Collaborating Across Programs

Connecting funding streams to best serve students
Why does improved collaboration and coordination matter, really?
…it matters for our students

• Encourages “no wrong door” approach
• More resources available for students who need it most
• Better transitions from pre-college to college
• Help students persist as eligibility changes
• Provides opportunity for case staffing for better solutions, consistent decisions
• Aligns and supports with Guided Pathways initiatives
...it matters for our campuses

• Help meet enrollment targets
• Budget: sum of impact greater than parts
• Improve efficiency/effectiveness (ROI)
• Increase share of SAI points
• Supports & drives campus success initiatives
...it matters for our system

- Demonstrate impact of system relative to public investment
- Make it easier to market, advocate for our system with agency partners
- Supports system redesign called for by Guided Pathways
Getting Grounded in the Programs
The Programs

- Basic Education for Adults
- Worker Retraining
- Opportunity Grant
- WorkFirst
- Basic Food Employment & Training
- Perkins Student Funding
Guided Pathways: Through BEdA & Beyond

Implementing Pathways to College & Careers for Washington’s Emerging Workforce
WORKFORCE
Basic Education for Adult’s Lifeline to Living-wage Employment

Supporting Basic Skills Adults makes workforce sense and brings equity to under-represented populations of students key to Washington’s economic stability!
NATIONAL CRISIS

- 93 million adults with basic or below basic literacy
- 13% of adults ages 25-64 have less than a high school credential
- 29% have a high school credential but no college
- By 2018, only 36 percent of total jobs will require workers with just a high school diploma or less

Postsecondary credentials are the gateway to family-supporting wages that are critical to breaking the intergenerational transmission of poverty in America.
Currently, nearly ¾ of available jobs in Washington require at least a postsecondary credential.

Washington’s needs for trained employees with college credentials will increase by almost 60% by 2030.

In that same period the population will grow by only 10%.

Over the next 20 years there won’t be enough high school graduates to fill the gap.

Washington will need to fill the gap with out of school youth and working age adults!
By 2023:

• All adults in Washington, ages 25–44, will have a high school diploma or equivalent.

• At least 70 percent of Washington adults, ages 25–44, will have a postsecondary credential.
Basic Education for Adults at a Glance 2015-2016

- **Funded Providers**
  - 34 CTCs
  - 9 CBOs

- **Students**
  - 46,849
  - 52% ESL, 48% ABE
  - 56% Female, 44% Male

- **Funding**
  - Federal $9,249,138
  - Non-federal $46,068,784*

- **Faculty**
  - 20% Full Time
  - 80% Part Time

- **Allocation Methodology**
  Funds distributed based on a prorata share among providers for the following (3-yr average of data):

  1. **50% Performance based**
     - i. 10% Transitions
     - ii. 20% Total Student Achievement Points
     - iii. 20% SAI points per student

  2. **50% FTE Enrollment**

*Reported for MOE
Adult Education (Title II) Defined

The term ‘adult education’ means academic instruction and education services below the postsecondary level that increase an individual’s ability to—

(A) read, write, and speak English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;

(B) transition to postsecondary education and training;

(C) obtain employment.*

*WIOA, SEC. 203 Definitions (1)(A)(B)(C)
Major Guiding Changes in WIOA for BEdA

• Requires the development and implementation of effective and accessible college and career pathways.

• Requires that Basic Education aligns to the K12 standards and no longer gets students to 10th grade competency levels but provides them with the skills to be college ready.

• Requires employability skills be taught in every class at every level.
Major Guiding Changes (Continued)

• It supports—I-BEST— or integrated, co-enrolled workforce and training programs that accelerate the transition to postsecondary certificates and degrees for both ABE and ESL

• Includes math, reading, listening, and speaking strategies be taught at all levels for both ABE and ESL

• Expands the provision for technology
How did this Pathway thing begin?
Washington State’s Perfect Storm

Drivers for Change
• Research
• Data
• Policy
• Program Design
• Practice
Success Defined

The Tipping Point
1 year of college level credits + a credential

- After 6 years, students with 1 year of college credits + a credential had the most significant future earnings bump:
  - $7,000 more/year for ESOL students
  - $8,500 more/year for ABE students
  - $2,700 more/year for workforce students entering with a GED®
  - $1,700 more/year for students entering with a HSD
Entering Classes:
Almost 1/3 are made up of prime working age (25-49) - with HSDs or less or non-English speaking.

- 8 out of 10 ABE/ELL – modest skills gains, at best earn a high school equivalency … but go no further
- 7 out of 10 workforce and transfer students who enter with a high school equivalency credential – leave with less (many, a lot less) than 1 year of college and no credential
- 2 out of 3 who enter with high school diploma – also leave with less (some, a lot less) than 1 year of college and no credential
Comprehensive Wraparound Services

• Programs are required to collaborate with partnering agencies to make academic, economic, and social support services easily accessible to students.
  
  • Navigational support
  • Academic and financial aid advising
  • Childcare
  • Housing
  • Transportation
  • Emergency funds
Financial Aid to Students

THE BIGGEST CHALLENGE!

- Opportunity Grant
- Scholarships
- State Need Grant
- 3.5% Funds
- WorkFirst/SNAP Funds
- Worker Retraining Funds
- Traditional Financial Aid
- VA Benefits
- Tuition Waivers
- Tuition Payment Plan
- **Financial Aid Ability to Benefit**
I-DEA Provides Low-level ELA Adults:

- 50% Online Instruction
- Laptop Computers & 24/7 Internet Access
- An ESL Instructor & Technology Coach
- Intensive Teaching Training for all College and Community-based Providers
- Instruction in Problem Solving in Technology Rich Learning Environments
- 32 Free, Open-resource Modules of Instruction
HS 21+

• Allows students 21 and older to attain a competency-based high school diploma

• Awards credit for prior learning, military training, and work experience

• Students can move quickly as outcomes are met saving both time and money
TEAM TEACHING: THE HEART OF I-BEST

- I-BEST pairs a basic skills instructor and a career and technical instructor in the same classroom to jointly plan, teach, and assess students’ learning and skill development.

- This allows students to earn college and workforce credentials at the same time as mastering critical basic skills identified by employers.
THE GUIDED PATHWAY FUNDED

On-Ramps to I-BEST ($25/quarter)
- HS 21+
- I-BEST at Work
- I-DEA
- College Readiness/Employability
- Career Specific

I-BEST Quarter 1
(Opportunity Grant & State Need Grant)
- Tuition
- Books
- Fees/Supplies

I-BEST to 2 Year Degree
(Ability to Benefit & State Need Grant)
- High School Diploma

Applied Baccalaureate Degree / Transfer to a 4-year University
(Ability to Benefit & State Need Grant)
BEdA Generates Over 43,000 Headcount & 16,000 State FTES Annually

### 2015-16 Student Achievement Points for I-BEST and Comparison Groups

<table>
<thead>
<tr>
<th></th>
<th>Headcount</th>
<th>Basic skills points</th>
<th>Basic skills points per student</th>
<th>College points</th>
<th>College points per student</th>
<th>Total points</th>
<th>Total points per student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer</td>
<td>120097</td>
<td>0</td>
<td>n/a</td>
<td>115561</td>
<td>0.96</td>
<td>215651</td>
<td>1.80</td>
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<tr>
<td>Workforce</td>
<td>82000</td>
<td>0</td>
<td>n/a</td>
<td>77944</td>
<td>0.95</td>
<td>136530</td>
<td>1.67</td>
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<tr>
<td>I-BEST</td>
<td>4377</td>
<td>6317</td>
<td>1.44</td>
<td>10728</td>
<td>2.45</td>
<td>21756</td>
<td>4.97</td>
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<tr>
<td>Basic Skills No I-BEST</td>
<td>38125</td>
<td>62537</td>
<td>1.64</td>
<td>2946</td>
<td>0.08</td>
<td>75334</td>
<td>1.95</td>
</tr>
<tr>
<td>Total</td>
<td>244599</td>
<td>68854</td>
<td>0.62</td>
<td>207179</td>
<td>0.85</td>
<td>449271</td>
<td>1.84</td>
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</tbody>
</table>

### 2015-16 College-level credits for I-BEST and Comparison Groups

<table>
<thead>
<tr>
<th></th>
<th>Headcount*</th>
<th>Credits attempted**</th>
<th>Credits earned</th>
<th>Credit earned ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer</td>
<td>151,775</td>
<td>2,807,152</td>
<td>2,399,920</td>
<td>85%</td>
</tr>
<tr>
<td>Workforce</td>
<td>99,275</td>
<td>2,061,789</td>
<td>1,829,683</td>
<td>89%</td>
</tr>
<tr>
<td>I-BEST</td>
<td>5,403</td>
<td>125,639</td>
<td>111,158</td>
<td>88%</td>
</tr>
<tr>
<td>Basic Skills No I-BEST</td>
<td>3,333</td>
<td>40,367</td>
<td>33,514</td>
<td>83%</td>
</tr>
</tbody>
</table>

*Includes students taking courses at multiple institutions

**Transcript database, credits attempted (CLVL_IND = Y) credits earned (earn_ind = Y)

<table>
<thead>
<tr>
<th>Program</th>
<th>Total points per student</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 21+</td>
<td>2.3</td>
</tr>
<tr>
<td>I-DEA</td>
<td>2.1</td>
</tr>
</tbody>
</table>

Cohort definitions (SAI database):
- **Transfer**: Intent last = B, Kind of basic skills = null, targeted program indicator = not like 1*
- **Workforce**: Intent last = F,G,M,I, Kind of basic skills = null, targeted program indicator = not like 1*
- **I-BEST**: Targeted program indicator = 1*
- **Basic Skills No I-BEST**: Targeted program indicator = not like 1*, Kind of basic skills = not null
• Basic Skills are integrated as the foundational element of each meta-major

• All basic skills instruction is contextualized to that particular content area

• Each meta-major has one or more I-BEST programs for initial entry into college-level certificate and degree programs for BEdA & Developmental Education students
BEdA
The Foundation of Guided Pathways

I-BEST
Meta Major 1

I-BEST
Meta Major 2

I-BEST
Meta Major 3

On-ramp

On-ramp

On-ramp

On-ramp

On-ramp

On-ramp

I-BEST
Meta Major 4

I-BEST
Meta Major 5

I-BEST
Meta Major 6

BEdA
ABE/ELA
A Pathway Out Of Poverty

WASHINGTON HAS A PROVEN TRACK RECORD IN INNOVATIVE EDUCATION RESULTING IN STUDENT SUCCESS BY DESIGN

QUESTIONS?
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The Programs

Basic Education for Adults

➤ Worker Retraining

Opportunity Grant

WorkFirst

Basic Food Employment & Training

Perkins Student Funding
Worker Retraining: Guiding Intent

• Support colleges in providing in-demand programming

• Support dislocated and other students opportunity to receive training necessary to reconnect to the economy in wage-gain employment.
Key Strengths

• Required administrative activities supports connections across programs
• Program accountability focuses on long-term outcomes for students, not just completion
• Provides for strong, external connections (broader workforce system)
• Contributions to WIOA (IFA)
Student Eligibility

- One of several dislocated, unemployed or vulnerable worker categories.
- Generally not income dependent
Student Eligibility

- Unemployed, receiving or exhausted UI benefits
- Stop-gap employment (previously dislocated)
- Displaced homemaker
- Disaster-impacted
- Formerly self-employed
- Recent veteran
- Separating service member
- Vulnerable worker
Allowable Educational Programs

- Professional-Technical certificates and degrees, including BAS
- Exclusively enrolled in basic skills
- High employer demand continuing ed, resulting in industry-recognized credential (doesn’t support enrollment target)
Allowable Expenditures - Students

- Tuition, books and fees
- Transportation, childcare and other support services
- Training Completion Aid - direct grants, internship/workplace learning
Allowable Expenditures - Program

Anything required to support:

• administration of the WRT program
• administration of WRT student services
• provision of allowable educational programming which meets guiding intent of the program
Coding

Legacy

• 80s Work Attend or 50s series for WF co-enroll
• and prof-tech Intent Code or exclusively enrolled in basic skills

PeopleSoft

• Student attribute crosswalked to former work attend codes; automatically included in student group SWRT
Coding continued…. 

In order to code a student WRT, must have: 

• documentation of eligibility 
• education plan 
• signed application 

In order to count towards enrollment target, must be enrolled in a state-supported courses.
Collaboration: strengths and challenges

• Use Fin. Aid committee as key collaborative structure
• Rely on advisory board to help with tough conversations about program mix, investments in programs
• State funded; can leverage with BFET
Collaboration: strengths and challenges

• Flexible funding, can change year to year to meet emerging needs
• Key staff can be split between instruction and student services (due to funding structure)
• Student-facing WRT staff not always in same organizational structure as other student-support staff, making it appear as a stand-alone program
Questions?

The Programs

Basic Education for Adults
Worker Retraining

➢ Opportunity Grant

WorkFirst

Basic Food Employment & Training
Perkins Student Funding
Opportunity Grant: Guiding Intent

Recruit and retain underserved students for high-wage, high-demand career pathways.
Key Strengths

• Focused on connecting low-income adults to high-wage, high-demand career pathways.
• Flexibility in awarding
• Funding for support services
Student Eligibility

- Family income at or below 200% of FPL
- Washington state resident
- Financial need based on FAFSA and WASFA
Allowable Educational Programs

• Only approved high-wage, high-demand programs including traditional I-BEST

• Rubric and template for program approval is available on SBCTC OG webpage
Allowable Expenditures - Program

Colleges may use up to $1,500 per allocated FTES as wrap-around support funds, including:

- salary, benefits and training for a OG coordinator
- faculty to teach student success course
- tutoring, counseling, retention strategies

These funds are also intended to support student financial needs.
Allowable Expenditures - Student

• Tuition and fees for 45 credits
• $1,000/yr for books and supplies
• Some support services: tutoring, career advising, colleges success classes, emergency childcare/transportation support.
Legacy

- Accepted award code “2” in Financial Aid Management (FAM)
- Financial Aid Item types (books or tuition, etc.)

PeopleSoft

- Accept Award in PeopleSoft
- Financial Aid Item Types crosswalked to former Financial Aid Program Code.

Opportunity Grant (OG)
Collaboration: strengths and challenges

- State funded; can leverage with BFET
- Eligibility requirements mean many WF students could benefit
- Funds can be backed out to directly support students
- Focus/funding for retention activities can support all students
Collaboration: strengths and challenges

• Often housed separately from other workforce funding programs; makes collaboration challenging
• Credit caps and funding caps can leave students with unmet need (invitation to transition to other funding)
Questions?

The Programs

Basic Education for Adults
Worker Retraining
Opportunity Grant

➢ WorkFirst

Basic Food Employment & Training
Perkins Student Funding
WorkFirst: Guiding Intent

Provide training and educational activities to TANF recipients, when appropriate, to help move them towards self-sufficient employment
Student Eligibility

- TANF recipient referred by DSHS
- Meet on-going participation requirements
Allowable Educational Programs

- 1-yr Prof-tech programs - **Extension to 24 months
- Basic Education for Adults
- High School Completion and Equivalency
- English language acquisition
- Employability skills enhancement
- Life Skills
Allowable Expenditures - Students

- Tuition, fees, books
- WorkFirst Work Study
- No support services paid by college

Student receives support services from DSHS (cash, food, housing, medical, clothing, tools, etc.)
Allowable Expenditures - Program

• Costs associated with administering WorkFirst: staff, goods and services, indirect. Includes internal control activities.
• 15% limit on admin funds
• Staffing for WorkFirst student-facing staffing/instruction
Coding

Legacy
• 50s, 60 or 70s codes, tied to student activity

PeopleSoft
• Student Attribute crosswalked from 50s, 60 or 70s codes, automatically included in WorkFirst Student Group Code
Collaboration: strengths and challenges

• Co-fund staff positions with other programs
• Cover student costs prior to eligibility for other funding options
• Use WF Work Study to reduce burden on other work study options; can be off-campus positions
• Referral-based program, can’t control referral quantity
• Cannot be co-enrolled with BFET; but is a transition path
Questions?

The Programs
Basic Education for Adults
Worker Retraining
Opportunity Grant
WorkFirst
➢ Basic Food Employment & Training
Perkins Student Funding
Basic Food Employment & Training: Guiding Intent

Provide education and training to food assistance recipients, preparing them for sustainable employment and economic self-sufficiency.
Student Eligibility

- 16 or older
- Not receiving TANF
- Receiving basic food assistance
Allowable Educational Programs

- Prof-tech certificates and degree programs
- Cannot enroll in a BAS or other 4-year program
- Basic Education for Adults programming
- High School Completion and English language instruction
Allowable Expenditures - Students

- Tuition, books, supplies
- Transportation, housing, medical needs, clothing, tools, job-related expenses
- Personal assessment and career planning
- Job search assistance
Allowable Expenditures - Program

- Costs associated with administering BFET: staff, goods and services, indirect
- Staffing for BFET student-facing activities, like enrollment, case management, reporting/monitoring, student IEP development
Coding

Legacy
• B! unusual action code, verified quarterly

PeopleSoft
• Student Group Code “SBFT”, deactivated when no longer a BFET student
Collaboration: strengths and challenges

• Requires 100% non-federal funds expended prior to federal reimbursement

• 50% reimbursement builds capacity to serve BFET-eligible students
Collaboration: strengths and challenges

• Requires close coordination with state-funded programs (WRT and OG)
• Naturally intersects college divisions, supports GP conversations
• CBOs also provide BFET, creates more connections with larger community
Questions?

The Programs

Basic Education for Adults
Worker Retraining
Opportunity Grant
WorkFirst
Basic Food Employment & Training

➢ Perkins Student Funding
Perkins Act: Guiding Intent

• Support full development of prof-tech students’ skills and improve the quality of prof-tech education and training.

• Student funding is specifically for supporting special populations, as identified in the Perkins Act.
Student Eligibility

A member of a Perkins-identified special population:

- Individuals with disabilities
- From economically disadvantaged families, inc. foster children
- Individuals training in a nontraditional field
- Single parents, single pregnant women
- Displaced homemakers
- Other barriers like limited English proficiency
Allowable Educational Programs

• Any workforce program leading to a certificate or a degree
• BAS and other 4-year programs not allowed
Allowable Expenditures - Students

- Tuition, books, supplies
- Transportation, dependent care, misc. personal expenses (must attend at least half-time)
- Be aware: supplement, not supplant, other non-Federal resources
- Cannot provide funds directly to student
Allowable Expenditures - Program

- Majority of Perkins funds are for non-student costs
- 5% cap for administrative costs
Coding

Legacy
Campus-specific coding in FAM indicating award

PeopleSoft
“Perkins” item type in Financial Aid, with “Tree Node” for specific award types in Student Financials
Collaboration: strengths and challenges

• Funding can serve to fill in gaps to aid in retention of eligible students
• No enrollment process
• Coordination with other programs is not required
• Perkins planning happens early, making it challenging to quantify need before other financial aid decisions are made.
What’s your college’s funding philosophy?
Money left on the table

- Colleges are leaving money on the table (BFET, WF, Opp Grant, returning WRT funds)
- SBCTC has processes to move funds….when we know
- Impacts negotiations, perceptions, legislative asks
- Not enough students vs. rules, local policies and processes preventing full expenditure (a bit of both?)
Consideration when funding students

• Spend as soon as possible and as fully as possible
• Enrollment management vs hoarding
• Equity: who isn’t being helped?
• SBCTC staff are here to help! Use us!
Check local policies and practices

• Know the difference between a local decision, and a state requirement or a federal requirement
• Don’t succumb to the “it’s just how we do it” argument. Be kind and be persistent.
• Collaborate to develop shared values around how to fund students
Check local policies and practices

- Investigate processes and commit to improving them for increased student service
- Find colleges that do it differently and share practices
- Have patience: changing processes is slow.
How can we help you with your campus conversations?