



Washington State Adult Education 4-year Plan – 2020-2023

Pathways to College and Careers for Washington's Emerging Workforce

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TITLE II: ADULT EDUCATION AND FAMILY LITERACY ACT (BASIC EDUCATION FOR ADULTS) PROGRAM

The Unified or Combined State Plan must include a description of the following as it pertains to adult education and literacy programs and activities under title II of WIOA, the Adult Education and Family Literacy Act (AEFLA).

The Washington State Board for Community and Technical Colleges (SBCTC) is responsible for administering the adult basic education components of the Workforce Innovation and Opportunity Act of 2014 – Title II Adult Education and Family Literacy Act. The elements of this plan were developed with guidance from the governor-appointed Adult Education Advisory Council (AEAC) in support of Governor Jay Inslee’s *Results Washington* initiative, the Higher Education Coordinating Board’s *Ten-Year Roadmap*, the State Board for Community and Technical Colleges’ *Strategic Plan*, the Council of Basic Skills’, *Washington State Council for Basic Skills Work Plan 2017-2020*, the Washington Workforce Association (WWA) and Washington State Basic Education for Adults’ (BEaA) *Shared Vision, Principles, and Goals for Collaboration Guidance Agreement*, and Washington state’s *Talent and Prosperity for All (TAP): Washington’s Operational and Program-Specific Workforce Plan Components and Key Strategic Priorities*.

In Washington, an estimated 685,000 adults lack basic education or English language skills. Meanwhile, the bar to get a living-wage job is getting higher. Of the 740,000 job openings expected in Washington state in the near future, more than two-thirds will require at least some education beyond high school. Our residents need basic foundational skills to secure living-wage jobs, just as employers need skilled employees to thrive.

Our adult basic education programs collaborate with workforce and social service partners to ensure students gain skills and access resources. Services provided under Titles I, II, III, and IV of the Workforce Innovation and Opportunity Act (WIOA) are integrated to the greatest extent possible to tightly align training and support services to the realities of today’s job market and the needs of our students and clients.

Our work is strategically aligned to and informed by our SBCTC Vision, SBCTC Education Division Mission, and the Basic Education for Adults (BEaA) Title II Vision, Mission, Values, and Goals statements.

SBCTC VISION

Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social and economic justice in service to our diverse communities.

SBCTC Education Division Mission

The Education Division is committed to promoting the rights, welfare, and institutional needs of all students to access equitable educational opportunities. We create inclusive learning environments by advocating for and supporting high-quality, evidence-based, rigorous education and career pathways to prepare a future workforce for a rapidly changing economy.

BEa 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.

BEa VALUES

Basic Education for Adults' work is guided and informed by our commitment to:

- Students' cultural capital: voice, experience, perspective
- Diversity, equity, inclusion: racial, economic, and social justice
- Quality: collaborative, evidence-based innovative pathways

Our success is measured by the success of our students.

BEa GOALS

1. Intentionally review, develop and implement culturally responsive policies and practices that promote racial and economic justice.
2. Implement and scale equity-focused, comprehensive, and innovative college and career pathways to accelerate student completion and advance racial and economic justice.
3. 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.
4. 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.
5. 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.
6. 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.
7. Create and maintain strategic partnerships and alliances to leverage local resources and support integrated service delivery.
8. Create an environment that values and respects the diverse identities and strengths of students and empowers individuals to claim their personal agency.

Washington State has been on the forefront of innovation and acceleration of student success in basic skills instruction, particularly due to our pioneering work in developing uniquely effective and accessible college and career pathways. Our programs continue to be instrumental in creating an educational foundation that places our eligible individuals on clearly articulated and accelerated pathways to success. The 2017-2022 Washington State Plan for Adult Education and its integration into the larger Washington State WIOA Plan focuses on foundational practices enabling the design and implementation of exemplary basic skills college and career readiness pathways for the 21st Century.

(a) Aligning of Content Standards. Describe how the eligible agency has aligned its content standards for adult education with State-adopted challenging academic content standards, as adopted under

section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

In October 2014, Washington State officially adopted the College and Career Readiness Standards (CCRS) for all Basic Education for Adults programming funded under WIOA. The implementation of the CCR Standards provides clear expectations for students and the guidance needed to improve curriculum and instruction. It also identifies the professional development required to help staff develop expertise to implement the standards. The CCR Standards strategically link basic education for adults, postsecondary education, and the world of work. The standards require the implementation of the critical skills and knowledge expected by employers and required for success in workforce training, postsecondary education, and employment in the 21st Century.

The SBCTC ran an open competition on March 5, 2017 to identify providers for the 2017-2022 grant period. The 2023-2027 competition will follow the same process. Each eligible organization desiring a continuation submits an annual Grant Continuation Application. Then, per the guidelines for the federally required yearly continuation plan under WIOA, every provider is required to submit a grant continuation plan that details how the provider is implementing WIOA activities. The plan must include as a minimum the scope, content, and organization of the local activities listed below and provide assurance of alignment with local Workforce Development Council's regional plan and goals.

- Implement and scale effective college and career pathways that accelerate student completion and foster economic growth;
- Guide and support transformational instructional practices that accelerate student completion to diplomas, high school equivalency, certificates, the Tipping Point, and AA/BA degrees leading to family wage jobs. Plans must include:
 - Implement the CCR Standards in all programming;
 - Integrate employability skills training and instruction in all courses at all levels;
 - Implement integrated employment and training activities such as I-BEST into all Integrated Education and Training (IET) and Integrated English Literacy and Civics Education (IELCE) instruction;
 - Integrate reading strategies instruction at all levels in all courses;
 - Expand the teaching of numeracy, speaking, and listening into all levels of both Adult Basic Education (ABE) and English Language Acquisition (ELA) programming; and,
 - Integrate problem solving in technology-rich environments at all levels of instruction.
- Support one-stop centers through in-kind services/funding;
- Support alignment of workforce investment, education, and economic development;
- Improve labor market relevance;
- Improve the structure of service delivery; and,
- Increase prosperity; employment, retention, earnings, and the attainment of recognized postsecondary credentials.

To support implementation of local initial and continuation plans, all providers have access to system-wide professional development annually. Providers outline a plan to engage faculty and staff in

system-wide program and professional development leadership activities that provide guidance for critical implementation of the requirements of WIOA. The following professional and program development activities are in place through 2022:

2014-2022

- Team Teacher Training for all programming (ABE, ELA, HS +, Foundational pathway On-Ramps to I-BEST, I-BEST@Work, and I-BEST) to support integrated employment and training activities for future and incumbent workers;
- Contextualized instruction training centered on the CCR Standards, integrated employability skills, and reading strategies;
- Technology in flipped classroom instruction to integrate technology and employability skills development at all levels;
- Adult Numeracy Training;
- Innovation in IET and IELCE supporting the development of co-enrolled integrated employment and training activities (I-BEST) as well as math at all levels;
- Reading Apprenticeship training to prepare students for college-level instruction;
- Contextualized integrated employability skills training;
- Development and implementation of Guided Pathways; and,
- Diversity, Equity, and Inclusion training.

This plan will be updated with professional development activities for 2023-27 following the grant competition in 2023.

(b) Local Activities. Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these local activities.

Adult Education and Literacy Activities (Section 203 of WIOA)

Adult education;

Literacy;

Workplace adult education and literacy activities;

Family literacy activities;

English language acquisition activities;

Integrated English literacy and civics education;

Workforce preparation activities; or

Integrated education and training that—

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

Special Rule. Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of

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

The SBCTC ran an open competition on March 5, 2017 to identify providers for the 2017-2022 grant period and will follow the same process to run an open competition for 2023-2027. Each eligible organization desiring a continuation submits a Grant Continuation Application annually containing required information and assurances, including:

- A description of how funds awarded under AEFLA will be spent to establish or operate programs that provide adult education and literacy activities, including programs that provide such activities concurrently with workforce training and employability skills. All activities identified in Section 203 WIOA are eligible for funding.
- A description of cooperative arrangements the eligible provider has with local one-stops and other agencies, institutions, or organizations for the delivery of adult education and literacy activities.
- A plan detailing the implementation of the required WIOA Activities as listed in section 4.1.

The SBCTC will spend no less than 95 percent of the funds for carrying out adult education and literacy activities, and the remaining amount will be used for planning, administration, personnel development and interagency coordination.

Description of Activities under Section 427 of the General Education Provisions Act (GEPA)

Washington's SBCTC Office of Basic Education for Adults ensures equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under the applicable program, such as adult basic education, and promotes the ability of such students, teachers, and beneficiaries to meet high standards.

The office also ensures equitable access to, and participation in, all projects and activities conducted with federal adult education funds. Programs address the special needs of students, teachers and other program beneficiaries in order to overcome barriers to programming and participation, including those based on race, gender, sexual orientation, color, national origin, disability, and age.

Eligible Providers

An eligible provider is defined as an organization that has demonstrated effectiveness in providing adult education and literacy activities. Eligible providers for grant funding may include but are not limited to the following:

- 1) Local 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 literacy services to eligible individuals;
- 9) Consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in 1) through 8)
- 10) Partnership between employers and an entity described in 1) through 8)

Notice of Availability

SBCTC announces the availability of funds through the internet via the SBCTC website.

Process

Those interested in applying for SBCTC Adult Basic Education Funding must:

- Submit a letter of intent;
- Access the SBCTC Online Grant Management System (OGMS) and develop a formal response to each section of the application; and,
- Submit fully completed applications electronically to the SBCTC through (OGMS) by the designated submission date.

Evaluation of Applications

Proposals are reviewed by a team of experts from SBCTC and/or other partner organizations. The review of applications is based on the completion of the requested information in the narrative, budget, and assurances as well as completion of required forms and comprehensive implementation of all WIOA requirements, both state and federal. Criteria for scoring proposals is based on the following AEFLA requirements:

- The degree to which the eligible provider will establish measurable goals;
- The degree to which the eligible provider has the ability to place and navigate all students along a clearly defined, comprehensive, guided college and career pathway;
- The past effectiveness of an eligible provider in improving the literacy skills of adults and families and, after the 1-year period beginning with the adoption of an eligible agency's performance measures under Sec. 161 WIOA, the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with lower levels of literacy;
- The commitment of the eligible provider to serve individuals in the community most in need of literacy services, including individuals who are low-income or have minimal literacy skills and those individuals with barriers to employment, access to opportunities for employment, education, training and support services they need to succeed in the labor market;
- Whether or not the program is of sufficient intensity and duration for participants to achieve substantial learning gains and uses research-based instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading strategies and comprehension, numeracy, solving problems in technology rich environments, and employability skills;

- 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 the use of computers and blended learning resources;
- Whether the activities provide learning in real life, college and career contexts 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;
- 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 centers, job training programs, and social service agencies;
- Whether the activities offer flexible schedules and support services (such as child care and transportation) as needed to enable all students, including individuals with disabilities or other special needs, to attend and complete programs;
- Whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures; and
- Whether the local communities have a demonstrated need for additional English literacy programs.

In addition, to ensure that providers meet the WIOA requirements, proposals are evaluated by evaluation teams on their ability to:

- Implement and scale effective college and career pathways that accelerate student completion and foster economic growth;
- Develop individual career and education plans for each individual served that includes funding available to support educational goals;
- Guide and support transformational instructional practices that accelerate student completion to diplomas, high school equivalency, certificates, the Tipping Point, and AA/BA degrees leading to living-wage jobs. Plans must include:
 - Implementation of the CCR Standards in all programming;
 - Integration of employability skills training and instruction in all courses at all levels;
 - Implementation of integrated employment and training activities (IET) such as I-BEST into all IELCE instruction;
 - Expansion of the teaching of numeracy, speaking, and listening into all levels of both ABE and ELA programming; and
 - Integrate problem solving in technology rich environments at all levels of instruction.
- Support one-stop centers through in-kind services/funding;
- Support alignment of workforce investment, education, and economic development;
- Improve labor market relevance;
- Improve the structure of service delivery; and
- Increase prosperity; employment, retention, earnings, and the attainment of recognized postsecondary credentials.

Teams comprised of two adult education and workforce leaders and one SBCTC policy associate/program administrator rate applications. The applications are reviewed and independently rated by each member of the team to determine an average score. In order to be considered for BEdA Master Grant funding, BEdA Master Grant applications must receive a minimum average score of 102 or higher. In order to be considered for IELCE funding, IELCE Grant applications must receive a minimum average score of 17 or higher. Final recommendations for approval are determined based on ratings ensuring support for Title II services is available across the state.

In addition, in February 2017, the State Board for Community and Technical Colleges (SBCTC) met with all WDC directors across the state to clarify the roles and responsibilities of all partners in the review of Title II AEFLA grant applications and to train WDC directors and board leads on the feedback process. Feedback forms were developed and jointly agreed on and a conflict of interest agreement was completed for all reviewers. As a result, all Title II applications were approved for alignment with local industry sectors. Subsequent MOUs and collaborations continued throughout 2018-2019. The same process will be followed for the 2023-2027 competitive grant process.

PURPOSE and Methodology for Distribution of Federal ABE/IECE Funds

Washington's Federal ABE/IELCE funding formula aligns with the BEdA and the governor-appointed Adult Education Advisory Council's (AEAC) visions, missions, values, and goals in support Governor Jay Inslee's *Results Washington* initiative, the Higher Education Coordinating Board's *Ten-Year Roadmap*, the State Board for Community and Technical Colleges' *Strategic Plan*, the Council of Basic Skills, *Washington State Council for Basic Skills Work Plan 2017-2020*, the Washington Workforce Association (WWA) and Washington State Basic Education for Adults' (BEdA) *Shared Vision, Principles, and Goals for Collaboration Guidance Agreement*, and Washington state's *Talent and Prosperity for All (TAP): Washington's Operational and Program-Specific Workforce Plan Components and Key Strategic Priorities*. The intent is to serve more students and serve them more efficiently in order to transition them as quickly as possible to postsecondary education and living-wage careers.

In 2014, the Washington state WIOA Title II funding methodology shifted the funding formula from a regional need based demographic methodology (based solely on census data) to a service and performance-based formula giving equal weight to service/access and to performance. The past state plan and federal funding formula did not recognize providers that expanded service to serve more students, nor did it include any metrics on performance. The FY17-FY22 and the FY23-27 formulas shift funding from regional demographics towards providers enrolling more students and increasing the numeracy, literacy and college and career readiness skills of participants. This service and performance-based formula is focused on increasing the number of students being served and the quality of that service.

FUNDING PRINCIPLES

The following funding principles were developed as a result of comprehensive input from all stakeholders through statewide forums, online surveys, and provider groups in FY13 and FY14.

- Funding needs to be transparent and credible;
- Formula should be based on objective criteria (not local negotiations or regional need);
- Formula should incent transitions to postsecondary education;
- 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; and,
- Providers must have capacity to spend allotted performance money effectively.

METHODOLOGY*

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

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

**Providers seeking funding for the first time will be awarded base funding calculated only on the proposed number of students to be served (enrollment). In years 2-5 funding will be awarded based on both performance and enrollment.*

Special Rule

If SBCTC implements any rule or policy relating to the administration or operation of a program that imposes a requirement not demanded by Federal law, SBCTC shall identify the rule or policy as being imposed by SBCTC.

Adult Education and Literacy Activities (Section 203 of WIOA) Adult education;

Literacy;

Workplace adult education and literacy

activities; Family literacy activities;

English language acquisition activities;

Integrated English literacy and civics

education; Workforce preparation activities;

or

Integrated education and training that—

1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and

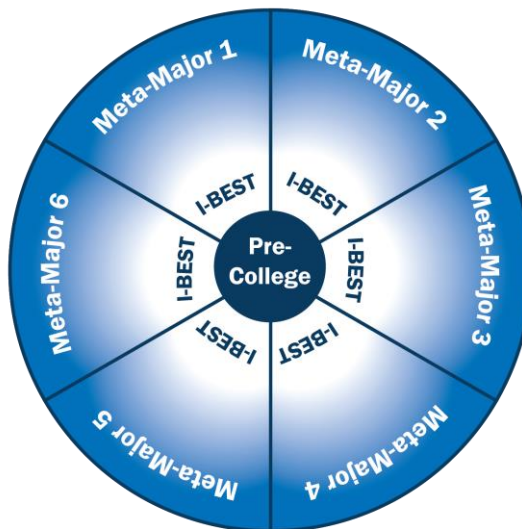
2. Is for the purpose of educational and career advancement.

All services provided under Title II of this plan accelerate the progress of adults along well-defined pathways to college and career readiness that lead to postsecondary certificates/degrees and life- sustaining jobs and support vital families, communities, and economies across Washington.

Basic Education for Adults: Foundation of Guided Pathways

Designing for Racial Equity: Pathways to College & Careers for Washington's Emerging Workforce Basic Education for Adults

- Integrated workforce, employment, & academic skills
- Industry specific contextualized instruction
- Comprehensive navigation & student support
- Dual enrollment
- Job placement & Education Transitions



In Washington state, Basic Education for Adults (Title II) is being integrated as the foundations of the state's guided pathways development and implementation. In the above model, when a student tests into basic skills, they are assessed for skill levels, and whether or not a high school credential is needed. Their goals, interests, and meta-major (or broad industry sector or career pathway--like healthcare or business) are identified and a Title II and/or Workforce Development Council navigator assigned. Funding and support services are then identified and an educational plan created. The earliest English language acquisition and basic skills learners are placed in foundational programming that are based in contextualized instruction and contextualizes college and career readiness to the different meta-majors available at the college. Then, when students are ready, they move into the college-level certificate or degree program within that meta-major. I-BEST is offered as a core of each meta-major at this level, providing the added academic and navigational support students need to be successful. Students in need of a high school credential are co-enrolled for dual credit in HS+, or receive their HS diploma upon completion of their two-year degree. Job search support is then provided by the local WorkSource center.

Description of Allowable Activities Overview

Washington's adult basic education programs address the needs of adult learners as they strengthen local communities and businesses. Adults who lack the skills and knowledge to fully participate in, contribute to, and benefit from Washington's postsecondary education system and economy are eligible to access adult education services in a variety of settings across the state. Core services are offered at all locations to adult learners who meet the federal eligibility requirements for enrollment. These learners:

- Have attained 16 years of age;
- Are not enrolled or required to be enrolled in secondary school under state law;
- Lack sufficient mastery of basic educational skills 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; and/or,
- Are unable to speak, read, or write the English language.

Beginning in July 2015 under the Workforce Innovation and Opportunity Act (WIOA), adult education and literacy activities were expanded to include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, and integrated education and training.

Comprehensive interventions are designed to address skill and knowledge deficits across the levels defined in Title II of the Workforce Innovation and Opportunity Act of 2014.

Vision and leadership for this system of services comes from the Washington State Board for Community and Technical Colleges (SBCTC). SBCTC is advised about issues related to students' career pathway goals by the Workforce Training and Education Coordinating Board (WTECB).

SBCTC is also advised and supported by the Washington State Adult Education Advisory Council (AEAC), which meets four times each year. This body was created by the legislature in 1991, and its members are appointed by the state governor to represent agencies, partners and sectors. Represented entities include: a current or past Title II student, an Adult Basic Education provider, community-based organizations, employers, libraries, unions, the Department of Commerce, the Department of Corrections, Community and Technical Colleges, the Department of Health and Human Services, the Employment Security Department, the Governor, the Office of the Superintendent of Public Instruction, the State Board for Community and Technical Colleges, the Washington Workforce Association (WIBs), and the Workforce Training and Education Coordinating Board (state WIB). The AEAC was the first officially certified state advisory council when it was recognized by the U.S. Department of Education in March of 1997.

Building on policies and initiatives created through this comprehensive system of advising, coordination and support, providers leverage success using innovative processes that have gained recognition in formal research among colleagues and funders across the nation as well as from the President Obama. These processes unify and inform the delivery of Adult Basic Education (ABE) courses, English Language Acquisition (ELA) instruction, and high school credential programs. Following are examples of research-based innovative practices that support the implementation and scaling of college and career pathways that accelerate student completion and foster economic growth.

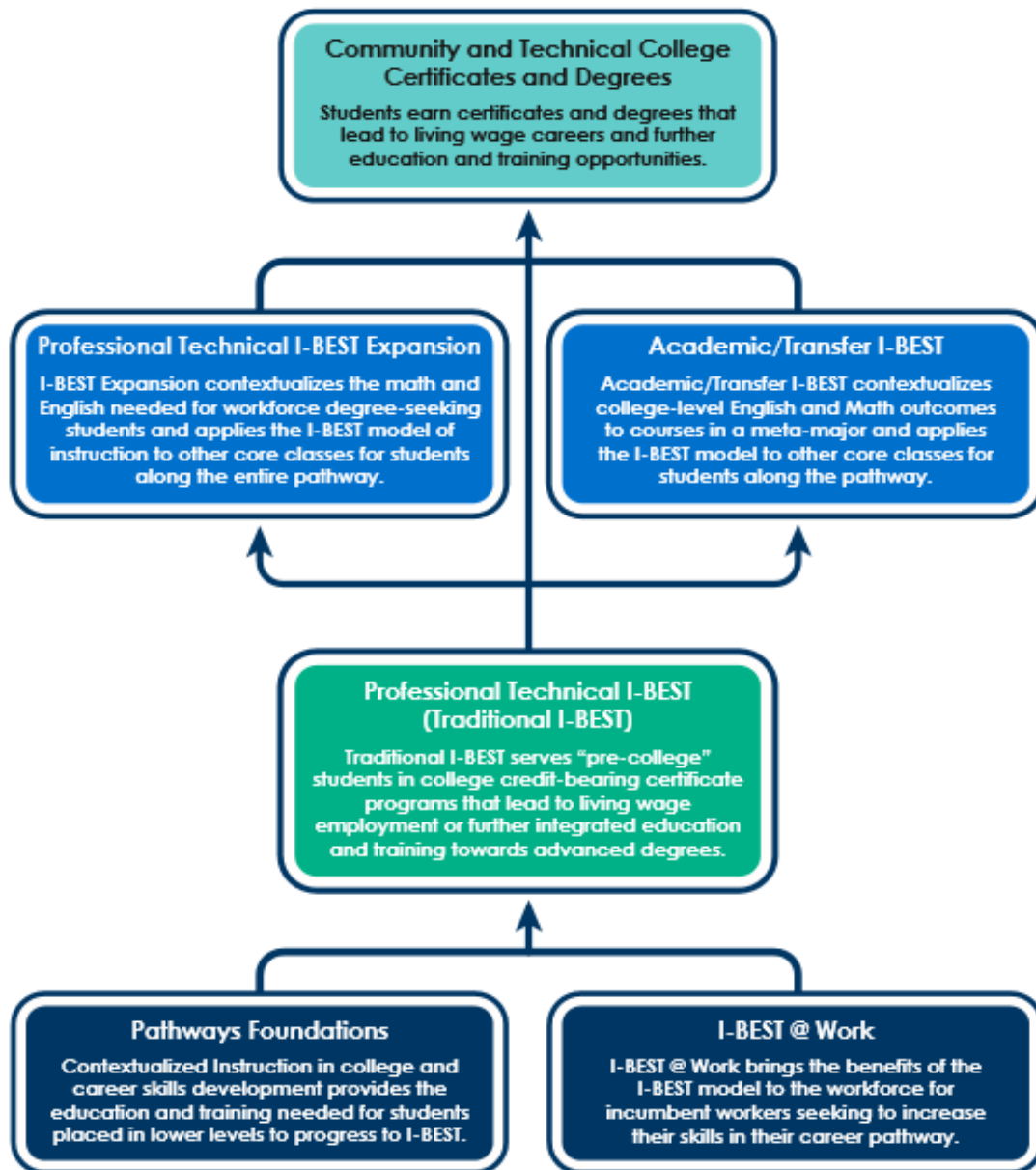
The Comprehensive Integrated Basic Education and Skills Training (I-BEST) Pathway

Professional/technical and academic programs at all 34 colleges provide adults with skills, knowledge and certificates/degrees through innovative education and career pathways that lead to

employment, additional education and success in their workplaces, families, and communities—all contributing to a stronger workforce and society.

Comprehensive I-BEST Pathway

for Community and Technical College
Certificates and Degrees



I-BEST – Foundation for Innovations in Teaching and Learning at Every Level

Washington’s Integrated Basic Education and Skills Training Program (I-BEST) is a nationally recognized model that quickly boosts students’ literacy and work and college readiness skills so students earn credentials, get living wage jobs, and put their talents to work for Washington’s employers. This innovation successfully challenges the traditional notion that students must complete basic education *before* starting to earn credits in job-training or academic programs.

I-BEST pairs two instructors in the classroom – one to teach professional and technical or credit-bearing academic content and the other to teach basic skills in areas of reading, math, writing or English language. I-BEST programs develop skills in the contexts of specific jobs and college programs, enabling students to move through college, earn credentials, and get jobs faster.

This research-based program was named a Bright Idea by Harvard’s John F. Kennedy School of Government in 2011 and has been designated by the U.S. Department of Education as the most significant innovation in the last 20 years. According to a December, 2012 report by the Community College Research Center, I-BEST programs provide benefits that justify additional costs.

Research conducted separately by the Community College Research Center and the Workforce Training and Education Coordinating Board found that I-BEST students outperform similar students enrolled in traditional basic skills programs. I-BEST students are:

- 3 times more likely to earn college credits.
- 9 times more likely to earn a workforce credential.
- Employed at double the hours per week (35 hours versus 15 hours).
- Earning an average of \$2,310 more per year than similar adults who did not receive basic skills training.
- More than 5,000 Washington students are enrolled in I-BEST programs annually.

I-BEST is being replicated and implemented across the country. Washington’s community and technical college system has provided information and assistance to 33 other states seeking to adopt I-BEST and similar programs. These include Minnesota, Indiana, Oklahoma, Wisconsin, Illinois, Kansas, Kentucky, North Carolina, Alabama, California, Colorado, Connecticut, Georgia, Louisiana, Maryland, Mississippi, New Mexico, Oregon, Rhode Island, Maine, and Texas.

In support of expanded access to I-BEST pathways, the SBCTC Website provides all stakeholders including students and workforce partners with 24/7 access to a data base that provides current and detailed information on the I-BEST programs available across the entire state and connects them with the local contacts for additional information.

Contextualized Instruction leading to I-BEST – Increasing Transitions from Levels 1, 2 and 3

Funded providers use key elements of I-BEST programs, e.g., contextualization, team teaching, enhanced student services, and articulated college and career pathways, to increase the speed at which students master basic, ELA, and employability skills at federal levels 1, 2 and 3. Contextualized Instruction options include, but are not limited to:

- Programs focused on career clusters or pathways;
- Partnership efforts between colleges and community-based organizations and local workforce development councils (WIBs);
- I-BEST@Work projects for incumbent workers that partner providers, employers and WIBs;
- I-DEA (Integrated Digital English Acceleration) that delivers ELA instruction using a flipped classroom model with 50% of instruction online.

Students in contextualized instruction classes are able to acquire the skills needed to transition to basic skills education classes at federal levels 4-6 and/or I-BEST pathways. High School + (HS+), Washington’s competency-based high school diploma program which awards credit for prior learning, military training, and work experience, functions in combination with I-BEST as a dual credit program, allowing students to earn college credits that count toward Washington state high school graduation requirements.

Professional/Technical I-BEST – Moving Students from Levels 4, 5 and 6 to Postsecondary Success in Professional/Technical Programs

Students who function primarily at federal levels 4 – 6 can be served in Professional/Technical I-BEST programs that result in recognized certificates leading to progression along a defined educational and career pathway. These programs are available at every Washington community and technical college, often in partnership with local community-based organization and increasingly as part of the education services at state correctional facilities.

Expanded Professional Technical and Academic I-BEST Programs – Moving Students from Levels 4, 5, and 6 to Postsecondary Success in Academic Programs

Expanded Professional Technical I-BEST and Academic I-BEST programs employ the same strategies as professional technical I-BEST. They apply these strategies to credit-bearing classes along 2-year degree pathways and ensure accelerated student progress through higher levels of adult education and precollege education and transition into 2-year degree programs. Students in Washington state completing a two-year degree also earn a Washington state high school diploma.

Expanding Options for High School Credentials – Diplomas and Equivalencies

In light of changes to options for acquiring high school credentials made by the federal government and the growing importance of these certificates and high school diplomas, Washington state has expanded the options available to adults. Our goal is to ensure that adult learners acquire the necessary credentials by gaining the knowledge and skills demanded in the workforce and required for postsecondary success.

Toward that end, Washington will continue to award state certificates linked to the recognized high school equivalency state exam. In addition, the state will continue to support two pathways to diplomas awarded by colleges that address different populations and have been in place for many years. Adults can earn a diploma through a high school completion program or request a diploma at the time they are awarded a two-year degree.

To ensure that adults have access to a rigorous, affordable high school diploma program that reflects the knowledge, skills, and experience of adults and provides equity pedagogy and curricula, Washington's High School+ (HS+) expands the pathways offered by community and technical colleges and community-based organizations with a comprehensive, competency-based approach tailored to adult learning styles. HS+ is for adult learners (18 years of age and older) who do not have a recognized high school diploma. It is designed to move adults into I-BEST programs or other postsecondary training and education and to provide the skills needed to support lifelong learning. The program awards credit for prior learning, military training, and work experience. Because it's competency-based, students can move quickly as outcomes are met, saving both time and money.

Programs are encouraged to pilot and implement additional evidence and research-based strategies for college and career pathways that meet the goals of this plan.

The Workforce Innovation and Opportunity Act (WIOA) implementation has offered the opportunity to create the workforce development system that will serve Washington's employers and current and future jobseekers for decades to come. WIOA further defines and expands targeted services that accelerate the progress of adults along well-defined pathways to college and career readiness that lead to postsecondary certificates/degrees and living-wage jobs and support vital families, communities, and economies across Washington. All Basic Education for Adults providers are required to develop a grant continuation plan annually to demonstrate strategies for full implementation of WIOA.

To guide this work, Basic Education for Adults continues to partner with the Washington State Workforce Training and Education Coordinating Board (WTECB) established by the Governor as the guiding body for the development of a combined state plan and implementation of WIOA across the four core programs, TANF, and Perkins V. This work continues to be led by the State Workforce Board (WTECB) at the state level and the regional Workforce Development Councils (WDCs) at the local level with representation from all core programs. In addition to guiding the implementation of WIOA, agencies are committed to ensuring that the implementation fully supports Governor Inslee's three fundamental goals:

1. Help more people find and keep jobs that lead to economic self-sufficiency, with a focus on disadvantaged populations.
2. Close skill gaps for employers, with a focus on in-demand industry sectors and occupations.
3. Work together as a single, seamless team to make this happen.

Under their guidance, transition efforts for Title II, Basic Education for Adults in Washington has been able to fully implement the requirements of WIOA. In October 2014, Washington State officially adopted the College and Career Readiness Standards (CCRS) for all Basic Education for Adults programming funded under WIOA. The implementation of the CCR Standards provides clear expectations for students and the guidance needed to improve curriculum and instruction. Implementation also identifies the professional development required to help staff develop expertise to implement the standards. The CCR Standards strategically link basic education for adults, postsecondary education, and the world of work. The standards require the implementation of the critical skills and knowledge expected by employers and required for success in workforce training, postsecondary education, and employment in the 21st Century.

Every provider is required to submit a grant continuation transition plan annually that details how the provider has fully implemented WIOA activities. The plan is required to include as a minimum the scope, content, organization of the local activities listed below and provide assurance of alignment with local Workforce Development Councils' regional plan and goals.

- Implement and scale effective college and career pathways that accelerate student completion and foster economic growth;
- Guide and support transformational instructional practices that accelerate student completion to diplomas, high school equivalency, certificates, the Tipping Point (one year of college plus a credential), and AA/BA degrees leading to living-wage jobs. Plans must include:
 - Implementation of the CCR Standards in all programming;
 - Integration of employability skills training and instruction in all courses at all levels;
 - Implementation of integrated employment and training activities such as I-BEST into all IELCE instruction;
 - Integration of reading strategies instruction at all levels in all courses;
 - Expansion of the teaching of numeracy, speaking, and listening into all levels of both ABE and ELA programming; and,
 - Integration of problem solving in technology-rich environments at all levels of instruction;
- Support one-stop centers through in-kind services/funding;
- Support alignment of workforce investment, education, and economic development;
- Improve labor market relevance;
- Improve the structure of service delivery; and,
- Increase prosperity; employment, retention, earnings, and the attainment of recognized postsecondary credentials.

To support implementation of local WIOA continuation plans, all providers have access to system-wide professional development. They have also been and will continue to be provided with a plan to engage faculty and staff in system-wide program and professional development leadership activities that provide guidance for critical implementation and expansion of the requirements of WIOA. The following professional and program development activities are in place:

2015-2020

- Team Teacher Training for all programming (ABE, ELA, HS+, Contextualized Instruction, and I-BEST) to support integrated employment and training activities;
- Contextualized instruction training centered on the CCR Standards, integrated employability skills, and reading strategies;
- Technology in flipped classroom instruction to integrate technology and employability skills development at all levels;
- Adult Numeracy Training;
- Innovation in IET and IELCE supporting the development of co-enrolled integrated employment and training activities (I-BEST) as well as math at all levels;
- Reading Apprenticeship training to prepare students for college-level instruction;
- Contextualized integrated employability skills training;

- Development and implementation of Guided Pathways; and,
- Diversity, Equity, and Inclusion training.

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

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

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

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

Corrections Education Title II programming in Washington State is funded through state funds and a biannual contract with the Washington State Department of Corrections. No Title II funds are spent on Corrections Education. Corrections Education will continue to be funded with state dollars on an on-going basis as it has been for decades.

The average justice-involved individual entering a Washington state prison scores at an eighth-grade level or lower in basic literacy skills. Roughly half are unemployed, and nearly a quarter lack a verified high school diploma or high school equivalency certificate. In order to meet the educational and employment needs of offenders, the Department of Corrections contracts with the Washington Community and Technical Colleges to provide basic skills, job training certificate and degree programs, and AA/AAS degrees at each of the state’s 12 adult prisons, with the goal of making inmates more likely to obtain viable jobs and thus less likely to return to prison. During this past year, nearly 8,587

incarcerated individuals participated in educational opportunities offered by Washington state community and technical colleges.

Students in Washington's College in the Prisons programs have access to the same quality programs as offered on our community college campuses. AFELA Title II funds are not used to fund prison programs. All Correction Education programs in Washington are funding through a contract with the Washington Department of Corrections. In 2011-12, the Integrated Basic Education and Skills Training (I-BEST) model was piloted in the Specialty Baking program at Clallam Bay Corrections Center. Currently four I-BEST programs are up and running in correctional facilities with plans to significantly expand I-BEST and dual credit options in the next year. In addition to I-BEST, Washington's College in the Prisons programs offer the same programming as traditional Basic Education for Adults and workforce training programs in the community and technical college system. Washington state currently has two two-year degree programs operating on private funds at two institutions and three Second Chance Pell Pilots in operation at three institutions.

Programming in correctional facilities include:

- Adult Basic Education
- High School+ (HS+) and equivalency
- Vocational programming
- English Language Acquisition/Integrated Digital English Acceleration (I-DEA)
- Limited AA degree programs
- Offender Change programs
- Re-entry navigational services on-site in all facilities and in eight community and technical colleges and one university

On average, inmates who participate in correction education programs have 43% lower odds of returning to prison than inmates who do not, according to a 2013 study by the RAND Corporation.

(d) Integrated English Literacy and Civics Education Program. Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries, including how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities.

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

Washington state establishes its IELCE programs through a multi-year competition in accordance with Sec 231(c) of WIOA. The SBCTC ran an open competition on March 5, 2017 to identify providers for the multi-year 2017-2022 grant period. The 2023-2027 multi-year competition will follow the same open competitive process. Applicants can choose to apply for 243 funds in combination with applying for AEFLA Master Grant funds or as a standalone application.

In applications for the funds, providers demonstrate how programs will serve English language learners in IET pathways like I-BEST in accordance with the requirements of section 243. Providers can choose at the time of application for Title II funds to also apply for 243 IELCE funds, or apply for 243 funds only. Choosing this option opens a new IELCE application. Providers must in their applications describe how IELCE funds will ONLY be used in combination with Integrated Education and Training as defined in WIOA Section 203(11). Providers must also detail how IELCE pathways provide students with the opportunity to earn certificates and degrees with meaning in the workforce or career advancement leading to economic self-sufficiency.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to 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.

I-BEST and I-BEST@Work are the statewide initiatives that providers can offer to meet IELCE program design requirements. Providers in their applications must propose what type of IELCE programming they will offer, how the funds will support it, and how specifically their IELCE pathways are designed to 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. They can demonstrate this by describing their I-BEST and/or I-BEST@Work programs, or they can describe any IET program of their own design, provided that it meets the requirements of section 203(11) and the additional requirements of 243(a).

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to integrate with the local workforce development system and its functions to carry out the activities of the program.

Since July 1, 2017, full implementation of integrated employment and training activities such as I-BEST or I-BEST@Work have been required to be implemented into all Integrated English Literacy and Civics Education (IELCE) instruction. This will continue under the 2023-2027 grant. All IELCE Programs are required to be implemented in combination with integrated education and training activities. Programs are monitored on an on-going basis to ensure compliance. IELCE is required to support the development of co-enrolled integrated employment and training activities (e.g., I-BEST, I-BEST@Work, incumbent worker training, etc.). I-BEST is designed for English language learners (and other individuals with basic skills needs) – the team teaching contextualizes English language and other basic skills to training for a living wage, in-demand job. Local programs collaborate with their WDCs to provide joint navigational and wraparound supports and additional employability skills support.

Application for Extension of Integrated English Literacy and Civics Education of Current Providers

In addition to the annual continuation application for the BEdA Master Grant, the SBCTC requires an annual continuation application for IELCE programming. Each eligible organization selected under the open competition in 2017 and subsequent continuation applications, submitted an application containing required information and assurances, including:

- A description of how Integrated English Literacy and Civics Education funds awarded under AEFLA will be spent;
- A description of cooperative arrangements the eligible provider has with local one-stops and other agencies, institutions, or organizations for the delivery of adult education and literacy activities; and,
- A continuation plan detailing the implementation of the required Integrated English Literacy and Civics Education WIOA Activities to be provided.

The 2023-27 competitive competition for IELCE and corresponding continuation applications will follow the same process.

(e) State Leadership.

Washington state’s combined plan addresses the activities that are required and permissible to be undertaken to meet the requirements of Section 233 of WIOA to promote transitions from adult education to postsecondary education and training through career pathways. Under the combined plan, all Basic Education for Adults providers are required to use funds made available under section 222(a)(2) for the adult education and literacy WIOA activities including the four new required national leadership activities to develop or enhance the adult education system across the state.

(e.1) Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.

All funded providers were required to detail the process that is used to collaborate with all stakeholders and align Basic Education for Adults programming in their 2017-2022 competitive grant and this process will remain in place for the 2023-2027 competition. They are required to develop plans with all partners named in the combined state plan. These plans are updated annually in their grant continuation applications. Eligible providers must provide services in alignment with local plans detailing how they will promote concurrent enrollment with Title I programs and activities in order to meet the state adjusted levels of performance and collect data to report on performance indicators. In addition, all providers are required to describe how they will fulfill one-stop responsibilities in their region. As members of local Workforce Development Boards, local providers participate in ongoing plan development and implementation of WIOA.

The following transition activities have been underway since 2014 in Washington to meet the four newly required state leadership activities requirements of WIOA:

- 1) The alignment of adult education and literacy activities with other core programs and one-stop partners, including eligible providers, to implement the strategy identified in the combined state plan under section 103, including the development of career pathways to provide access to employment and training services for individuals in adult education and literacy activities. The following activities have been completed or are underway in support:
 - The Washington State Workforce Training and Education Coordinating Board (WTECB) established a highly inclusive committee structure to identify key areas of work and implementation planning. Basic Education for Adults is represented on each of the committees with local providers being engaged as needed. The committees include:

- Steering Committee: members include WTECB, Business, Labor, all core programs, Chief Local Elected Officials (CLEO), TANF, and the SBCTC. This committee's work includes creating the WIOA vision and goals, state and local plan development, state policies and guidance to facilitate integrated services development, funding formula guidance, One-Stop certification and evaluation criteria, oversight of work plans and timelines, facilitation of communication state-to-state, local-to-state, local-to-local, and among WIOA implementation committees, and state legislative issues.
- Committee for Sector Strategies to Close Skill Gaps in the Workplace: members include WTECB, Educational Service Districts (ESD), Business, Labor, all core programs, Washington Workforce Association (WWA), Commerce, CLEO, SBCTC, and the Office of the Superintendent of Public Instruction (OSPI). This committee's work includes regional designation and governance, data analysis, local workforce development council designations, local board configuration, and sector strategy and industry engagement.
- Committee for Performance Accountability and Eligible Training Provider List (ETPL) Committee: members include WTECB, BEdA, DVR, Department of Services for the Blind (DSB), WWA, business, labor, and all core programs. This committee's work includes alignment of current systems to WIOA for all core programs, establishment of procedures for WIOA performance target setting, alignment of ETPL with WIOA, and the development of performance criteria for Youth and On the Job Training (OJT) programming.
- Committee for Education and Career Pathways through Integrated Service Delivery Models: members include WTECB, business, labor, all core programs, all relevant DSHS divisions, Commerce, NASCAP, OSPI, SBCTC, L&I/Apprenticeship, WWA, local and state stakeholders, and other industry partnerships.

2) In addition to Washington's WIOA committee structure, the following activities are in place to meet the alignment requirement. These activities include:

- Annual BEdA system-wide trainings on the development and implementation of college and career pathways. These trainings were developed and expanded to support WIOA and the state plan requirement to implement college and career readiness pathways for all basic skills students;
- SBCTC in collaboration with the Office of the Superintendent of Public Instruction (OSPI) facilitated work sessions with regional core program partners. Thirteen regional sessions were completed in the twelve WDC regions;
- WDCs facilitated work sessions on WIOA collaboration at the summer and fall 2015 Council of Basic Skills (CBS) meetings;
- Washington's Governor appointed Adult Basic Education Advisory Council (AEAC) has worked on an on-going basis to identify, develop, and expand the establishment of local shared navigational support systems to students. This has resulted in a state-wide *Student Aid Funding Guide for Navigators, Advisors, Coaches, & Pathway Planners*.

Washington state implements quality programs and professional development to support all BEdA state initiatives through various means. All development of required and permissible activities and dissemination of instructional and programmatic practices are based on the most rigorous and

scientifically valid research on reading, writing, speaking, mathematics, English language acquisition, distance education, IET and IELCE, and staff training. Federal leadership dollars are granted to providers in support of required professional and program development initiatives that include:

- Washington’s adoption in October 2014 of the College and Career Readiness (CCR) Standards as the basis for all instruction. 2014-2027 has and will continue to focus on extensive training on the CCR Standards. Full implementation was accomplished as of 2017. Annual training continues with system-wide professional development provided;
- Integrated Digital English Acceleration (I-DEA), which is a hybrid instructional model based on the flipped classroom, providing problem solving activities in technology rich environments. Students have access to laptop computers, Chromebooks, or tablets by which they complete 50% of their instruction online prior to attending class. Curriculum including language acquisition, rights and responsibilities of citizens and workforce training is thus available around the clock for ELA levels 1-3. Unlike traditional approaches in which students must learn English *before* pursuing job-training, I-DEA teaches English in tandem with college and career skills. This program has intensive training and implementation component in addition to on-going program support from SBCTC;
- IELCE and IET supporting the development of co-enrolled integrated employment and training activities (I-BEST) as well as math at all levels;
- Team teacher training for all programming (ABE, ELA, HS+, On-Ramp to I-BEST, I-BEST@Work, and I-BEST) to support integrated employment and training activities;
- Contextualized instruction training centered on the CCR Standards, integrated employability skills, and reading strategies;
- Culturally responsive curriculum development and curriculum equity audits;
- Technology in flipped classroom instruction to integrate technology and employability skills development at all levels;
- LINCS Adult Numeracy Training;
- Reading Apprenticeship training and implementation, which has continued in Washington State as a strategic instructional model throughout Adult Basic Education and college programming, incorporating the essential components of reading specific to adult learners’ needs;
- Adult Numeracy Training, which is conducted annually in support of mathematics instruction for increased rigor of programming in order to prepare students for college and career pathways;
- Technology and the flipped classroom model training to enhance faculty skills in the use of instructional technology for distance education and student skill development in solving problems in technology rich environments;
- Assistance in the use of technology, including for staff training, to eligible providers, especially the use of technology to improve system efficiencies;
- Online management system training on the use of CANVAS for faculty and staff wanting to enhance instruction with technology in the classroom;
- Accessibility Micro Courses and Open Educational Resources (OER 101) training to faculty and staff to ensure that materials developed are open and accessible;

- Instruction/curriculum development in problem solving in technology rich environments. Initiatives currently under way that support this work include:
 - I-DEA (Integrated Digital English Acceleration), which has transformed ELA instruction using a flipped classroom model and 50% online instruction.
- Ability to Benefit (AtB) workshops to encourage AtB site-specific adoption practices so that Ability to Benefit is scaled concurrently with the creation of pathways for adult learners;
- Basic Skills/Developmental Education Integration summits to give providers time to plan integration of pre-college programming and services to better serve basic skills students in pathways;
- I-BEST, IET, IELCE work sessions to help providers consider how I-BEST, IET, and IELCE functions in Guided Pathways, especially through co-enrollment in HS+ and I-BEST;
- Professional Development sessions with a focus on bringing equity to basic skills students by expanding I-BEST, IET, IELCE pathways and co-enrollment in HS+; and
- Competency-based instruction trainings for faculty, deans, directors, registrars, navigators, and advisors to increase transition of BEdA students into postsecondary education and career pathways.
- Contextualized integrated employability skills training; and,
- System-wide training on implementing the flipped classroom model significantly increasing access to online learning opportunities.

Technical Assistance

Washington State BEdA provides technical assistance in a variety of formats. First is through our professional development efforts focused on areas that need enhancement or improvement to meet WIOA requirements and improve student learning and results based on professional development evaluations, monitoring visits, desk audits, and input from providers. This professional development is offered both face-to-face as well as virtually through the Canvas learning management system or web conferencing. Secondly, Washington state responds to provider phone and email questions through our WABERS+ Helpdesk and directly by staff within 24 hours of the receipt of a question or request for guidance. Generally, this technical assistance guidance is swift and a reminder of established policy and procedure is included. When the guidance enters into new or revised policy, once the provider is informed, the new information is sent to all providers in the state. Finally, if a provider needs in-depth assistance or guidance in multiple areas that require staff involvement, Washington State staff travel to meet face-to-face with the provider to work through the issues and provide guidance and technical support training on best practices and workable solutions.

This technical assistance can be triggered in several ways. First is a quarterly desk audit turns up an anomaly, the provider is contacted and technical assistance is provided. These quarterly reviews of performance in conjunction with the annual state review inform the professional development offered statewide. Secondly, providers contacting the Washington state staff with questions is the most usual way technical assistance is initiated. State staff will answer the question directly, confer with State staff content experts, OCTAE, NRS, or, when necessary, pull the full state team together. The provider is then given the answer and when appropriate the whole field is provided guidance on the topic. Finally, our four-year monitoring cycle and any follow visits the review program issues are a large source of

technical assistance. Monitoring gives the provider an opportunity to look at all their process, procedures, and practices, share them for review, and the receive commendation, recommendation, and corrective action from the State staff. These visits are conducted face to face and are really a conversation and learning opportunity for the providers as Washington State staff ensure compliance.

Monitoring of required and Permissible Leadership Activities and Professional Development

The SBCTC BEdA staff align all professional development work to the Title II state plan vision, mission, values and goals and WIOA Title II requirements to ensure the outcomes for each training are clear to participants, outlined on the agenda, and support the needs of the system. Professional development topics are developed based on how best to support the field as a result of information gained through our very thorough and on-going monitoring process.

Washington state conducts monitoring and evaluation of programs through several approaches and uses the input from monitoring to develop professional development. All programs receiving Federal leadership dollars are involved in these processes:

- On-site Program Review and Technical Assistance Visits are conducted by BEdA staff with on a four-year rotation. One quarter of are programs are visited each year for a full review. Follow-up visits and corrective action are provided as needed.
- Quarterly desk audits are performed for all providers. Any concerns are followed up with the providers by BEdA staff. Technical assistance is provided and corrective action is issued when appropriate.
- All requests for technical assistance are documented and providers receive the guidance and assistance necessary to ensure they are in compliance with policy both state and federal.
- All professional development trainings and workshops are evaluated with an electronic evaluation tool by all participants after each happening.

Washington State reviews program and state level performance in relationship to offered required and permissible professional development. Washington state staff performs this process to verify that professional development provided positively influences performance in targeted areas.

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

The State may use funds on one or more of the following permissible activities of State-wide significance:

- The support of State or regional networks of literacy resource centers.
- The development and implementation of technology applications, translation technology, or distance education, including professional development to support the use of instructional technology.
- Developing and disseminating curricula, including curricula incorporating the essential components of reading instruction as such components relate to adults.
- Developing content and models for integrated education and training and career pathways. H. R. 803—192.

- The provision of assistance to eligible providers in developing and implementing programs that achieve the objectives of this title and in measuring the progress of those programs in achieving such objectives, including meeting the State adjusted levels of performance described in section 116(b)(3).
- The development and implementation of a system to assist in the transition from adult education to postsecondary education, including linkages with postsecondary educational institutions or institutions of higher education.
- Integration of literacy and English language instruction with occupational skill training, including promoting linkages with employers. (H) Activities to promote workplace adult education and literacy activities.
- Identifying curriculum frameworks and aligning rigorous content standards that— (i) specify what adult learners should know and be able to do in the areas of reading and language arts, mathematics, and English language acquisition; and (ii) take into consideration the following: (I) State adopted academic standards. (II) The current adult skills and literacy assessments used in the State or outlying area. (III) The primary indicators of performance described in section 116. (IV) Standards and academic requirements for enrollment in nonremedial, for-credit courses in postsecondary educational institutions or institutions of higher education supported by the State or outlying area. (V) Where appropriate, the content of occupational and industry skill standards widely used by business and industry in the State or outlying area.
- Developing and piloting of strategies for improving teacher quality and retention.
- The development and implementation of programs and services to meet the needs of adult learners with learning disabilities or English language learners, which may include new and promising assessment tools and strategies that are based on scientifically valid research, where appropriate, and identify the needs and capture the gains of such students at the lowest achievement levels. (L) Outreach to instructors, students, and employers.
- (M) Other activities of statewide significance that promote the purpose of this title.

(f) Assessing Quality. Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

In addition to the WIOA Common Performance Measures, the monitoring and evaluation of the quality of, and improvement in, adult education and literacy activities and the dissemination of information about models and proven or promising practices within the state include the following current efforts in Washington:

- Quarterly desk monitoring by SBCTC to identify coding issues, system reporting and program outcomes;
- Biennial Data for Program Improvement (DPI) projects by each provider with the results being shared at various venues, e.g., Council for Basic Skills, committee meetings, trainings etc. Annually, providers are required to include local WDC and one-stop partners in DPI research;
- Annual focused professional development based on system need, demonstrated through program monitoring visits and provider requests. Professional Development is offered regionally on topics related to the full implementation and continuation of WIOA required programming elements. Each session is followed with participant evaluation, which is reviewed and

implemented to improve future training. Also, SBCTC maintains full participant lists for all trainings to review and gauge provider participation and penetration on the topics;

- SBCTC also conducts program monitoring visits for each provider every four years and provides ongoing technical assistance. In addition, regular fiscal reviews are done for all funded programs; and,
- Washington State has established a nationally recognized, comprehensive Student Achievement Initiative(SAI) and performance accountability system comprised of measures to assess the effectiveness of all eligible agencies in achieving continuous improvement in adult education and literacy activities. The Student Achievement Initiative measures levels of performance against the core indicators in the Workforce Innovation and Opportunity Act and builds upon the Workforce Training and Education Coordinating Board Performance Management for Continuous Improvement (PMCI) system.

We also assess the quality of our professional development system. (See Leadership e.2 above.) The State runs a variety of professional development activities based on WIOA technical and instructional priorities. We use professionals from the system to assist in developing and running these professional development activities, which are offered in both face-to-face and virtual formats. To assess the activities, we:

- Distribute, collect, and review participant evaluations for each training. These are used to gauge the usefulness and relevance of the training to the attendees' work and other topics they would like to see. This feedback is then used to improve future offerings and inform the next year's professional development.
- We review the number of participants registered and attending the trainings. This is used to identify interest, penetration of topics with local programs, and effectiveness of outreach. This then informs topics, offering locations, and methods dissemination in the future.
- Yearly we have programs write a narrative report and include the professional development their staff attended, how this informed and improved their work with students, and ideas for future training. This is used to review the usefulness of topics to providers and improve the offerings and delivery for the next year.

Eligible Agency Performance Measures

The primary core indicator for measuring the effectiveness of adult education programs is performance in increasing the basic skills and college and career readiness of participants during each program year.

Federal student functioning level criteria are defined in the College and Career Readiness Standards (CCRS). These describe what the basic skills adult learners need to know and be able to do at each Adult Education and English Language Acquisition (ELA) level. Basic skills providers and WIOA partners use high school credit accrual or CASAS as the instrument to standardize protocols for accurately and consistently measuring substantive gain within and completion of Educational Functioning Levels (EFLs).

Performance measures consist of the core performance indicators that at a minimum measure the following:

- Demonstrated improvement in or completion of EFLs in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills;

- Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement; and,
- Receipt of a secondary school diploma or its recognized equivalent.

Data is collected and reported through the Washington Adult Basic Education Reporting System (WABERS+). This provides valid, reliable, and consistent data for evaluating performance by all providers.

Upon entry into adult education and literacy programs, all basic skills adults participate in orientation and goal-setting and are screened with the CASAS appraisal exam or placed based on the number of high school credits the individual has upon entry. Students' assessed entry levels are rarely the same for each discrete content area. For reporting purposes, each student's entry competency level is their lowest EFL.

Local providers document initial placement, substantive gains, achievements, and completions of basic skills EFLs using mandated standard assessment protocols defined in the Washington State Adult Basic Education Assessment Policy. Data on Follow-up Measures (SPLs, HSD/HSE, entered postsecondary education/training, entered employment, and retained employment) as well as wage progression are obtained through data matching and will be available one year or more after an individual student's actual participation in adult education and literacy programs.

The Washington State Legislature requires basic skills providers to calculate and report on a quarterly basis "substantive gains" in basic skills EFLs demonstrated by all participants. Substantive gains are defined as completion of an EFL, completion of a contextualized learning project, and/or the attainment of skills associated with a subject area within an EFL.

The SBCTC Research Department in collaboration with BEdA has developed an extensive series of dashboards that provide data on student and course enrollment, demographics, and student progress and completions customized to the reporting for Title II. The information is available in dashboard formats with multiple years. This provides access that allows Title II providers, students, the public, and workforce stakeholders 24/7 access to program data. Dashboards give system, provider, and program level data in both aggregate and disaggregated formats. SBCTC Research also provides focused analyses on Title II topical issues and conducts policy research on BEdA programming that can be used by both the BEdA Office and local providers to monitor programs.

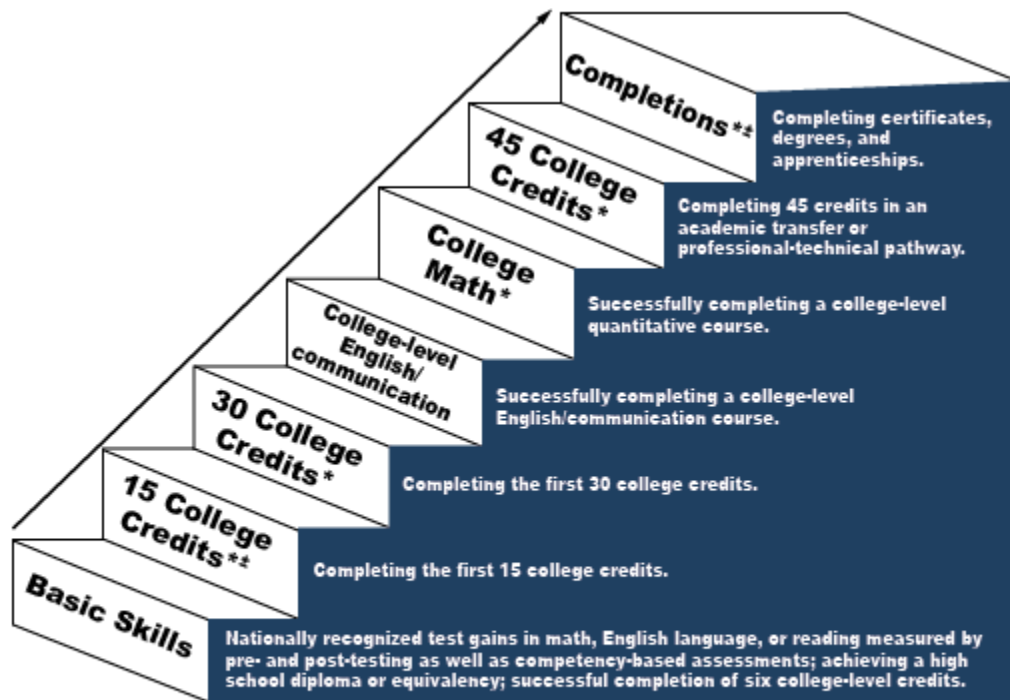
Optional – Additional Indicators

Moving students up in the world – Washington's nationally renowned Student Achievement Initiative (SAI) rewards colleges and approved community-based organization (CBO) providers for moving all students further and faster in college and increasing student success. Providers earn a portion of their funding based on results, not just enrollments. Providers earn points and funding when students reach key academic momentum points, such as significant basic skills gains, attaining a high school diploma or equivalency certificate, finishing college-level math, completing the first year of college, or earning a degree or certificate. The goal is to propel students to and through the "tipping point" – the level of education that means the difference between struggling in a low-wage job and having a viable career.

Moving students past basic skills and into college – The new approach recognizes that students who have below high school level math, reading and English language skills have a more challenging educational journey. Under this approach, basic skills students who reach academic milestones will be awarded one point more than other students who reach the same levels.

How will momentum points be calculated?

Starting in the 2017-2018 school year, points are awarded each time a college student reaches one of the following momentum points:



* If the student reaching this momentum point started in basic skills, an additional point is awarded.

** Historically underserved low-income and students of color receive an additional point upon successful completion of the first 15 college credits and degree or apprenticeship completion.

1. Basic Skills: Nationally recognized test gains in math, English language, or reading measured by pre- and post-testing as well as competency-based assessments; achieving a high school diploma or equivalency; successful completion of six college-level credits.
2. 15 College Credits (an extra momentum point is added if the student started in Basic Skills, and historically underserved low-income and students of color received additional point upon successful completion of first 15 college credits or apprenticeship completion)
3. 30 College Credits (an extra momentum point is added if the student started in Basic Skills)
4. College-Level English/Communication
5. College Math (an extra momentum point is added if the student started in Basic Skills)
6. 45 College Credits (an extra momentum point is added if the student started in Basic Skills)
7. Completions (an extra momentum point is added if the student started in Basic Skills)

Colleges earn achievement points every time a student reaches a certain level of achievement. These levels of achievement are called momentum points because each achievement is likely to propel students to another achievement.

SAI momentum points work in succession. The steps are:

- Momentum points start with basic skills students. Colleges earn points when basic skills students make nationally recognized level gains in math, English language, or reading as measured by pre- and post-testing or competency-based High School Credit assessments. Students also earn momentum points by earning a high school diploma or equivalency certificate as well as upon completion of six college-level credits.
- The next momentum points are completion of the first 15 and 30 college credits.
- The next momentum point is completion of five college-level credits in English or writing.
- The next momentum point is completion of five college-level math credits in computation, math or logic.
- The next momentum point is completion of 45 college credits in either an academic transfer or professional-technical pathway, which is one year.
- The final momentum point is completion of certificates, degrees and apprenticeships.

In addition, the state recognizes the achievement gaps of our historically underserved students and have followed best practice policy recommendations in performance-based funding by providing a focus on these populations. Basic Skills students, low-income, and students-of-color receive additional points when achieving certain milestones. These milestones include the first 15 college-level credits and completion of apprenticeship awards and associate degrees.

**If the student reaching this momentum point started in basic skills, an additional point will be awarded.*

Appendix A – Other Grant Forms

Assurances – Non-Construction Programs

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.

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Prescribed by OMB Circular A-102

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  Jan Yoshiwara	TITLE Executive Director
APPLICANT ORGANIZATION Washington State Board for Community & Technical Colleges	DATE SUBMITTED 4/3/20

Standard Form 424B (Rev. 7-97) Back

Certification Regarding Lobbying

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

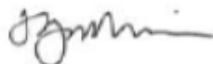
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

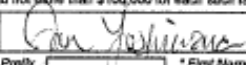
* APPLICANT'S ORGANIZATION	
Washington State Board for Community & Technical Colleges	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mrs.	* First Name: Jan
Middle Name:	
* Last Name: Yoshiwara	Suffix:
* Title: Executive Director	
* SIGNATURE: 	* DATE: 4/3/20

Disclosure of Lobbying Activities

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance		2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award		3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change	
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee *Name: Washington State Board for Community & Technical Colleges *Street 1: 1300 Quince Street SE Street 2: PO Box 42495 *City: Olympia State: WA Washington Zip: 98504-2495 Congressional District, if known: WA-11					
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:					
6. * Federal Department/Agency: U.S. Department of Education, OCTAE			7. * Federal Program Name/Description: Adult Education - Basic Grants to States CFDA Number, if applicable: 84.002		
8. Federal Action Number, if known: _____			9. Award Amount, if known: \$ _____		
10. a. Name and Address of Lobbying Registrant: Prefix _____ *First Name _____ Middle Name _____ *Last Name _____ Suffix _____ *Street 1 _____ Street 2 _____ *City _____ State _____ Zip _____					
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ *First Name _____ Middle Name _____ *Last Name _____ Suffix _____ *Street 1 _____ Street 2 _____ *City _____ State _____ Zip _____					
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.					
* Signature:  * Name: Prefix Mrs. *First Name Jan Middle Name _____ *Last Name Yoshizawa Suffix _____ Title: Executive Director Telephone No.: 360-704-4309 Date: 04/07/2020					
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Appendix B – Additional Resources

[Adult basic education](#) and literacy programs are an integral part of Washington’s education and workforce system. The Office of Basic Education for Adults (BEaA), part of the State Board for Community and Technical Colleges (SBCTC), administers federal and state Adult Education and Literacy funds to local providers, and provides program development training and activities in order to assure quality basic skills services for all students across the State. The purpose of the Adult Basic Education Program is to assist adults in obtaining the knowledge and skills necessary for work, further education, family self-sufficiency, and community involvement.

A range of instructional services are available to adults, 16 years of age and older, with academic skills below the high school completion level or in need of increased English language skills in order to succeed in their communities. Adult basic education develops skills in reading, writing, math, speaking/listening in English, GED® and Adult High School preparation, and basic computer literacy. Washington’s nationally recognized and highly innovative I-BEST programs allow ABE students to transition quickly into certificate and degree programs so they are able to secure living wage positions in the workforce and access higher levels of education.

[Basic Education Program Requirements](#) - Program policies and guidelines, as well as valuable resources for adult educators in Washington are included on this page.

[College and Career Readiness Standards](#) (CCRS) provide a set of manageable yet significant CCR Standards that reflect broad agreement among subject matter experts in adult education about what is desirable for adult students to know to be prepared for the rigors of postsecondary education and training.

[I-BEST Resources](#)

[Grant Funding](#)