



# **ABILITY TO BENEFIT E-APP**

***BASIC EDUCATION FOR ADULTS***

# Contact

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# Ability to Benefit E-App Matrix

Colleges must complete the E-App process for approval for ATB programs. Colleges must provide the appropriate documentation for each of the following sections.

- Section (a)
  - Section (a)(1)
  - Section (a)(1)(i)
  - Section (a)(1)(ii)
  - Section (a)(1)(iii)
- Section (a)(2)
  - Section (a)(2)(i)
  - Section (a)(2)(ii)
  - Section (a)(2)(iii)
- Section (a)(3)
- Section (a)(4)
- Section (a)(5)
- Section (a)(6)

The matrix below indicates the approval criteria and examples of the documents colleges can utilize and where to refer for support.

Regulation	Definition, rule, policy	Federal outline or example	SBCTC, college, or reference
<b>34 CFR 668.157— Eligible Career Pathway Program Section (a)</b>	College demonstrates that a student is enrolled in an eligible career pathway program by		<ul style="list-style-type: none"> <li>• I-BEST or Workforce Dept should already be collecting this information.</li> <li>• SBCTC BEdA</li> <li>• <a href="#">SBCTC Workforce Program Approval Documents</a></li> </ul>
<b>Section (a)(1)</b>	The student is receiving all of the following things simultaneously		
<b>Section (a)(1)(i)</b>	Eligible postsecondary program	Document that all programs meet the eligible program standards in <a href="#">34 CFR 668.8</a>	<ul style="list-style-type: none"> <li>• College Instructional Committee Program Approval Documents</li> <li>• College Catalog</li> <li>• SBCTC I-BEST Application Attachment Career Pathway Maps</li> <li>• <a href="#">SBCTC Workforce Program Approval Documents</a></li> <li>• Additional information can be found in <a href="#">Volume 2 of the FSA Handbook</a>.</li> </ul>

Regulation	Definition, rule, policy	Federal outline or example	SBCTC, college, or reference
<b>Section (a)(1)(ii)</b>	Adult education & literacy activities that assist adults in attaining a secondary school diploma or equivalent and in the transition to postsecondary education and training	<p>Has at least one of these two options.</p> <ul style="list-style-type: none"> <li>Document that the programs offer at least one of the listed activities found in sections (a) or (h) of <a href="#">34 CFR 463.30</a> and a description of how the activity is offered</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Provided a funded application from the most recent WIOA Title II Competition</li> </ul>	<ul style="list-style-type: none"> <li>SBCTC I-BEST Application Section 2.1, 2.2, 2.3</li> </ul>
<b>Section (a)(1)(iii)</b>	Workforce preparation activities	<p>Demonstration of how the program will help the student acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills</p> <p>This could also include employability skills that address competency in resource utilization, working with others, understanding systems, and having the necessary skills to transition to postsecondary education.</p> <p>OR</p> <p>Other employability skill that increase the student's preparation for the workforce</p>	<ul style="list-style-type: none"> <li>SBCTC 1A.3 I-BEST Prof – Tech &amp; Expansion Program Application Section 2.1, 2.2, 2.3</li> </ul>

Regulation	Definition, rule, policy	Federal outline or example	SBCTC, college, or reference
<b>Section (a)(2)</b>	The program aligns with the skill needs of industries in the state or regional labor market based on research the college has conducted which includes		<ul style="list-style-type: none"> <li>• <a href="#">SBCTC Workforce Program Approval Documents</a></li> <li>• SBCTC Opportunity Grant Program Approval Letter</li> </ul>

Regulation	Definition, rule, policy	Federal outline or example	SBCTC, college, or reference
Section (a)(2)(i)	Government reports identifying in-demand occupations in the state or regional labor market	<p>Has at least one of the following:</p> <ul style="list-style-type: none"> <li>• Relevant report by a Federal agency within the last 5 years of initiating the CPP</li> <li>• A report completed by the mayor's office or a public council/board</li> <li>• A report from the local Workforce Development Board</li> <li>• The Economic, Workforce, and Workforce Development Activities Analysis section front the most recent unified or combined WIOA State Plan</li> <li>• Economic and labor market data report from the State Department of Labor, State Workforce Development Board, or Local Workforce Development Board (or equivalent)</li> <li>• A published document or certified report from the State's Department of Labor (or equivalent) establishing the in-demand occupations in the state or regional labor market</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">SBCTC Workforce Program Approval Documents</a></li> <li>• Workforce Development board annual report</li> <li>• Opportunity Grant Program Approval letter</li> <li>• Employment Security Department – <a href="#">Occupations in Demand</a></li> <li>• Washington's <a href="#">Centers of Excellence</a></li> </ul>

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<b>Section (a)(2)(ii)</b>	Surveys, interviews, meetings, or other information obtained by the college regarding the hiring needs of employers in the state or regional labor market	Has at least one of the following: <ul style="list-style-type: none"> <li>Completed surveys sent out by the college to at least 10 state or regional employers noting their hiring needs</li> <li>Documented interviews conducted by the college with at least five state or regional employers noting hiring needs</li> <li>Meeting minutes between the college and state or regional employers noting hiring needs</li> <li>Employer Needs Survey from the State Workforce Development Board</li> </ul>	<ul style="list-style-type: none"> <li>Workforce program advisory committee meeting minutes</li> <li>Perkins Comprehensive Local Needs Assessment (CLNA)</li> </ul>
<b>Section (a)(2)(iii)</b>	Documentation that demonstrates direct engagement with industry	Has at least one of the following: <ul style="list-style-type: none"> <li>Meeting minutes from local and/or State Workforce Development Boards demonstrating engagement with industry</li> <li>Feedback from an industry advisory committee indicating the institution's engagement</li> </ul>	<ul style="list-style-type: none"> <li>Workforce program advisory committee meeting minutes</li> <li>Perkins Comprehensive Local Needs Assessment (CLNA)</li> <li><a href="#">SBCTC Workforce Program Approval Documents</a></li> </ul>
<b>Section (a)(3)</b>	The skill needs described in the above section align with specific coursework and postsecondary credential provided by the program or other required training	Narrative documentation that the coursework and/or training the student will receive upon completion will align with the skill needs of the industries in the state and regional labor market	<ul style="list-style-type: none"> <li>SBCTC 1A.3 I-BEST Prof – Tech &amp; Expansion Program Application Section 2.1</li> </ul>

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<b>Section (a)(4)</b>	The program provides academic and career counseling services that support students in pursuing their credential and obtaining jobs aligned with skill needs described in Section (a)(2), and identifies the individuals providing the career counseling services	Document what career counseling service(s) will be provided to students enrolled in the program	<ul style="list-style-type: none"> <li>• SBCTC 1A.3 I-BEST Prof – Tech &amp; Expansion Program Application Sections 2.4, 2.5</li> <li>• Perkins Comprehensive Local Needs Assessment (CLNA)</li> </ul>
<b>Section (a)(5)</b>	The appropriate education is offered concurrently with and in the same context as the workforce preparation activities and trainings for specific occupation or occupation cluster through an agreement, MOU, or some other evidence of alignment of postsecondary and adult education providers that ensures that the education is aligned with the students' other career objectives	Has at least one of the following: <ul style="list-style-type: none"> <li>• Agreement, MOU, or other documentation between the college and the other adult education agency or provider</li> <li>• Documentation that the ECPP is offered as part of an integrated Education &amp; Training Program</li> </ul>	<ul style="list-style-type: none"> <li>• SBCTC 1A.3 I-BEST Prof – Tech &amp; Expansion Program Application Sections 2.1, 2.2, 2.3</li> </ul>
<b>Section (a)(6)</b>	The program is designed to lead a valid high school diploma or equivalent	Document the secondary component of the program	<ul style="list-style-type: none"> <li>• HS + Education Plan and course crosswalk</li> </ul>



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