



**BASIC EDUCATION FOR ADULTS
(BEDA) AND
INTEGRATED ENGLISH LITERACY
AND CIVICS EDUCATION (IELCE)**

2024-25 GRANT GUIDELINES

Basic Education for Adults

Washington State Board for Community and Technical Colleges

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SBCTC.edu

The Washington State Board for Community and Technical Colleges reserves the right to make changes to this document due to, but not limited to, federal, state, or local legislation or policy changes.

Deadlines and Milestones

Milestone	Dates (subject to change)
Applications for grant continuations available in OGMS	February 1, 2024
Applications for grant continuations due in OGMS	March 7, 2024
Final approval of grant applications continuations	June 30, 2024
Grants begin	July 1, 2024
Grants end	June 30, 2025
Final reports due	September 15, 2025

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Overview

Basic Education for Adults (BEa) programs teach workforce and academic foundational skills — reading, writing, math, digital literacy, critical thinking, employability, and English language — so adults can move through college and into living-wage jobs. The programs are designed for adults with academic skills below the high school completion level or who need to improve their English language skills.

The goal is to advance students quickly and purposefully toward diplomas, certificates, and degrees. Strategies move the goal line from high school completion to graduating from college and starting careers.

Applicant Guidelines

Who May Apply

Washington state providers with approved 2022-27 Adult Basic Education and Integrated English Literacy and Civics Education (IELCE) plans are eligible to apply for this one-year continuation of grant funding.

How Does the Provider Apply

Access the 2024-25 BEa Master and IELCE applications through the Online Grant Management System ([OGMS](#)).

If you do not have an account, contact your organization's [Security Contact](#) for access; you will also need your Security Contact to give you permission for FY25.

Submit completed grant applications, and upload 2024-25 Student Outcomes Spreadsheet for continuation of funding to the SBCTC through OGMS no later TBD at 11:55 p.m. SBCTC staff is available for assistance until 4:00 p.m. on March 7, 2024.

Application Process

To apply for a continuation of SBCTC Adult Basic Education and IELCE funding a provider must:

- Review its approved 2022-27 BEa Master and IELCE grant with its local Workforce Development Council (WDC) to assure alignment with the local area plan. Continued funding is contingent on the alignment with the local WDC.
- All providers receiving IELCE funding will need to ensure Integrated English Literacy and Civics Education (IELCE) funds are used only for the activities described in WIOA Section 203(11).

IELCE funds can only be used in combination with Integrated Education and Training as defined in WIOA Section 203(11) “‘Integrated Education and Training’. The term integrated education and training means a service approach that provides adult education and training concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.” This went into

effect July 1, 2016.

Programming that qualifies for IELCE funding includes:

- All Integrated Basic Education and Skills Training (I-BEST) programs
- IELCE specific navigators
- College programs leading to certificates and degrees in a specific occupation or occupational cluster.
- I-BEST at Work On-ramps
- On-ramps where all instruction is contextualized and delivered concurrently with training in a specific occupation or occupational cluster.

IELCE applicants must address proposed changes to IELCE in question 1.b.

Disclaimer

SBCTC reserves the right to refrain from granting to any or all applicants. Additionally, SBCTC reserves the right to add additional grant requirements to applicants meeting minimum criteria to receive funds but that are deemed to be higher risk grantees. Additional requirements may include, but are not limited to, additional reporting requirements or additional monitoring to assess the applicant's ability to adhere to grant requirements. Any additional requirements will be outlined for individual applicants prior to applicants accepting any resulting grant funding.

Background

The State Board for Community and Technical Colleges (SBCTC) is the agency authorized by state law to administer adult basic education in Washington State. This grant continuation application is based on the 2022-27 BEdA Master Grant. On February 2, 2024, SBCTC will release the continuation application(s) for federal funds to continue to provide Adult Basic Education services in Washington State July 1, 2024 through June 30, 2025. The basis for the 2022-27 BEdA Master Grant and this continuation are:

- Specific requirements of the [Federal Workforce Innovation and Opportunity Act \(WIOA\) Title II \(WIOA Sec. 231.e.1-13\)](#) and the [WIOA Final Rules](#).
- The strategic vision and goals of [Talent and Prosperity for All: The Strategic Plan for Unlocking Washington's Workforce \(TAP\) and specifically the vision, mission, goals, and strategic elements identified for Title II](#).
- [Washington Workforce Association local regional Workforce Development Councils \(WDC\) plan](#).
- The [Washington State Adult Education 5-year Plan: Pathways to College and Careers for Washington's Emerging Workforce](#)

Vision

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

Mission

Basic Education for Adults works collaboratively to offer culturally responsive and equity focused college and career pathways that address barriers and enable students to obtain meaningful employment, meet workforce needs, and reduce economic disparities.

Goals

- Intentionally review, develop, and implement culturally responsive policies and practices that promote racial and economic justice.
- Implement and scale equity-focused, comprehensive, and innovative college and career pathways to accelerate student completion and advance racial and economic justice.
- Provide students with the equity-focused navigational and support services needed to create and follow a college and career pathway plan that identifies the funding and resources needed to reach their goals.
- Create and strengthen inclusive instructional practices that honor and support the diverse needs of all students while maintaining academic integrity that ensures college and career readiness.
- Guide and support culturally responsive and equity-focused instructional practices that accelerate student completion to certificates, one year of college plus a credential, degrees, and living wage employment.
- Develop and offer culturally responsive coursework that is contextualized to college and career pathways leading to high school completion, postsecondary education, and living wage employment.
- Create and maintain strategic partnerships and alliances to leverage local resources and support integrated service delivery.
- Create an environment that values and respects the diverse identities and strengths of students and empowers individuals to claim their personal agency.

Core Services Required by All Grantees

“The term “adult education and literacy activities” means programs, activities, and services that include: (a) Adult education, (b) Literacy, (c) Workplace adult education and literacy activities, (d) Family literacy activities, (e) English language acquisition activities, (f) Integrated English literacy and civics education, (g) Workforce preparation activities, or (h) Integrated education and training. Additionally, in accordance with the [Workforce Innovation and Opportunity Act of 2014 \(WIOA\)](#)

[\(Public Law. 113-128\)](#), [Washington State Plan for Talent and Prosperity for All: Washington's Operational and Program-Specific Workforce Plan Components](#), and [Washington State Adult Education 5-year Plan 2015-2019 with Revised WIOA Requirements for Transition Year 2015-2016](#) programs must have a framework that demonstrates a pathway to college and career readiness that supports contextualized instruction, digital literacy, employability skills, critical thinking and a comprehensive college and career readiness pathway.

Funding

The 2024-25 Federal ABE/IELCE funding formula aligns with the Title II: Adult Education and Literacy (Basic Education for Adults) Programs section of the Washington State Talent and Prosperity for All—the Washington State WIOA 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, and the State Board for Community and Technical Colleges' System Direction and Mission Study. The intent is to serve more students, more efficiently in order to transition them as quickly as possible to postsecondary education and living-wage jobs.

Continuation funds awarded through this process are made available to Washington State under Title II of the Workforce Innovation and Opportunity Act of 2014, Section 102 (b)(E)(vi) and (vii); and through the Washington State legislature.

The IELCE funds (WIOA Section 243) are designated for and can only be used in combination with Integrated Education and Training as defined in WIOA Section 203(11):

“Integrated Education and Training’—The term integrated education and training means a service approach that provides adult education and training concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.”

Funding Principles

The following funding principles were developed as a result of comprehensive input from stakeholders through statewide forums and online surveys:

- Funding should be transparent and credible.
- Funding formula should be based on objective criteria (not local negotiations or regional need).
- Funding formula should incent transitions to postsecondary education.
- Funding 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 the capacity to spend allotted performance money effectively.

Methodology

Funds are distributed based on a pro rata share among providers for the following (3-year average of data):

- 50% Performance based.
- 10% Transitions
- 20% Total Student Achievement Points
- 20% Student Achievement Initiative (SAI) points per student
- 50% FTE Enrollment

Approved applicants will receive continuation funding for one year from July 1, 2024 to June 30, 2025.

Final Reporting

A final report summarizing the grant activities, analysis of outcomes and Federal Financial Report (FFR) is required by each funded program. These reports are to be uploaded into OGMS with a tentative due date of September 15, 2025.



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