Washington State Adult Education

Pathways to College and Careers for Washington’s Emerging Workforce

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*This plan revision is intended to address the needs of the Adult Education system and the state of Washington through June 30, 2016 and describes Washington Basic Education for Adults Workforce Innovation and Opportunity Act (WIOA) transition planning as required by the Office of Career, Technical, and Adult Education (OCTAE). The only revisions made to the plan are those outlined in the "Guide for the Development of a State Plan Under the Adult Education And Family Literacy Act (Transition Year Guidance: Title II of the Workforce Investment Act of 1998 to Title II of the Workforce Innovation and Opportunity Act of 2014. According to the guidance provided by OCTAE, the Department of Labor, the Department of Education, and the Washington State Board for Community and Technical Colleges Office of Basic Education for Adults, 2015-2016 grant extensions awarded to current sub-grantees during the transition year (2015) must address the new requirements of WIOA in the re-application process as consistent with this 2015 transition plan. The Adult Education Advisory Council, recognizing significant changes in the authorizing environment such as - but not limited to - changes in federal and state legislation, program funding, and the demands of the workplace and economy, may recommend changes in the proposed duration of this plan to the State Board for Community and Technical Colleges. The State Board for Community and Technical Colleges reserves the right to make changes due to-but not limited to- federal and state legislation or funding changes.


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Washington’s Adult Education and Family Literacy five-year State Plan was developed with guidance from the Governor’s appointed Adult Education Advisory Council (AEAC) in support of Governor Jay Inslee’s Results Washington initiative, the Higher Education Coordinating Board’s Strategic Master Plan for Higher Education, the State Board for Community and Technical Colleges’ System Direction and Mission Study, and Policy Focus and Dashboard, and the Workforce Training and Education Coordinating Board’s High Skills High Wages plan.

**Vision**

All adult Washingtonians will have access to innovative, high quality education programs that provide the knowledge, skills and credentials necessary for securing family sustaining employment that strengthens the state and local economies.

**Mission**

The adult education system will provide research-proven instruction and college and career readiness pathways that allow adults to master academic and technical skills to attain their career and educational goals and successfully navigate education and employment opportunities.

**Goals**

- Implement and scale comprehensive, innovative college and career pathways to accelerate student completion and foster economic growth.

- Guide and support transformational instructional practices that accelerate student completion to certificates, the Tipping Point, and AA/BA degrees leading to family sustaining employment.

- Contextualize adult education courses to support transition to high school completion & equivalency certification, postsecondary education, and employment.

- Strengthen and maintain a culture of rigorous instruction and evidence of increased performance.

- Create and maintain strategic alliances to leverage local resources and increase navigational support to students.

- Foster student self-efficacy.
1.0 Introduction

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 citizens on clearly articulated and accelerated pathways to success. The 2014-2019 Washington State Plan for Adult Education focuses on foundational practices enabling the design and implementation of exemplary basic skills college and career readiness pathways for the 21st Century.

This work is critical to creating the educational infrastructure that will help put our 90 million adults (45% of our nation’s population) who are 16 and older, no longer in school, and functioning below the high school level onto clearly articulated pathways to a family sustaining career. Washington’s adult education programs are nationally recognized for providing adult learners with innovative instruction in critical core skills that are essential for success in the 21st Century workforce. This plan outlines how Washington State plans to leverage that success in continuing to scale up these critical core practices.

In the past, adult education programs have been viewed as only providing remedial education, a place where students went if they were not college ready. Those times have changed and now our adult education programs are a powerful, life-changing educational experience for the one in six Washington adults who lack the basic skills needed to succeed as workers, parents, and citizens. Employers, if denied access to this future population of highly trained and credentialed workers, will lack the skilled workforce critically needed in high demand jobs to compete in a global market. We know we must find ways to continue providing more pathways to meaningful certificates and degrees for all under-trained adults. We can no longer leave anyone behind.

We also know that adult education is the solution. Our programs will continue to focus on developing and facilitating the most innovative and effective instructional approaches and student support systems possible. In our most forward-looking programs, instruction is delivered in classrooms and online in both distance learning and hybrid models providing synchronous and asynchronous access to education 24/7.

Adult education is collaborating with our many workforce and social service partners to bring proven innovations into every classroom, helping to ensure that all students acquire the qualifications and access the resources needed to secure a family sustaining career and live a life of contribution to their communities. Services provided under Titles I, II, III, and IV of the Workforce Investment Act (WIA) and the Workforce Innovation and Opportunity Act (WIOA)
should be integrated and aligned to the greatest extent possible to ensure the success of mutual students and job seekers. It is essential that Titles I-IV stakeholders work together to help students succeed. Washington Adult Education and workforce services have much to gain from such collaboration and aligning funding to help job seekers and students develop the skills they need to compete in the global economy.

Our programs offer adults innovative opportunities to reach their goals of high school completion and even more important postsecondary certificates and degrees in high demand career fields. These programs are designed to give students an opportunity to meet high school graduation requirements in a mature setting and (in some cases simultaneously) to accumulate college credit, greatly reducing time to degree and high demand jobs—saving both time and money.

We know that in the 21st Century a high school diploma is not enough, that talent and skills determine the competitive edge in today’s economy. By 2018, 64 percent of all jobs will require workers with higher qualifications than just a high school diploma. Currently in Washington State, one out of every six people lacks the basic reading, writing, and math skills to get a living-wage job and meet the needs of employers. This segment of Washington’s population is growing quickly at the same time that more and more jobs are requiring college experience. By 2019, two-thirds of all new jobs in Washington will require at least one year of college education, and we know this is true across the nation. In order to move toward a more vibrant economy, employers will increasingly need access to more highly skilled, credentialed workers.

Washington’s adult education providers are partnering with regional agencies, organizations, institutions, and industry to build, scale and sustain demand-driven career pathways to meet the
needs of our citizens and employers. These college and career readiness pathways are the building blocks to marketable, stackable, and credible credentials. These pathways connect education, training, and support services in new ways that foster success for all individuals.

Adult education in Washington has a proven track record leading to student success by design. It is time that we recognize the potential value that our English speakers of other languages & our adult basic skills students bring to our workforce and communities. This plan outlines our efforts toward self-efficacy for these students, effective 21st Century skills development, and an appreciation for the critical role played by adult basic education students in a vibrant economy and skilled workforce, an educated citizenry, and strong communities.
2.0 Eligible Agency Certifications and Assurances

UNITED STATES DEPARTMENT OF EDUCATION
Office of Career, Technical and Adult Education
The Adult Education and Family Literacy Act
Title II of the Workforce Investment Act of 1998 (Public Law 105-220)
Title II of the Workforce Innovation and Opportunity Act of 2014 (Public Law 113-128)

The Washington State Board for Community and Technical Colleges (State Agency) of the State of Washington hereby submits its Unified/Combined Five-Year State Plan to be effective from July 1, 2014 to June 30, 2019 with revised WIOA transition state plan requirements for 2015-2016. The eligible agency also assures that this plan, which serves as an agreement between State and Federal Governments under the Adult Education and Family Literacy Act, will be administered in accordance with applicable Federal laws and regulations, including the following certifications and assurances.

2.1 Certifications (EDGAR 76.104, Certifications and Assurances)
Education Department General Administrative Regulations:
1. The plan is submitted by the State agency that is eligible to submit the plan.
2. The State agency has authority under State law to perform the functions of the State under the program.
3. The State legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by the title in the certification, has authority to submit the plan.
7. The agency that submits the plan has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the program.

2.2 Assurances (Sec.224 (b)(5),(6),(8)) and (Sec.102 (b)(E)(vi), (vii))
Workforce Investment Act of 1998 (Public Law 105-220), Section 224 (b)(5)(6) and (8).
Workforce Innovations and Opportunity Act of 2014 (Public Law 113-128), Section 102 (b)(E)(vi) and (vii)
1. The eligible agency will award no less than one grant to an eligible provider who offers flexible schedules and necessary support services (such as child care and transportation) to enable individuals, including individuals with disabilities or individuals with other special needs, to participate in adult education and literacy activities, which eligible
provider shall attempt to coordinate with support services that are not provided under this subtitle for support services.

2. Funds received under this subtitle will not be expended for any purpose other than for activities under this subtitle.

3. The eligible agency will expend the funds under this subtitle in a manner consistent with fiscal requirements in Section 241.

Section 241, Administrative provisions
Supplement Not Supplant – Funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.

Maintenance of Effort

1. In general.
   a. Determination – An eligible agency may receive funds under this subtitle for any fiscal year if the Executive Director finds that the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the second preceding fiscal year, was not less than 90 percent of the fiscal effort per student of the aggregate expenditures of such eligible agency for adult education and literacy activities in the third preceding fiscal year.
   b. Proportionate reduction – Subject to paragraphs (2),(3) and (4), for any fiscal year with respect to which the Executive Director determines under subparagraph (a) that the fiscal effort or the aggregate expenditures of an eligible agency for the preceding program year, the Executive Director
      i. shall determine the percentage decreases in such an effort or in such expenditures; and
      ii. shall decrease the payment made under this subtitle for such program year to the agency for adult education and literacy activities by the lesser of such percentages.

2. Computation – In computing the fiscal effort and aggregate expenditures under paragraph (1), the Executive Director shall exclude capital expenditures and special one-time project costs.

3. Decrease in federal support – If the amount made available for adult education and literacy activities under this subtitle for a fiscal year is less than the amount made available for adult education and literacy activities under this subtitle for the preceding fiscal year, then the fiscal effort per student and the aggregate expenditures of an eligible agency required in order to avoid a reduction under paragraph (1)(b) shall be decreased by the same percentage as the percentage decrease in the amount so made available.

4. Waiver – The Executive Director may waive the requirements of this subsection for one fiscal year only, if the Executive Director determines that a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster or an unforeseen and precipitous decline in the financial resources of the State or outlying area of the eligible agency. If the Executive Director grants a waiver under the preceding
sentence for a fiscal year, the level of effort required under paragraph (1) shall not be reduced in the subsequent fiscal year because of the waiver.

2.3 Assurances for the Unified/Combined Plan.
Not applicable
3.0 Needs Assessment

3.1 Individuals Most in Need
Every four years, the Washington State Workforce Training and Education Coordinating Board (WTECB) conducts a net impact and cost-benefit analysis of workforce development programs. The Participant Return on Investment Measure is the net impact on participant earnings and employer provided benefits compared to the cost of the services.

The Workforce Board study examined the experience of workforce participants between 2007 and 2010. It compared their earnings, employment and other factors with individuals who did not participate in a workforce program, but had similar characteristics and faced the same regional labor market at the same time.

The report describes the state of our economy in the Net Impact Study with the following statement:

“A nationwide recession impacted the ability of Washington residents to find jobs and become self-sufficient. The same challenges were true for the state’s workforce participants observed by the Workforce Board in 2010, 2011 and into 2012. Although the Great Recession officially began in December of 2007 and ended in June of 2009, its economic aftershocks are still being felt.” (WTECB)

The population in our state that cannot find work because they are unable to read, write, or speak English are the most in need. Without education through access to a comprehensive college and career pathway, there is no hope of a living-wage job or increased employment opportunities.

3.2 Populations
Washington’s adult education programs serve the fastest growing population segments in our state. Nearly one million adults in Washington have not reached the basic academic and English language levels needed to develop the critical skills demanded by today’s recovering economy. Yet in 2013, Washington was only able to serve 59,000 of these individuals. It is essential to the vitality of Washington’s workforce that we increase the number of these individuals who are on highly integrated and contextualized college and career pathways to family sustaining careers.

**Educationally Disadvantaged Adults**
In Washington, 10% of the population has less than a 12th grade education. Of those, nearly half have less than a 9th grade education. The number of jobs for people without a high school education is declining. These people do not have the skills to find better work at a time when employers cannot find employees to fill open positions.
Individuals with Limited English Proficiency
12.8% of Washington’s population are foreign born, the same as the national average. While the national average of the population speak a language other than English in the home is 20.3%, in Washington 17.8% do so. More than 60 languages are spoken in Washington homes. (Census)

Economically Disadvantaged Adults
According to the U.S. Census, 12.5% of Washington’s population (2007-2011) is below poverty level - slightly lower than the national average of 14.3%. The percentage levels increases when families are counted. For single-mother families with children under the age of 5, it is 45.4%.

Criminal Offenders in Correctional Institutions
The prison population in Washington increased from 6,040 in 1990 to 18,360 in 2010. There are currently 16,778 offenders in correctional institutions. Almost 40% of these did not have a confirmed high school diploma or equivalent upon entry. (DOC)

Parents and Family Leaders
A high school diploma and a family-support income are the best predictors of children’s success in school in this state. Washington providers includes family literacy skills and contexts in multiple program models that promise generational progress for both ABE and ESL learners.

Employers, if denied access to any or all of these populations, will lack the skilled workforce critically needed to compete in the global market. Washington’s adult education programs are dedicated to providing pathways to meaningful certificates and degrees for all adults—and this plan has been developed with that goal in mind.

"The minimal time and money that an employer invests in promoting educational programs to their employees pays the company back tenfold."

Rader Farms, Bellingham, WA
All services provided under this plan accelerate the progress of adults along well-defined pathways to college and career readiness that lead to postsecondary certificates/degrees and family-wage jobs and support vital families, communities, and economies across Washington.

### 4.1 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 will be 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 Investment Act of 1998 and 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: Adult Basic Education providers, 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 of the United States. These processes unify and inform the delivery of Adult Basic Education (ABE) courses, English as a Second Language (ESL) 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.

The Comprehensive I-BEST Pathway Diagram

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 \textit{before} starting to earn credits in a job-training or academic program.

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 3,000 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 20 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 and Texas.

**On Ramps 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 students services, and articulated college and career pathways, to increase the speed at which students master basic and ESL skills at federal levels 1, 2 and 3. On Ramp options include, but are not limited to:

- programs focused on career clusters
- partnership efforts between colleges and community-based organizations and local workforce development councils (WIBs)
- I-BEST at Work projects that partner providers, employers and WIBs
Project I-DEA (Integrated Digital English Acceleration), a three-year pilot program with support from the Gates Foundation that will transform ESL instruction using a flipped classroom model and 50% online instruction.

In 1-3 quarters, On Ramp students acquire the skills needed to transition to basic skills education classes at federal levels 4-6 and/or Professional/Technical or Academic I-BEST pathways.

**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 colleges, often in partnership with local community based organization and increasingly as part of the education services at state correctional facilities.

**Developmental and Academic I-BEST Programs – Moving Students from Levels 4, 5, and 6 to Postsecondary Success in Academic Programs**

Developmental 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.
Expanding Options for High School Credentials – Certificates and Diplomas

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 an associate degree or two-year professional/technical certificate.

To ensure that adults have access to a rigorous, affordable high school diploma program that reflects the knowledge, skills, and experience of adults, Washington is launching a new option, High School 21+ (HS 21+). HS 21+ 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 21+ is for adult learners (21 and older) who do not have a recognized high school certificate or 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 Transition Plan: Implementation of WIOA Activities in PY 2015-16

The Workforce Innovation and Opportunity Act (WIOA) implementation offers the opportunity to create the workforce development system that will serve Washington’s employers and job seekers 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 family-wage jobs and support vital families, communities, and economies across Washington. All Basic Education for Adults providers are required to develop a 2015-2016 transition plan to fully implement WIOA.

To guide this work, Basic Education for Adults is partnering with the Washington State Workforce Training and Education Coordinating Board (WTECB) established by the Governor as the guiding body for the development of a unified/combined state plan and implementation of WIOA across the four core programs. This work will 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. Business and labor will co-chair the
state’s implementation committees consisting of a steering committee, Sector Strategies to Close Skill Gaps in the Workplace Committee, the Performance Accountability Committee, and the Education and Career Pathways through Integrated Service Delivery Models Committee. In addition to guiding the implementation of WIOA, committees and 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 already begun to fully implement the requirements of WIOA. In October 2014, Washington State officially adopted the College and Career Readiness Standards (CCR) 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.

Under the transition plan every provider is required to submit a grant extension transition plan that details how the provider is implementing and/or planning to implement WIOA activities in 2015-16. The plan must 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:
  - Implementing the CCR Standards in all programming.
  - Integrating employability skills training and instruction in all courses at all levels
  - Beginning implementation of integrated employment and training activities such as I-BEST into all EL Civics instruction to be fully implemented by July 1, 2016.
  - Integrated reading strategies instruction at all levels in all courses.
  - Expanding the teaching of speaking and listening into all levels of both ABE and ESL programming.
  - Integrating 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;
- Increase prosperity; employment, retention, earnings, and the attainment of recognized postsecondary credentials.
To support implementation of local transition plans, all providers will have access to system-wide professional development. They will also provide 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 over the next two years. The following professional and program development activities are in place:

2014-2015

Team Teacher Training for all programming (ABE, ESL, HS 21+, On-Ramp to I-BEST, 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
- LINCS Adult Numeracy Training
- Innovation in EL Civics supporting the development of co-enrolled integrated employment and training activities (I-BEST) as well as math at all levels

2015-2016

In addition to the on-going trainings listed above, the following trainings will be offered during the transition year:

- Reading Apprenticeship training to prepare students for college-level instruction
- Contextualized integrated employability skills training

4.2 Special Rule (Use of Funds for Family Literacy)

Special Rule Use of Funds for Family Literacy is not applicable.

4.3 Description of New Organizational Arrangements and Changes

Policy and funding responsibility for Washington’s Basic Education for Adults programs moved to the purview of SBCTC from the Office of the Superintendent of Public Instruction in 1991. Like the simultaneous transfer of responsibility for technical colleges, the move was based on the needs of the future workforce and economy. At the same time, an Adult Education Advisory Council (AEAC) was created by a state law that authorizes the governor to appoint agency partners and stakeholders to offer advice on ABE issues to the State Board, the Workforce Training and Education Coordinating Board and the Governor. SBCTC’s Executive Director and Director of Adult Education serve as members of that Council.

The State Board for Community and Technical Colleges (SBCTC) is responsible for administering the Community and Technical College Act and providing leadership and coordination for Washington’s public system of 34 community and technical colleges. The SBCTC is governed by a nine-member board appointed by the Governor.

SBCTC’s Office of Basic Education for Adults, administers and monitors federal and state Adult Education and Literacy funds to local providers and provides program development and training activities in order to assure quality basic skills services for all students across the State.
The Office of Basic Education for adults’ main focus is to be the advocate for students and programs to the State Board, Office of Career, Technical and Adult Education, and state and federal legislators and a catalyst for innovation. This requires approved providers to ensure qualified faculty, staff, and volunteers are certified and/or specifically trained to deliver adult education research-proven instructional practices. The organizational structure supports the transition of adults to postsecondary education and employment, integration of learning with workforce development, and one-stop student support activities. It is dedicated to partnering and collaborating with other agencies critical to student retention and completion and the success of Washington state’s workforce and economy.
5.1 Annual Evaluations

The Adult Education and Family Literacy Act requires annual evaluation of the “effectiveness of adult education and literacy activities based on the performance measures described in Section 212.” Washington conducts an annual evaluation of each funded provider and performs ongoing evaluations of individual providers and the system as a whole. The key evaluation of program effectiveness is the National Reporting System performance indicators.

Washington evaluates programs according to the core indicators of performance outlined in the Adult Education and Family Literacy Act:

- Demonstrated improvements in literacy skill levels 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.
- Receipt of a secondary school diploma or its recognized equivalent.

Washington uses various means of assessment in its annual and ongoing evaluation process, including desk monitoring, program improvement processes, and performance and financial audits.

Desk Monitoring

On an annual and ongoing basis, the Office of Basic Education for Adults reviews each provider’s enrollment as well as performance, which is evaluated according to NRS indicators as described in Chapter 5. Each provider is responsible for meeting the percentages set by the performance indicators and for meeting enrollment goals, which are a percentage of the target population.

Through the Washington Adult Basic Education Reporting System (WABERS+) online data collection system, Office of Basic Education for Adults receives data on enrolled students directly from providers. Utilizing WABERS+ data, the Office of Basic Education for Adults and providers regularly evaluate program effectiveness.

At both the state and provider levels, WABERS+ provides the capacity to analyze program performance, identity program improvement needs, assess the effectiveness of program design and plan appropriate staff development to better serve adult learners.

Based on data, the Office of Basic Education for Adults links performance to program improvement efforts and funding decisions. Participant outcome data are crucial in creating a system responsive to learner and community needs. The data also serve as a basis for the state to identify and share information concerning best practices among practitioners.
**Program Improvement Process**

Using data from WABERS+ and required program improvement training, providers evaluate their programs and implement needed changes to improve program effectiveness. Recognizing that program improvement is impacted by many factors, the Office of Basic Education for Adults supports the following activities:

- **New Director Orientation** – provides new directors with information and resources needed to administer their programs and follow all federal and state guidelines.
- **New Teacher Orientation** – provides information and resources to new teachers to support their instruction.
- **CASAS Cadre** – provides a network of trained professionals to ensure the uniform administration and reporting of assessments used for determining federal level gains.
- **Learning Standards** – provides a framework to assist and support instructors and students.
- **EL Civics training** – provides instructional strategies, resource sharing and best processes to enrich instruction in civics-related topics.
- **Rendezvous** – a biennial conference for adult education faculty where faculty can share successes, learn about new programs and initiatives and network.
- **Team Teaching Training** – helps instructors work together to build a seamless instructional experience for students.
- **Contextualized Instruction Support** – assists instructors in contextualizing information and lessons.
- **Training in Data for Program Improvement (DPI)** – assists providers in data analysis and determining which program areas are strong and which may need improvement.
- **National Reporting System** – provides training on the fundamentals of the NRS. Trainings cover topics that include monitoring, data collection and use, types of data and measures, assessments, data quality, and related information. It includes guidance on how to use NRS data to address an evaluation or research topic that will inform practice and improve programs.

Adult Education encourages and supports the use of research-based instructional strategies. Support provided includes assistance with professional development, record keeping, evaluation of instruction, links to other local partners, and additional support based on individual needs.

**Monitoring and Financial Audits**

The Office of Basic Education for Adults conducts an annual monitoring visit and financial audit of one third of Washington adult education programs.

Monitoring includes reconciliation of student and faculty data with the information retained by the local provider, review for compliance with required professional development activities, and review for compliance with adult education assurances, policies, and procedures.

The financial audits include a review of sample invoice records, verification of expenditures and a determination of compliance with allowable costs. The audit includes an examination of the provider’s internal controls to determine whether proper accountability exists for the receipt and
disbursement of funds and whether documentation and reporting are adequate to ensure proper accountability.

6.0 Performance Measures

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 Investment Act and builds upon the Workforce Training and Education Coordinating Board Performance Management for Continuous Improvement (PMCI) system.

6.1 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. These describe the basic skills adult learners need to know and be able to do at each Adult Education and English as a Second Language (ESL) level. (CCR Standards) Basic skills providers and Workforce Investment Act partners use 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.
- 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. Students’ assessed entry levels are rarely the same for each discrete content area. For reporting purposes, each student’s entry competency level is her or his 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 “significant and substantive gains” in basic skills EFLs demonstrated by all participants. Significant gains for each program year are defined as either a 5-point score gain for students starting with an initial CASAS assessment score of 210 or below or a 3-point score gain for students starting at a CASAS assessment score of 211 or above. 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.

Tentative Educational Functioning Levels (EFLs) and Follow-up Measures (SPLs) of performance targets for 2015-16 are identified below. This chart will be updated annually once final targets have been approved by the Office of Career, Technical, and Adult Education (OCTAE). Levels of performance are calculated annually using data provided by local basic skills providers.

*Individual provider projected and confirmed/proposed outcomes are negotiated annually and based on either the State’s federal target or the provider’s actual performance multiplied by 1.02 and again by 1.02 – whichever is higher. If proposing to lower a target, providers must describe the size and nature of services to uniquely challenged ABE eligible populations that would account for lower targets, listing evidence of this impact.
6.2 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 2013-2014 school year, points will be awarded each time a college student reaches one of the following momentum points. Financial awards will be distributed in October of 2014.

*If the student reaching this momentum point started in basic skills, an additional point will be awarded.
6.2b Optional – Additional Indicators

Washington has also identified state core measures for workforce development. Washington developed these measures in order to have common measures of the results of workforce development programs, including adult education, secondary career and technical education, professional-technical education at community and technical colleges, apprenticeship, Workforce Investment Act (WIA) Title I, and vocational rehabilitation (WIA Title IV), among other programs. The measures respond to the longstanding challenge and frustration caused by multiple, inconsistent performance measures across workforce development programs, a multiplicity that impedes collaboration—in both planning and service delivery—and befuddles policy makers. The measures provide policy makers with readily digestible information on the lasting results of workforce development programs, using the same methodology for each program. They are additional state indicators for Washington.

The Washington State Core Measures for Workforce Development are:

- **Employment or Further Education**
  Programs Serving Adults: The percentage of former participants with employment recorded in UI and other administrative records during the third quarter after leaving the program.
  Programs Serving Youth: The percentage of former participants with employment or further education as recorded in UI, student, and other administrative records during the third quarter after leaving the program.

- **Earnings**
  Median annualized earnings of former participants with employment recorded in UI and other administrative records during the third quarter after leaving the program, measured *only* among the former participants not enrolled in further education during the quarter.

- **Skills**
  Percentage or number of program participants leaving the program who achieved appropriate skill gains or were awarded the relevant educational or skill credential based on administrative records.

- **Customer Satisfaction**
  Former Participant Satisfaction: Percentage of former participants who report satisfaction with the program as evidenced by survey responses. Employer Satisfaction with Former Program Participants: Percentage of employers who report satisfaction with new employees who are program completers as evidenced by survey responses.

- **Return on Investment**
  Taxpayer Return on Investment: The net impact on tax revenue and social welfare payments compared to the cost of the services. Participant Return on Investment: The net impact on participant earnings and employer provided benefits compared to the cost of the services.
7.0 Procedures for Funding Eligible Providers

7.1 Applications for Current Provider Extensions
The SBCTC will release an extension application for 2015-2016 Federal Workforce Investment Act Title II for Adult Basic Education and Literacy Services to current providers on March 5, 2015. Each eligible organization desiring an extension shall submit an extension application containing information and assurances such as the SBCTC may require, including:

1. A description of how funds awarded under AEFLA will be spent.
2. 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.
3. A Transition Plan detailing the implementation of the required WIOA Activities in 2015-16 as listed in section 4.1.

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

7.2 Eligible Providers
The following are eligible providers for grant funding:

1) Local education agency
2) Community-based organization with demonstrated effectiveness
3) Volunteer literacy organization with demonstrated effectiveness
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 adults and families
9) Consortia of the agencies, organizations, institutions, libraries, or authorities described in 1 through 8.

7.3 Notice of Availability
SBCTC will announce availability of extension funding for current providers through the internet via the SBCTC website and Council of Basic Skills (CBS) distribution list.

7.4 Process
Current providers interested in applying for an extension of SBCTC Basic Education for Adults Funding will be required to:

1. Submit a fully completed extension proposal/application electronically to the SBCTC through the Online Grant Management System (OGMS) by 11:59 pm PST by April 9, 2015.
2. Proposals will be reviewed by a team of experts from SBCTC and/or other organizations.
Review of proposals will be based on completion of the requested information in the extension application narrative as well as completion of required forms. Current providers have been reviewed and scored on the following AEFLA requirements:

1. The degree to which the eligible provider will establish measurable goals;
2. 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. 212 of AEFLA, 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;
3. 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;
4. 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 comprehension;
5. Whether the activities are built on a strong foundation of research and effective educational practice;
6. Whether the activities effectively employ advances in technology, as appropriate, including the use of computers and blended learning resources;
7. Whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;
8. Whether the activities are staffed by well-trained instructors, counselors, and administrators;
9. 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;
10. 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;
11. 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
12. Whether the local communities have a demonstrated need for additional English literacy programs.

To ensure that providers meet the WIOA requirements, proposals will be evaluated by teams from SBCTC 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:
Implementing the CCR Standards in all programming;
Integrating employability skills training and instruction in all courses at all levels;
Beginning implementation of integrated employment and training activities such as I-BEST into all EL Civics instruction to be fully implemented by July 1, 2016;
Expanding the teaching of speaking and listening into all levels of both ABE and ESL programming; and
Integrating 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
- Increase prosperity; employment, retention, earnings, and the attainment of recognized postsecondary credentials

PURPOSE and Methodology for Distribution of Federal ABE/EL Civics Funds
The FY15-19 Federal ABE/EL Civics funding formula aligns with Washington’s Adult Education and Family Literacy 2014-2019 five-year State Plan, guidance from the Governor’s Adult Education Advisory Council (AEAC), the Governor’s Results Washington initiative, the Higher Education Coordinating Board’s Strategic Master Plan for Higher Education, the State Board for Community and Technical Colleges’ System Direction and Mission Study, and Policy Focus and Dashboard, and the Workforce Training and Education Coordinating Board’s High Skills High Wages plan. 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 family sustaining jobs.

The FY15-FY19 funding methodology shifts the funding formula from a regional needs 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 current 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 FY15-FY19 formula shifts 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 & 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
• Institutions must have capacity to spend allotted performance money effectively

**METHODOLOGY**
Distribute funds based on a prorata share among providers for the following (3-yr avg of data):

a. 50% Performance based
   i. 10% Transitions
   ii. 20% Total Student Achievement Points
   iii. 20% SAI points per student
b. 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.*

**7.5 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.

**8.0 Public Participation and Comment**

Broad public input for this plan was sought and evaluated under the active leadership of the state’s Adult Education Advisory Council (AEAC described in Section 3.1). This body was created by the legislature in state law in 1991, recognized by the U.S. Department of Education in 1997, and has members who are appointed by the state’s governor to represent key agency partners and sectors. The AEAC recommended this plan for the consideration of the state governor and for approval by the State Board for Community and Technical Colleges.

**8.1 Description of Activities**
Public input was gathered in three ways by staff of the Office of Basic Education for Adults and members of the Adult Education Advisory Council:

1. Review of key planning documents that included:
   • Washington Governor’s Draft Goals, Outcomes and Measures
   • State Board for Community and Technical Colleges System’s Direction and Mission Study
   • Workforce Training and Education Coordinating Board’s (State WIB) Ten Year Plan
   • Current and past adult education plans from Washington and other states, primarily those engaged in the Accelerating Opportunity initiative supported by the Gates Foundation to expand I-BEST
2. Fourteen public forums and focus groups targeted specific constituents and the general public. The gatherings were announced through adult education and AEAC contacts and on the SBCTC website. These gatherings focused on four key areas:
   - Key roles for adult learners as they complete their education,
   - Skills required to carry out those roles,
   - Support and contributions needed to ensure learner success
   - Indicators and evidence of program effectiveness

Forums targeted:
   - Adult Education administrators, directors, staff and volunteers
   - Adult Education Advisory Council
   - Adult Education instructors and tutors
   - Adult learners
   - Association for Washington Business (employers)
   - Washington State Labor Council, American Federation of Teachers, Washington Education Association
   - Agency leaders and partners (see Section 3.1)
   - The public

3. On-line stakeholder surveys targeted the same specific groups and the general public and were announced through adult education and AEAC contacts and on the SBCTC website. The survey instrument mirrored the four key questions discussed in the public forum.
8.2 Review by Governor

November 8, 2013

Marty Brown, Executive Director
State Board for Community and Technical Colleges
319 East Seventh Avenue
Olympia, WA 98504-3117

Dear Mr. Brown:

I am pleased to recommend the 2015-2019 State Plan for Adult Basic Education — Pathways to College and Careers for Washington’s Emerging Workforce — for approval by the Office of Vocational and Adult Education, U.S. Department of Education. The plan was recommended to me for review and approval by both the State Board for Community and Technical Colleges and the Adult Education Advisory Council. My review is also in compliance with federal H.R. 1385 — The Workforce Investment Act 1998 — (section 224 (d)).

The plan is designed to further close the critical skill gaps for underprepared workers, who represent the fastest growing segment of Washington’s workforce. Currently, 9 percent of Washington’s adult population lacks a high school credential and 3 percent lack English language skills. By expanding on nationally recognized and proven innovations like I-BEST, the plan creates pathways for students to pursue education that lead to living-wage jobs and a robust economy.

Washington State recognizes that adults need high levels of literacy and basic academic skills if they are to compete in the evolving workforce, prepare their children for success, and contribute to their communities. We welcome the opportunity to review the systems serving these adults to ensure their needs, and those of their communities, are met effectively and efficiently.

I find the plan to be well developed and comprehensive in scope. It is strategically aligned to support our state’s Results Washington Initiative, the Washington Student Achievement Council’s (previously named the Higher Education Coordinating Board) Strategic Master Plan for Higher Education, the State Board for Community and Technical Colleges’ System Direction and Mission Study and Policy Focus and Dashboard, and the Workforce Education and Training Board’s High Skills High Wages plan.

I commend the State Board for Community and Technical Colleges, the Office of Adult Literacy, and the Adult Education Advisory Council for their leadership in developing this plan. Aptly named, the plan is designed to provide all students with the 21st century skills needed to succeed in school, jobs, careers, and communities. As students’ lives are elevated, our collective quality of life will grow in Washington through a strong economy and healthy communities.

Very truly yours,

Jay Inslee
Governor

P.O. Box 40002 • Olympia, Washington 98504-0002 • (360) 902-4111 • www.governor.wa.gov
9.1 Strategies
The Governor-appointed Adult Education Advisory Council works to ensure the availability and quality of adult literacy and basic skills services across Washington State, by supporting, improving and expanding partnerships and coordination among the state’s adult literacy and basic skills stakeholders, providers and external partners at every level.

All publicly funded agencies that provide or refer students to adult basic education in Washington State use the CASAS assessment. This streamlines service delivery and facilitates successful partnerships. These agencies, including the Washington State Board for Community & Technical Colleges, the Department of Social and Health Services, the Employment Security Department, and the Washington State Department of Corrections, all have membership on the Adult Education Advisory Council.

Integrated, contextualized instruction combined with well-defined pathways to college and career readiness form the basis of all new initiatives designed to accelerate student learning. Building upon the proven success of the Professional Technical I-BEST programs (Integrated Basic Education and Skills Training) in moving students rapidly towards credentials that will allow them to earn a family-wage job, the Washington State Board for Community & Technical Colleges has helped funded providers develop On-Ramps to I-BEST, Developmental I-BEST, and Academic I-BEST. Each of these models relies upon the practices of team teaching, contextualized, integrated instruction, and integration of technology. These practices are essential to the original Professional/Technical I-BEST model.

The following are examples of successful program strategies for special populations:

- **Low-income adult learners who are educationally disadvantaged**
  - Washington educational services to low-income learners and those on public assistance are supported through a partnership with the Department of Social and Health Services and other publicly funded agencies. WorkFirst, Washington’s TANF Program, provides referrals and wrap-around services to students on public assistance.
  - High School 21+ is a new program that allows students over the age of 21 to earn a high school diploma while enrolled in ADULT EDUCATION. Basic skills are contextualized in the academic subject matter necessary for high school graduation in Washington.

- **Individuals with Disabilities**
  - Renton Technical College (RTC) has provided training and assistance to the Community and Technical College system in Washington in implementing Universal Design as a proven strategy for helping all students, including those with learning disabilities. In late 2002, RTC received a three-year grant from the Department of Education to help provide support to students with undiagnosed learning disabilities. In 2005, an additional three years were granted to expand project activities to include help to all students with disabilities and to other community and technical colleges in
Washington State. According to an independent evaluator, the project was successful in increasing the completion rate of all students over the course of the grant, with the greatest increases shown for students with disabilities in UDL classrooms.

- Instructors in these classrooms have implemented teaching strategies, including assistive technologies and e-learning, which have been shown to be effective in helping students with learning disabilities. Using the UDL paradigm, these strategies are offered to the entire class from the beginning of the quarter, not only those with diagnosed disabilities.

- In July, 2011, the Office of Basic Education for Adults of the State Board for Community and Technical Colleges brought national trainers to the state to train 22 individuals from 12 colleges in Learning to Achieve, a project supported by LINCS, which is consistent with the principles of universal design.

- All community and technical colleges in the Washington system maintain disabilities support services which ensure that all students with documented disabilities receive appropriate accommodations.

**Limited English Proficient**

- Project I-DEA (Integrated Digital English Acceleration) is a three-year pilot project supported by the Gates Foundation that will develop innovative instruction for ESL learners in the three lowest levels. I-DEA integrates the best practices of I-BEST, an information literacy approach, and the flipped classroom model. At least 50% of the instruction will be on-line and include opportunities for self-directed learning.

- Ten partnerships of colleges and CBOs will develop instructional innovations in the first year. These will be joined by 10 additional learning hubs that will help to refine and replicate resources in the second year. In the third year the remaining 14 college-CBO partnerships will participate, leveraging the entire system. Instructors and technology coaches will be trained to use a suite of online tools as they create and refine online learning modules based on I-BEST’s core components.

**Criminal Offenders in Correctional Institutions**

- The Department of Corrections contracts with community and technical colleges to provide basic skills and job training 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.

- The average offender 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 general education degree (GED®).

- During this past year, nearly 9,500 incarcerated offenders participated in educational opportunities offered by Washington state community and technical colleges.

- 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. In 2012-13, four more professional-technical I-BEST programs were added.
• Single Parents and Displaced Homemakers
  o Washington State utilizes several funding opportunities to help mitigate the barriers to participation for single parents and displaced homemakers.
  o The Basic Food, Employment and Training program (BFE&T) provides access and services to food stamp recipients in Washington State. Services include job search and job search training, education and skills training, and support services to Basic Food recipients not participating in the state’s Temporary Assistance for Needy Families (TANF) program.
  o The Opportunity Grant helps low-income students in Washington State train for high-wage, high-demand careers. Adult basic skills students participating in I-BEST classes are eligible for Opportunity Grants.

As part of the comprehensive college and career pathways initiative, all adult education students benefit from the system-wide Reading Apprenticeship training for faculty. Reading Apprenticeship trainings are supported by adult education leadership funds and provide basic skills and I-BEST faculty with the skills to improve student reading comprehension in content areas through the use of WestEd’s Reading Apprenticeship® (RA). WestEd’s Reading Apprenticeship® is a research-based framework for content area literacy instruction. RA is used to empower students to become skilled readers and improve their reading comprehension skills, particularly in content/program-related areas.

10.0 Integration with Other Adult Education and Training Activities

10.1 Description of Planned Integrated Activities
Adult education and literacy activities are integrated with other education, training, and employment programs at the state and local levels. At the state level, the governor-appointed Adult Education Advisory Council (AEAC) is charged with improving partnerships, collaboration and coordination at every level. Membership in the AEAC includes representatives from the Adult Basic Education Office of the State Board for Community and Technical Colleges, higher education, adult education, community based organizations, private sector employers, private literacy organizations, economic development councils, library programs, labor programs, corrections education, and the general public.

The Workforce Education Council (WEC) consists of the chief workforce education officer from each of the 34 community and technical colleges in Washington State. The WEC is a subsidiary of the Instruction Commission (IC) and the Washington Association of Community and Technical Colleges.

The council membership meets once each quarter at one of the colleges and, in collaboration with representatives of the State Board for Community and Technical Colleges, organized labor and the Association of Washington Businesses, explores and develops initiatives to improve access to workforce training, to boost local economic development and to expand the services for dislocated workers in the state.
The Washington State Instruction Commission for Community and Technical Colleges (IC) exists to enhance instruction and library/media services within the community and technical colleges of the State. The Instruction Commission is directly responsible to the Washington Association of Community and Technical Colleges presidents (WACTC) through a liaison appointed by the president of WACTC. The liaison serves as the primary communication link between the Commission and WACTC. The IC also forms a communication link between the following councils, all of which send representatives to the IC: the Council for Basic Skills, the Articulation and Transfer Council, the Continuing Education Council, the eLearning Council, the Library Media Directors Council, and the Workforce Education Council.

The BFE&T program, offered through the Department of Agriculture, is a source of funds for state and local agencies. Customarily, states administer the process through a designated BFE&T administrative agency. In our state, the Department of Health and Human Services (DSHS) is the designated agency. In 2013, the BFE&T program expanded to include participation by all 34 community and technical colleges in Washington State.

11.0 Description of Steps to Ensure Direct and Equitable Access

11.1 Description of Steps
Washington Adult Education ensures direct and equitable access for all eligible providers seeking to apply for grants or funds to deliver adult education services. Also, Washington Adult Education will circulate a request for application (RFA) notice and application for funds to all current providers. Information will also be available on the Washington Adult Education Website.

11.2 Notice of Availability
Washington Adult Education will use the steps outlined in Section 6 to publicize opportunities for funding and ensure direct and equitable access for eligible providers. Upon request, Washington Adult Education will provide necessary information to any eligible agency.
12.0 Programs for Corrections Education and other Institutionalized Individuals

12.1 Types of Programs
Funds made available under Sec. 222(a)(1) of the Workforce Innovation and Opportunity Act may be used to carry out corrections education or education for other institutionalized individuals, and may include academic programs. No more than 20 percent of federal funds allocated to an eligible provider will be used for these activities. Funds may be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic programs for:

1. Basic education;
2. Special education programs as determined by the eligible agency and the correctional facility or other institution;
3. English literacy programs; and
4. I-BEST programs.

These programs must provide the same rigor as those offered in a non-institutional setting as described in Section 3.1. It is essential that programs offered by eligible providers in correctional facilities be part of the college and career pathways that allow offenders to seamlessly transfer to providers in the community once released.

12.2 Priorities
Eligible providers will ensure that programs for criminal offenders in a correctional institution will give priority to incarcerated individuals in the following order:

1. Individuals who are under the age of 22 have not obtained a high school diploma or high school equivalency certificate and who are likely to leave the correctional institution within four years of enrolling in the program.
2. Individuals who are over the age of 22 have not obtained a high school diploma or high school equivalency certificate and who are likely to leave the correctional institution within four years of enrolling in the program.
3. Individuals with a high school diploma or a high school equivalency certificate who are in need of adult basic education and who are likely to leave the correctional institution within four years of enrolling in the program.
4. Individuals in need of adult basic education who are likely to stay in the correctional institution for more than 4 years of enrolling in the program.

12.3 Types of Institutional Settings
Correctional institution means any

1. Prison
2. Jail
3. Detention center
4. Work Release Center or similar institution designed for the confinement or rehabilitation of criminal offenders
13.1 Description of New Required Activities
Washington state’s combined plan will address the activities that will 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 new combined plan, all Basic Education for Adults providers will use funds made available under section 222(a)(2) for the adult education and literacy required WIOA activities including the four new required national leadership activities to develop or enhance the adult education system across the state.

All funded providers will be required to detail the process that will be used to collaborate with all stakeholders and align Basic Education for Adults programming in their 2015-2016 extension plan with all partners named in the combined state plan. Eligible providers will 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 will describe how they will fulfill one-stop responsibilities in their region. As members of local Workforce Development Boards, local providers will participate in ongoing plan development and implementation of WIOA.

The following transition activities are underway in Washington to meet the four new 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 & Education Coordinating Board (WTECB) has 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 are:
     - 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, business, labor, local and state stakeholders, and other industry partnerships.

In addition to Washington’s WIOA committee structure the following activities are underway to meet the alignment requirement. These activities are funded through current WIA funding. They include:

- BEdA system wide, three-day training on developing college and career pathways completed Summer 2014. This was developed to support WIOA and the state plan requirement to implement college and career readiness pathways for all basic skills students.

- On-going WIOA Collaborate sessions to update providers on all planning, development, and implementation requirements, strategies, and trainings. These sessions include guest presenters from all core programs. The first of these sessions provided an overview by the WFB, local WDCs, and SBCTC. Providers were given a listing of contacts in their local regions to begin alignment planning and discussions.

- SBCTC facilitated work sessions with regional core program partners. Four regional sessions have been completed to date.

- WDC facilitated work session on WIOA collaboration at the January 2015 Council of Basic Skills (CBS) meeting

- Washington’s Governor appointed Adult Basic Education Advisory Council (AEAC) work to identify, develop, and expand the establishment of local shared navigational support systems to students.

(2) The establishment or operation of high quality professional development programs to improve the instruction provided pursuant to local activities required under section 231(b), including instruction incorporating the essential components of reading instruction as such components relate to adults, instruction related to the specific needs of adult learners, instruction provided by volunteers or by personnel of a state or outlying area, and dissemination of information about models and promising practices related to such programs.

- Washington state implements quality programs and professional development to support all state initiatives through various means. Federal leadership dollars are
granted to providers in support of professional and program development initiatives that include:

2014-2015:
- Team teacher training for all programming (ABE, ESL, HS 21+, On-Ramp to I-BEST, 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
- LINCS Adult Numeracy Training
- Innovation in EL Civics supporting the development of co-enrolled integrated employment and training activities (I-BEST) as well as math at all levels

2015-2016: In addition to the on-going trainings listed above, the following trainings will be offered during the transition year:
- Reading Apprenticeship Training to prepare students for college-level instruction
- Contextualized integrated employability skills training

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

(a) 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, and staff training. Current initiatives include:
- Washington’s adoption in October of 2014 of the College and Career Readiness (CCR) Standards as the basis for all instruction. 2014-15 will be a year of transitioning from the Washington State Adult Learning Standards to CCR Standards with full implementation in 2015-16 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. Each student is provided with a laptop computer and 24/7 access to learning. Curriculum including language acquisition, rights and responsibilities of citizens and workforce training is thus available around the clock for ESL 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 a highly intensive, quarterly staff training and implementation component in addition to on-going program support from SBCTC. I-DEA will be fully implemented in all programs by June 2016.
- Reading Apprenticeships training and implementation, which will continue 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.
o LINCS Adult Numeracy Training, which will be conducted throughout 2014-15 in support of mathematics instruction for increased rigor of programming in order to prepare students for college and career pathways.

o Technology and the flipped classroom model training which will begin in 2015 to enhance faculty skills in the use of instructional technology for distance education and student skill development in solving problems in technology rich environments.

(b) the role of eligible providers as one-stop partners to provide access to employment, education, and training services

o See Section 13.1a. for planning and implementation work being done in support of one stop centers across the system.

(c) assistance in the use of technology, including for staff training, to eligible providers, especially the use of technology to improve system efficiencies

o To enhance system efficiencies, Washington conducts trainings through the Blackboard Collaborate system and also offers training to assist staff in the use of Collaborate.

o SBCTC also offers training in the online management system, CANVAS for faculty and staff wanting to enhance instruction with technology in the classroom.

o A major focus in the next two years is on increasing instruction in problem solving in technology rich environments. Initiatives currently under way that support this work include:
  - I-DEA (see Section 13.1(3)(a)
  - System-wide training on implementing the flipped classroom model (see section 13.1(3)(a)

(4) 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. Current efforts in Washington include:

  • Quarterly desk monitoring by SBCTC to identify coding issues, system reporting and program outcomes
  • Bi-annual Data for Program Improvement projects by each provider with the results being shared at various venues, e.g. Council for Basic Skills, committee meetings, trainings etc. In 2015-2016, providers will be required to include local WDC and one-stop partners in DPI research.
  • 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.
13.2 Description of Proposed State Leadership Activities (as appear in current state plan)

1. The establishment or operation of professional development programs to improve the quality of instruction provided pursuant to local activities required under Section 231 (b). These programs include contextualization of instruction, student self-efficacy, English language and numeracy fluency, and reading comprehension. Instruction must be provided by qualified, faculty, staff, trained volunteers or personnel of approved providers. All leadership activities are aligned to the Office of Adult Education’s State plan, Strategic Issues, and Goals.
   a. SBCTC-Adult Education has an extensive range of opportunities for program development for all Adult Education funded programs to improve the quality of instruction.
      i. Over a period of 10 years, Adult Education has provided professional development for faculty and staff on developing and delivering lessons and curricula based on the Washington Adult Learning Standards.
      ii. New workshops incorporate training on the shifts defined in the College and Career Readiness Standards and on contextualizing and integrating instruction in classroom lessons.
      iii. Team-teaching workshops clarify for instructors the steps to develop combined course outcomes and to develop integrated lessons in the context of both Adult Education and academic or vocational subject matter.
   b. Every two years, Adult Education sponsors a state-wide conference, Rendezvous. Faculty and staff present creative and innovative research-based practices that they have implemented in their programs.
   c. Two online courses (New Teacher Orientation and Learning Standards 101) offer instructors new to Adult Education the grounding to understand the system and to build their instruction based on current practices.
   d. SBCTC-Adult Education built and maintains a database to track participation in all trainings, meetings, and other activities.

2. Provision of program improvement and support to eligible providers of adult education and literacy activities:
   a. According to the plan set forth in the Data Quality Checklist, Adult Education has long supported ongoing local program improvement through workshops where provider teams read and analyze data, develop a question based on the data, explore the question, and create and implement a solution to the question raised. At the end of the project cycle, each program shares the project results.

3. Provision of technology assistance, including staff training, to eligible providers of adult education and literacy activities to enable the eligible providers to improve the quality of such activities:
   a. Adult Education works collaboratively with SBCTC-eLearning to provide all faculty full access to technologies on campuses that include the Canvas LMS, Collaborate and Tegrity. Faculty are encouraged to incorporate these and other technologies in class and in out-of-class activities for students.
   b. SBCTC provides all funded providers options for online learning to enhance technology skills.
c. Funded providers are eligible to apply for grants that support local staff participation in mandatory leadership trainings, request funds to support participation in other state and national trainings, and to create innovative program improvement projects that:

i. **Increase Student Progression** by providing opportunities for students to move further and faster through the continuum of basics skills and college and career readiness pathways.

ii. **Improve Transition** by offering opportunities for students to progress into college level training and be prepared to attain Tipping Point levels of skills and knowledge.

iii. **Engage Communities** through outreach efforts to stakeholders and potential students to increase participation in and support for adult basic education.

iv. **Support Innovations** that present opportunities for students to move further and faster along their educational pathway.

4. Support of state or regional networks of literacy resource centers:

a. Adult Education is an active partner in the Western LINCS and staff participate in Regional Partner meetings. On an ongoing basis, staff monitor and participate in LINCS Community forums.

5. Monitoring and evaluation of quality and improvement in adult education and literacy activities:

a. SBCTC staff conduct on-site reviews of approximately one-third of funded programs to identify strengths and/or weaknesses and to provide technical assistance appropriate to increase program effectiveness and program compliance with federal and state requirements.

b. SBCTC staff are available for targeted technical assistance. This assistance may be requested by a provider in the form of training, a site visit, or other type of support. The assistance may also be initiated by SBCTC staff based on a review of data or other factors.

c. In support of federal requirements, leadership funds promote high data quality, professional development on NRS Data Monitoring, the Washington Adult Basic Education and Reporting System (WABERS+), and the standardized assessment testing tool (CASAS). Funds also support ongoing Using Data for Program Improvement workshops where provider teams develop and implement plans that improve service to students by increasing student progression, transition, retention, etc.

d. Adult Education staff deliver workshops on topics that increase the quality of data collected and reported on adult students. These include training on NRS, WABERS+, and CASAS.

6. Incentives for program coordination and integration and performance awards:

a. Adult Education is an active partner in the Student Achievement Initiative adopted in 2006 by the State Board for Community and Technical Colleges. This initiative provides funding directly to colleges for achievement measures. These measures of student achievement are based on national research as well as the Tipping Point research done in Washington State.

7. Developing and disseminating curricula, including curricula incorporating phonemic awareness, systematic phonics, and fluency and reading comprehension:
a. Building on 10 years of implementation work with the WA Adult Learning Standards, Adult Education now offers training on contextualized and integrated instruction. A resource Website is available to faculty, and it will provide continuous resources and updates, as well as a place for faculty to share curriculum and ideas.

8. Additional significant statewide leadership activities:
   a. Participation in Washington State Adult Learning Standards and College and Career Readiness Standards cadre trainings
   b. Contextualization implementation workshops
   c. Training in messaging adult education to all stakeholders and funders.

9. Coordination with existing support services, such as transportation, childcare, and other assistance designed to increase rates of enrollment in, and successful completion of, adult education and literacy programs.

10. Integration of adult education instruction and occupational skill training and promoting linkages with employers.
   a. Comprehensive I-BEST Pathway.

11. Pathway linkages with postsecondary educational institutions.

13.3 Description of Joint Planning and Coordination for Unified/Combined Plan Only
Description of Joint Planning and Coordination for Unified/Combined Plan Only is not applicable.

13.4 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 addresses the special needs of students, teachers and other program beneficiaries to overcome barriers to programming and participation, including those based on gender, race, color, national origin, disability, and age.

The office ensures that local providers
give equal access to, and equitable participation in, all such projects and activities through the monitoring and technical assistance process and follow the laws required of the Equal Opportunity Hiring Act and the Americans with Disabilities Act.

13.5 One-Stop Participation
Washington State’s Adult Education Advisory Committee provides guidance in the development of system one-stop operations to provide the following core services:

- Use of CASAS as the state-wide assessment for Educational Functioning Level (EFL and educational gain
- Providing Adult Education and ESL instruction to clients in need of retraining
- Providing high school equivalency or HSC preparation for clients in need of retraining
- Providing all educational services for WorkFirst clients.
- Providing navigational and support services to adult education students

In collaboration with the local Workforce Development Councils (WDC), local providers work together to provide literacy services to adult learners, parents, and their children. Staff from one-stop centers and/or partnering agencies, along with community college and community based organization providers, have been cross trained in CASAS assessment and data collection to provide targeted support for Washington’s college and career readiness pathways.

Programs across the state, in collaboration with local WDCs and the SBCTC Workforce Division, are piloting the Start Next Quarter initiative to connect current and potential students with services and programs in Washington State. This is a free online eligibility screener for employment and training programs at participating agencies and community colleges. Eligible students may then apply for funding and learn the steps to start a training program.

In partnership with the Workforce Training and Education Coordinating Board (WTECB) and Washington Workforce Association (WWA), SBCTC collaborated to create the I-BEST Program Options website. This interactive online tool provides partners from the workforce development system, including WorkSource, Labor and Industry, WorkFirst and others with accurate I-BEST program information that can be accessed quickly and easily. This allows all agencies and systems to work together more effectively to create education/employment plans for shared clients and to coordinate resources that result in the skilled workers that Washington employers need. At the same time, the site addresses the needs of college and CBO staff such as advisors, faculty, volunteers, program directors, SBCTC staff, and students in locating I-BEST programs being offered across the state.
This tool provides real-time information about what types of I-BEST programs are being offered on each college campus and provides a contact name, phone number and email for further inquiries. It also indicates when a student can enroll in an I-BEST program and links directly to the college’s Web page. Students and agency partners can search for I-BEST programs by institution, career pathway, program name, county, or quarter the program will be offered.

The power of this tool leverages results from two perspectives:

1. **Within the system** – Provides the ability to engage potential students, advisors, instructors, etc. in order to guide students into the programs that address their needs and goals, keep programs vital, and fulfill the college’s role to meet the dual demands of employers and soon-to-be skilled workers.

2. **Outside the system** – Provide partners from the Workforce Development System, the WorkSource System, Labor and Industry, WorkFirst and others with accurate information that can be accessed quickly and easily and allows them both to create specific education/employment plans for their clients and to access the required funding that allows clients to become I-BEST participants and skilled workers.

The **I-BEST Program Options** tool was created at the request of the Workforce Board and the Workforce Development Council Directors, with a commitment to refer and co-enroll students, and support this effort. This innovation has laid the foundation to address one of the biggest hurdles to I-BEST participation – funding for tuition, supplies, etc.

As the options tool was fully implemented in 2013, the State Board staff worked with all partners to fully acquaint them with the benefits of the site and refresh their enthusiasm for keeping this commitment.
14.0 English Literacy / Civics Education

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

In addition to the extension application for the BEdA Master Grant, the SBCTC will release an extension application for 2015-2016 Federal Workforce Investment Act Title II for Adult Basic Education and Literacy Services for Integrated English Literacy and Civics Education to current providers on March 5, 2015. Each eligible organization desiring an extension shall submit an extension application containing information and assurances such as the SBCTC may require, including:

1. A description of how Integrated English Literacy and Civics Education funds awarded under AEFLA will be spent.
2. 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.
3. A transition plan detailing the implementation of the required Integrated English Literacy and Civics Education WIOA Activities to be fully implemented as of July 1, 2016.
Appendix A – Eligible Agency Certifications and Assurances

FY16 Master Grant Assurances and Certifications

State Board for Community and Technical Colleges (SBCTC)
Washington State Adult Education Assurances and Certifications 2015-16

The eligible provider must assure that the transition extension represents the adult basic education WIA requirements and the transitional activities that will be provided for 2015-16. According to the guidance provided by OCTAE, the Department of Labor, the Department of Education, and the Washington State Board for Community and Technical Colleges Office of Basic Education for Adults, 2015-2016 grant extensions awarded to current sub-grantees during the transition year (2015) must address the new requirements of WIOA in the grant extension as consistent with this Washington State Adult Education 5-year Plan – 2014-2019 with Revised WIOA Requirements for Transition State Plan 2015-2016. The updated transition year (2015) Assurance document (below) must be signed and submitted with your budget. All transition year extensions will be administered in accordance with applicable state and federal laws and regulations set forth in the guidelines, including the following certifications and assurances.

<table>
<thead>
<tr>
<th>Assurances</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Maintain all WIA requirements</td>
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<tr>
<td>Amend and implement WIOA activities in accordance with the Washington State Adult Education 5-year Plan – 2014-2019 with Revised WIOA Requirements for Transition State Plan 2015-2016, and any additional guidance from OCTAE, the Department of Labor, the Department of Education, and the Washington State Board for Community and Technical Colleges Office of Basic Education for Adults.</td>
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<tr>
<td>Track student progress in terms of the performance measures and outcomes described in the Washington State Plan for Adult and Family Literacy. These include: a. Demonstrated improvement in or completion of Educational Functioning Levels (EFLs) in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills. Outcomes must be based on either the State’s Federal Target or the Applicant’s Actual Performance multiplied by 1.02 and again by 1.02 – whichever is higher. b. Placement in, retention in, and completion of postsecondary education, training, unsubsidized employment or career advancement. c. Receipt of a secondary school diploma or its recognized equivalent. d. Substantial progress within and completion of Follow-up Measures (SPLs): High School Diploma (HSD) High School Equivalency (HSE), entered postsecondary education/training, entered employment, and retained employment. e. Substantial progress on Student Achievement for both total points and points per student demonstrating a 3% increase over the duration of the grant. f. Increased transition rates for students from Basic Skills to postsecondary education demonstrating a 3% increase</td>
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<td>Requirement</td>
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<tr>
<td>Identify, implement and scale comprehensive, innovative college and career pathways to accelerate student completion and foster economic growth.</td>
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<tr>
<td>Guide and support transformational instructional practices that accelerate student completion to certificates, the Tipping Point, and Associate or Arts/Bachelor of Arts degrees leading to family sustaining employment.</td>
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<tr>
<td>Contextualize adult education courses to support transition to high school completion &amp; equivalency certification, postsecondary education, and employment.</td>
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<td>❑</td>
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<td>Participate in annual operations and program improvement reviews as required.</td>
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<tr>
<td>Make any applications, evaluations, periodic program plan or report relating to any activity represented by this application readily available, within the constraints of pertinent data privacy legislation, to program staff, adult learners, and members of the general public.</td>
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<tr>
<td>Use the web-based Washington Adult Basic Education Reporting System+ (WABERS+), train appropriate staff in their program in the use of WABERS+ and to submit accurate reports at least quarterly, according to the schedule published by the State Board for Community and Technical Colleges (SBCTC). <a href="http://www.sbctc.ctc.edu/college/e-abe_wabers.aspx">http://www.sbctc.ctc.edu/college/e-abe_wabers.aspx</a></td>
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<tr>
<td>Use monies secured through this application to supplement, and not supplant, other federal, state, or local funds that are, or should be, available from other sources.</td>
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<tr>
<td><strong>NOT</strong> request Federal Adult Education and Family Literacy Act reimbursements that exceed 75 percent of the actual cost of providing the basic skills program.</td>
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<tr>
<td>Adhere to all Adult Basic Education for Adults grant fiscal guidelines, including insurance requirements, published by the State Board for Community and Technical Colleges.</td>
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<td>Address the Adult Basic Educational needs of their community on a year-round basis.</td>
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<tr>
<td>Submit the annual count of Adult Basic Education staff (Table 7) in WABERS+ database on or before 7/10/16</td>
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<tr>
<td>Submit the annual narrative report, the annual Local ABE Data Quality Checklist and Financial Status Reports in the Online Grant Management System (OGMS) on or before September 15, 2016.</td>
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<tr>
<td>Transition to and implement College and Career Readiness Standards as approved by the Council for Basic Skills (CBS) into all eligible instructional activities.</td>
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<td>Complete at least one full program cycle of using data for program improvement as defined in state-sponsored training.</td>
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<td>Attend and participate fully in quarterly Council for Basic Skills (CBS) meetings.</td>
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<td>Task</td>
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<tr>
<td>Participate in state-sponsored CASAS (Comprehensive Adult Student Assessment System) training, and will follow the State Assessment Policy requirements.</td>
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<td>Participate in data analysis, budget development, and program improvement workshops/training.</td>
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<td>Utilize well-trained staff in accordance with Transition Year Guidance: Title II of the WIA 1998 to WIOA 2014</td>
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<td>Provide for professional development.</td>
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<tr>
<td>Use innovative/research-based instructional practices in teaching.</td>
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**CERTIFICATION:** Eligible providers will certify and assure that:

- The provider has read, and will follow all Adult Basic Education program and fiscal guidelines provided by SECTC. Guidelines documents are available in the Online Grant Management System (OGMS).
- The governing body of the applicant provider has granted authority to submit this extension and to carry out the Adult Basic Education services that this application sets forth.
- The program(s) described within the application will be carried out in complete compliance with all applicable state and federal laws, regulations, rules, procedures, set forth in grant program and fiscal guidelines as well as with the assurances contained herein.
- All the information contained in this application is true and correct.
- Uploaded as an attachment in OGMS.

Each funded provider must sign and upload assurances into OGMS 2015-16 BEdA Master Grant Application.

College ________________________________

Name of Grant Contact ___________________ Phone ________________

Title _________________________________ E-mail ______________________

Signature of Grant Contact _______________ Date ________________
Appendix B – Other Grant Forms

2013-14 AEFLA-EDGAR Certifications (Attachment A)

Appendix A

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

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

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

CERTIFICATIONS

EDUCATION DEPARTMENT GENERAL
ADMINISTRATIVE REGULATIONS
(34 CFR Part 76.104)

(1) The plan is submitted by the State agency that is eligible to submit the plan.

(2) The State agency has authority under State law to perform the functions of the State under the program.

(3) The State legally may carry out each provision of the plan.

(4) All provisions of the plan are consistent with State law.

(5) A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.

(6) The State officer who submits the plan, specified by the title in the certification, has authority to submit the plan.

(7) The agency that submits the plan, specified by the title in the certification, has authority to submit the plan.

(8) The plan is the basis for State operation and administration of the program.
ASSURANCES

WORKFORCE INVESTMENT ACT OF 1998
(Public Law 105-220)
Section 224 (b)(5), (6), and (8)

Workforce Innovation and Opportunity Act of 2014
(Public Law 113-128)
Section 102 (b)(6)(vii) and (viii)

1. The eligible agency will award not less than one grant to an eligible provider who offers flexible schedules and necessary support services (such as child care and transportation) to enable individuals, including individuals with disabilities, or individuals with other special needs, to participate in adult education and literacy activities, which eligible provider shall attempt to coordinate with support services that are not provided under this subtitle prior to using funds for adult education and literacy activities provided under this subtitle for support services.

2. Funds received under this subtitle will not be expended for any purpose other than for activities under this subtitle.

3. The eligible agency will expend the funds under this subtitle in a manner consistent with fiscal requirements in Section 241.

Section 241 Administrative Provisions

(a) Supplement Not Supplant.—Funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.

(b) Maintenance of Effort.—
(1) In General.—

(A) Determination.—An eligible agency may receive funds under this subtitle for any fiscal year if the Secretary finds that the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the second preceding fiscal year, was not less than 90 percent of the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the third preceding fiscal year.

(B) Proportionate reduction.—Subject to paragraphs (2), (3), and (4), for any fiscal year with respect to which the Secretary determines under subparagraph (A) that the fiscal effort or the aggregate expenditures of an eligible agency for the preceding program year were less than such effort or expenditures for the second preceding program year, the Secretary—
Appendix A
Page 3

(i) shall determine the percentage decreases in such effort or in such expenditures; and

(ii) shall decrease the payment made under this subtitle for such program year to the agency for adult education and literacy activities by the lesser of such percentages.

(2) Computation.—In computing the fiscal effort and aggregate expenditures under paragraph (1), the Secretary shall exclude capital expenditures and special one-time project costs.

(3) Decrease in federal support.—If the amount made available for adult education and literacy activities under this subtitle for a fiscal year is less than the amount made available for adult education and literacy activities under this subtitle for the preceding fiscal year, then the fiscal effort per student and the aggregate expenditures of an eligible agency required in order to avoid a reduction under paragraph (1)(B) shall be decreased by the same percentage as the percentage decrease in the amount so made available.

(4) Waiver.—The Secretary may waive the requirements of this subsection for 1 fiscal year only, if the Secretary determines that a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster or an unforeseen and precipitous decline in the financial resources of the State or outlying area of the eligible agency. If the Secretary grants a waiver under the preceding sentence for a fiscal year, the level of effort required under paragraph (1) shall not be reduced in the subsequent fiscal year because of the waiver.

Washington State Board for Community and Technical Colleges
(State Agency)
1300 Quinnce Street SE
Olympia, WA 98504-2495
(Address)

By: ____________________________
(Signature of Agency Head)

Executive Director
(Title)

2/5/15
(Date)
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 the Office of Congress in connection with the awarding of a 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-L, "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-L, "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: Mr.  * First Name: Marty  Middle Name:  Last Name: Brown  * Title: Executive Director

* SIGNATURE:  

* DATE: 1/3/14
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 institute 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 handicap; (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. 290dd-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 Acquisitions 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. 1551-1508 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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Standard Form 424B (Rev. 7-97) Prescribed by OMB Circular A-102

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(e) 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) installation 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(e) of the Clean 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. 93-522); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 92-205).


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.

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<tr>
<th>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</th>
<th>TITLE</th>
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<td>[Signature]</td>
<td>Executive Director</td>
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<td>Washington State Board for Community &amp; Technical Colleges</td>
<td>1/3/14</td>
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Standard Form 424B (Rev. 7-97) Back
SF 424 Core Form

Application for Federal Assistance SF-424

1. Type of Submission
   - Preapplication
   - Application
   - Changed/Corrected Application
2. Type of Application
   - New
   - Continuation
   - Revision
   * Other (Specify):

3. Date Received
   - Completed by Grants.gov upon submission

4. Applicant Identifier
   - Federal Entity Identifier:
   - Federal Award Identifier:

5. State Use Only:
   - Date Received by State:
   - State Application Identifier:

6. Applicant Information:
   - Legal Name: Washington State Board for Community & Technical Colleges
   - Employer/Taxpayer Identification Number (EIN/TIN): 91-0823798
   - Organizational DUNS:
   - Address:
     - Street 1: 1300 Quince Street SE
     - Street 2:
     - City: Olympia
     - County/Parish: Thurston County
     - State: WA
     - Country: United States
     - Zip / Postal Code: 98504-2495
   - Organizational Unit:
     - Department Name:
     - Division Name:

7. Name and contact information of person to be contacted on matters involving this application:
   - Prefix: Mr.
   - First Name: Jan
   - Middle Name:
   - Last Name: Kern
   - Suffix:
   - Title: Director of Adult Basic Education

8. Organizational Affiliation:
   - Telephone Number: 360-704-4526
   - Fax Number: 360-704-4419
   - Email: kern@abtc.edu
### Application for Federal Assistance SF-424

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<th><strong>9. Type of Applicant 1: Select Applicant Type:</strong></th>
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<th><strong>Type of Applicant 2: Select Applicant Type:</strong></th>
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<th><strong>Type of Applicant 3: Select Applicant Type:</strong></th>
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| **Other (Specify)** |  |

| **10 Name of Federal Agency:** | U.S. Department of Education, Office of Vocational and Adult Education |

| **11. Catalog of Federal Domestic Assistance Number:** | 84.002 |

| **CFDA Title:** | Adult Education – Basic Grants to States |

| **12 Funding Opportunity Number:** | Not Applicable |

| **Title:** | 2014-15 State Plan under the Adult Education and Family Literacy Act |

| **13. Competition Identification Number:** | Not Applicable |

| **Title:** | Not Applicable |

| **14. Areas Affected by Project (Cities, Counties, States, etc.):** |  |

| **15. Descriptive Title of Applicant's Project:** | WIA Title II, AFLA, Washington State Plan for Adult Basic Education |

Attach supporting documents as specified in agency instructions.
### Application for Federal Assistance SF-424

16. Congressional Districts Of:
   - a. Applicant: WA - All
   - b. Program/Project: WA - All

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:
   - a. Start Date: July 1, 2014
   - b. End Date: September 30, 2015

18. Estimated Funding ($):
   - b. Applicant: 
   - d. Local: 
   - e. Other: 
   - f. Program Income: 
   - g. TOTAL: 51,404,551 Est.

19. Is Application Subject to Review By State Under Executive Order 12372 Process?
   - a. This application was made available to the State under the Executive Order 12372 Process for review on 
   - b. Program is subject to E.O. 12372 but has not been selected by the State for review.
   - c. Program is not covered by E.O. 12372.

20. Is the Applicant Delinquent On Any Federal Debt? (If “Yes,” provide explanation in attachment.)
   - a. Yes
   - b. No

   If “Yes”, provide explanation and attach.

21. “By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U. S. Code, Title 218, Section 1001)
   - ** I AGREE

   ** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**
- Prefix: Mr.
- Middle Name: 
- Last Name: Brown
- Title: Executive Director
- Telephone Number: 360-704-4309
- Fax Number: 
- Email: mbrown@skc.edu

**Signature of Authorized Representative:** [Signature]
- *Date Signed: 1/3/14*
### Application for Federal Assistance SF-424

16. Congressional Districts Of:
   - a. Applicant: WA - all
   - b. Program/Project: WA - all

   Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:
   - a. Start Date: July 1, 2014
   - b. End Date: September 30, 2015

18. Estimated Funding ($):
   - b. Applicant: 
   - c. State: 42,228,940 Est.
   - d. Local: 
   - e. Other: 
   - f. Program Income: 
   - g. TOTAL: 51,404,551 Est.

19. Is Application Subject to Review By State Under Executive Order 12372 Process?
   - ☑ a. This application was made available to the State under the Executive Order 12372 Process for review on ___
   - ☑ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
   - ☑ c. Program is not covered by E.O. 12372.

20. Is the Applicant Delinquent On Any Federal Debt? (If “Yes,” provide explanation in attachment.)
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   - ☑ No
   
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21. "By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U. S. Code, Title 218, Section 1001)
   - ☑ ** I AGREE

   ** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

### Authorized Representative:

- Prefix: Mr.
- *First Name: Marty
- Middle Name: 
- *Last Name: Brown
- Suffix: 
- *Title: Executive Director
- *Telephone Number: 563-794-4309
- Fax Number: 
- *Email: mbrown@sbkc.edu
- *Signature of Authorized Representative: Marty
- *Date Signed: 1/3/14
Adult basic education 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
Program policies and guidelines, as well as valuable resources for adult educators in Washington are included on this page.

College and Career Readiness Standards
The integration of the CCR Standards (CCRS) into Washington’s Basic Education for Adults programs is intended to provide all adult students with the opportunity to be prepared for postsecondary training without needing remediation. The College and Career Readiness Standards are used to promote:

- Consistent expectations between K–12 and adult education systems so all students—whatever their pathway to graduation—will have access to the preparation they need to enter credit-bearing freshman courses without a need for remediation;
- Partnerships between and among states and programs to combine financial resources and human capital to create common tools and materials to support implementation; and
- Student preparation for new assessment models using knowledge and skills identified by the CCRS required for the attainment of a high school diploma or its equivalent (e.g., GED®, Partnership for Assessment of Readiness for College and Careers, and Smarter Balanced Assessment Consortium).
- Provide a common language that defines educational success for students, teachers, partners, funders, and others
- Design local curricula, course outlines, and lesson plans
- Engage departments in planning for outcomes and alignment between levels
- Communicate to students the skills and strategies taught and performance expected in any particular class
- Facilitate student goal-setting
- Assess student progress
- Encourage faculty professional development and collegial dialog
- Articulate with other educational partners (i.e. WorkFirst, vocational/technical programs) and help students transition (i.e. to college classes, vocational training)

I-BEST Resources web-page

Grant Funding web-page