



**BASIC EDUCATION FOR ADULTS  
(BEDA) AND  
INTEGRATED ENGLISH LITERACY  
AND CIVICS EDUCATION (IELCE)**

***2022-27 GRANT GUIDELINES***

Basic Education for Adults

Washington State Board for Community and Technical Colleges

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[SBCTC.edu](http://SBCTC.edu)

The Washington State Board for Community and Technical Colleges reserves the right to make changes to this document due to, but not limited to, federal, state, or local legislation or policy changes.

## Deadlines and Milestones

Milestone	Dates (subject to change)
Applications available in OGMS	January 24, 2022
Bidders Conference	January 26, 2022
Applications due in OGMS	March 3, 2022
Applicants notified of preliminary approval status	March 29, 2022
Budget applications available in OGMS	April 6, 2022
Budget applications due in OGMS	May 5, 2022
Grant begins	July 1, 2022

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# Overview

Basic Education for Adults (BEA) programs teach workforce and academic foundational skills — reading, writing, math, digital literacy, critical thinking, employability and English language — so adults can move through college and into living-wage jobs. The programs are designed for adults with academic skills below the high school completion level or who need to improve their English language skills.

The goal is to advance students quickly and purposefully toward diplomas, certificates, and degrees. Strategies move the goal line from high school completion to graduating from college and starting careers.

## Applicant Guidelines

### Who May Apply

This is an open and competitive process. SBCTC welcomes and strongly encourages all eligible organizations in Washington State to apply. An eligible organization is one that has demonstrated effectiveness in providing adult education and literacy activities. These may include but are not limited to:

1. Education agency;
2. Community-based organization or faith-based organization;
3. Volunteer literacy organization;
4. Institution of higher education;
5. Public or private nonprofit agency;
6. Library;
7. Public housing authority;
8. Nonprofit institution that is not described in (1) through (7) and has the ability to provide adult education and literacy activities to eligible individuals; consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of the paragraphs s, (1) through (8);and
9. Partnership between an employer and an entity described in any of the paragraphs (1) through (9).
10. Other organization types, even if not specifically listed above if they meet the demonstrated effectiveness requirement.

In addition, the State of Washington requires applicants that are not public education providers, to verify through submission of their letter of intent that they:

- Are incorporated;

- Have IRS not-for-profit status (Section 501(c)(3) of the Internal Revenue Code);
- Have a list of current board members including name, address, and telephone numbers;
- Have available the most recent A-133 audit summary or an independent program audit of any adult education and literacy funds (if applicable); and
- Have adequate liability insurance. Insurance requirements can be found in grant fiscal guidelines.

All proposals from eligible agencies will be reviewed and considered for funding regardless of whether the eligible agency has been awarded funding in the past.

## Application Process

Eligible applicants for SBCTC Adult Basic Education (ABE) and Integrated English Literacy and Civics Education (IELCE) Funding are required to:

1. Access the SBCTC Online Grant Management System (OGMS) and develop a formal response to each application component and upload required attachment(s). No other attachments will be considered during the review and scoring process. This application will be available January 24, 2022 in OGMS.
2. Submit fully completed applications electronically to the SBCTC through (OGMS) no later than March 3, 2022 at 11:55 pm. NOTE: SBCTC staff are available for assistance until 3:00 pm on March 3, 2022.
3. Applicants with preliminary approval must submit budget application(s) for Adult Basic Education and/or IELCE grants no later than May 5, 2022 in OGMS.

## Application Review Process

As required by Adult Education and Family Literacy Act (AEFLA) WIOA Title II, SBCTC will use the considerations in Sec. 231 (e) to review applications and award funding for the master grant, and considerations in Sec. 243 to review applications and award funding for the IELCE grant.

## BEDA Master considerations

1. The degree to which the eligible provider would be responsive to—
  - i. Regional needs as identified in the local workforce development plan;
  - ii. Serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals who –
    - a. Have low levels of literacy skills;
    - b. or are English language learners;
2. The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
3. The past effectiveness of the eligible provider in improving the literacy of eligible individuals,

especially those individuals who have low levels of literacy, and the degree to which those improvements contribute to the eligible agency meeting its State-adjusted levels of performance for the primary indicators of performance described in §677.155;

4. The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108 of the Act, as well as the activities and services of the one-stop providers;
5. Whether the eligible provider's program –
  - i. Is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and
  - ii. Uses instructional practices that include the essential components of reading instruction;
6. Whether the eligible provider's activities, including reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available, including scientifically valid research and effective educational practice;
7. Whether the eligible provider's activities effectively use technology, services and delivery systems, including distance education, in a manner sufficient to increase the amount and quality of learning, and how such technology, services, and systems lead to improved performance;
8. Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;
9. Whether the eligible provider's activities are delivered by instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high-quality professional development, including through electronic means;
10. Whether the eligible provider coordinates with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, Local WDBs, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, in the development of career pathways;
11. Whether the eligible provider's activities offer the flexible schedules and coordination with Federal, State, and local support services (such as access to financial aid, child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
12. Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section §666.100) and to monitor program performance; and

13. Whether the local area in which the eligible provider is located has a demonstrated need for additional English language acquisition programs and civics education programs.

## IELCE Considerations

IELCE funds are WIOA Section 243 funds and can only be used in combination with Integrated Education and Training as defined in WIOA Section 203(11). Each program that receives funding under this section shall be designed to –

1. Implement “‘Integrated Education and Training’.—The term integrated education and training means a service approach that provides adult education and training concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.”
2. Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
3. Integrate with the local workforce development system and its functions to carry out the activities of the program.

In addition to the 13 WIOA components and IELCE Considerations, proposals will also be scored based on their ability to meet the goals set forth in the Talent and Prosperity for All: The Strategic Plan for Unlocking Washington’s Workforce (TAP) and alignment with their regional Workforce Development Councils (WDC) plan.

Teams comprised of SBCTC staff and agency partners from across the state will rate applications. The applications will be reviewed and independently rated by each member of the team to determine an average score. In order to be considered for ABE Master Grant funding, ABE Master Grant applications must receive a minimum average score of 125 or higher. In order to be considered for IELCE funding, IELCE Grant applications must receive a minimum average score of 39 or higher. Additionally, feedback from regional WDCs on alignment will be considered for each plan. Final recommendations for approval will be determined based on ratings ensuring support for ABE services are available across the state.

## Disclaimer

SBCTC reserves the right to refrain from granting to any or all applicants. Additionally, SBCTC reserves the right to add additional grant requirements to applicants meeting minimum criteria to receive funds but that are deemed to be higher risk grantees. Additional requirements may include, but are not limited to, additional reporting requirements or additional monitoring to assess the applicant’s ability to adhere to grant requirements. Any additional requirements will be outlined for individual applicants prior to applicants accepting any resulting grant funding

## Background

The State Board for Community and Technical Colleges (SBCTC) is the agency authorized by state law to administer adult basic education in Washington State. On January 24, 2022 SBCTC will release a Request for Applications (RFA) for federal funds to provide Adult Basic Education services in Washington State July 1, 2022 through June 30, 202. are:

- Specific requirements of the [Federal Workforce Innovation and Opportunity Act \(WIOA\) Title II \(WIOA Sec. 231.e.1-13\)](#) and the [WIOA Final Rules](#).
- The strategic vision and goals of [Talent and Prosperity for All: The Strategic Plan for Unlocking Washington's Workforce \(TAP\)](#) and specifically the vision, mission, goals, and strategic elements identified for Title II.
- [Washington Workforce Association local regional Workforce Development Councils \(WDC\) plan](#).
- [The Washington State Adult Education 4-year Plan – 2020-2023](#).

## Vision

To advance racial and economic justice, Basic Education for Adults provides equitable programming for all Washingtonians to realize their potential as they launch on a supported college and career pathway to living-wage employment and strengthen the vitality of their communities.

## Mission

Basic Education for Adults works collaboratively to offer culturally responsive and equity focused college and career pathways that address barriers and enable students to obtain meaningful employment, meet workforce needs, and reduce economic disparities.

## Goals

- Intentionally review, develop and implement culturally responsive policies and practices that promote racial and economic justice.
- Implement and scale equity-focused, comprehensive, and innovative college and career pathways to accelerate student completion and advance racial and economic justice.
- Provide students with the equity-focused navigational and support services needed to create and follow a college and career pathway plan that identifies the funding and resources needed to reach their goals.
- Create and strengthen inclusive instructional practices that honor and support the diverse needs of all students while maintaining academic integrity that ensures college and career readiness.
- Guide and support culturally responsive and equity-focused instructional practices that accelerate student completion to certificates, one year of college plus a credential, degrees, and living wage employment.
- Develop and offer culturally responsive coursework that is contextualized to college and career pathways leading to high school completion, postsecondary education, and living wage employment.
- Create and maintain strategic partnerships and alliances to leverage local resources and support integrated service delivery.
- Create an environment that values and respects the diverse identities and strengths of students and empowers individuals to claim their personal agency.



# Core Services Required By All Grantees

SBCTC core services are defined as adult education and literacy, including workplace literacy, adult secondary education, and English language acquisition programs. Additionally, in accordance with the [Workforce Innovation and Opportunity Act of 2014 \(WIOA\) \(Public Law. 113-128\)](#), [Washington State Plan for Talent and Prosperity for All: Washington's Operational and Program-Specific Workforce Plan Components](#), and [Washington State Adult Education 4-year Plan – 2020-2023](#) programs must have a framework that demonstrates a pathway to college and career readiness that supports contextualized instruction, digital literacy, employability skills, critical thinking and a comprehensive college and career readiness pathway.

## Funding

The 2022-27 Federal ABE/IELCE funding formula aligns with the Title II: Adult Education and Literacy (Basic Education for Adults) Programs section of the Washington State Talent and Prosperity for All—the Washington State WIOA plan, guidance from the Governor's Adult Education Advisory Council (AEAC), the Governor's Results Washington initiative, the Higher Education Coordinating Board's Strategic Master Plan for Higher Education, and the State Board for Community and Technical Colleges' System Direction and Mission Study. The intent is to serve more students, more efficiently in order to transition them as quickly as possible to postsecondary education and living-wage jobs.

Continuation funds awarded through this process are made available to Washington State under Title II of the Workforce Innovation and Opportunity Act of 2014, Section 102 (b)(E)(vi) and (vii); and through the Washington State legislature.

The IELCE funds (WIOA Section 243) are designated for and can only be used in combination with Integrated Education and Training as defined in WIOA Section 203(11):

“‘Integrated Education and Training’—The term integrated education and training means a service approach that provides adult education and training concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement

## Funding Principles

The following funding principles were developed as a result of comprehensive input from stakeholders through statewide forums and online surveys:

- Funding should be transparent and credible.
- Funding formula should be based on objective criteria (not local negotiations or regional need).
- Funding formula should incent transitions to postsecondary education.
- Funding formula should be data-driven, focused on increased access (FTES) and increased success for students (Student Achievement Points -SAI). Both total points and points per student should be considered.

- Institutions must have capacity to spend allotted performance money effectively.

## Enrollment Calculations

### Colleges FTE Calculation

- Quarterly FTES: For colleges (15 credits = 1 FTE), they are calculated:  $\text{Enrollment} \times \text{Credit Equivalent} \div 15 = \text{FTES}$
- Annual FTES: For college FTES, they are calculated:  $\text{Total FTES from calculation above} \div 3 = \text{Annualized FTES}$

### Other eligible providers FTEs Calculation

- Quarterly FTES: For providers (220 hours = 1 FTE), they are calculated:  $\text{Total of Hours for Federally Reportable Students} \div 220 = \text{FTES}$
- Annual FTES: For providers, they are calculated:  $\text{Total of Hours for Federally Reportable Students} \div 660 = \text{Annualized FTES}$

## Methodology

Funds are distributed based on a pro rata share among providers for the following (3-year average of data):

- 50% Performance based
  - 10% Transitions
  - 20% Total Student Achievement Points
  - 20% Student Achievement Initiative (SAI) points per student
- 50% FTE Enrollment

SBCTC will provide applicants with their funding amount at the time their grant application receives preliminary approval. Applicants will then be required to submit a budget no later than May 5, 2022.

Selected applicants will be funded for one year (July 1, 2022 through June 30, 2027). Grants may be renewed annually for an additional four years contingent upon performance and available funding.



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Washington State Board for Community and Technical Colleges