

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 174
NOVEMBER 14, 2013**

ADULT EDUCATION PLAN REVIEW

At the November meeting, the Board will review the draft Adult Education Plan developed by the Office of Adult Literacy and the Adult Education Advisory Council. The Board will review the Plan for consistency with *High Skills, High Wages: Washington's Strategic Plan for Workforce Development*. This is a statutory function of the Workforce Board performed in order to help coordinate the workforce development system.

Under RCW 28B.50.252, "The [adult education] advisory council's actions shall be consistent with the state comprehensive plan for workforce training and education prepared by the workforce training and education coordinating board as provided for in RCW 28C.18.060." And RCW 28C.18.050(5) states, "The board [the Workforce Board] shall monitor for consistency with the state comprehensive plan for workforce training and education the policies and plans established by the state job training coordinating council, the advisory council on adult education, and the Washington state plan for adult basic education, and provide guidance for making such policies and plans consistent with the state comprehensive plan for workforce training and education."

During the planning process, the Board has had the opportunity to provide input regarding the Adult Education Plan. Workforce Board staff serve on the Adult Education Advisory Council and have worked with the Office of Adult Literacy on plan alignment.

This tab contains the draft "Washington State Adult Education 5-year Plan – 2015-2019." The tab also contains an analysis by Workforce Board staff on the consistency of the proposed Adult Education Plan with *High Skills, High Wages: Washington's Strategic Plan for Workforce Development*.

Board Action Requested: Adoption of the Recommended Motion.

RECOMMENDED MOTION

WHEREAS, in order to help coordinate the workforce development system, the Workforce Training and Education Coordinating Board is to review workforce development plans, including the Adult Education Plan, for consistency with *High Skills, High Wages: Washington's Strategic Plan for Workforce Development*; and

WHEREAS, the draft "Washington State Adult Education 5-year Plan – 2015-2019," sets forth strategies for adults with low basic skills to successfully advance in career pathways, including the strategy of Integrated Basic Education and Skills Training (I-BEST), that are consistent with goals, objectives, and strategies in *High Skills, High Wages: Washington's Strategic Plan for Workforce Development*; and

WHEREAS, consistent with *High Skills, High Wages: Washington's Strategic Plan for Workforce Development*, the draft Adult Education Plan includes the state core measures for workforce development as additional state indicators of performance and includes a method of performance-based funding;

THEREFORE, BE IT RESOLVED, the Workforce Training and Education Coordinating Board finds the draft Adult Education Plan to be consistent with *High Skills, High Wages: Washington's Strategic Plan for Workforce Development* and supports the adoption of the draft Adult Education Plan.

Review of the Draft Adult Education Plan for Consistency with *High Skills, High Wages: Washington’s Strategic Plan for Workforce Development*

This analysis is divided into two parts: first the alignment of the draft Adult Education Plan with the goals, objectives, and strategies in *High Skills, High Wages: Washington’s Strategic Plan for Workforce Development (High Skills, High Wages)*; and second, the alignment of the draft Plan with the performance accountability chapter of *High Skills, High Wages*.

Goals, Objectives, and Strategies

One of the three goals of *High Skills, High Wages* is to provide “Multiple Pathways for Employers and Workers.” In order to attain this goal, one of the objectives is to “expand and support learning opportunities for workers at all stages of their education and career paths.” In order to achieve this objective, *High Skills, High Wages* includes the following strategy:

Improve training for adult workers with barriers to advancement.

Increase use of programs such as I-BEST that integrate basic or developmental education with job skills training. Provide support services that fit the needs of diverse populations including veterans returning to the civilian labor force and long-term unemployed workers. Offer bridge programs for adults with barriers to postsecondary education. Increase partnerships with community-based organizations and state Department of Social and Health Services programs that focus on vulnerable populations to provide needed supports for adult workers with barriers.

It is with this *High Skills, High Wages* strategy that one would expect to find consistency between the draft Adult Education Plan and *High Skills, High Wages*. This analysis finds that the draft Adult Education Plan is aligned with this strategy.

The draft Adult Education Plan emphasizes the important role of Integrated Basic Education and Skills Training (I-BEST). The Adult Education Plan discusses the application of key I-BEST elements to help adults transition from low levels of literacy and numeracy through basic and developmental education, including professional/technical and academic I-BEST programs. For example, the Adult Education Plan states:

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. (p. 30)

The Adult Education Plan also highlights partnerships between colleges, community-based organizations, and the Department of Social and Health Services in offering bridge programs that enable low-income adults to enter and complete career pathway programs. (See especially pages

30-32.) The Plan also includes the “I-BEST Program Options website, a new tool that provides workforce development partners with current information on I-BEST program offerings in their community. This tool helps enable Workforce Investment Act Title I programs to connect adults and dislocated workers with low levels of literacy and numeracy with I-BEST programs where they live.” (pp. 39-40)

Performance Accountability

The performance accountability chapter of *High Skills, High Wages*, among other things, identifies state core measures for workforce development programs. Washington developed these measures in order to have common measures of the results of workforce development programs, including adult education. Federal acts, such as the Carl Perkins Act and Workforce Investment Act (WIA), specify certain mandatory measures of program results. (Title II of WIA is the Adult Education Act.) Mandatory federal core measures, unfortunately, include different measures for different programs for the same desired outcome. States have the discretion to identify additional state indicators. The state core measures are additional indicators for Washington.

The proposed Adult Education Plan is consistent with *High Skills, High Wages* in identifying the state core measures for workforce development as additional indicators for adult education. (See p. 24.)

High Skills, High Wages also identifies means by which program performance affects resources-- performance-based funding. The proposed Adult Education Plan is also consistent with this. Page 27 indicates that 50 percent of fund distribution among providers will be based on performance. This will incentivize provider adoption of effective strategies, such as I-BEST.

Conclusion

This analysis finds that the proposed Adult Education Plan is consistent with *High Skills, High Wages*' goals, objectives, and strategies, and performance accountability provisions.



Washington State Adult Education 5-year Plan – 2015-2019

Pathways to College and Careers for Washington's Emerging Workforce

WASHINGTON STATE BOARD FOR COMMUNITY & TECHNICAL COLLEGES
ADULT BASIC EDUCATION OFFICE
1300 QUINCE STREET SE
OLYMPIA, WA 98504
[HTTP://WWW.SBCTC.EDU/](http://www.sbctc.edu/)

**This plan is intended to address the needs of the Adult Education system and the state of Washington through 2019. 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 Education and Training 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.

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 2015-2019 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.

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

**Better SKILLS, Better JOBS,
Building a Better
North Central Washington**

"At Wenatchee Valley Medical Center we believe that our staff are our most valuable asset and investing in them, their education and their potential is an investment in the organization's future. Most of our employees come from our community, so investing in the education of our community is the first installment on that future."

*—Dr. Stuart Freed,
Wenatchee Valley Medical Center Medical Director*

"I took ABE and ESL classes to learn English. It was hard for me to learn English, but thanks to the good programs that Wenatchee Valley College offers I learned to speak English fluently."

*—Nora Sandoval,
WVC graduate and WVMC employee*

Education:

- GED preparation
- Adult Basic Skills courses
- English-as-a-Second Language classes
- Certificate of completion, WVC Medical Assistant program

Literacy COUNCIL
of Chelan & Douglas Counties

SBCTC
WASHINGTON STATE BOARD FOR
COMMUNITY & TECHNICAL COLLEGE

**WENATCHEE VALLEY
COLLEGE**

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.

1.0 Eligible Agency Certifications and Assurances

UNITED STATES DEPARTMENT OF EDUCATION
Office of Vocational and Adult Education
The Adult Education and Family Literacy Act
Enacted August 7, 1998 as Title II of the
Workforce Investment Act of 1998 (Public Law 105-220)

The Washington State Board for Community and Technical Colleges (State Agency) of the State of Washington hereby submits its Unified Five-Year State Plan to be effective from July 1, 2014 to June 30, 2019. 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.

1.1 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.

1.2 Assurances (Sec.224 (b)(5),(6),(8))

Workforce Investment Act of 1998 (Public Law 105-220), Section 224 (b)(5)(6) and (8).

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.

1.3 Assurances for the Unified Plan.

Not applicable

Washington State Board for Community & Technical Colleges

(State Agency)

1300 Quince Street SE

Olympia, WA 98504-2495

(Address)

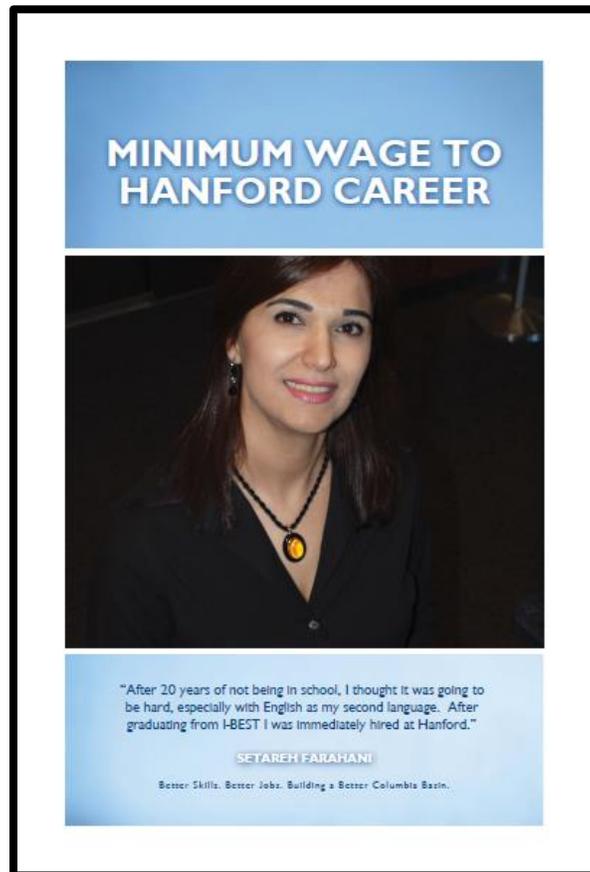
By: _____

(Signature of Agency Head)

Executive Director

(Title)

(Date)



2.0 Needs Assessment

2.1 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. (WTECB)

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.

2.2 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

3.0 Description of Adult Education and Literacy Activities

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.

3.1 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.

Comprehensive interventions are designed to address skill and knowledge deficits across the levels defined in Title II of the Workforce Investment Act of 1998.

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 Education and Training 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 Education and Training 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.

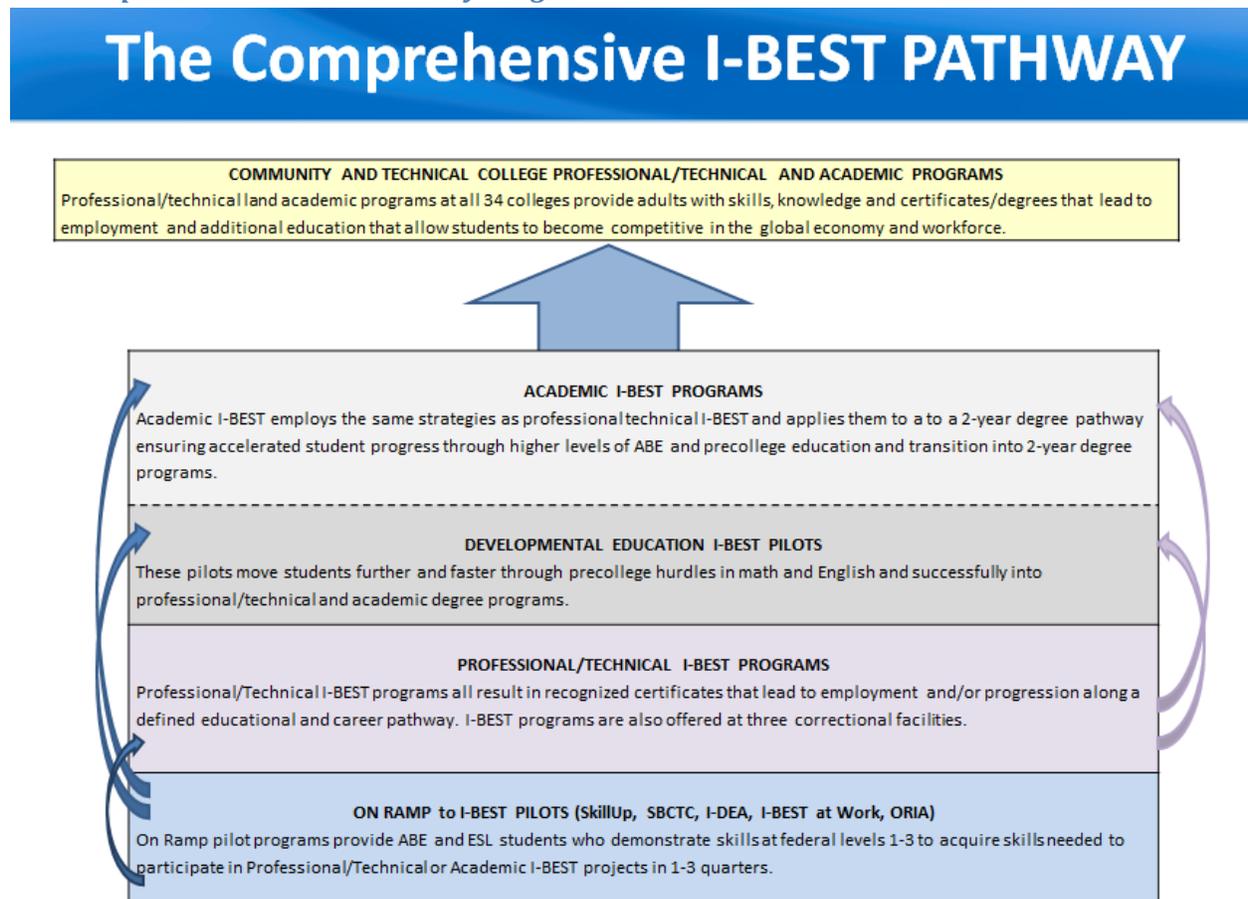
Building on policies and initiatives created through this comprehensive system of advising, coordination and support, providers leverage success using innovative processes that have gained recognition in formal research among colleagues and funders across the nation as well as from the President of the 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.

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 *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.



Natalya outside her new salon

ESL JOBS Program Inspires Two Students to Start a New Business

Lucia was just looking for a chance to practice her spoken English and improve her writing skills when she joined Hopelink's Talk Time/Write Time class at Kingsgate Library in January 2009. She had no idea her life was about to take an exciting new turn.

During the Kingsgate sessions, Lucia learned about Hopelink's ESL JOBS class, and later, Lucia brought her friend, Natalya, to the Kirkland class. The women had met at beautician school and were ready to find work in their new field. But while the class helped them search for jobs at salons and spas, nothing seemed like the perfect fit they had hoped for.

Until one day when program volunteer Paul Hirz suggested that Lucia think about opening a business. The two women had dreamed about doing something like that, but didn't think it was possible. Speaking with Paul convinced them otherwise, and Lucia and Natalya were on their way.

After months of searching, Lucia and Natalya found the perfect spot for their new shop – Luna Spa – and moved into Redmond Town Center. Located in the Studio Nails store, the business offers a variety of personal care services.

Who knew that brushing up on your English could lead to a whole new career?

Hopelink ESL Students Working to Achieve Their Dreams: Starting Out



Nathalia is a very motivated ESL student.

"I knew nothing – no English – when I came from Colombia to America to join my parents," she says. "But the thing that hit me forcefully was that I would have to learn English to do anything! You must speak English to work, to go to the hospital, or to take care of your family, but I was afraid."

About a month after she arrived, Nathalia learned about Hopelink's free adult ESL classes and in September, she started studying beginning-level English in Bellevue. In January, she moved to the next level.

In Colombia, Nathalia worked for an investment company. Now her goals are to learn English, go to college, become an American citizen and get a good job. Nathalia's drive to succeed is clearly paying off.

7

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.

3.2 Special Rule (Use of Funds for Family Literacy)

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

3.3 Description of New Organizational Arrangements and Changes

Policy and funding responsibility for Washington's Adult Basic Education 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.

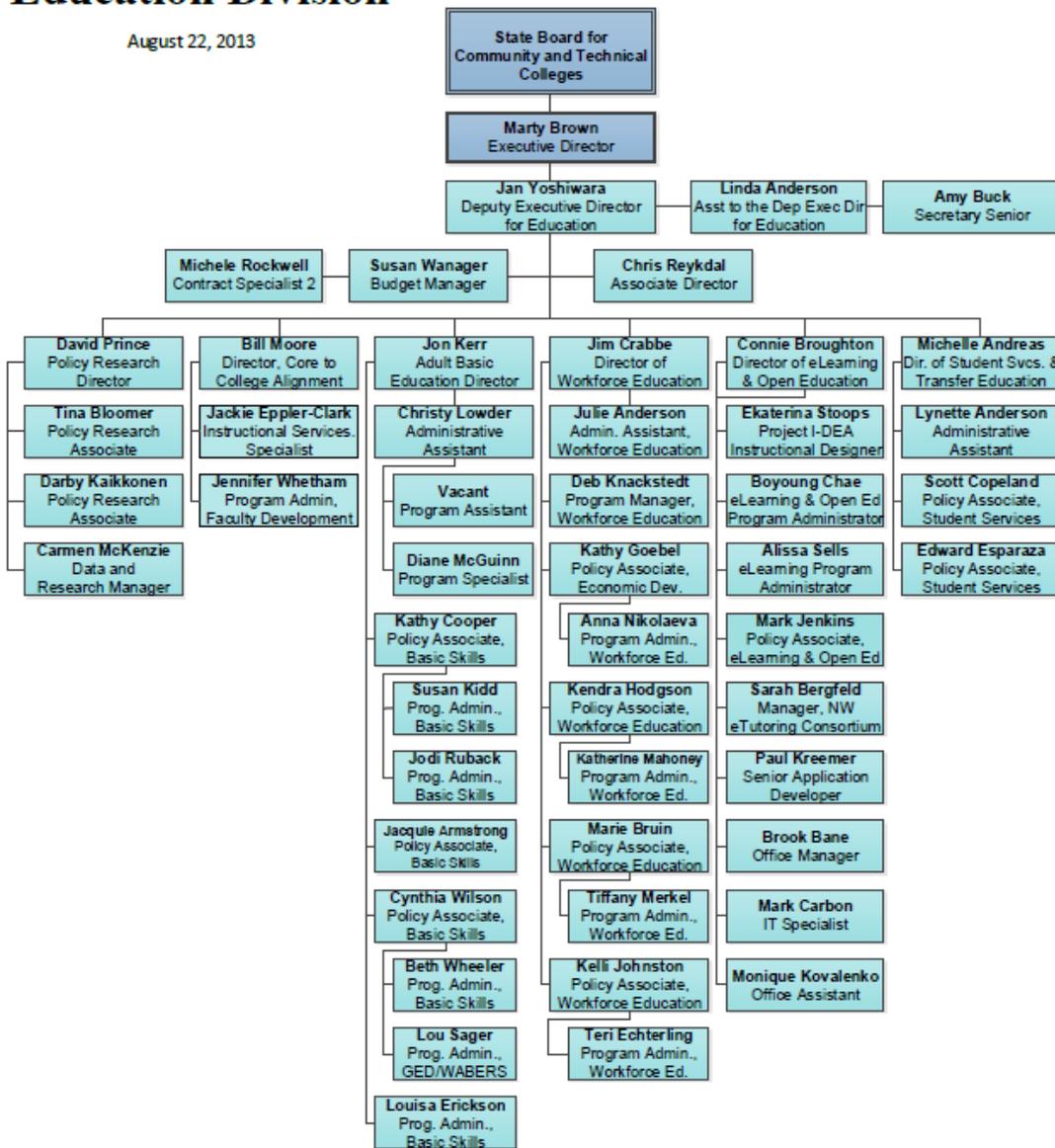
The State Board for Community and Technical Colleges (SBCTC) is responsible for administering the Community and Technical College Act and providing leadership and coordination for Washington's public system of 34 community and technical colleges. The SBCTC is governed by a nine-member board appointed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

SBCTC’s Office of Adult Education, 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 Adult Education’s main focus is to be the advocate for students and programs to the State Board, Office of Vocational and Adult Education, and state and federal legislators and a catalyst for innovation. 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 states workforce and economy.

Education Division

August 22, 2013



4.0 Annual Evaluation of Adult Education and Literacy Activities

4.1 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 Adult Education office 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, the Adult Education office receives data on enrolled students directly from providers. Utilizing WABERS+ data, the Adult Education office and providers regularly evaluate program effectiveness.

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

Based on data, the Adult Education office 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 Adult Education office 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 Adult Education office 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.

5.0 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.

5.1 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 Washington State Adult Learning Standards. These are aligned to the College and Career Readiness Standards which 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. ([Washington State Adult Learning 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 are defined as a 5 point gain on the CASAS for ADULT EDUCATION and ESL Levels 1-3 and a 3 point gain on the CASAS for ADULT EDUCATION and ESL Levels 4-6. 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 have been identified, but at the time of this plan’s submission they have not been finalized with OVAE. Levels of performance have been calculated using data provided by local basic skills providers for 2012-2013. **(Diagram place holder below until new targets established.)**

WASHINGTON STATE								Draft #2 - 2/21/13 - JK	
MEASURE	National Average	2011-12 PERFORMANCE	2012-13 TARGET	Proposed 2013-14 TARGET	Change from Performance	Final Agreed Upon 2013-14 TARGET	Change from Performance		
ABE Beginning Literacy		37%	39%	38%	3%				-100%
ABE Beginning		33%	34%	35%	6%				-100%
ABE Low Intermediate		31%	34%	32%	3%				-100%
ABE High Intermediate		18%	25%	25%	39%				-100%
ASE Low		12%	25%	25%	108%				-100%
ESL Beginning Literacy		51%	52%	53%	4%				-100%
ESL Low Beginning		52%	54%	54%	4%				-100%
ESL High Beginning		47%	51%	49%	4%				-100%
ESL Low Intermediate		42%	45%	43%	2%				-100%
ESL High Intermediate		40%	43%	41%	2%				-100%
ESL Advanced		27%	31%	28%	4%				-100%
Subtotal on EFLs & SPLs					16%				-100%
HS Diploma/GED		52%	55%	38%	-27%				-100%
Entered Postsecondary Ed / Training		75%	56%	38%	-49%				-100%
Entered Employment		36%	11%	11%	-69%				-100%
Retained Employment		70%	12%	12%	-83%				-100%
Subtotal on Follow-up Outcomes					-57%				-100%
Total					-3%				-100%
Director Signature:					Date Agreed To:				
Date Negotiated:									
* OPTIONAL - If Available, Estimated Baselines for Follow-up Measures Using Cohorts (based on State's analysis of sample cohorts, cohorts from 2010-11 data, comparison of characteristics of cohort with goal-setting students, past performance adjusted according to analyses by other States, other method?):									
HS Diploma/GED: 4209 out of 9539 .44% (2011-12 Goals Set: 52%) Entered Employment: 4154 out of 25476 .16% (2011-12 Goals Set: 36%)									
Entered Postsecondary Ed/Training: 5970 out of 9051 .66% (2011-12 Goals Set: 75%) Retained Employment: 2964 out of 16024 .18% (2011-12 Goals Set: 70%)									
State indicated participating in optional technical assistance offered through the NRS? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No									
* Provision of these data estimates is voluntary. However, States are encouraged to provide these estimates since they offer a reasonable justification for reaching agreement on projected targets for PY 2013-14, particularly if the proposed targets reflect lower projections compared to 2011-12 performance levels and current 2012-13 targets.									

5.2 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

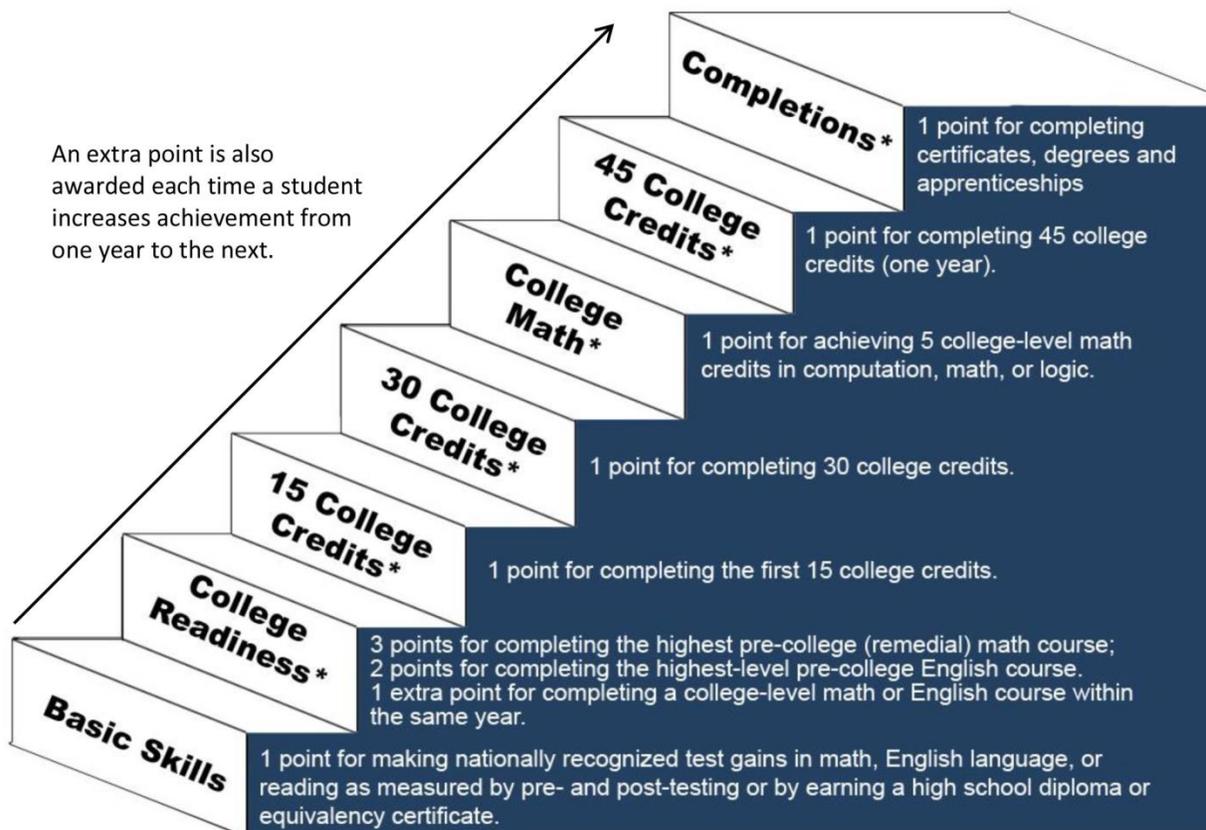
for moving all students further and faster in college and increasing student success. Providers earn a portion of their funding based on results, not just enrollments. Providers earn points and funding when students reach key academic momentum points, such as significant basic skills gains, attaining 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.*



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

5.2b 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.

6.0 Procedures for Funding Eligible Providers

6.1 Applications

The SBCTC will release a Request for Proposals for 2015-2019 Federal Workforce Investment Act Title II for Adult Basic Education and Literacy Services on March 5, 2014. Each eligible organization desiring a grant shall submit an 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 other agencies, institutions, or organizations for the delivery of adult education and literacy activities.

SBCTC will spend no less than 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.

6.2 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.

6.3 Notice of Availability

SBCTC will announce the availability of funds through the internet via the SBCTC website.

6.4 Process

Those interested in applying for SBCTC Adult Basic Education Funding will be required to:

1. Submit a letter of intent by February 24, 2014
2. Access the SBCTC Online Grant Management System (OGMS) and develop a formal response to each section of the application (available March 5, 2014)
3. Submit fully completed applications electronically to the SBCTC through (OGMS) by April 15, 2014
4. Evaluation of Applications

5. Proposals will be reviewed by a team of experts from SBCTC and/or other organizations.

Review of proposals will be based on the completion of the requested information in the narrative as well as completion of required forms. Criteria for scoring proposals will be based 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.

6.5 Methodology for Distribution of Federal ABE/EL Civics Funds

PURPOSE

The FY15-19 Federal ABE/EL Civics funding formula aligns with Washington's Adult Education and Family Literacy 2015-2019 five-year draft 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 Education and Training 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 stakeholder 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

6.6 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.

7.0 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.

7.1 Description of Activities

Public input was gathered in three ways by staff of the Office of Adult Education 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 effectivenessForums 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.

7.2 Review by Governor

TBD

8.0 Descriptions of Program Strategies for Populations

8.1 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 ADULT EDUCATION Office 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**

- Washington State utilizes several funding opportunities to help mitigate the barriers to participation for single parents and displaced homemakers.
- 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.
- 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.

9.0 Integration with Other Adult Education and Training Activities

9.1 Description of Planned Integrated Activities

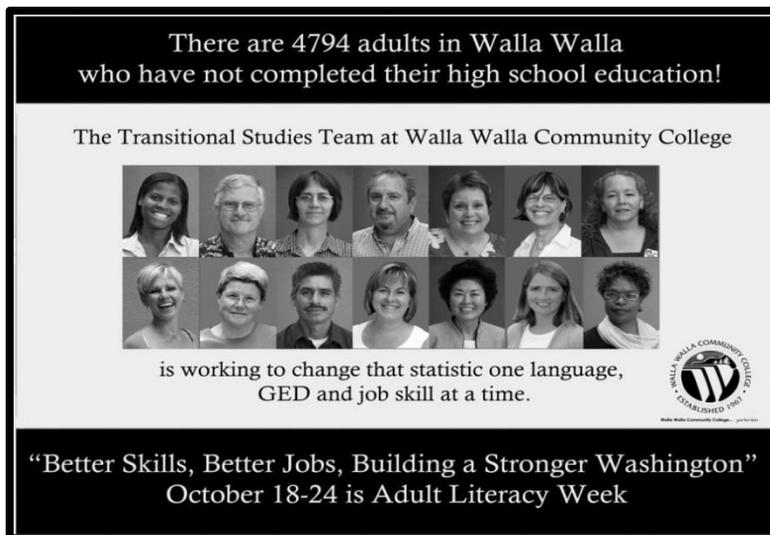
Adult education and literacy activities are integrated with other education, training, and employment programs at the state and local levels. At the state level, the governor-appointed Adult Education Advisory Council (AEAC) is charged with improving partnerships, collaboration and coordination at every 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.



There are 4794 adults in Walla Walla who have not completed their high school education!

The Transitional Studies Team at Walla Walla Community College

is working to change that statistic one language, GED and job skill at a time.

“Better Skills, Better Jobs, Building a Stronger Washington”
October 18-24 is Adult Literacy Week

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.

10.0 Description of Steps to Ensure Direct and Equitable Access

10.1 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 proposal (RFP) notice and application for funds to all current providers. Information will also be available on the [Washington Adult Education Web site](#).(link)

10.2 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.

11.0 Programs for Corrections Education and other Institutionalized Individuals

11.1 Types of Programs

Funds made available under Sec. 222(a)(1) of the Adult Education and Family Literacy Act may be used to carry out corrections education or education for other institutionalized individuals, and may include academic programs. No more than 10 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.

11.2 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.

11.3 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

12.0 Description of Proposed State Leadership Activities

12.1 Description of Activities

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), including instruction incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension and instruction provided by volunteers or by personnel of a state or outlying area. 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.

12.2 Description of Joint Planning and Coordination for Unified Plan Only

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

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

Washington’s SBCTC Office of Adult Education 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.

12.4 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, 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.

Start Next Quarter

The training you need for the job you want

Washington's Community Colleges
SEATTLE COMMUNITY COLLEGES | COMMUNITY COLLEGES OF SPOKANE

Washington's Community Colleges offer hundreds of students free and reduced tuition, books and fees every quarter. We want you to get the skills and education you need to find a stable career at a competitive salary, and we have programs and resources we want to make available to eligible students.

Three simple steps:

- 1 Take the survey**
It's short, free, and anonymous.
- 2 Attend a workshop**
If you pre-qualify for funding, you can sign up for our free educational planning workshop.
- 3 Apply for college**
It's quick, easy, and free.

Click here to begin the survey!

Developed by the Seattle College District
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Privacy | Disclaimer | Contact Us

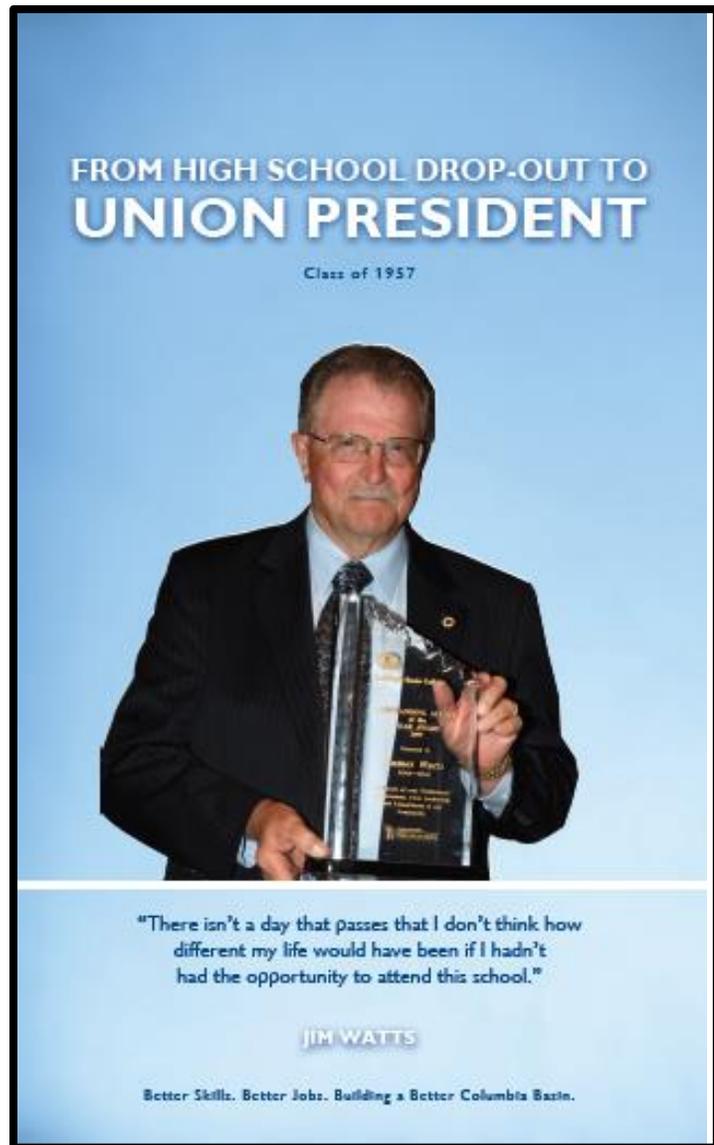
Share

In partnership with the Workforce Education and Training 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.

Appendix A – Eligible Agency Certifications and Assurances

FY15 Master Grant Assurances and Certifications

TBD

Appendix B – Other Grant Forms

2013-14 AEFLA-EDGAR Certifications (Attachment A)

Appendix A

**UNITED STATES DEPARTMENT OF EDUCATION
Office of Vocational and Adult Education**

**The Adult Education and Family Literacy Act
Enacted August 7, 1998 as Title II of the
Workforce Investment Act of 1998 (Public Law 105-220)**

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, 2014. 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)

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—
 - (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.

- (1) 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.
- (2) 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 Quince Street SE

Olympia, WA 98504-2495
(Address)

By: _____
(Signature of Agency Head)

Executive Director
(Title)

3/20/13
(Date)

Certification Regarding Lobbying

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION	
Washington State Board for Community and Technical Colleges	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	* First Name: Marty
Middle Name:	
* Last Name: Brown	Suffix:
* Title: Executive Director	
* SIGNATURE:	* DATE:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646), which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≡
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE Executive Director
APPLICANT ORGANIZATION Washington State Board for Community and Technical Colleges	DATE SUBMITTED

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

SF 424 Core Form

OMB Number: 4040-0004
Expiration Date: 03/31/2012

Application for Federal Assistance SF-424	
*1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	*2. Type of Application: * If Revision, select appropriate letter(s): <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision *Other (Specify): _____
*3. Date Received: <input type="text"/> <small>Completed by Grants.gov upon submission</small>	4. Applicant Identifier:
5a. Federal Entity Identifier:	*5b. Federal Award Identifier:
State Use Only:	
6. Date Received by State:	7. State Application Identifier:
8. APPLICANT INFORMATION:	
*a. Legal Name: Washington State Board for Community and Technical Colleges	
*b. Employer/Taxpayer Identification Number (EIN/TIN): 91-0823768	*c. Organizational DUNS: 08-842-9761
d. Address:	
*Street 1: 1300 Quince Street SE	
Street 2: _____	
*City: Olympia	
County/Parish: Thurston County	
*State: WA	
Province: _____	
*Country: United States	
*Zip / Postal Code: 98504-2495	
e. Organizational Unit:	
Department Name:	Division Name:
f. Name and contact information of person to be contacted on matters involving this application:	
Prefix: Mr. _____	*First Name: Jon
Middle Name: M	
*Last Name: Kerr	
Suffix: _____	
Title: Director of Adult Basic Education	
Organizational Affiliation:	
*Telephone Number: 360-704-4326	Fax Number: 360-704-4419
*Email: jkerr@sbctc.edu	

Application for Federal Assistance SF-424

9. Type of Applicant 1: Select Applicant Type:

State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*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:

2013-2014 Revised 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, 2013	*b. End Date: September 30, 2014
18. Estimated Funding (\$):	
*a. Federal	9,574,316 Est.
*b. Applicant	
*c. State	43,049,423 Est.
*d. Local	
*e. Other	
*f. Program Income	
*g. TOTAL	52,623,739 Est.
*19. Is Application Subject to Review By State Under Executive Order 12372 Process?	
<input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on ____ <input type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review. <input checked="" type="checkbox"/> c. Program is not covered by E.O. 12372.	
*20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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) <input checked="" type="checkbox"/> ** 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: 360-704-4309	Fax Number: _____
* Email: mbrown@sbctc.edu	
*Signature of Authorized Representative: _____	*Date Signed: 3/20/13

Appendix C – Additional Resources

[Adult basic education](#) and literacy programs are an integral part of Washington’s education and workforce system. The Office of Adult Basic Education (ABE), 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.

[Washington State Learning Standards](#)

The Washington State Adult Learning Standards are used to:

- 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](#)