**2018-19 Narrative Report**

**Washington State**

1. **State Leadership Funds** (AEFLA Section 223)
2. **Describe how the State has used funds made available under section 223 (State Leadership activities) for each the following required activities:**
	* **Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(1)(a).**

In accordance with Section 223(1)(a) Washington State Basic Education for Adults (BEdA) and regional Workforce Development Councils (WDCs) developed a Shared Vision, Principles, and Goals of Collaboration Guidance document to guide alignment of adult education and literacy activities with the one-stops. This document continues to guide all MOU and IFA development, revision, and implementation across all 12 workforce regions.

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

Throughout this last year, all programs collaborated to complete Infrastructure Funding Agreements (IFAs) and established a Title II presence in WorkSource (one-stop) Centers across the state. SBCTC worked with Washington’s Economic Development Department to provide initial WorkSource co-enrollment/proportional use data in support of state-wide IFA discussions and completion. Required IFA partners met on a regular basis and successfully finalized IFAs in all regions. A consultant was hired to facilitate this work for seven of the 12 regional WDCs and a BEdA Policy Associate was assigned to provide technical assistance to all Title II providers during negotiations and implementation. Both continue to work with partners on future changes and negotiations. Following are examples of several of Washington’s cross-agency collaborations:

* + - United Way of King County in partnership with local WIBs and Title II providers are providing navigation for Out of School Youth and adults to connect them to training & work;
		- Workforce Central, the WDC in Pierce County, is funding a navigator position focused on recruitment of Title II students. The WDC and the 6 Title II providers jointly created the position description, and the navigator was hired by a Title II provider and works at the locations of the 6 title II providers, the navigator position is funded by Workforce Central. This position is key to the county’s Power Up Pierce initiative that is connecting residents in the county with training and resources;
		- Edmonds Community College (EdCC) and Everett Community College (EvCC) meet quarterly with Workforce Snohomish (local WDC) to ensure goals and practices align to serve the Snohomish County community;
		- The dean for Title II programs at Centralia College serves on the board of the Pacific Mountain Workforce Development Council to represent Title II providers; and,
		- Spokane Workforce Council and all WIOA titled partners created the Next Gen Zone where youth and adults can get connected to all services and receive Title II education on-site.

State wide, Basic Education for Adults is highly engaged with all WIOA partners and stakeholders in the development and implementation of the WIOA Washington State Talent and Prosperity for All Plan (TAP). The focus of this collaboration is aimed at helping the state invest in activities and monitor progress on efforts to help more Washingtonians secure living-wage jobs that grow into lifelong career pathways while providing Washington industry with the skilled and educated workers they need to thrive. The work is guided by the following goals: Improving the Customer Experience, Engaging Business for Better Results, Accessibility and Technology, and Next Generation Performance Accountability. The Basic Education for Adults State Director and Policy Associates have been actively involved with every aspect of the work, including the integration of Perkins V into the state plan.

* + **Establishment or operation of a high-quality professional development programs as described in section 223(1)(b).**

**The required and permissible activities under Section 223 State Leadership Activities Section 223(1)(B) and 231(b) emphasizes the importance of providing adult education and literacy activities, instruction incorporating the essential components of reading instruction, and disseminating information about models and promising practices related to the implementation of IET and IELCE programming and the improvement of instruction. Washington State implemented various professional development activities under Section 223 including:**

SBCTC continued to conduct Guided Pathways trainings for all providers system-wide. This year’s focus has been on Diversity, Equity, and Inclusion and understanding Guided Pathways from that perspective. We offered two such events and collectively worked with over 100 participants.

Further, our system-wide College and Career Readiness Standards (CCRS) trainings provided opportunity for faculty to examine rubrics aligned with the CCRS and their role in objective assessment while also studying the connections between CCRS, college level outcomes and student transition to postsecondary education. Washington conducted three regional CCRS trainings and had a total of 67 participants in attendance.

Overall, there were 39 trainings serving 1,316 participants funded by Leadership Block Grant dollars, including, but not limited to: What’s Race Got to Do With It, BEdA to College, College and Career Readiness Standards 201, eLearning & Technology, CASAS Cadre, NRS, Data for Program Improvement, High School Twenty-One Plus (HS21+), New Teacher Orientation, Developing IET and IELCE Pathways, Integrated Digital English Acceleration (I-DEA), Math in Multiple Modalities, Intake and Orientation, Employability Skills, Team Teacher, and WABERS+.

Notably, the statewide Rendezvous conference served a total of 283 participants. Rendezvous’ s six 10.5-hour strands included: Creating Inclusive and Culturally Responsive Classroom; Customizing and integrating HS 21+ Courses; Moving to Flipped and Blended Class Models, Navigation and Student Support; Onboarding, Intake and Orientation from Inquiry to Enrollment; and Guided Pathways Integrated Education and Training, Contextualized Instruction, and Dual Credit. Strand topics then served as the framework for professional development throughout the year. In addition to the strands, 15-1.25-hour breakout sessions on topics supporting full implementation of WIOA Title II were offered.

* + **Provision of technical assistance to funded eligible providers as described in section 223(1)(c).**

Washington provided extensive technical assistance opportunities for funded programs.

* Data for Program Improvement (DPI) Trainings: Continued system-wide DPI projects with all providers via online WebEx. Providers discussed project progress and issues collecting data. Two staff members from SBCTC Research Department gave a live demo of two new Tableau dashboards and took questions from participants. 64 people attended training.
* CASAS Trainings: Trained 138 people on WA State Assessment Policy, test record reporting requirements, and confirmed that staff in all funded programs have current CASAS training certification. This training ensures that providers have support to respond to standardized assessment questions. This training was supplemented with separate webinar presentations by CASAS’s Directors of Test Development presenting on the new CASAS math and reading GOALS series.
* NRS Trainings: Trained 114 directors, program coordinators, and data entry staff in key NRS data quality collection concepts. Provided training for all directors at several venues on changes to data collected for NRS reporting.
* WABERS+ Refresher trainings throughout the year that provided a review of WABERS+ and also enhanced users understanding of WABERS+ procedures. Trainings reviewed recent updates made to WABERS+ programming along with recent issues at the helpdesk. The trainings also reviewed data quality reports and post-test rates, end-of-year procedures, and WABERS+ programming changes for the next academic year, as well as, carry-over procedures that can be used during summer and fall quarters.
* WABERS+ New User trainings that provided Data Access Users with 1 year or less experience using WABERS+ or users wanting to review the basics with instruction in all areas of data collection, reporting, and accuracy. The trainings reviewed access, user roles, Helpdesk roles, and data elements found in WABERS+. Instruction on how to run reports in WABERS+ and where resources could be found in WABERS+ and on the State Board website were also included;
* Provided three site visits to the field to help with one on one technical assistance.
* On-going technical assistance to all programs through the WABERS+ helpdesk, over the phone and through WebEx sessions throughout the year.
	+ **Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1)(d**).
* On-site Program Review and Technical Assistance Visits were conducted by BEdA staff with 17 providers. Monitoring visits:
* Followed-up on corrective actions previously noted for each provider.
* Conducted desk audits and follow-up visits with 5 providers to ensure previously noted issues were resolved and confirmed with evidence of corrected practice.
	+ - Scheduled revisits with 6 providers for continued monitoring of corrective action plans.
1. **As applicable, describe how the State has used funds for additional permissible activities described in section 223(a)(2).**

**Section 223(a)(2)(B) Instructional Technology**

SBCTC continues to support the expansion of the Integrated Digital English Acceleration (I-DEA) program in Washington. In 2018-19, the I-DEA curriculum was converted for offline use in Washington’s correctional facilities. The I-DEA program administrator continued to offer training and technical assistance to those offering I-DEA on their campuses via WebEx and in-person. Additionally, all current and new I-DEA instructors had the opportunity to participate in a one-day onsite training in February 2019. To ensure that everyone has current and up to date information on I-DEA, BEdA maintains I-DEA pages on the SBCTC website.

In addition, a strand on Moving to Flipped and Blended Class Models was delivered at Rendezvous 2018. The training provided faculty with opportunities to explore teaching in a hybrid environment. Topics included Universal Design, Accessibility, and Applications to Enhance Online Learning, Distance Education Policies, and Promoting Student Engagement.

Washington fully released ten Contextualized Flipped/Online OER HS21+ courses meeting the 20 high school credit requirements of Washington State. Following the release of the courses on an online platform, SBCTC has continued to promote the use of the courses and solicited feedback on their utility. Based on feedback from the field, SBCTC identified the need for possible course revision to ensure that the courses are culturally responsive.

* + **Section 223(a)(2)(D) Integrated Education and Training (IET) and Career Pathways**

Washington state continues to expand I-BEST in tandem with the statewide Guided Pathways initiative, and we have developed a model that guides this work and fuels the increase of basic skills students placed on career pathways that lead to in-demand, living wage work. In a nutshell, Guided Pathways “presents courses in the context of highly structured, educationally coherent program maps that align with students’ goals for careers and further education” (“What We Know About Guided Pathways”; <http://bit.ly/2qpJ51c>). Colleges organize program offerings under different “meta majors” or areas of study connected to high demand, living wage jobs and transfer pathways. In the model that we have created to integrate basic skills into the Guided Pathways initiative, we work with providers to ensure that I-BEST is available in each meta major at the college, expanding both choice and support for basic skills students.

 

In this model, when a student tests into basic skills (“pre-college” in the visual representation of the model)**,** they are assessed for skill levels, and whether or not a high school credential is needed. Goals, interests, and a meta-major (or broad industry sector or career pathway--like healthcare or business) are identified and a navigator assigned. Funding is then identified and an educational plan created.Earliest English language acquisition and basic skills learners are placed in foundational programming that contextualizes college and career readiness to the different meta-majors available at the college.Then, when students are ready, they move into the college-level certificate or degree program within that meta-major. I-BEST is offered as a core of each meta-major at this level, providing the added academic and navigational support students need to be successful. Students in need of a high school credential are co-enrolled for dual credit in HS 21+, or receive their HS diploma upon completion of their two-year degree.

In support of this work, SBCTC BEdA offered multiple professional development and learning opportunities to providers as well as information sessions to disseminate the model and encourage its adoption. Offerings included:

* A strand on contextualized instruction in pathways at our biennial Rendezvous conference for adult education providers. The strand worked with faculty to think about and plan for providing instruction contextualized to pathways.
* Multiple provider-specific site visits to discuss the expansion of I-BEST in Guided Pathways;
* Multiple team teacher trainings in support of I-BEST in Guided Pathways;
* An Ability to Benefit summit to encourage AtB site-specific adoption practices so that Ability to Benefit is scaled concurrently with the creation of pathways for adult learners;
* A Basic Skills/Developmental Education Integration summit to give providers time to plan integration of pre-college programming and services to better serve basic skills students in pathways;
* An I-BEST Summit to help providers consider how I-BEST functions in Guided Pathways, especially through co-enrollment in HS 21+ and I-BEST;
* Two Guided Pathways events with a focus on bringing equity to basic skills students by expanding I-BEST pathways and co-enrollment in HS 21+;
* Various presentations at state conferences and meetings to disseminate the model and encourage more participation/buy-in from more college stakeholders.
	+ **Section 223(a)(2)(F) Transitioning to postsecondary**

High School 21+ (HS 21+) is a competency based high school completion program and part of our college and career guided pathways initiative which allows students to obtain a high school diploma and then transition into postsecondary education. To support the implementation of HS 21+, SBCTC has conducted local trainings with Deans/Directors, registrars, navigators, advisors, etc. We also conducted State-wide events for providers around best practices and the expansion of the program to serve students who are 18 and older. During the 2018-19 Program Year HS 21+ enrolled 4,203 students and awarded 1,402 high school diplomas. This program has also expanded to act as a dual credit program for students without a high school diploma enrolled in college-level pathways. Shoreline Community College completed work to crosswalk the requirements of several of their I-BEST programs to the Washington State High School Graduation Requirements (WASHAGR). This work allowed the navigators to advise students on how to meet their high school requirements through the courses in their I-BEST program. Whatcom Community College (WCC) waives the tuition for the first six credits of their I-BEST Pathways, allowing students without a high school credential to accrue the credits needed to move on to federal financial aid through the Ability to Benefit option of Pell. WCC also cross walked the outcomes of their I-BEST programs to the WASHSGR to allow students to meet those requirements through college courses in the I-BEST programs.

* + **Section 223(a)(2)(G) Literacy and English Language links to** employers

Integrated Digital English Acquisition (I-DEA) classes teach soft skills along with math and English in all modules. In addition, students complete four modules on Personal Inventory, Career Exploration, Work Readiness, and Job Search and Interviewing that focus specifically on employment and employability skills. I-DEA is delivered in the flipped classroom model incorporating intensive digital literacy outcomes and requiring students to critically think and solve problems in technologically rich environments.

Contextualized Instruction leading to I-BEST/IET:

* Promoted a guided pathways funding model for colleges to adopt;
* Created a visual guided pathway framing document to include IET/IELCE-funded programming; and,
* Created and distributed new guidance for IELCE funding.
	+ **Section 223(a)(2)(H) Workplace adult education**

SBCTC is advancing the I-BEST @ Work model, which provides basic education and skills training to incumbent workers in industry sectors like retail, hospitality, food service and tourism service. This model includes a company trainer, adult basic education instructor and a navigator to provide wraparound support. The program is designed to quickly teach workers literacy, technology, work and college readiness skills so they can move into postsecondary education or living wage jobs faster. In most cases learning takes place on site, making learning convenient for both workers and employers.

The I-BEST @ Work program is an IET model that meets IELCE standards and provides the opportunity to further WIOA Title II initiatives. Providers across the state are able to combine federal and private funds to provide contextualized workforce training in some of the fastest growing industries in our state. Among the 48 million Americans working in the service sector industries, 62% of them have limited literacy skills, 74% have limited numeracy skills and 73% lack digital problem-solving skills (Bergson-Shilcock, 2017, p.1; <http://bit.ly/2LoOb4W>). As new technological advances influence change in these industries the current workforce will need to be upskilled to meet the needs of employers. I-BEST @ Work is an ideal solution for English Language Learners and Adult learners alike to gain the necessary skills to advance to family sustaining wages. Strong partnerships between Washington Workforce Development Councils and Basic Education for Adults are being built to advance this work across the state.

* + **Section 223(a)(2)(I) CCRS**

SBCTC Basic Education for Adults (BEdA) delivered three regional trainings on the CCRS with a focus on equity, instruction, assessment, and the incorporation of the English Language Proficiency Standards for Adult Education.

Rigorous monitoring ensured that all funded programs implemented professional development in support of full WIOA and CCRS implementation and that leadership funding, provided through their Leadership Block Grant supported transformational educational practices in support of CCRS implementation.

## Performance Data Analysis

**Describe how the adult education program performed in the overall assessment of core programs based on the core indicators of performance. Discuss how the assessment was used to improve quality and effectiveness of the funded eligible providers and any plans to further increase performance in future reporting years.**

Washington State achieved a 44% Measurable Skill Gain rate for program year 2018-19, slightly lower than its MSG target of 46%. Examination of the 2018-19 Federal Tables shows that overall program participation (first period of participation only) was down slightly, from 45,392 to 43,160 about a 5% decrease compared to the previous year. Attendance hours decreased about 1%, which is commensurate with the small decrease in enrollment. Our current level of enrollment is significantly lower than peak enrollments from 2008 – 2011. The downward enrollment trend has continued since then and is not projected to increase. The number of students that exited the program and re-enrolled during the program year was minimal (1,211 or 2.7%) and their MSG rate was slightly lower than last year’s group of students who re-enrolled during the program year.



Analysis of 2018-19 performance data (see image: Measurable Skill Gains Tableau dashboard) shows average program performance is meeting or exceeding state performance targets in only five (5) educational functioning levels. In 2018-19, state performance on Measurable Skill Gains was 43.66% (44% rounded), significantly lower than last year’s performance (51%) by about 7%. Over the past ten years, overall program performance has been around 32% – 36%.

The large decrease in performance is mostly due to the fact that all ten (10) of the state’s largest providers (over 1,500 participants each) performed, for the most part, significantly lower than last year. These ten community and technical colleges are spread throughout the state of Washington and there does not appear to be any one specific factor related to their decreased performance.

There are several educational functioning levels (EFLs) where programs have historically struggled to meet targets. As you can see in the graph above, performance is particularly low in ABE 4, ESL 4, and ESL 6. Recent monitoring visits and technical assistance conversations have helped shape our understanding of potential causes for low performance and possible solutions.

## Integration with One-stop Partners

**Describe how the State eligible agency, as the entity responsible for meeting one-stop requirements under 34 CFR part 463, subpart J, carries out or delegates its required one-stop roles to eligible providers. Describe the applicable career services that are provided in the one-stop system. Describe how infrastructure costs are supported through State and local options**.

In Washington, for each of the 12 local workforce development regions eligible providers were identified through the competitive RFA process. In 2018-19 providers included 34 community and technical colleges and seven community-based organizations. These providers supported the local one-stops with a wide range of Title II programming and services in adult education, ELA, IET, and IELCE. All Title II provider continuations were approved for alignment with the local workforce plan by the local workforce board and detailed one-stop contributions. Contributions are detailed in a state-level Shared Vision, Principles, and Goals of Collaboration Guidance document developed by and signed by the Washington Workforce Association (WWA) and SBCTC. The collaboration document details the support services and programming that are jointly provided including: case management, pathway development, education opportunities, job placement, vocational rehab, etc. The scope of these programs are funded by both state and federal funding. Yakima Valley College (YVC), in partnership with South Central Workforce Development Council, community organizations and local school districts, is providing GED® and high school completion instruction to out of school youth and adults in the Columbia Gorge region, a rural underserved community more than 100 miles from their main campus. YVC provides instruction and curriculum, utilizes school district and WDC affiliate sites, and local community organization staff for supervision and case management. This collaboration makes the program in the remote region sustainable. Renton Technical College (RTC) provides ABE instruction at youth focused Tukwila, a partnership between King County, the Out of School Youth Consortium, and Workforce Development Council of Seattle-King County. The instruction is high school completion focused and contextualized around the WDC’s Key industry clusters. RTC also developed a two-way referral system with other WorkSource partners to create a cohesive system of support to pursuing educational needs leading to transition to postsecondary education and careers. The four colleges (Centralia College, Grays Harbor College, Olympic College, and South Puget Sound Community College) in the Pacific Mountain Workforce Development Council region negotiated the one-stop infrastructure costs for the Title II providers as a whole, with assistance and facilitation from SBCTC, and then split those costs equally amongst the four institutions. This process fulfilled the funding requirements to the one-stop and demonstrated unified commitment from Title II providers to the workforce system. In addition, the WorkSource Affiliate site for Lewis County (part of the PacMtn WDC) is located on the Centralia College campus.

1. **Integrated English Literacy and Civics Education (IELCE) Program** (AEFLA Section 243)

**Describe how the state is using funds under Section 243 to support the following activities under the IELCE program:**

* + **Describe when your State held a competition [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.**

In 2016-17 we held an open and competitive grant process; providers were required to outline their programming based on the new regulations in place for IELCE. Thirty-one grants were awarded in this process. We also updated our WABERS+ reporting system so that providers could better track who is being served by IELCE funds.

* + **Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities**;

Washington state provides technical assistance opportunities for IELCE funded programs including:

* Advancing the I-BEST @ Work model as an ELL incumbent worker IET model that meets IELCE requirements;
* Provided on-going technical assistance via phone and email to support providers in meeting IELCE requirements; and,
* Monitored programs to ensure allowable use of IELCE 243 funds and provided technical assistance in meeting corrective action plans
	+ **Describe how the State is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals; and**

Washington State has I-BEST/IET pathways in 33 of 34 community and technical colleges. Of these, over 250 approved pathways are suitable for IELCE program participants. I-BEST pathways are approved career technical and academic/transfer pathways that lead to industry-recognized certificates and degrees that lead to unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency. Further, the I-BEST @ Work model works with entry-level incumbent worker ELLs to upskill so that they can move up in the company and access further education and training opportunities. In addition, SBCTC has supported the development of IELCE-funded navigators designed to provide wraparound support services to students in IELCE-funded programs. Challenges include continuing to support basic skills working with employers.

* + **Describe how the State is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.**

In accordance with Section 223(1)(a) Washington State BEdA and regional WDCs developed a *Shared Vision, Principles, and Goals of Collaboration Guidance* document to guide alignment of adult education and literacy activities with the one-stops that guides collaboration and implementation.

Through I-BEST, English language learners in Washington State are in professional-technical programs that lead to living-wage work in high demand industries. I-BEST is included in Washington State’s Combined State Plan under WIOA, *Talent and Prosperity for All* and requires approved integrated outcomes and highly contextualized instruction.

I-BEST @ Work leverages local relationships with WDCs to assist with both employer partnerships and navigational services. Several providers are in dialogue with their WDCs about potential I-BEST @ Work programs.

# Challenges include placing students in the earliest levels of ELA onto an occupationally specific career pathway and in connecting those early learning pathways directly to career pathways. In consultation with OCTAE, having a navigator position funded by IELCE has assisted with this challenge. Accessing financial aid for ELA students is also a major challenge to enrolling students into college-level programming. Adult Education Standards.

**If your State has adopted new challenging K-12 standards under title I of the Elementary and Secondary Education Act of 1965, as amended, describe how your Adult Education content standards are aligned with those K-12 standards.**

* + **Optional – Describe implementation efforts, challenges, and any lessons learned.**

Washington State’s K-12 system adopted the Common Core State Standards in 2011. To ensure Title II Adult Education alignment with K-12, Washington adopted the College and Career Readiness Standards (CCRS) (aligned to the Common Core) in fall of 2014.

Through a series of regional trainings in 2015, SBCTC helped provider faculty become familiar with the CCRS as they integrated these standards into their curriculum and instruction. All providers implemented the CCRS into their programs by July 1, 2016 with ongoing annual trainings on standards implementation and instruction.

1. **Programs for Corrections Education and the Education of Other Institutionalized Individuals** (AEFLA Section 225)

**What was the relative rate of recidivism for criminal offenders served? Please describe the methods and factors used in calculating the rate for this reporting period.**

The current 2013-2015 recidivism rate (last three-year period available) is 33.5%. In 2017, the single-year recidivism rate was 11.5%.

For the 2018-19 program year, Washington State will use a three-year re-incarceration rate that is used by Washington Department of Corrections and county jails. The re-incarceration rate is calculated by dividing the number of participants who released in 2018-19 and returned to jail or prison by the total number of participants who released in 2018-19. Recidivism refers to a person's relapse into criminal behavior. It is measured by criminal acts that result in a return to a Department prison facility with or without a new sentence during a three-year period (36 months) after being released from prison. Results for the 2018-19 program year will be available in the 2020-21 program year.