



# **I-BEST @ WORK, WALMART GRANT**

## ***2019-20 GRANT & FISCAL GUIDELINES***

Basic Education for Adults

Washington State Board for Community and Technical Colleges

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Olympia, WA 98504

[SBCTC.edu](http://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 available	July 19, 2019
Grants projected to begin	August 19, 2019
Initial narrative and impact & story reports due	October 15, 2019
Invoices due for all grant expenses through September 30, 2019	October 31, 2019
Invoices due for all grant expenses through December 31, 2019	January 31, 2020
Invoices due for all grant expenses through March 31, 2019	April 30, 2020
Grants end	June 30, 2020
Final narrative reports due	June 30, 2020
Final invoices due	July 15, 2020

## Grant Contacts

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# Overview

Integrated Basic Education & Skills Training (I-BEST) at Work is a partnership venture between an adult education provider, an employer, and incumbent workers, with training delivered in a team-teaching environment. A trainer from the company provides training focused on content specific to the work environment (such as safety, processes, managerial skills, etc.), while the basic skills instructor provides contextualized instruction in literacy, mathematics, English language, technology, and employability skills. A navigator connects participants to wraparound support services and potentially to the college for completion of a high school credential and/or credits in a certificate/degree pathway. I-BEST @ Work fits within the guided pathways framework for student success.

Through a generous grant from Walmart, SBCTC will facilitate the launch of 4 I-BEST @ Work demonstration sites. As the second iteration of the successfully piloted I-BEST @ Work program, the focus shifts from incumbent workers in manufacturing to incumbent workers in retail and related sectors. The I-BEST integrated teaching and contextualization approach is a clear, effective way to involve industry representatives directly in the workplace classroom to develop competencies and engage them in a specific, scalable work-based learning model. I-BEST @ Work offers a long-term talent solution for large and small retail and related employers, as well as advancement options for workers.

## 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 (Tipping Point Research), and Associates/Bachelors 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.
- Guide the field in full implementation of the Workforce Innovation and Opportunity Act (WIOA) and the Washington Talent and Prosperity for All (TAP) Plan.
- Examine pathway programming to ensure equitable and inclusive representation to better support underrepresented and low-income students achieve transition and completion.

# Applicant Guidelines

## Who May Apply

The 2019-2020 Integrated Basic Education and Skills Training (I-BEST) @ Work grant is open to all Washington State Community and Technical Colleges and approved Title II-funded Community Based Organizations. Funding will be allocated to providers based on outlined criteria.

## Purpose of Funding

The purpose of the 2019-2020 I-BEST @ Work grant is to help the state's economy continue to grow, by teaching incumbent workers literacy, work, and college readiness skills, so they can move into school or living wage jobs faster. I-BEST @ Work brings education to the workplace to help fill skills gaps between what employees can do and what their employers need.

## Use of Funding

Funding is to be used for the launch of an I-BEST @ Work site, and may include the following:

- Development of integrated/contextualized basic skills and content area curriculum, in alignment with the College and Career Readiness Standards (CCRS).
- Hiring of a Navigator, navigation team or Community Based Organization to provide wrap around support services to students.
- Activities related to articulation from I-BEST @ Work to High School 21+, Retail Management Certificate or similar college programs, and/or employer certifications.

# Application Process

## How Does the Provider Apply

Contact the I-BEST @ Work Program Administrator [via email](#) for access to the 2019-2020 online application form.

## Employer & Education Provider Partnership

In order to be considered for funding, Basic Education for Adults (BEa) providers must have an identified employer partner. BEa providers are responsible for partnering with the employer to design and deliver instruction that accelerates learner progress in gaining skills necessary for advancement in the workplace, high school completion, and/or along a guided college and career pathway with the goal of moving each individual into living-wage positions.

In identifying an employer partner, BEa providers should consider the ability and commitment of the employer to:

- assist in identifying adult workers to participate in this project who have limited English proficiency and would benefit from increased English language and other basic skills. Workers must be able to make a commitment to participate in all aspects of the course,
- provide workplace documents, etc. that will be the basis of course materials and the teaching of language and literacy skills in context,
- explain technical knowledge required for job tasks to students in the class,

- reinforce learning as students practice and demonstrate increased skills,
- share in the teaching/learning process as team teachers,
- offer paid release time or incentives to workers participating in the class,
- define in-house options for advancement for workers as they improve their English language and/or basic skills, and
- Identify supervisors who are enthusiastic about the project.

Supervisors may train student workers, respond to questions, or provide feedback on student presentations.

Employers can share in the cost and support the program by agreeing to offer at least 50% of release time for the face-to-face and facilitated instructional components equal to 2 hours per week.

## Application Approval Criteria

Proposals will be funded based on the ability to meet the following criteria:

1. Agree to meet all components of the I-BEST model, a minimum of 50% team-teaching overlap, contextualized curriculum and navigational wrap around supports for students.
2. Identify the Basic Education for Adults (BEEdA) instructor, company Trainer or Manager, and Navigator.
3. Support key workplace partners, instructors, and participants in basic and workplace skill acquisition and instruction.
4. Provide paid release time, incentives, and/or opportunities for in-house progression as workers improve their academic and workplace skills.
5. Assess student progress in accordance with the Washington State Assessment Policy.

## Scoring Rubric

Applications will be accepted on a first come, first approvable basis. Submissions must satisfy the Average scoring criteria in each section to be considered approvable. Any applications with a Weak score will be returned with recommended edits. Application questions and scoring criteria are as follows:

<b>1A: Describe the I-BEST @ Work development, implementation, and pathways to be supported with allocated funds. How will it support or align with the implementation of college-wide pathways programming? What employer/company will partner with the BEEdA provider? How will the employer use I-BEST @ Work to increase career opportunities for workers? (40pts)</b>	
<b>Weak 0-20 pts</b>	<ul style="list-style-type: none"> <li>• Does not clearly describe I-BEST @ Work pathway(s) development, implementation, or expansion and/or application is confusing and unclear</li> <li>• Weak or no existing plan to train faculty, company trainer and navigator</li> <li>• Weak evidence of college's ability to carry out the proposal</li> <li>• Weak evidence of employer's ability to offer career advancement opportunities</li> </ul>
<b>Average 21-30pts</b>	<ul style="list-style-type: none"> <li>• Application has a plan to implement or expand approved I-BEST @ Work pathway(s)</li> <li>• Plan identified for training faculty, company trainer and navigator</li> <li>• Application provides adequate evidence of organization's ability to carry out proposal</li> <li>• Adequate plan to provide career advancement opportunities</li> </ul>

<b>1A: Describe the I-BEST @ Work development, implementation, and pathways to be supported with allocated funds. How will it support or align with the implementation of college-wide pathways programming? What employer/company will partner with the BEdA provider? How will the employer use I-BEST @ Work to increase career opportunities for workers? (40pts)</b>	
<b>Excellent 31-40pts</b>	<ul style="list-style-type: none"> <li>• Application clearly describes development, implementation, and/or scaling of I-BEST @ Work approved pathway(s), outcomes integration, contextualization of basic and developmental education content, and target populations</li> <li>• Well-defined plan for training of faculty, company trainer and navigator</li> <li>• Application provides clear evidence of organization's ability to carry out the proposal</li> <li>• Application provides clear evidence of employer's ability to carry out the proposal</li> </ul>

<b>1B: How will the I-BEST @ Work program promote diversity, equity, &amp; inclusion (DEI)? (20pts)</b>	
<b>Weak 0-5 pts</b>	<ul style="list-style-type: none"> <li>• Application does not describe program connection to DEI goals</li> <li>• Specific action items promoting DEI not clearly stated</li> <li>• Does not describe how the program will further company social responsibility Plan and provider social equity plan</li> </ul>
<b>Average 6-13 pts</b>	<ul style="list-style-type: none"> <li>• Application explains program connection to DEI goals</li> <li>• Specific action items promoting DEI described</li> <li>• Provides brief explanation of how the program will further company social responsibility Plan and provider social equity plan</li> </ul>
<b>Excellent 14-20 pts</b>	<ul style="list-style-type: none"> <li>• Application provides a clear connection to DEI goals</li> <li>• Specific action items promoting DEI described in detail, with well-defined plan of action</li> <li>• Provides clear links between the program, company social responsibility Plan and provider social equity plan</li> </ul>

<b>1C: What is the plan for sustainability of the program after the allocated funds are exhausted? (20pts)</b>	
<b>Weak 0-5 pts</b>	<ul style="list-style-type: none"> <li>• Application does not provide a viable plan for sustainability</li> <li>• Specific actions to maintain sustainability not identified</li> <li>• Does not describe where the program will align with future college and career pathways</li> </ul>
<b>Average 6-13 pts</b>	<ul style="list-style-type: none"> <li>• Application has a sustainability plan</li> <li>• Provides some action items to maintain sustainability</li> <li>• Describes where the program will align with college and career pathways</li> </ul>
<b>Excellent 14-20 pts</b>	<ul style="list-style-type: none"> <li>• Well-defined and detailed sustainability plan</li> <li>• Attainable action items to maintain sustainability</li> <li>• Alignment to career opportunities and college pathways described</li> </ul>

<b>1D: Detail the implementation timeline and the actionable items for each stage of execution for the duration of funding. (20pts)</b>	
<b>Weak 0-5 pts</b>	<ul style="list-style-type: none"> <li>• Application does not identify a timeline</li> <li>• Timeline is not compatible with the scope of work</li> <li>• Actionable items do not match plan</li> <li>• Stages of execution are not defined</li> </ul>
<b>Average 6-13 pts</b>	<ul style="list-style-type: none"> <li>• Application has a timeline</li> <li>• Timeline is realistic for scope of work</li> <li>• Actionable items match the plan</li> <li>• Stages of execution are defined</li> </ul>
<b>Excellent 14-20 pts</b>	<ul style="list-style-type: none"> <li>• Well-defined and detailed timeline</li> <li>• Timeline is specific and realistic for the scope of work</li> <li>• Actionable items clearly link to the plan and are realistic</li> <li>• Stages of execution are detailed and well defined</li> </ul>

<b>1E: How will data be tracked, analyzed, and used as the basis for assessment of the project? What will be the means of tracking progress and evidence of meeting proposed targets? (20pts)</b>	
<b>Weak 0-5 pts</b>	<ul style="list-style-type: none"> <li>• Data to be tracked is not identified</li> <li>• No evidence of analysis in the assessment</li> <li>• No means of collecting or tracking data</li> </ul>
<b>Average 6-13 pts</b>	<ul style="list-style-type: none"> <li>• Data to be tracked is identified</li> <li>• Minimal program analysis and assessment</li> <li>• Evidence that data will be collected and tracked</li> </ul>
<b>Excellent 14-20 pts</b>	<ul style="list-style-type: none"> <li>• Data to be tracked is clearly identified</li> <li>• Clear evidence that the program has analyzed and assessed their program to determine their plan of implementation</li> <li>• Application has a clear plan for collection and tracking of data for assessment</li> </ul>

## Funding Information

SBCTC has allocated \$460,000 for the launch of 4 I-BEST @ Work demonstration sites. For applications approved, funding is determined based on the proposed budget form.

## Reporting

Reporting for this grant will consist of:

1. An initial and final narrative report summarizing the grant activities, key successes, lessons learned, FTES generated, college/high school credits earned and any credentials earned.
2. Two impact and story reports describing how the program impacted the individual beneficiaries and the community along with collection of individual stories detailing how the program changed their lives.



3. A metrics report detailing the number of people enrolled in the program, gender, and number of people who completed successfully.

The initial narrative and impact & story reports are due by October 15, 2019. The final narrative, second impact & story report and metrics report are due June 30, 2020 and are to be emailed to [Nicole Hopkins](#).

## 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.

## Invoicing

Funds for this grant must be claimed on a reimbursement basis. No payments in advance of or in anticipation of goods or services provided under this grant shall be requested or paid. All costs must be reported for the period incurred.

Reimbursement requests must be submitted at least quarterly, but not more than monthly via [OBIS](#). All costs must be submitted for reimbursement in accordance with the schedule shown below.

For expenses incurred	Invoice no later than
August – September	October 31, 2019
October – December	January 31, 2020
January – March	April 30, 2020
April – June	July 15, 2020

## Grant Terms & Information

### General

Funds for these grants are provided to the State Board of Community and Technical Colleges (SBCTC) from Walmart, Inc.

### Allowable Activities

Allowable activities are defined in grant guidelines and in approved grant applications.

### Allowable Costs

#### Applicable Washington State Regulations

The State Administrative and Accounting Manual ([SAAM](#)) must be followed.

## Expenditure Accounting

These funds must be kept in an account separate from all other funding sources.

For colleges these funds must be accounted for as state (fund 001) or as grant and contract (fund 145) along with any student enrollments generated with these funds. SBCTC reimbursement for this grant must be coded to object SX (611100 for colleges in ctcLink).

## NACUBO Code

The suggested National Association of College and University Business Officers ([NACUBO](#)) code for this grant is 118. Grantees may use other codes as appropriate.

## Monitoring

SBCTC may schedule monitoring visits during and after the grant period to evaluate the fiscal progress and performance of the program and provide technical assistance. The purpose of monitoring is to ensure regulatory and contractual compliance on the part of grant recipients. To ensure compliance with grant requirements and to ensure that financial records support program expenditures, SBCTC staff will schedule on-site visits.

## Non-Discrimination

No individual shall be excluded from participation, denied the benefits of, subjected to discrimination under, or denied employment in the administration of or in connection with any such program because of race, color, religion, sex, national origin, age, handicap, or political affiliation or belief.

## Publicity

The grantee shall submit to SBCTC all content or materials that it produces for distribution that are related to this grant. No statements, press releases, or other documents describing this project shall be made without prior input from SBCTC.

## Records Retention

Financial management systems shall reflect accurate, current, and complete disclosure of all cost expenses for grant activities. Grant recipients must maintain books and records, supported by source documentation, that sufficiently and properly reflect the source of funds and all costs expended for program purposes. These records and financial statements are subject to inspection, review, reproduction, and/or audit by SBCTC or its designee for at least six years after the dispersal of funds, the termination or expiration of the contract, or the resolution of litigation or audits related to the program, whichever is latest. Additional information on records retention may be found in Chapter 7 of the [SBCTC Policy Manual](#).

## Copyright

Grantees must release all deliverables (including curriculum and materials) under a [Creative Commons Attribution License 4.0](#).

## Termination

This grant may be terminated by the State Board for Community and Technical Colleges (SBCTC) upon giving notice in writing to the grant recipient at least thirty (30) days in advance of the date of termination. If the grant is terminated for any reason, all reports and data gathered by grant recipient prior to termination shall at the option of the SBCTC, become the property of the SBCTC. If termination shall occur pursuant to this section, reimbursement to grant recipient shall be made on the basis of work performed prior to the effective date of termination as mutually agreed upon by both parties. Determination of final adjustments, either payments or

refunds, shall also be mutually agreed upon by both parties.

## Termination for Cause

If for any reason, the grant recipient violates any terms and conditions of the Adult Basic Education program, SBCTC will give the grant recipient notice of such failure or violation. Grant recipient will be given the opportunity to correct the violation or failure within thirty (30) days. If failure or violation is not corrected, this grant may be terminated immediately by written notice from SBCTC.

## Savings

In the event funding from state, federal, or other sources is withdrawn, reduced, or limited in any way after the effective date of this contract and prior to normal completion, the SBCTC may terminate the grant under the "Termination" clause, without the thirty-day notice requirement, subject to renegotiation at the SBCTC's discretion under those new funding limitations and conditions.



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Washington State Board for Community and Technical Colleges

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