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| Washington State Adult Education 4-year Plan – 2024-2027 |
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| **Pathways to College and Careers for Washington’s Emerging Workforce** |

**Washington State Board for community & technical colleges**

**BASIC EDUCATION FOR ADULTS**

**1500 Jefferson Street SE**

**Olympia, wa 98504**

[**http://www.sbctc.edu/**](http://www.sbctc.edu/)

*This plan is effective July 1, 2024, through June 30, 2027*

Contents

[TITLE II: ADULT EDUCATION AND FAMILY LITERACY ACT (BASIC EDUCATION FOR ADULTS) PROGRAM 4](#_Toc200964238)

[a. Aligning of Content Standards 4](#_Toc200964239)

[SBCTC Vision 4](#_Toc200964240)

[SBCTC Education Division Mission 4](#_Toc200964241)

[BEdA Vision 5](#_Toc200964242)

[BEdA Mission 5](#_Toc200964243)

[BEdA Values 5](#_Toc200964244)

[b. Local Activities 7](#_Toc200964245)

[Adult Education and Literacy Activities (Section 203 of WIOA) 7](#_Toc200964246)

[Description of Activities under Section 427 of the General Education Provisions Act (GEPA) 8](#_Toc200964247)

[Eligible Providers 8](#_Toc200964248)

[Notice of Availability 9](#_Toc200964249)

[Process 9](#_Toc200964250)

[Evaluation of Applications 9](#_Toc200964251)

[Purpose and Methodology for Distribution of Federal ABE/IELCE Funds 11](#_Toc200964252)

[Funding Principles 12](#_Toc200964253)

[Methodology\* 12](#_Toc200964254)

[Description of Allowable Activities Overview 13](#_Toc200964255)

[The Comprehensive Integrated Basic Education and Skills Training (I-BEST) Pathway 14](#_Toc200964256)

[I-BEST – Foundation for Innovations in Teaching and Learning at Every Level 14](#_Toc200964257)

[Contextualized Instruction leading to I-BEST – Increasing Transitions from Levels 1, 2 and 3 15](#_Toc200964258)

[Professional/Technical I-BEST – Moving Students from Levels 4, 5 and 6 to Postsecondary Success in Professional/Technical Programs 16](#_Toc200964259)

[Expanded Professional Technical and Academic I-BEST Programs – Moving Students from Levels 4, 5, and 6 to Postsecondary Success in Academic Programs 16](#_Toc200964260)

[Expanding Options for High School Credentials – Diplomas and Equivalencies 16](#_Toc200964261)

[c. Corrections Education and other Education of Institutionalized Individuals 19](#_Toc200964262)

[d. Integrated English Literacy and Civics Education Program 19](#_Toc200964263)

[Application for Extension of Integrated English Literacy and Civics Education of Current Providers 19](#_Toc200964264)

[e. State Leadership 20](#_Toc200964265)

[1. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA 20](#_Toc200964266)

[2. Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable 24](#_Toc200964267)

[f. Assessing Quality 26](#_Toc200964268)

[Eligible Agency Performance Measures 26](#_Toc200964269)

[Optional – Additional Indicators 28](#_Toc200964270)

[Appendix A – Additional Resources 34](#_Toc200964271)

# 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).**

## a. Aligning of Content Standards

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 Washington State Council for Basic Skills (CBS) Work Plan, 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.

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 joint CBS-BEdA 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.

### BEdA Vision

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

### BEdA 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.

### BEdA 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.

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 Washington State Adult Education Plan focuses on foundational practices enabling the design and implementation of exemplary basic skills college and career readiness pathways for the 21st Century.

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 CCRS are aligned to the Common Core State Standards. Washington state's K-12 system through the Office of the Superintendent of Public Instruction adopted the Common Core State Standards in July of 2011. Thus all BEdA programs are aligned with State-adopted challenging academic content standards. 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 are required for success in workforce training, postsecondary education, and employment in the 21st Century.

The SBCTC ran an open competition in 2022 to identify providers for the 2022-2027 grant period. Each provider’s grant application included as a minimum the scope, content, and organization of the local activities listed below and provided 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:
	+ 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 Integrated Education and Training (IET) and Integrated English Literacy and Civics Education (IELCE) instruction;
	+ Integration of reading strategies instruction at all levels in all courses;
	+ Expansion of mathematic, speaking, and listening into all levels of both Adult Basic Education (ABE) and English Language Acquisition (ELA) programming; and,
	+ Integration of digital literacy and digital skill-building into instruction through services and delivery systems
* 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 funded applications, 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:

* Team Teacher Training for I-BEST programs to support integrated employment and training activities for future and incumbent workers;
* Training in distance education;
* Equitable Math Pathways;
* ABC’s of Equity, Diversity, and Inclusion and ongoing trainings with related topics including age, gender, race, and equity-informed leadership;
* Series on navigational services
* Data Disaggregation 101;
* Trauma-informed Andragogy;
* Training in Integrated Digital English Acceleration, a hybrid, flipped classroom ESL program contextualized to the CCRS and digital literacy; and,
* Braided Funding with workforce for co-enrolled ABE students.

## b. Local Activities

## Adult Education and Literacy Activities (Section 203 of WIOA)

The SBCTC ran an open competition in 2022 to identify providers for the 2022-2027 grant period. 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. Washington runs its competitions for both Section 231 and Section 243 funds in accordance with 34 CFR 463 Subpart C.
* 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 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 childcare 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;
* 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:
	+ 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 Integrated Education and Training (IET) and Integrated English Literacy and Civics Education (IELCE) instruction;
	+ Integration of reading strategies instruction at all levels in all courses;
	+ Expansion of mathematic, speaking, and listening into all levels of both Adult Basic Education (ABE) and English Language Acquisition (ELA) programming; and,
	+ Integration of digital literacy and digital skill-building into instruction through services and delivery systems
* 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 and/or IELCE funding, BEdA Master Grant applications must receive a minimum average score. 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. We are re-launching a dialogue series in 2024 to better inform and collaborate across the title.

### Purpose and Methodology for Distribution of Federal ABE/IELCE 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, Washington State Council for Basic Skills Work Plan, 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 FY22-27 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 the 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.

A temporary 10% cap is instituted due to the pandemic, such that no provider can lose more than 10% of their funding from the prior year. This cap will remain in place until the 2019-20 and 2020-21 academic years have cycled out of the formula.

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.

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 then 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.

### 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 organizations 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 are 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, and AA/BA degrees leading to family 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 Integrated Education and Training (IET) and Integrated English Literacy and Civics Education (IELCE) instruction;
	+ Integration of reading strategies instruction at all levels in all courses;
	+ Expansion of mathematic, speaking, and listening into all levels of both Adult Basic Education (ABE) and English Language Acquisition (ELA) programming; and,
	+ Integration of digital literacy and digital skill-building into instruction through services and delivery systems
* 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:

* 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;
* Training in distance education;
* Equitable Math Pathways;
* ABC’s of Equity, Diversity, and Inclusion and ongoing trainings with related topics including age, gender, race, and equity-informed leadership;
* Series on navigational services
* Data Disaggregation 101;
* Trauma-informed Andragogy;
* Training in Integrated Digital English Acceleration, a hybrid, flipped classroom ESL program contextualized to the CCRS and digital literacy; and
* Braided Funding with workforce for co-enrolled ABE students.

## c. Corrections Education and other Education of Institutionalized Individuals

Corrections Education in Washington state is provided by the community and technical college system through a contract by the state Department of Corrections with the Washington Community and Technical Colleges. No Title II funds are spent on corrections education in Washington state.

## d. Integrated English Literacy and Civics Education Program

Since July 1, 2017, integrated employment and training activities such as I‑BEST or I-BEST@Work have been required components of all Integrated English Literacy and Civics Education (IELCE) programming. This will continue under the 2022-2027 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. 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

The SBCTC ran an open competition in 2022 to identify providers for the 2022-2027 grant period. Providers applied for "master" and IELCE grants, in accordance with the requirements of Title II and 34 CFR 463 subpart C jointly in a single application. We use the thirteen considerations of WIOA when running our competition. Both master and IELCE grants needed to demonstrate effectiveness in serving target populations (using either federal data generated by current providers or comparable data submitted by new applicants), and applications were sent in full to local boards for review prior to application approval in a process designed in collaboration with the Washington Workforce Association. Each eligible organization desiring a continuation submits a Grant Continuation Application annually containing required information and assurances. 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 2022 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.

Description of Washington state's IELCE program:

Adult English language learners, including professionals with degrees and credentials in their native countries, are served in IELCE programs primarily through the I-BEST model, which is Washington state's Integrated Education and Training model. English literacy and civics education in Washington state must be offered in combination with I-BEST in accordance with 34 CFR 463.36. Instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation is offered in context to college and career readiness and to industry-specific I-BEST programs. All I-BEST programs are aligned to in-demand industries and are designed to prepare students to earn credentials that lead to unsubsidized employment in these industries. IELCE applications are reviewed by local WDBs to ensure integration with the local workforce development system. All workforce I-BEST programs also have Program Advisory Boards that continually review curriculum in alignment with local employer needs.

## e. State Leadership

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

Washington state’s combined plan addresses the activities that are required to be undertaken to meet the requirements of Section 223 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.

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 2022-2027 competitive grant. They were 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.

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*.

2.  The establishment or operation of high-quality professional development programs to improve the instruction... and dissemination of information about models and promising practices related to such programs Washington state implements quality programs and professional development to support all BEdA state initiatives through various means. Federal leadership dollars are granted to providers in support of professional and program development initiatives that include:

* 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;
* Training in distance education;
* Equitable Math Pathways;
* Series on navigational services
* Data Disaggregation 101;
* Trauma-informed Andragogy;
* Training in Integrated Digital English Acceleration, a hybrid, flipped classroom ESL program contextualized to the CCRS and digital literacy; and
* Braided Funding with workforce for co-enrolled ABE students.

3.  The provision of technical assistance to eligible providers of adult education and literacy activities receiving funds under this title, include:

* The development and dissemination of instructional and programmatic practices based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics, English language acquisition programs, distance education, IET and IELCE, and staff training. Current initiatives include:
	+ Washington’s adoption in October 2014 of the College and Career Readiness (CCR) Standards as the basis for all instruction. Full implementation was accomplished as of 2017.
	+ Team teaching and contextualized instruction training for I-BEST and any contextualized program of study;
	+ 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 components in addition to on-going program support from SBCTC;
	+ Training in distance education instructional tools and strategies;
	+ Training in building equitable math pathways with articulations, co-requisite and I-BEST models;
	+ Training on DEI including ABC’s of Equity, Diversity, and Inclusion and ongoing training with related topics including age, gender, race, and equity-informed leadership;
	+ Training in trauma-informed andragogy;
* Assistance in the use of technology, including for staff training, to eligible providers, especially the use of technology to improve system efficiencies.
	+ To enhance system efficiencies, Washington conducts trainings through web meeting tools such as Zoom. Staff have been trained in using the tools.
	+ SBCTC also offers training in the online management system, CANVAS for faculty and staff wanting to enhance instruction with technology in the classroom. SBCTC also offers Accessibility Micro Courses and Open Educational Resources (OER 101) training to faculty and staff to ensure that materials developed are open and accessible.
	+ A major focus is on increasing instruction in problem solving in technology rich environments and digital literacy/digital skill-building.

4.  The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities and the dissemination of information:

* The SBCTC office of Basic Education for Adults monitors and evaluates all BEdA providers on a regular basis as required by the Workforce Investment and Opportunity Act (WIOA) and the National Reporting System (NRS) and based on our state plan. These procedures cover program review visits and regular desk monitoring.
	+ Program review planning includes reviewing previous monitoring reports, approved program applications, and year-end reports, and any historical performance concerns documented in the monitoring tool.
		- For each provider reviewed, we request a list of students with their student IDs and their classes for 10 random students that should be CASAS tested, and 5 random students who are assessed via the HS Credit Option (if any.)
		- The following reports are also reviewed in advance of monitoring of a provider:
			* intake forms, post-test with additional hours across program years, provider management tab reports including performance summary, assessment rate, post-test rate filtered for I-BEST, students with 12+ hours no pre-test and 45+ hours no post test, Federal tables 2A, 4/b/c, 5, 7, BEdA quarterly performance dashboard, approved I-BEST programs, list of PD trainings attended, enrollment report, special programs count, other program-specific reports as needed.
	+ Providers receive the monitoring tool 6-8 weeks prior to the monitoring visit. The monitoring visit itself is 4-5 hours with time to review the monitoring tool and reports.
	+ The follow-up letter contains commendations, recommendations, and any findings that require a corrective action plan.
	+ Corrective actions may require further monitoring such as follow-up desk audit reviews and follow-up visits. Technical assistance is provided to assist providers in meeting and clearing the findings included on any corrective action plans.

### 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.
* 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 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.
* Outreach to instructors, students, and employers.
* Other activities of statewide significance promote the purpose of this title.

## f. Assessing Quality

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;
* 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.

### 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+). Washington state will make the transition from WABERS+ to the LACES system in 2024. This transition to LACES will provide 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.

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.*

Adult Education and Family Literacy Act Program Certifications

| The State Plan must include | Include |
| --- | --- |
| 1. The plan is submitted by the State agency that is eligible to submit the plan; | Yes |
| 2. The State agency has authority under State law to perform the functions of the State under the program; | Yes |
| 3. The State legally may carry out each provision of the plan; | Yes |
| 4. All provisions of the plan are consistent with State law; | Yes |
| 5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan; | Yes |
| 6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan; | Yes |
| 7. The agency that is submitting the plan has adopted or otherwise formally approved the plan; and | Yes |
| 8. The plan is the basis for State operation and administration of the program; | Yes |

Adult Education and Family Literacy Act Program Assurances

| The State Plan must include | Include |
| --- | --- |
| 1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding the supplement-not-supplant requirement); | Yes |
| 2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA; | Yes |
| 3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not “eligible individuals” within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA; | Yes |
| 4. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. | Yes |
| 5. The eligible agency agrees that in expending funds made available under Title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303). | Yes |

Authorizing or Certifying Representative

| **APPLICANT’S ORGANIZATION** | **Enter information in this column** |
| --- | --- |
| Applicant’s Organization | State Board for Community and Technical Colleges |
| **PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE** | **Enter information in this column** |
| First Name | William |
| Last Name | Durden |
| Title | Director, Basic Education for Adults |
| Email | wdurden@sbctc.edu |

Section 427 of the General Education Provisions Act (GEPA)

1. Describe how your entity’s existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

Washington’s SBCTC Office of Basic Education for Adults (BEdA) 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.

BEdA only develops and promotes curricula that are accessible, open educational resources that draw on universal design principles. All of our meeting, training and curriculum materials are made accessible, and we provide support for accommodations in both remote and f2f trainings. Zoom meetings are accessible. We have a staff person whose role is the accessibility coordinator, consulting with other trainers on how to make their materials accessible, and interfacing with the agency accessibility Policy Associate to ensure that BEdA knows the latest in accessible technology and policy.

As part of our RFP process, providers respond to a question targeted to meet the goals of Section 247 and upload a separate assurances doc that includes their institutional GEPA statement.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

Adequate resources proves a persistent barrier to equitable access and participation. Many students in the community and technical college system and especially in Title II programming face housing and food insecurity. Many juggle multiple jobs and with childcare and transportation challenges. Boutique models that provide intense supports to smaller cohorts of students prove quite successful, but there are not funds to scale such supported models.

Online and hybrid classes provide flexibility of access to participants, however, access to broadband, devices for schoolwork, and digital skills are all needed in order for students to learn in these environments. Faculty need training and practice in new models of instruction. Solving these issues take braiding of state and federal funding while navigating a complex regulatory environment that crosses statutes and agencies.

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

Washington State Basic Education plans to apply for competitive grants through the Digital Equity Act of the Infrastructure bill. This could assist us with the challenges around providing high quality distance and hybrid education, as well as assist with support for access, tools, and skills needed in traditional f2f classes as well. We will also continue to work collaboratively across the state workforce development system for partnerships that can work across title to meet participants' needs.

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

We anticipate applications for the competitive digital equity grants to open in 2024 and plan to apply. We are also working on a state-level "reboot" of Title II's relationships with the WDCs so that we can better dive into meaningful co-enrollment and sharing of resources to meet participants' needs.

Our first goal is by the end of 2024 we will have launched our digital equity program using competitive grant funds. Should we not receive these funds we will need to begin identifying other funding streams to support the work of digital equity.

Our second goal is by the end of 2024 we will have developed a set of shared principles and future training and collaborative opportunities with our WDC partners for implementation throughout the rest of the 2024-2028 period.

Adult Education and Literacy Program Performance Indicators

| Performance Indicators | PY 2024 Expected Level | PY 2024 Negotiated Level | PY 2025 Expected Level | PY 2025 Negotiated Level |
| --- | --- | --- | --- | --- |
| Employment (Second Quarter After Exit) | 32.6 | 35.0 | 33.0 | 35.5 |
| Employment (Fourth Quarter After Exit) | 32.6 | 39.0 | 33.0 | 39.5 |
| Median Earnings (Second Quarter After Exit)  | 5,500.00 | 6,100 | 5,750.00 | 6,200 |
| Credential Attainment Rate  | 46.0 | 57.0 | 46.5 | 57.5 |
| Measurable Skill Gains  | 46.0 | 46.0 | 46.5 | 46.5 |
| Effectiveness in Serving Employers  | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) |

*1*

*The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.*

## Appendix A – Additional Resources

[Adult basic education](https://www.sbctc.edu/colleges-staff/programs-services/basic-education-for-adults/default.aspx) and literacy programs are an integral part of Washington’s education and workforce system. The Office of Basic Education for Adults (BEdA), 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](https://www.sbctc.edu/colleges-staff/programs-services/basic-education-for-adults/beda-handbook/program-requirements.aspx) - Program policies and guidelines, as well as valuable resources for adult educators in Washington are included on this page.

[College and Career Readiness Standards](https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf) (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](https://www.sbctc.edu/colleges-staff/programs-services/i-best/default.aspx)

[Grant Funding](https://www.sbctc.edu/colleges-staff/grants/default.aspx)