expenditures of an eligible agency required in order to avoid a reduction under paragraph (1)(B) shall be decreased by the same percentage as the percentage decrease in the amount so made available.
- (4) Waiver.—The Secretary may waive the requirements of this subsection for 1 fiscal year only, if the Secretary determines that a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster or an unforeseen and precipitous decline in the financial resources of the State or outlying area of the eligible agency. If the Secretary grants a waiver under the preceding sentence for a fiscal year, the level of effort required under paragraph (1) shall not be reduced in the subsequent fiscal year because of the waiver.

Iowa Department of Education (State Agency)

Grimes State Office Building

400 East 14<sup>th</sup> Street

Des Moines, Iowa 50319-0146 (Address)

By:  (Signature of Agency Head)

Director (Title)

3/20/15 (Date)

OMB Approval No. 0348-0040

**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**Note:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.@
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Director
APPLICANT ORGANIZATION Iowa Department of Education	DATE SUBMITTED 3/20/15

### CERTIFICATION REGARDING LOBBYING

**Certification for Contracts, Grants, Loans, and Cooperative Agreements**

The undersigned states, 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.

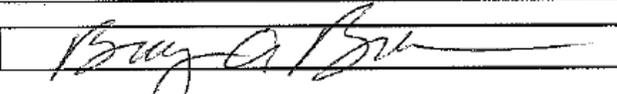
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this 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 certifies, to the best of his or her knowledge and belief, that:

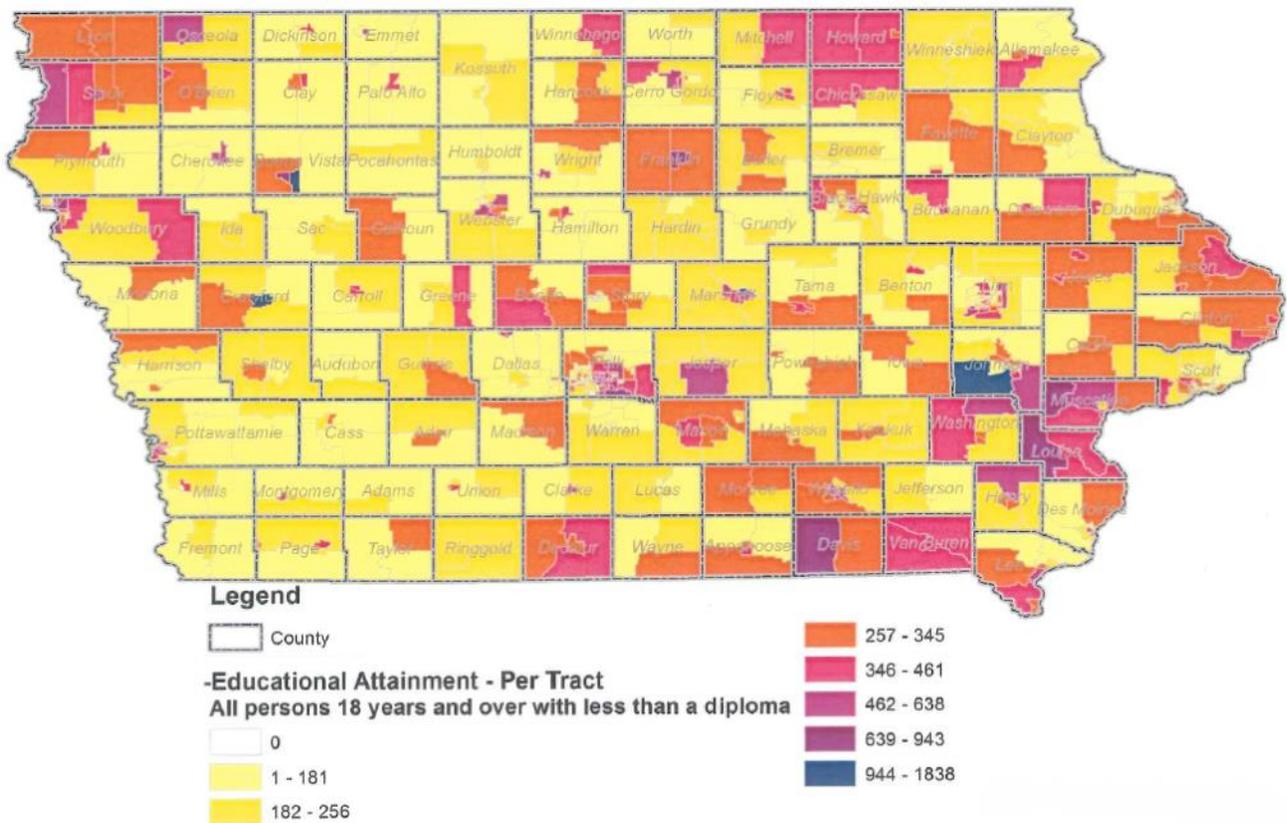
If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States 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.

<b>* APPLICANT'S ORGANIZATION</b>	
Iowa Department of Education	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Dr.	* First Name: Brad
	Middle Name:
* Last Name: Buck	Suffix:
* Title: Director	
<b>* SIGNATURE:</b>	<b>* DATE:</b>
	3/20/15

**2.0 NEEDS ASSESSMENT (SEC. 224(b)(2))**

Research for public outreach has been initiated through an outside agency in December 2014 to assist in targeting most in need population. The following map illustrates high concentration in certain counties across the state. There have been identified 23 census tracts that contain twenty percent of the 219,389 Iowans without a diploma or equivalent. An interactive map has been posted to view and sort the data, <http://bit.ly/1tDPriL>.

Eight adult education and literacy programs cover the identified census tracts and will see an increase in public awareness efforts. In addition, the state has established a goal enrollment for our current program year of five percent (11,285 federally reported participants) of the total state census population as identified in need of educational attainment, a 13 percent increase from the previous year’s enrollment.



**3.0 DESCRIPTION OF ADULT EDUCATION AND LITERACY ACTIVITIES (SEC. 224(b)(2))**

**3.1 DESCRIPTION OF ALLOWABLE ACTIVITIES**

**Adult Basic Education and Literacy Services**

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 assists adults in completing a secondary school education.

Adult education and literacy programs provide direct and comprehensive services to enrolled adult students. Every provider operates one or more sites in the community college area to meet the unique learning needs of its residents in all 99 counties.

Core services consist of all levels of basic academic skills instruction for students who meet the eligibility requirements for enrollment; High School Equivalency preparation; English as a Second Language (ESL); and workforce preparation activities. Adult basic education assists adults in improving educational attainment levels and successfully entering employment and continuing education. The instruction is integrated with 21<sup>st</sup> century skills, which includes digital literacy, critical thinking and employability skills to name a few.

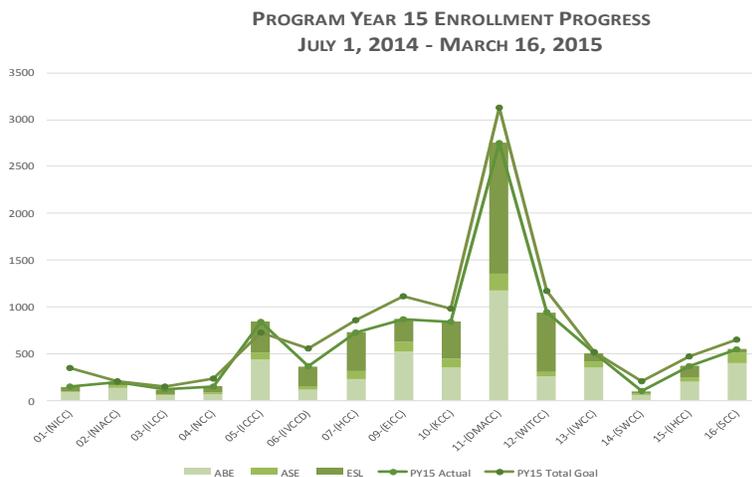
Pursuant to Title II of the *Workforce Innovation Opportunity Act*, eligible students are those individuals who:

- have attained 16 years of age;
- are not enrolled or required to be enrolled in secondary school under state law; and who:
  - lack sufficient mastery of basic educational skills to enable the individual to function effectively in society;
  - do not have a secondary school diploma or its recognized equivalent, or have not achieved an equivalent level of education; or
  - are unable to speak, read or write the English language.

The key objectives for core services to promote accountability and transparency in investing in adult education and aligning performance accountability (enrollment, level gains, and core outcomes) to guide strategy development, and drive continuous quality improvement are as follows:

**1. Increase students’ participation and engagement in adult learning opportunities**

Iowa’s Adult Education and Literacy program supports efforts to increase enrollment and retention by urging programs to offer flexible schedules, support services and year-round programs in attractive and age-appropriate settings. For program year 2014, a state goal to serve five percent of the total state population without a high school degree, 18 years and older, was started. This represents a 12 percent increase in enrollment in adult education and literacy programs since last year. In addition Iowa is actively raising public awareness of adult education with an initial statewide campaign.



Public Awareness Campaign

Iowa launched a request for proposals in November 2014 and awarded a contract to work with the state and individual adult education and literacy programs to promote the effectiveness and branding of adult education. This decision stemmed from the long historical connection with the state’s assessment for awarding the high school equivalency diploma to the new assessment effective January 2014. This statewide public information campaign will establish a toll free number and routing of calls to the closest service provider to effectively connect participants as

quickly as possible to programs. In addition, a new landing page for the internet will be developed to enhance participant access to key information on how to connect with programs and what services are available. Both the phone calls and website will be tracked for usage to further refine the public awareness campaign and continue to target those with significant barriers and needs.

## **2. To help participants achieve educational gains.**

Providers use a variety of instructional methodologies, from individual to 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 facilitates 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. Providers record gains using the Tops Enterprise (TE®) online reporting system. The state and local providers use the data to analyze program performance.

In addition, through the introduction of STAR (Student Achievement in Reading), managed enrollment has been encouraged in each program to better direct explicit instruction in adult education and literacy classrooms. This approach supports the best practice model through student and instructor survey as well as program performance. Additional programs will be able to onboard this approach once a cadre of state certified trainers are established in Iowa. This shift in classroom management requires a transition period and continual adjustments. Programs are excited about the results in the urban areas but continue to struggle with rural implementation.

The state benchmarks for each educational functioning level (EFL) remains the focus for local programs with performance based funding and a targeted post test rate of 55 percent for each program and each level of students served. This data is reviewed monthly during the coordinator webinar. Training from the state data specialist has made it possible for each program to review local data program wide as well as classroom specific.

## **3. To transition participants into postsecondary education and training**

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.

### Iowa Community College System Partnership

Iowa's adult education and literacy programs have been associated with community colleges since 1968 and work together to facilitate adult learners' transition to postsecondary education. 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.

## **4. To help participants gain and retain employment.**

### Workplace Education

Workplace education programs, defined as literacy services that are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills, represent a growing trend in Iowa's adult education and literacy programs. In today's economy, employees must continually upgrade their skills to remain competitive. In addition to strong reading, math and communication skills, employees need skills in solving problems, adapting to rapid change and working in teams.

Onsite workplace education allows workers to apply basic academic concepts to everyday job tasks, resulting in a better trained, more productive workforce. Local programs have been working with employers to identify skills employees need to be successful in their jobs and design a course of basic skills instruction around these needs. Instructors integrate examples and tools from the work environment to make learning relevant to the participant.

#### **Workforce Training Activities**

Iowa adult education and literacy provides ongoing professional development for adult education and literacy programs on how to integrate job readiness skills into the basic curriculum and incorporate real-world examples from a variety of work settings into academic instruction. Training has included the World Education course, “Integrating Career Awareness at Every Level”. Iowa’s focus has been to ensure that this integration occurs for English as a Second Language participants as well as with those preparing for High School Equivalency testing. Sessions during our summer conference were dedicated to this topic. The development of the Adult Education and Literacy Plus Pathway pilot will include these elements for each functioning level in addition to workforce training specific to the designated career pathway.

#### **High School Equivalency Diploma (HSED)**

Iowa’s adult education and literacy’s high school equivalency preparation activities are focused on assisting adults in the completion of a high school credential. Community colleges and correctional institutions, throughout the state of Iowa, operate 61 HSED testing centers. Between July 1, 2013 and June 30, 2014, Iowa awarded 3,408 equivalency diplomas.

#### **English as a Second Language (ESL)**

The total immigrant population in Iowa remains relatively small but increased by 2.5 percent over the past five years. In 2014, ESL services represented 47 percent of the total population served. As part of core services, English literacy services 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.

All of the funded adult education and literacy programs in Iowa provided ESL services, defined as a program of instruction designed to help individuals of limited English proficiency achieve competence in the English language. ESL classes 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 ESL population.

Iowa’s adult education and literacy programs also makes available, as needed, opportunities for English literacy/civics programs. These programs incorporate English literacy and civics education for immigrants and other students with limited English proficiency to participate effectively in the education, work and civic opportunities of this country. The programs include one or more aspects of civics education and may incorporate distance learning strategies and video services. EL/Civics programs comply with the National Reporting System (NRS) Performance Indicators. For more information, see **8.1.2 ADULTS WITH LIMITED ENGLISH PROFICIENCY**.

For the specific performance indicators for the ESL program, refer to **5.3 LEVELS OF PERFORMANCE**.

### **3.3 DESCRIPTION OF NEW ORGANIZATIONAL ARRANGEMENTS AND CHANGES**

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 the Bureau of Adult, Career and Community College Education to the division administrator of the Division of Community Colleges 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 and Literacy State Plan Extension.

**Chart 3.3— Adult Education and Literacy Organizational Chart**

#### **4.0 ANNUAL EVALUATION OF ADULT EDUCATION AND LITERACY ACTIVITIES (SEC. 224(b)(3))**

##### **4.1 ANNUAL EVALUATIONS**

Each local program implemented under the provisions of the act will be evaluated by using formative and summative methods, monitored, and reviewed by the IDOE adult education and literacy team from the Bureau of Community Colleges. Monitoring tools include five sections:

- A. Financial Monitoring
- B. Program Management Monitoring
- C. Data Integrity and Implementation Monitoring
- D. Teacher Quality Monitoring
  - i. Classroom Observation; and
  - ii. Student survey

One third of the programs have an on-site audit conducted requiring formative and summative performance data, copies of program and fiscal policies, and interviews with staff and students to verify compliance with all federal/state mandates and requirements. The remaining 80 percent of the program have a desktop audit which includes Financial, Program Management, and Data Integrity Monitoring (A-C). As Iowa has benefited from a state monitoring review conducted February 11-14, 2013 increased attention to data monitoring has been incorporated to ensure local program compliance with AEFLA (Sec. 212). In addition to the monitoring tool, the updated PY14 *Iowa Assessment Policy* has established the following data requirements:

- Monthly entry of hours of instruction;
- Monthly exiting of students absent from the program for 90 days with no scheduled services;
- Assignment of a college issued identification number;
- Uniform procedures for the collection of student social security number;
- Monthly review of data integrity reports to implement strategies for program improvement.

Monitoring reports are being tied to continuous improvement plans with required corrective action plans for any findings. The reports highlight the commendations for best practices and recommendations for improvement or initiatives that demonstrate promise.

Through the grant management system, Iowagrants, the state adult education and literacy team conducts ongoing desktop expenditure compliance review. This review includes the invoice records, verification of expenditures and a determination of compliance with allowable costs. In addition, there is a mid-year status update form that all adult education and literacy programs submit documenting progress and performance based on their Local Extension Plan.

## **5.0 PERFORMANCE MEASURE (SEC. 224(b)(4))**

### **5.1 ELIGIBLE AGENCY PERFORMANCE MEASURES (SEC. 212)**

To ensure optimization of the investment of federal funds in adult education and literacy activities, Iowa's adult education and literacy team will assess the effectiveness of eligible providers' performance based on the negotiated targets with the Office of Career, Technical and Adult Education. Each state benchmark for educational functioning levels and core measure for adult education that has been negotiated is an expectation for each eligible agency that is funded.

To assist the achievement of the benchmarks, Iowa's Assessment Policy identifies the annual CASAS pre- and post-test match percentage. This percentage is set to be an indicator for programs. In PY15 this has been set at 55 percent. This rate is monitored by the state on a monthly basis and reviewed by the eligible funded agencies during monitoring and the status update.

In addition to the pre- and post-test match rate as an indicator of performance measures, programs have been committed to tracking their post tested participants by reviewing their percentage completing a level gain (Federal Table 4b (H)). Each educational functioning level should be targeting a 70 percent level gain as to performance measure of quality education, intensity and sufficient duration of instruction.

English as a Second Language programs will continue to focus on the state's performance as driven by the negotiated benchmarks for EFL gains and core measures. The focus on these performance measures will help the Adult Education and Literacy staff to determine program performance and to develop professional development for achieving student improvement within the state.

### **5.2 ADDITIONAL INDICATORS**

During the past legislative session, the Iowa legislature made an historic investment in a portfolio of education, workforce development, job training and adult education programs designed to address Iowa's growing shortage of skilled workers. During the past year, IDOE in partnership the Workforce and Economic Development Committee of the Iowa Association of Community Colleges is assisting to provide leadership and coordination. The first annual report documenting financial obligations and targets met with the use of state and federal funds combined has been developed and disseminated to local programs and legislators, the report is available here; <http://bit.ly/FY14AELReport>.

In addition, the IDOE has established an advisory group to provide feedback and assistance in establishing administrative language for adult education and literacy programs that will support the indicators and performance metrics. Specific student participation targets are yet to be set, but they will reflect two important student cohorts. The first will be to increase the number of participants in adult education and literacy by extending services while focusing on the intensity of the instruction through adopting classroom settings and managed enrollment. The second focus will be targeting an increase in the number of successful completers who enter the program and demonstrate an educational functioning level gain by post testing with 70 to 100 hours of instruction.

### 5.3 LEVELS OF PERFORMANCE

As prescribed by the United States Department of Education, Division of Adult Education and Literacy, Office of Career, Technical, and Adult Education, the following performance levels have been recommended for approval by Iowa’s Department of Education adult education and literacy team for program year 2016. The goal for each level was developed on the basis of the state’s performance during program year 2014 and on the following:

- (a) continuous improvement of the data collection system;
- (b) curriculum frameworks and student performance standards; and
- (c) the changing demographics in local service areas of the state.

The performance targets for Iowa are based on performance achieved in program year 2014 and reflects continuous improvement to ensure optimal return on the investment of state and federal funds. Each educational functioning level has a high expectation for the local program and is specified in Table 1: Iowa’s Adult Literacy Program Benchmark Projections for Program Year 2016.

**IOWA'S ADULT EDUCATION AND LITERACY PROGRAM BENCHMARK PROJECTIONS, 2016**



**Table 1: Iowa’s Adult Education and Literacy Program Benchmark Projections Program Year 2016 (July 1, 2015—June 30, 2016)**

FEDERAL BENCHMARKS	Program Year 2014 Performance	Program Year 2015 Target	Program Year 2016 Proposed Targets
ABE Beginning Literacy	31%	34%	37%
ABE Beginning	36%	33%	38%
ABE Low Intermediate	42%	32%	45%
ABE High Intermediate	33%	26%	35%
ASE Low	52%	35%	55%
ESL Beginning Literacy	45%	38%	47%
ESL Low Beginning Literacy	52%	47%	53%
ESL High Beginning Literacy	46%	42%	49%
ESL Low Intermediate	37%	37%	39%
ESL High Intermediate	35%	32%	38%
ESL Advanced	20%	20%	22%
Follow-up Core Measures - NRS			
Entered Employment	40%	48%	50%
Retained Employment	41%	66%	63%
Earned GED or HS Completion	99%	68%	92%
Entered Postsecondary Education or Training	54%	50%	65%

**5.4 FACTORS**

Work related to Chapter 4 of Title I: Workforce Development Activities of the Workforce Innovation and Opportunities Act, reporting performance indicators across programs related to the core measures, has been designated to a state working group. This working group comprises representation from the following state agencies: Department of Education, Vocational Rehabilitation, Department for the Blind, Department of Human Services, Department of Aging, and Iowa Workforce Development. In addition, practitioners and contractors are involved in providing relevant details.

A state mapping event identified critical elements for the working group to address which includes:

- evaluating the performance requirements associated with all the core programs, and programs deemed relevant by State of Iowa leadership, to identify the common data points and data development requirements;
- examine how data is collected within each agency to determine where data sharing opportunities exist and where we have opportunities to reduce/streamline reporting for customers and service providers and ensure efficiency in how we are measuring those things that matter most; and
- review reporting requirement definitions to identify standardization opportunities and develop a scope of work project for information technology, related to managing a shared process for data.

## **6.0 PROCEDURES FOR FUNDING ELIGIBLE PROVIDERS (SEC. 224(b)(7))**

### **6.1 APPLICATIONS**

Iowa's Adult Education and Literacy awards will be granted on a on-going basis to currently funded eligible providers to continue to help adults obtain the knowledge and skills necessary to function effectively in the home, workplace and community. Adult Education and Literacy grants will be for one year; to receive funding, eligible applicants must submit a local extension plan that addresses how programs will meet performance and enrollment goals, collaborations with other agencies, program design, personnel and budget. All applicants will be evaluated using the criteria described in "6.5 Evaluation of Applications."

The application process will fit into a larger accountability framework. Program monitoring and evaluation will ensure local programs are meeting performance measures and complying with Iowa's adult education code (Education Department 281-Chapter 23 effective January 14, 2015) and policies, while affording programs the opportunity for self-assessment. This integrated accountability system will give programs the chance to maximize performance and become more competitive when seeking funding.

A future competition for Title II funds will be scheduled after the Unified State Plan has been approved and regional workforce investment boards have submitted aligned plans identifying local needs. In the meantime, a competition for piloting the Adult Education and Literacy Plus Pathway program will be scheduled to be released in this program year. The purpose of the Adult Education and Literacy Plus Pathway is an innovative approach to transition to the integration of educational training services which includes basic skills with workforce preparation and workforce training. The program is being developed to provide employability skills, job-specific occupational and technical skills at every educational functioning level while concurrently enrolled in a basic skills course.

#### **6.1.1 ALLOCATION OF FUNDS**

Section 222 (a) of AEFLA requires the state to use not less than 82.5 percent of the grant funds to award grants and contracts. The current funding formula is as follows:

- (1) Ninety percent (90 percent) of the funds available shall be allocated based on needs: institutional grant; target AEFLA population; and number of enrolled students served.
- (2) Ten percent (10 percent) of the funds available shall be allocated based on performance. This year will bring a stronger focus for the state of Iowa on federal benchmarks and core measures. Iowa will be basing the allocation on program year 2013's outcomes and each eligible provider's contribution to the targeted percentages.

Allocation amounts are generated as soon as the amount of available federal funds is known. Annual funding of adult education is subject to availability of funds from the federal government. The IDOE requires each applicant to provide at least 25 percent of eligible matching funds, cash or in-kind, to be used in providing activities allowable under the Title II of the Workforce Innovation and Opportunity Act (WIOA) Adult Education and Family Literacy Act (AEFLA). A delay in the receipt of the federal allocation for Iowa may delay the issuance of a contract. These funds are not an entitlement to the eligible provider, but belong to the communities. These funds are to supplement and not supplant the state funds released for the purpose of adult basic education first funded in program year 2014.

The integrated English literacy and civics (EL/Civics) allocation will be based on a funding formula similar to the AEFLA state grant allocation. By incorporating a performance-based funding focus for EL/Civics; Iowa is encouraging local programs to maintain accountability of students served by the grant. The need based element of the funding formula will include EL/Civics enrollment, target EL/Civics population, and an institutional grant for each eligible provider. As time is spent reviewing the process of creating a competitive grant application for EL/Civics, the method for funding will also be reviewed by a committee to determine if performance funding is a viable option. The state AEL staff could recommend a prescribed allocation based on a cost per student with estimated enrollment numbers. Additional funds could be drawn down based on benchmark attainment. This incentive funding with a base allotment could help to ensure new programs follow the assessment policy guidelines with timely data submissions.

In addition, state leadership funds will be released to eligible funded AEFLA programs to support professional development efforts for the course of the program year. These state leadership funds target the continued implementation of standards based instruction using the *College and Career Readiness* standards approved by the state in 2014.

For state leadership funds specified as targeting program initiatives such as Student Achievement in Reading (STAR) and College and Career Readiness Standards (CCR) and with available carry-over funds, Iowa will offer open requests for applications (RFAs) available to AEFLA-funded programs. There might be requirements as specified in the program initiatives, such as managed enrollment, lesson plan development and strategies for explicit instruction. The review process is outlined in section 6.4.

## **6.2 ELIGIBLE PROVIDERS (SEC. 203(5))**

Eligible providers for the continuation grant and state leadership funds for initiative funding will consist of previously funded AEFLA programs. While the intent was to provide a competitive process to fund the EL/Civics grant in PY 2015 this process has been delayed. Discussion will continue within the IDOE and eligible providers for establishing a launch date for the competitive process. The EL/Civics grant will be open to: (1) a local educational agency; (2) a community-based organization of demonstrated effectiveness; (3) a volunteer literacy organization of demonstrated effectiveness; (4) an institution of higher education; (5) a public or private nonprofit agency; (6) a library; (7) a public housing authority; (8) a nonprofit institution that is not described in any of these subparagraphs and has the ability to provide literacy services to adults and families; and (9) a consortium of the agencies, organizations, institutions, libraries, or authorities described in (1) through (8) (Sec. 203)(5)).

## **6.3 NOTICE OF AVAILABILITY (Not Revised)**

### **6.4 PROCESS**

Adult education eligible providers for the continuation grant will submit local plan extensions through the grant management system, Iowagrants. The applications are based on standard procedures and instructions. Included in the extension are budget, needs assessment, program description, evaluation, staff qualifications, instruction schedules, and assurances.

All eligible applications submitted by the due date are considered and evaluated. Teams comprised of Iowa adult education and literacy team and outside readers (if available) assess the quality of proposals using uniform, standardized evaluation methods.

Once chosen, if all requirements are addressed satisfactorily, then notification from the IDOE will be sent to the contact person. All funded grants will need to provide a detailed budget, needs assessment, program description, evaluation, staff qualifications, instruction schedules, and assurances.

### 6.5 EVALUATION OF APPLICATIONS (SEC. 231 (E))

During the review process, Iowa's adult education and literacy applications shall be considered based on the following:

- The degree to which the eligible provider will establish measurable goals for participant outcomes.
- The past effectiveness of an eligible provider in improving the literacy skills of adults and families and the success in meeting or exceeding performance measures, especially with respect to those with the lowest levels of literacy.
- The commitment to serve individuals who are most in need of literacy services.
- Whether or not the program is of sufficient intensity and duration for participants to achieve substantial learning gains and uses instructional practices that research has proven to be effective in teaching individuals to read (such as phonemic awareness, systematic phonics, fluency and reading comprehension).
- Whether the activities are built on a strong foundation of research and effective educational practice.
- Whether the activities effectively employ advances in technology, as appropriate, including computers.
- Whether the activities provide learning in real life context to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.
- Whether the activities are staffed by well-trained instructors, counselors and administrators that meet the minimum qualifications specified in the IAC 281:23 and access to high quality professional development, including through electronic means.
- Whether the activities coordinate with other available resources in the community, such as establishing strong links with elementary and secondary schools, postsecondary educational institutions, One-Stop Career Centers, job training programs, and social service agencies.
- Whether the activities offer flexible schedules and support services (such as childcare and transportation) that are necessary to enable individuals to attend and complete programs.
- The maintenance of a high-quality information management system that has the capacity to report participant outcomes and to monitor performance against the eligible agency performance measures.
- Whether the local communities have a demonstrated need for additional English literacy programs.
- Whether assurances are provided to maintain a high-quality information management system as approved by the state, TopsPro Enterprise (TE®), which has the capacity to report participants outcomes and to monitor program performance against the established benchmarks by adhering to the assessment policy.
- **Whether there is collaboration with the One-Stop Centers, and a description of any cooperative agreement (MOU) that the eligible provider has with other agencies for the delivery of adult education and literacy activities that detail any cost sharing agreement.**
- **Strategies to fulfill one-stop partner responsibilities as described in section 121(b)(1)(A).**

## 6.6 SPECIAL RULE (SEC. 223(C))

Notice of Intended Action was published in the October 15, 2014, Iowa Administrative Bulletin as ARC 1672C. Public comments were allowed until 4:30 p.m. on November 4, 2014. A public hearing was held on that date. No one attended the public hearing. No written comments regarding these rules were received. These rules are identical to those published under Notice of Intended Action. Iowa Administrative Code, Education Department 281, Chapter 23 and became effective January 14, 2015. Chapter 23 was revised to include sections detailing state planning, program administration, career pathways, qualification of staff, high-quality professional development, and performance and accountability.

## 7.0 PUBLIC PARTICIPATION AND COMMENT

### 7.1 DESCRIPTION OF ACTIVITIES

Since the fall of 2014, relevant state agency personnel have been part of an overall WIOA Implementation Steering Committee to develop implementation requirements, conduct policy analysis and have been charged with helping meet key project milestones. While the steering committee meets monthly, the subgroups, established to address the complex implementation of WIOA, meets more frequently and as needed. Each subgroup has a defined scope with objectives and goals that are refined by the chairs and members. The subgroups include:

- Governance and Communications;
- Current Value Mapping;
- Unified State Planning;
- Performance and Data;
- Career Pathways and Independent Living; and
- Financial.

State leaders have been committed to active stakeholder coordination and coordinated communications and thus a WIOA Governance and Communications Sub-group (WIOA-GCS), from the Steering Committee, drives stakeholder coordination, meeting planning, and overall communication and stakeholder planning. In short, the WIOA-GCS will help involve the right stakeholders with the right message at the right time. The WIOA-GCS consists of Doug Hoelscher, Director of Federal-State Relations, Beth Townsend, Director of Iowa's Workforce Development, and Jeremy Varner, Division Administrator for Community Colleges at the Department of Education. The WIOA-GCS has been active in the coordination of town hall events and attending the regional workforce investment boards, for public comment and to identify additional needs. Presentations of adult education and literacy performance for program year 2014 have been encouraged to be shared during the workforce investment board meetings. This has resulted in the scheduling of a day long conference for all workforce board members on June 5, 2015.

The other most active subgroup at this point in time has been the Current Value Mapping subgroup. This group was charged with conducting a week-long Lean® Mapping event of the current workforce system in Iowa. Participants included the core programs as well as integrated mandatory partners. The scope consisted of examining the global view of the core programs and integrated mandatory employment and training agencies/programs in Iowa to identify what they are and how they interact in order to identify the opportunities for better alignment with best practices for employment services to Iowans. The event was to focus on providing quality employment and training for Iowans that is better aligned to the WIOA legislation, as seamless as possible for shared customers, and is more outcomes oriented (rewarding careers and a good quality of life). Finally, the group was charged to develop and prioritize recommendations for the other subgroups. Such recommendations included:

- Reduce duplication of services;
- Improve collaboration and communication;

- Allow for alignment of resources to in-demand jobs;
- Improve resources utilization and return on investment;
- Reduce confusion and services barriers for consumers; and
- Promote staff training and cross-training on the other programs.

Additional recommendations were forwarded to subgroups for review and refinement by participants which includes representation from each of the core programs along with identified stakeholders in training and employment services at the state level: Carl Perkins, TAAACT, Department of Aging, Department of Human Rights, Department of Veteran Affairs, Department of Human Services and others that may be needed to better collaborate and align services.

## **7.2 GOVERNOR’S COMMENTS**

The extension of the plan was submitted to the Governor for review and comment to comply with the mandate in section 224(d)(1)(2) of the Act which states “the eligible agency shall submit the State plan, and any revisions to the State plan, to the Governor of the state or outlying area for review and comment and ensure that any comments by the Governor regarding the State plan, and any revisions to the State plan, are submitted to the Secretary.” (See Appendix A for the Iowa IDOE’s transmittal letter and the Governor’s comments.)

## **8.0 DESCRIPTION OF PROGRAM STRATEGIES FOR POPULATIONS (SEC.224(b)(10))**

Section 224(b)(10)(A-D) of the Act mandates that a State shall include in the Plan "a description of how the eligible agency [Iowa Department of Education] will develop program strategies for populations that include, at a minimum: 1) low-income adults, 2) individuals with disabilities, 3) single parents and displaced homemakers, 4) individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency:"

### **8.1 STRATEGIES**

The purpose of Iowa’s adult education and literacy program is to increase the literacy education and workforce readiness among adults in Iowa. Basic educational skills are considered requisite to effective citizenship, productive employment and successful transition to post secondary education. To this end, the state will use its federal assistance to enhance, improve and expand the delivery system for education services to undereducated adults ages 16 and over. In support of AEFLA, the state will encourage the establishment of adult education programs as follows:

- Provide educational services to adults who are functioning at the fifth grade level and below.
- Provide English language courses for adults whose native language is other than English.
- Provide secondary level courses including pre-High School Equivalency Diploma preparatory courses and programs offering adult students alternative methods of earning a high school diploma.
- Provide educational services to enable adults with a high school diploma to compute and solve problems at levels of proficiency necessary to maintain employment, to achieve career goals or higher academic attainment, and develop knowledge and potential to function as a citizen and compete in a global society.
- Improve family literacy through adult/child learning.
- Dissemination of exemplary programs in adult education and family literacy.

### **8.1.1 DISADVANTAGED ADULTS**

The IDOE will promote participation in adult education and family literacy programs through campaigns which include, but are not limited to, initiatives including workplace programs, and career pathway development programs, by promoting research based practices and public and private sector partnerships to inform the public about adult education, literacy, and family literacy services. The One-Stop Centers will be used as a vehicle to identify available educational and employment services, fiscal and human resources, and other client services to help this targeted population become literate and economically self-sufficient.

### **8.1.2 ADULTS WITH LIMITED ENGLISH PROFICIENCY**

A statewide group of CAELA (Center for Adult English Language Acquisition) trainers, perform as Iowa's English as a Second Language (ESL) regional specialists and routinely present strategies and best practices in the areas of ESL standards, instruction, assessment, and professional development. Specific state funds were dedicated for increasing ESL efforts in Iowa in the last legislative session.

- The funding will be distributed as grants to community colleges for the purpose of supporting adult basic education programs for students requiring instruction in English as a second language.
- The Department of Education is directed to establish an application process and criteria to award grants pursuant to this subparagraph to community colleges. The criteria shall be based on need for instruction in ESL in the region served by each Community College as determined by factors including data from the latest federal decennial census and outreach efforts to determine regional needs.

A statewide advisory committee has assisted in the review of the application and funding formula for the state grant with policies and procedures that maintain the effectiveness and integrity of Iowa's adult's educational gains and improving the statewide accountability of student performance in these programs and courses of study.

### **8.1.3 INCARCERATED ADULTS**

The Iowa Department of Corrections has been an excellent partner with Iowa's adult education and literacy programs. One of the Departments' major objectives is to provide educational and career and technical training to these incarcerated youth and adults. Priority shall be given to serving individuals who are likely to leave the correctional institution within five years of participation in the program. Hopefully, when they return to society, each will have earned a high school equivalency and/or gained knowledge and skills that will enable them to become productive and responsible members of society. The IDOE will continue to work collaboratively with the Department of Corrections (DOC) in aligning their curriculum and student performance standards, data accountability system, and teacher training with the state-administered Adult Education and Family Literacy Program. The IDOE will continue to encourage and support the delivery of academic programs for basic and functional literacy, workforce readiness skills, high school completion, special education, and family literacy programs to this targeted population.

### **8.1.4 ADULTS WITH DISABILITIES**

The Iowa AEL program requires that all persons be granted equal access to its programs, facilities, and services without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, or sexual orientation. It does not discriminate in:

- Admission to its programs, services, or activities,
- Access to their locations,
- Treatment of individuals with disabilities, or
- Any aspect of their operations.

A qualified individual with a disability is defined by the Americans with Disabilities Act (ADA) as:

*"... an individual with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity."*

Students who present documentation of their disability have a right under the Americans with Disabilities Act (ADA) to request reasonable accommodations. Depending on the type of disability, the accommodations for classroom instruction and testing may include (but are not limited to):

- Extended time for learning and testing;
- Private settings free of interruptions and distractions for learning and testing;
- Frequent breaks or change of activity;
- Calculators;
- Spell checkers;
- Word processors;
- Audiotapes of presentations, texts, and tests;
- Enlarged print;
- Braille texts;
- Readers;
- Note-takers or scribes for learning and testing;
- Sign language interpreters;
- Assistive listening devices; and/or
- Furniture or room modifications to accommodate wheelchairs, etc.

### **8.1.5 SINGLE PARENTS AND DISPLACED HOMEMAKERS**

The IDOE has developed a workforce readiness program to give support to adults who lack basic skills to improve their employability competencies. Further, local providers of Adult Education programs are encouraged to expand workplace readiness and workplace literacy programs through collaborative linkages with business and industry partners as well as with literacy volunteer organizations. In serving this population, counseling services are very crucial to the success of participants. Therefore, through these funds, local providers will be encouraged to incorporate into their projects support services including counseling.

### **8.1.6 HOMELESS**

The homeless population is changing. A composite of the Iowa homeless population would include children, intact families, disintegrated families, the mentally ill, the elderly, new homeless, chronic homeless, victims of domestic violence, displaced homemakers, runaway youth, refugees, migrants, immigrants, and youth aging out of foster care who may be at risk. Program strategies to assist adult homeless basic and functional literacy training and family literacy include, but are not limited to:

- Diagnostic assessment screening
- Enrollment/placement
- Literacy training and basic skills redemption/instruction
- Tracking of student progress
- Referrals to cooperating agencies for non-educational related support services
- Program orientation
- Child care services/information
- Transportation service information
- Academic and/or career counseling, and
- Retention activities for participants.

## **8.2 AN INNOVATIVE APPROACH TO SERVING ELIGIBLE LITERACY POPULATION COHORTS**

Through the implementation of distance education, adult literacy programs will be able to reach the under-skilled employed and unemployed by offering flexible hours and instruction through various types of media. With a variety of instructional strategies available through distance learning, instructors will be able to engage students previously not attracted to the traditional classroom delivery. Students enrolled in distance education will have the same opportunity as the traditional students to receive quality instruction through a new delivery system. The policy defines distance learners, identified the methods to be used for assigning contact hours and proxy hours, define curricula and materials that may be used at a distance, and specifies assessment requirements for distance learners.

Each distance education curriculum approved for use by IDOE must be produced by a reputable educational publisher, be appropriate for specific adult education populations, provide accommodations for learners with disabilities, and have some research-based evidence of both reliability and validity. In addition, an alignment with the *College and Career Readiness* standards was submitted for each content area that the distance education curriculum addressed. This alignment study provides guidance for programs in their use, implementation and expansion of distance education.

## **9.0 INTEGRATION WITH OTHER ADULT EDUCATION AND TRAINING (SEC.224(b)(11))**

Section 224(b)(11) of the Act states that the Plan will contain “a description of how adult education and literacy services funded under this subtitle will be integrated with other adult education, career development, and employment training activities in the State or outlying area served by the eligible agency.” The following sections describe Iowa’s community college comprehensive, and continuing education delivery system along with workforce delivery services.

### **9.1 PLANNED INTEGRATED ACTIVITIES**

Collaboration, coordination, and cooperation have been the mainstays of the program from the beginning including: 1) mutual referrals, 2) assessment, 3) tracking client goals and progress, and 4) decisions regarding the planned delivery of services to the client. 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.

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. The program is ready and able to provide:

- Assessment
- Instruction in basic academic skills
- English literacy programs
- Workplace literacy
- Job seeking and retention skills, and
- Communication skills.

### 9.1.1 COMMUNITY COLLEGES

The mission of Iowa's community colleges includes economic and workforce development through lifelong learning programs and customized training. With increasing international competition, Iowa's business and industry have perceived the community colleges as the resource to develop programs that increase the skill level of Iowa's workforce.

The community colleges are committed to meeting the postsecondary educational, economic, cultural, and social mobility needs of their constituents. They are charged with being accessible, comprehensive, community centered, and flexible in such areas as planning, programming, funding, teaching, and administration. They are responsive to the changing needs of business and industry by being willing to extend their educational capabilities beyond the traditional classroom in a partnership with business and industry to provide needed training and retraining.

Iowa's community colleges have emerged as the major provider of workforce training programs which are required to maintain and extend the competitiveness of Iowa's business and industry. They provide training, retraining, and up-skilling of employees of business, industry, labor, and government as a logical extension of their career preparation, continuing education, and community service missions. The Iowa statewide community college continuing education delivery system has been clearly established and accepted as an effective vehicle for reaching the adult population in locations across the state. It is the challenge of continuing education to maintain these high standards of excellence, quality, innovation, accountability and be proactive in the training and retraining needs of Iowa's workforce.

Continuing education curriculum is designed to help Iowa's workers stay current in their profession or prepare for a career, or a career change. A wide variety of classes are offered in such areas as business management, office occupations, health care, automotive repair, computer programming, electronics, child care, and law enforcement. Continuing education has among its major components:

- workforce training and retraining,
- workplace literacy, and
- community resource development.

All courses, programs, conferences, and activities provided to implement these components have as their objective imparting knowledge, developing skills, or clarifying values. The approach or delivery mode is one that enables citizens to access quality programs and needed competencies any time, any place, and in a format that blends education with work and family. Implementation is achieved through innovation and community collaboration in the broadest sense of community.

### 9.1.2 WORKFORCE DEVELOPMENT

The title "Workforce Development" speaks to education and training. If the workforce is to be developed, the key is the development of the people who make up the workforce; those entering the workforce, or those already in the workforce who are in need of lifelong learning to maintain, upgrade and learn new skills. These skills will contribute to the success of business and industry assisting the United States to enhance its position of leadership in the global economy. The vision and mission statements of the Iowa Workforce Development Council state:

**Vision:** *All Iowans will have the opportunity to achieve a high standard of living.*

**Mission:** *The Iowa Workforce Development Council will foster high performance workers and work places through a workforce development system that is customer-oriented, comprehensive, innovative, and built upon a strong public and private partnership."*

There are fifteen (15) approved and designated Workforce Development Regions in Iowa. All of the Regions have approved Memorandums of Understanding (MOU) between workforce development partners and local AEL programs. These AEL programs often submit a copy of the completed MOU as documentation to their program extension plan. MOUs are updated and revised as required in each Region.

It is logical that Iowa's community college continuing education division and Iowa's Workforce Development Centers form a partnership for the development of this new concept of serving the workforce and potential workers.

### **9.1.3 ADVISORY GROUPS AND PARTICIPATORY PLANNING COMMITTEE MEMBERS**

In addition to the state level working groups outlined in **Section 7.1 DESCRIPTION OF ACTIVITIES**, the Moving Pathways Forward technical assistance has been working with Iowa to develop an advisory group for career pathways and sector boards. This advisory group consists of core education and training partners and will expand to business and industry once definitions, policies, and an approval process for expanding opportunities have been established. Cross-over members from the WIOA Career Pathway subgroup are included. This advisory group could be a source of reference for the state workforce investment board for training and policy in career pathway and sector boards for the state.

Each local program is required to have a participatory planning committee. Its membership is shared annually as part of the application process. These members are to assist the local program in addressing the needs, recruiting and referring participants, and serving the participants. In addition, local Workforce Investment Boards are encouraged to have qualified practitioners from career and adult education programs as active participants to assist in the decision-making process for program planning, development, and implementation of both federal and state mandates. These two processes help to assure that needs are being met for the eligible participants as identified by the local program.

### **9.2 STATE UNIFIED PLAN**

Work has begun on the next state unified state plan in partnership with all core programs and additional integrated mandatory partners. Details on the Steering Committee and the development of subgroups is outlined in **Section 7.1 DESCRIPTION OF ACTIVITIES**.

## **10.0 DESCRIPTION OF THE STEPS TO ENSURE DIRECT AND EQUITABLE ACCESS (SEC.224(b)(12))**

As part of the association with the community colleges each program must abide by Section 427 of the General Educational Provisions Act (GEPA) which states:

*Each eligible agency must develop and describe in its State Plan the steps the eligible agency will take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with federal adult education assistance, by addressing the special needs of students, teachers and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age."*

The IDOE's adult education and literacy team has implemented the following steps to assure that the provisions specified for direct and equitable access are satisfactorily addressed:

- local providers must provide assurance in the local application that all students, faculty and other program beneficiaries have equal access to all educational services provided by the provider;
- all local providers must provide special accommodations to meet the special needs of students, faculty or other program beneficiaries; and
- site monitoring with local providers to ensure that all programs are providing the necessary accommodations to meet the special needs of students, faculty and other program beneficiaries.

## **10.2 NOTICE OF AVAILABILITY (Not Revised)**

### **11.0 PROGRAMS FOR CORRECTIONS EDUCATION AND OTHER INSTITUTIONALIZED INDIVIDUALS (SEC.225)**

#### **11.1 TYPES OF PROGRAMS**

Iowa's adult education and literacy program employs innovative approaches to increase the education levels and self-sufficiency of inmates, while reducing the recidivism rate in Iowa. Corrections programs enrolled 653 participants in Iowa's information management system in PY 2014. Data sharing agreements have been reached and training provided to include all eligible adult education participants in future reporting. This information will be used by both the Department of Education and the Department of Corrections to improve services offered in correctional education programs, to streamline services and to maximize benefits.

Iowa's approach to corrections education enrolls inmates through state correctional institutions and through local correctional facilities. Effective through an MOU and the use of shared state leadership funds, all correctional programs are held accountable to the NRS core indicators (except Employment Placement and Employment Retention) and *Iowa's Assessment Policy*. Additional funds can be allocated to the correctional programs; however, applications are monitored to assure expenditures comply with the expenditure cap.

Programs will provide adult education instruction at all levels of basic academic skills, for students who meet the eligibility requirements for enrollment. The basic skills instruction for correctional facilities may also integrate life skills, employability skills and computer literacy skills to help inmates acquire necessary abilities to become and remain self-sufficient after leaving prison.

#### **Local Corrections Education**

Adult education and literacy providers with full-service local jails are required to provide adult education at those facilities. Of the fifteen programs this only impact one third of the funded programs. Iowa's adult education and literacy funding formula allows for the enrollment numbers to be used to increase the funding for these programs.

#### **State Correctional Institutions**

Iowa's adult education and literacy services are contracted through the Department of Corrections with five community colleges to provide adult education programs for adult students in nine state institutions. No additional funds from AEFLA are currently being used to supplement the U.S. Department of Correction's adult basic education budget. The Iowa Department of Corrections agreement in partnership with the community colleges and Iowa Department of Education adult education and literacy team establishes the level of staff, curriculum and program standards to be offered in each of the nine state facilities. Funding is provided to assist inmates in acquiring the basic skills and competencies necessary to move from an institutional setting into the workforce and community.

#### **11.2 PRIORITY**

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. Students in correctional settings must lack sufficient mastery of basic educational skills, or have not obtained a high school diploma or its equivalent.

### **11.3 TYPES OF INSTITUTIONAL SETTINGS**

Funds are also used to support adult education in private prisons, regional detention centers, local jails and halfway houses.

## **12.0 STATE LEADERSHIP ACTIVITIES (SEC.223(a)(b))**

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 21<sup>st</sup> 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 postsecondary institutions.

### **12.1 DESCRIPTION OF NEW REQUIRED ACTIVITIES**

Iowa's adult education and literacy team is committed to seamless transition to the required state leadership activities and has identified a number of areas in which services were already being provided through technical assistance or through targeted training. During PY 2016 exploration and expansion for each required activity will be done to ensure the best return on investment for high quality professional development opportunities for funded programs.

#### **12.1.1 ALIGNMENT WITH CORE PROGRAMS AND ONE-STOP PARTNERS INCLUDING THE DEVELOPMENT OF CAREER PATHWAYS (SEC. 223(a)(1)(A))**

Alignment studies will need to be initiated at the state level. Identified best practices can be disseminated to local programs with additional conditions in the local application to describe 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 has been identified as a high priority in the ranking of recommendations from the Lean mapping event, conducted to capture current practices and project future directions. See Section 7.1 DESCRIPTION OF ACTIVITIES for additional details of the working groups.

State leadership funds were made available in PY 2014 to pilot an Integration Study between an adult education and literacy provider and the local core programs and one-stop center. These funds were made competitive and awarded to a program that was co-located with the one-stop center. Agendas and minutes of the discussions have been shared to capture topic issues, common definitions and strategies to address cross-training of staff.

Iowa was awarded a three-year technical assistance grant, called Moving Pathways Forward: Supporting Career Pathways Integration. This initiative will be customizing technical assistance for participating states in developing and advancing their career pathways systems. The initiative seeks to align previous federal and state investments with current state career pathways efforts. Iowa has received access to resources, tools, and guidance which has supported the identification of specific career pathways need areas. As a result 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.

Finally, as described in the preface, Iowa will be launching a pilot project called Adult Education and Literacy Plus Pathways. This pilot will Adult Education and Literacy Plus Pathway is an innovative approach to transition to the integration of educational training services which includes basic skills with workforce preparation and workforce training. The program is being developed to provide employability skills, job-specific occupational and technical skills at every Educational Functioning Level while concurrently enrolled in a basic skills course. An AEL Plus Pathway is more than just one integrated course that leads to a credential; it is a series of career ladders and lattices that allow students to advance their skills and careers over time. Pathways must consider the specific credentials and skill gains students need to advance into both the workplace and the next level of education and training. The application process will help the program and AEL Plus Pathway team ensure a robust, comprehensive pathway design.

### **12.1.2 ESTABLISHMENT AND OPERATION OF HIGH QUALITY PROFESSIONAL DEVELOPMENT PROGRAMS (SEC. 223(a)(1)(B))**

The dissemination of standards and handbooks has helped in establishing high quality professional development. By incorporating those standards into the grant and the use of professional development standards when applying for state leadership funds at the local level, expectations have become embedded. The evidence-based practices in the *STAR* reading program and the implementation of standards based instruction through the framework of *Standards in Action*, along with the use of study circles and peer reviewing have provided local programs examples of required expectation. The adopted Iowa Administrative Code 281:23.7 defines the responsibility of the programs, their requirements and the standards.

### **12.1.3 PROVIDE TECHNICAL ASSISTANCE—DEVELOPMENT AND DISSEMINATION OF INSTRUCTIONAL AND PROGRAMMATIC PRACTICES; ROLE AS A ONE-STOP PARTNER; AND ASSISTANCE IN THE USE OF TECHNOLOGY. (SEC. 223(a)(1)(C)(i-iii))**

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 CASAS writing trainers). In addition, trainers involved with the Center for Adult English Language Acquisition (CAELA) have been able to offer specialized ESL and speaking training and develop strategies to address multi-level instruction. Training in these core subject areas has focused on the lead standards approach, promoted by education expert Dr. Robert Marzano and others, which offers instructors a method for translating standards into curriculum by utilizing three interrelated action steps: identify lead standards; design coherent units of instruction; and conduct lesson studies. Adopting the lead-standards approach brings about greater coherence, provides focus, and ensures that standards are covered in a logical and effective manner.

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 deliver 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' service 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. Iowa's adult education and literacy team is continually developing a repository for lesson plans and expanding online professional development courses in adult education. A dynamic PD calendar enables local programs to submit online additional professional development opportunities offered in various regions of the state.

### **12.1.4 PROVIDE MONITORING AND EVALUATION (SEC. 223(a)(1)(D))**

As appropriate, Iowa's adult education and literacy team will visit programs to establish rapport and discuss program management, performance data, professional development needs and program compliance. Such visits may also follow specific trainings to ensure concepts are being applied in the classroom. Performance data and monitoring visits alert staff to programs that need assistance. In the technical assistance model, staff visit programs that have been identified with a need to develop program improvement strategies. With guidance from Iowa's adult education and literacy team, the local program establishes an improvement plan. The Iowa adult education and literacy team monitors performance closely and makes follow-up visits to ensure improvement plans are implemented. One third of the programs are monitored with site visits annually and the remaining programs receive a "desktop" monitoring. The monitoring tool addresses data collection, instructional practice, benchmark gains, curriculum and lesson plan development, assessment practices, and fiscal management. Additional elements for site visits include classroom observations and student surveys. All monitoring results in a detailed compliance letter which documents findings, recommendations and commendations based on practice and implementation of policy. See **4.1 ANNUAL EVALUATION** for more details.

## 12.2 DESCRIPTION OF PERMISSIBLE ACTIVITIES

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.

The leadership 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. Policy on professional development will help establish adult education and literacy expectations in 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
- Develop a method of tracking instructor professional development plans that support continuous quality improvement.

## 12.3 COLLABORATION

Iowa's adult education and literacy has successfully partnered with the following agencies:

Literacy Information and Communication System (LINCS)—for training specific to Integrating Career Awareness in ABE and ESL;

National Career Pathway Network—training for Pathway Navigators;

Center for Application of Technologies at Western Illinois—Distance Education/Hybrid curriculum;

Burlington English—Career Readiness for English as a Second Language Learners;

CASAS—Competencies and Standards Crosswalk;

Iowa Testing Programs at the University of Iowa—Review High School Equivalency assessments;

KRATOS—STAR Reading training and credentialing for an Iowa state trainer;

Iowa Public Television—Marketing and *LiteracyLink*®

### **13.0 ENGLISH LITERACY/CIVICS (EL/CIVICS) (SEC.243)**

Iowa will extend the current EL/Civics grantees under WIA for the PY 2016. Refer to section **6.0 PROCEDURES FOR FUNDING ELIGIBLE PROVIDERS** for additional details. This will allow the state time to establish the principles for integrating English literacy and civics education with the workforce preparation activities and workforce training that WIOA allows. Through integration, co-enrollment and credential attainment will be targeted outcomes for the English as a second language population served.

#### **13.1 APPLICATION**

The English literacy/civics grant expands services to a rapidly growing immigrant population. As funds permit, programs with a demonstrated need for EL/civics services for their ESL students will be funded to offer targeted EL/civics instruction. The local programs will focus on the four federal priorities – citizenship, naturalization, civic participation and U.S. history and government.

Applications will be accepted through the Iowagrants system and include detailed budget, assurances, description of services offered, strategies to address continuous quality improvement, and benchmark attainment. In addition, linkages to labor market demands, career pathway systems and the workforce system will need to be established and clearly defined. Similar to the adult education and literacy grant, the review will be scored and awarded. Funding allocation will follow the pattern of the adult education and literacy funds. Refer to **6.1.1 ALLOCATION OF FUNDS** for more details.

##### **13.1.1 ACTIVITIES**

Training on integration activities will be conducted during this transition period. Topics will include embedding job readiness and soft-skills training in English literacy training, 21st century skills (digital literacy, financial literacy, critical thinking, and reading and locating information), and life skills (healthcare literacy). Workshops centered around designing coherent units of instruction using one to three lead standards will help to develop the building blocks of the curriculum across the program. Study circles or peer groups will be utilized to refine the lessons and to build additional levels. The model curricula will be responsive to the needs of the participant while still leading to a successful transition to employment or additional training. Therefore, counseling and support services will be an integral part of the process.

### **14.0 DESCRIPTION OF JOINT PLANNING AND COORDINATION FOR UNIFIED PLAN ONLY (TITLE V—SEC.501(c)(3)(A))**

(IN PROCESS—SEE SECTION 7.1 DESCRIPTION OF ACTIVITIES)

### **15.0 DESCRIPTION OF ACTIVITIES UNDER SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)**

As part of the association with the community colleges each program must abide by Section 427 of the General Educational General Provisions Act (GEPA) states:

*Each eligible agency must develop and describe in its State Plan the steps the eligible agency will take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with federal adult education assistance, by addressing the special needs of students, teachers and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age.”*

The IDOE's adult education and literacy team has implemented the following steps to assure that the provisions specified for direct and equitable access are satisfactorily addressed:

- local providers must provide assurance in the local application that all students, faculty and other program beneficiaries have equal access to all educational services provided by the provider;
- all local providers must provide special accommodations to meet the special needs of students, faculty or other program beneficiaries; and
- site monitoring with local providers to insure that all programs are providing the necessary accommodations to meet the special needs of students, faculty and other program beneficiaries.

Individuals with disabilities and English as a Second Language will be provided reasonable and appropriate accommodations to allow their full participation in adult education and literacy activities. For example, local providers will have instructional materials available in alternative formats for visually and hearing-impaired students (Braille, large print, audiotapes, sign language interpreters, etc.). Local ESL programs will distribute program brochures in the student's native language whenever possible. Teachers with special needs, including teachers residing in rural areas, will also be given equal access to training.

## **16.0 ONE-STOP PARTICIPATION**

Iowa recognizes the value of the one-stop delivery system. Iowa's adult education and literacy program is fully supportive of the vision of the one-stop center as described in the Workforce Innovation and Opportunity Act (WIOA), 2014 as evidenced by participation in One-Stop Career Centers through the following activities:

- Iowa's adult education is represented on the Iowa State Workforce Investment Board by the Administrator of the Community College Division of Iowa Department of Education.
- A Memorandum of Understanding, detailing data sharing responsibilities exists between the Iowa Workforce Development agency and Iowa Department of Education.
- Local adult education and literacy staff serve on several local workforce investment boards.
- Local adult education and literacy programs have Memorandums of Understanding with each of the 15 Local Workforce Investment regions.

Adult education program services are made available through Iowa's One-Stop Career Center system. Because local flexibility and decision-making (critical elements of WIOA) are recognized in Iowa's State Plan, participation varies across the state. In some areas, Iowa's adult education and literacy programs are co-located at the One-Stop Center. Where co-location is not possible, adult education is present on an itinerant basis and/or electronic referral is possible. In other locations, space limitations dictate that adult education's role include such activities as assessment, counseling, intake and referral services.

Information concerning adult education program performance, especially as it relates to the core indicators is made available to the workforce investment boards on a regional basis to help guide decisions and continuous quality improvement.

# APPENDIX A

**Correspondence from the Director of  
Iowa Department of Education Regarding  
Governor's Letter of Review and Comments**

Letter from Governor Branstad to  
Office of Career, Technical, and Adult Education



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**STATE OF IOWA**

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TERRY BRANSTAD, GOVERNOR  
KIM REYNOLDS, LT. GOVERNORDEPARTMENT OF EDUCATION  
BRAD A. BUCK, DIRECTOR

March 20, 2015

Governor Terry Branstad  
Lieutenant Governor Kim Reynolds  
Office of the Governor  
State Capitol  
*LOCAL*

Dear Governor Branstad and Lieutenant Governor Reynolds:

I am providing a copy of *Iowa's Adult Education and Literacy State Plan Extension: Program Year 2016* for your review. I am recommending this plan for review by the Governor for the following reasons:

- This plan supports a strong, innovative adult education and literacy program.
- Iowa's adult education and literacy program is integrated with Iowa's community college system.
- Iowa's adult education and literacy program is research-based in terms of documenting learner needs and using proven instructional strategies.
- The positive results of Iowa's adult education literacy program are well documented through consistent assessment and teaching of students through employment and wage studies.

I am proud to recommend this state plan extension for your approval, and I am enthusiastic about its potential as part of a comprehensive plan to meet the learning needs of Iowans. I am requesting that your comments be forwarded to me by March 30, 2015.

Sincerely,

A handwritten signature in black ink that reads "Brad Buck".

Brad Buck  
Director

BB:AH/as

Attachment



Terry E. Branstad  
GOVERNOR

**OFFICE OF THE GOVERNOR**

Kim Reynolds  
LT. GOVERNOR

April 6, 2015

Johan Uvin, Acting Assistant Secretary  
United States Department of Education  
Office of Career, Technical, and Adult education  
550 12<sup>th</sup> Street, SW - 11th Floor  
Washington, D.C. 20202-7100

Dear Secretary Uvin:

I am pleased to recommend the *Iowa Adult Education and Literacy State Transition Plan: Program Year 2016* for your review. Lt. Governor Kim Reynolds and I are committed to improving education for all Iowans, from the youngest students through our adult learners, and we are keenly focused on aligning our education, workforce and economic development systems to improve career outcomes for our residents. This includes a commitment to lifelong learning efforts in our state, including the important work of our community colleges in supporting adult literacy programs.

The attached state plan extension provides data about Iowa's Adult Education and Literacy Program administered through our community colleges and overviews performance information. This is one part of our work to provide support to adult learners.

I am pleased to submit this state plan extension as part of our comprehensive effort to support the educational and career-development needs of all Iowans. Thank you very much for your consideration.

Sincerely,

A handwritten signature in blue ink that reads "Terry E. Branstad".

Terry E. Branstad  
Governor of Iowa

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# COMMUNITY COLLEGES