



PROFESSIONAL/TECHNICAL PROGRAMS RESTART GRANT

2020-22 GRANT GUIDELINES

Workforce Education

Washington State Board for Community and Technical Colleges

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Olympia, WA 98504

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 available in OGMS	October 8, 2020
Technical Assistance Webinar	October 9, 2020
Applications due in OGMS	October 23, 2020
Applicants notified of approval status	November 13, 2020
Allocations begin	As soon as possible following approval.
Mid-Year FY21 Program and Fiscal Status Report due to SBCTC	April 30, 2021
End of FY21 Program and Fiscal Report due to SBCTC	October 31, 2021
Mid-Year FY22 Program and Fiscal Status Report due to SBCTC	April 30, 2022
End of FY22 Program and Fiscal Status Report due to SBCTC	October 31, 2022

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Program Overview

Pursuant to enactment of the federal Coronavirus Aid, Relief, and Economic Security (CARES) Act (P.L. 116-136), Section 18002, the Office of Financial Management allocated \$5,000,000 (General Fund – Federal) of the Governor’s Emergency Education Relief (GEER) funds to the State Board for Community and Technical Colleges for restarting professional and technical programs. To “restart” in this context means to reopen programs that were closed or suspended; reconstitute those that reduced course offerings or limited enrollment; restore pathways to completion that were disrupted by COVID-19; recruit to and retain students in existing programs that are critical to regional economic recovery; ensure that students have clear and unobstructed pathways to credential completion; and reestablish with the appropriate safety measures experiential and/or work-based learning opportunities that were reduced or eliminated due to COVID-19. In short, the purpose of this grant is to support the reestablishment of professional and technical programs that were disrupted due to COVID-19 and to provide alternative and innovative methods of ensuring that career pathways are available to aid economic recovery in the state of Washington.

Proposals submitted for this funding will allow SBCTC to identify and fund workforce programs that help workers succeed in a post-pandemic economy.

Applicant Guidelines

Who May Apply

Public community and technical colleges, as defined under RCW [28B.50.030](#), may apply for Professional/Technical Program Restart funding. Applications may include more than one program for Restart funding, provided the college demonstrates that each one meets the eligibility criteria outlined below.

Eligible Programs

For programs to be considered for Professional/Technical Restart funds, the college must demonstrate they were “most significantly impacted by coronavirus,” funding is necessary for them to restart, and the selected programs will help workers succeed in a post-pandemic economy. Priority will be given to in-demand programs with a strong experiential learning component, particularly those with an equitable representation of populations disproportionately impacted by COVID-19 (e.g. students of color, rural students, dislocated workers, etc.).

Programs eligible for funding include:

- WA State approved registered apprenticeship training programs;
- Existing credit- or credential-bearing professional/technical college programs, including BAS degrees; and
- Recently-approved professional/technical programs if enrollment will start by Fall of 21.

Application Process

Proposals must be submitted through the [Online Grant Management System \(OGMS\)](#) to the State Board for Community and Technical Colleges (SBCTC) in accordance with the deadlines outlined on page 2.

Applicants may access the 2020-21 Professional/Technical Programs Restart Grant application through OGMS. If you do not have an account, contact your organization's [Security Contact](#) for access.

Submit completed applications through OGMS no later than October 23, 2020 at 11:55 p.m. SBCTC staff is available for assistance until 4:00 p.m. on the due date.

A technical assistance webinar will be held on October 9, 2020 after the application has been released. Information on the time and log-in instructions will be provided in the announcement sent to the system.

Application Review and Evaluation Criteria

This is a competitive application process and proposals will be evaluated based upon the degree to which they satisfy the criteria set forth in [Appendix A](#). Colleges may request funding for multiple programs in a single application, in which case each program will be evaluated independently against the criteria in Appendix A. There are four **eligibility** criteria and three **prioritization** criteria. Eligibility for funding will be determined by:

1. **Pandemic-Impacted Program Needs:** Demonstrated need for the proposed funding in order to restart, or bring to full operational capacity, a program disrupted by COVID-19 and the ability to sustain future operating costs when one-time funding ends. As outlined in **Allowable Expenses**, this may include, but is not limited to, needs associated with personnel costs, curriculum development, technology, content delivery, recruitment, experiential and/or work-based learning, and implementation of safety measures associated with reopening guidelines.
2. **Labor Market Need:** Demonstrated labor market need in the post-pandemic economy and potential for growth of programs requesting funding. Need can be demonstrated via labor market data, in-demand designation, locally-validated real-time labor market reporting, and/or employer attestation of need. (Note that employer attestation letters are not simply letters of support and should only be included if labor market need cannot be established through other means.) Consideration will be given to applications proposing to scale successful programs across a region or industry with an emphasis on industries deemed essential during the COVID-19 pandemic and those forecasted to be more resilient in recovery (e.g. technology, health care, food processing, etc.).
3. **Outreach and Recruitment to Impacted Populations:** Programs proposing to increase access to postsecondary education for populations most disproportionately impacted by the pandemic, such as women, older dislocated workers, individuals and families with incomes below 200% FPL, parents with children under the age of 13, individuals residing in rural areas, people of color, and tribal communities.
4. **Timeline:** The proposal lays out a reasonable and detailed timeline that demonstrates a clear

and achievable plan for restarting, including key dependencies and how contingencies will be handled.

Once deemed eligible for Professional/Technical Program Restart funding, programs will be prioritized for award and funding levels on the basis of three additional criteria:

1. **Experiential and Work-Based Learning:** Programs for which hands-on, experiential, and/or on-the-job learning opportunities have been limited/eliminated due to COVID-19 or that identify new opportunities for work-based learning in a post-pandemic economy. This includes opportunities for expanding or scaling existing Career Launch endorsed programs.
2. **Partnerships:** Programs that are offered by multiple education partners (e.g. a consortium of colleges, K-12 collaboration, Centers of Excellence collaboration, etc.), as well as those demonstrating engagement with multiple employers and/or WA State registered apprenticeship training sponsors.
3. **Equitable Distribution:** Consideration will be given to colleges and regions with fewer resources and/or unique challenges accessing them. Other factors may include, but are not limited to, population density/dispersion, the number of colleges/programs in a particular region, and geographic barriers to program participation, development, and/or improvement.

Complete proposals that meet minimum eligibility requirements and are submitted by the deadline described above will be evaluated by a review panel to be appointed by SBCTC.

SBCTC will make final allocation determinations based on the entirety of review panel recommendations combined with final program and fiscal reviews. SBCTC reserves the right to scale proposals as needed.

Community and technical colleges whose proposal meets minimum criteria may be contacted by the review panel for a question and answer session after the initial review process.

Applicants will be notified of their status through OGMS.

Funding

It is expected that the \$5M in Professional/Technical Restart funding will be awarded through one round of application submissions. If the funding is not exhausted in one round, a second round will be announced through system-wide communication channels.

The maximum award level for an individual college is \$200,000.

Allowable Expenses

As outlined in the Program Overview, Professional/Technical Restart funding is intended to support community and technical colleges restarting existing professional/technical programs that were closed, suspended, or downsized due to COVID-19 in order to expand capacity to respond to economic recovery needs and reestablish pathways to employment for dislocated workers and other populations disproportionately impacted by the pandemic.

Applicants may utilize Professional/Technical Restart funds to reestablish programs or courses

that were suspended due to the pandemic, add courses and/or revise curriculum to better reflect the needs of a recovering economy, adapt methods of instruction to serve students remotely, provide professional development pertaining to distance learning or adult education, invest in instructional supports and technology, expand experiential and work-based learning, and establish health and safety practices that will improve capacity to provide high-quality, accessible professional/technical education that is responsive to the needs of students and employers.

Subject to any restrictions that a Governor places on a public career or technical college's use of Professional/Technical Restart funds, a CTC may use the funds, awarded under section 18002(c)(2) of the CARES act, to support a broad array of activities. This may include, but is not limited to:

- Providing off-campus access to reliable, high-speed internet for students and teachers through the purchase of internet-connected devices/equipment, mobile hotspots, wireless service plans, or installation of community Wi-Fi hotspots, especially in underserved communities;
- Purchasing hardware and software applications for students and teachers;
- Providing access to high-quality digital learning content, apps, and tools that can deliver engaging and relevant learning experiences that are accessible to all students;
- Contracting with other education-related organizations or agencies, such as governmental, nonprofit, or for-profit entities (including WA State approved apprenticeship training sponsors) within the state providing services that support preschool, elementary, secondary, or higher education;
- Engaging in curriculum development or revision processes necessitated by the pandemic;
- Offsetting costs associated with making remote and digital instruction materials accessible for students with disabilities or English learners;
- Providing professional development and training for teachers on effective strategies for the delivery of remote and digital instruction;
- Funding staff, infrastructure, and technology to support distance education or remote learning;
- Providing academic support for libraries, laboratories, and other academic facilities, as necessitated by the pandemic;
- Providing support for restart-related activities directly associated with new or changing environmental health and safety requirements;
- Increasing student support services that promote a student's emotional and physical well-being, as impacted by the pandemic, outside the context of the formal instruction; and
- Occupation-specific costs associated with reestablishing an apprenticeship, clinical placement, or work-based learning program including, but not limited to, college-supplied work clothes, personal protective equipment (PPE), and required tools that are necessitated as a result of the pandemic.

Use of funds beyond these purposes is not necessarily prohibited, but requires consultation with SBCTC and written approval. The DOE discourages the use of these funds for payments to administrators and executives of institutions of higher education or faculty unions or associations.

In addition, federal supplanting rules apply. Federal grant funds must supplement and not supplant state or local public funds of the agency. Federal funds may not result in a decrease in state or local funding that would have been available to conduct the activity had federal funds not been received. In other words, federal funds may not free up state or local dollars for other purposes, but should create or augment programs to an extent not possible without federal funds.

Disclaimer

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

Proposal Overview

This funding is intended to reestablish existing programs (especially those critical to the economic recovery of the state), not to support the development of new programs or be invested in general program improvement or service delivery. It is earmarked for pandemic-impacted credit- and/or credential-bearing programs with the potential to expand capacity and respond to the needs of dislocated workers and a recovering economy.

In addition to the required fields in OGMS, each application must include the program matrix available in the **Grant Information** section of OGMS. This document must be uploaded to OGMS as an attachment in PDF form. Areas that must be addressed in the proposal are as follows:

Program Information

Eligible programs must be on your current professional/technical program inventory.

- Title of program(s)
- CIP and EPC or Plan Code (ctcLink colleges)
- Credential(s) awarded and number of credits
- Program status: closed, suspended, or modified (limited course availability, reduced frequency of course offerings, modified methods of delivery, etc.)
- Quarter(s) per year the program(s) is offered
- Average number of students served per quarter prior to COVID-19
- Average number of students served per quarter since COVID-19
- Average projected number of students to be served per quarter if proposal is funded

Application Narrative

For each program to be supported with Professional/Technical Program Restart funding, the following topics and questions must be addressed:

- **Pandemic-Impacted Program Needs:** Please describe in specific detail how the program(s) to be supported with Professional/Technical Restart funds have been adversely impacted by COVID-19, what the most pressing needs are, and how this funding will be used to bring them closer to full operational capacity. What is the college's plan for sustaining the program(s) when Professional/Technical Restart funds are exhausted?
- **Labor Market Need:** How have the industries associated with the program(s) been impacted by COVID-19 and what are the prospects for employment in these fields in a post-pandemic economy? Will the program(s) in question be expanded, scaled, or modified to meet new or changing needs of local, regional, or state economies? Please use applicable labor market information, data, studies and reports, and/or employer attestation statements to support your response if possible.
- **Outreach and Recruitment to Impacted Populations:** How do the demographics of the students served by the program(s) demonstrate their efficacy in providing access and support to underserved and/or vulnerable populations? How will Professional/Technical Restart funding be leveraged to recruit or provide outreach to those disproportionately impacted by the pandemic (e.g. dislocated workers, women, adult learners, people of color, rural communities, etc.)?
- **Timeline:** Please provide a detailed and realistic timeline for the distribution of Professional/Technical Restart funds, steps required and benchmarks for reestablishing and/or modifying the proposed program(s), and the comprehensive restart of the program(s) in question.
- **Experiential and Work-Based Learning:** Describe the experiential or work-based learning component(s) included in the program. How have these activities been impacted by COVID-19 and how will Professional/Technical Restart funding contribute to resumption, innovations, expansion, and/or improvement of experiential learning opportunities?
- **Partnerships:** With what education, industry, labor, government, or community partners will you collaborate in restarting your program(s)? Please explain their respective roles and the outcomes associated with them?
- **Equitable Distribution (Optional):** If not addressed elsewhere, please describe any geographic/demographic considerations or issues of program/resource scarcity unique to your region that should be taken into account in prioritizing this request.

Budget and Budget Narrative

Please reference the Professional/Technical Programs Restart Grant Fiscal Guidelines for guidance on the budget and budget narrative.

Assurances

The **Signed Assurances** document must be submitted via OGMS by uploading the required attachment.

Summary of Required Attachments

- Program Matrix (One matrix per program, but all included in a single PDF document.)
- Signed Assurances
- Optional Evidence of Labor Market Demand (e.g. employer statement of need, local reporting on specific skill demands, etc.)
- Career Launch Endorsement Letter (if applicable)

Program and Fiscal Reporting

Colleges are required to report to SBCTC as early as practicable any intent to end a program funded under this grant as well as any action that terminates a program funded under this grant. This requirement remains in place until the end of the funding period, September 30, 2022.

Funded colleges must commit to submitting quarterly and year-end reports as directed by the SBCTC. Report templates will be supplied by the SBCTC and will be submitted by the colleges via email. At minimum, year-end reports will include aggregated data demonstrating increased student enrollments and a summary of progress made on restart goals. The SBCTC will work with colleges to fulfill reporting requirements to state and/or federal authorities, as applicable. Colleges may also be selected to participate in information sessions with the legislature and provide testimony during legislative hearings as appropriate.

Open Licensing Policy Requirement

The SBCTC requires all digital software, educational resources, and knowledge produced as part of this competitive funding be placed under the Attribution license from Creative Commons. This license allows others to use, distribute, and create derivative works based upon the digital works, while still allowing authors to receive credit for their efforts. Please take the time to read the license at Creative Commons. If awarded Governor's Emergency Education Relief (GEER) funds, you must agree to allow the SBCTC to distribute the digital software, educational resources, and knowledge created through this funding under the terms of the Creative Commons Attribution License available at the website above. Creative Commons (CC) is a nonprofit corporation dedicated to making it easier for people to share and build upon the educational and scientific work of others, consistent with the rules of copyright.

Appendix A: Evaluation Criteria

Part 1: Minimum Requirements to Qualify for Review

Scale: Meets or Does Not Meet Criteria. Proposals must “meet the criteria” in items 1 and 2 to be considered for funding.

Criteria	Standard	Notes
1. Application contains all elements, including required and applicable attachments required in OGMS.	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria	
2. Proposal assurances document uploaded into the OGMS system and contains the required signature(s).	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria	

Part 2: Evaluation Rubric

Scale: 1-5 scale where 1 represents the LOWEST possible score and 5 represents the HIGHEST possible score for each given criterion.

1. Does not meet the criteria. Information is incomplete or otherwise not suitable for consideration.
2. Information is present, but incomplete or inadequate for evaluation purposes. Additional detail would be needed in order to fully evaluate.
3. Adequately meets the criteria and is suitable for consideration.
4. Meets the criteria, provides a good amount of detail, and provides a good plan for achieving enrollment goals. Recommended for consideration.
5. Exceeds the criteria, is detailed and complete, and provides a thorough plan for achieving enrollment goals. Highly recommended for consideration.

Part 3: Eligibility Criteria for Each Program

Criteria	Scale	Examples of how criteria can be demonstrated	Notes
<p>1. Pandemic-Impacted Program Needs</p> <p>Demonstrated need for the proposed funding in order to restart, or bring to full operational capacity, a program disrupted by COVID-19 and the ability to sustain future operating costs when one-time funding ends.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<p>Quantitative data in attached Program Matrix, detail provided in narrative responses to Matrix questions, OGMS application responses, and budget narrative providing:</p> <ul style="list-style-type: none"> • Qualitative evidence of the impacts of COVID-19 on program operations necessitating Restart funding. • Evidence of program declines due to COVID-19, including the number of students impacted by program closure, suspension, or modification. • Clear and convincing correlation between proposed expenses and program restart, expansion, and/or enrollment growth. • The degree to which the program can return to full operational capacity with one-time funding. • A plan for sustaining the program when one-time funding ends. 	

Criteria	Scale	Examples of how criteria can be demonstrated	Notes
<p>2. Labor Market Need:</p> <p>Demonstrated labor market need in the post-pandemic economy and potential for growth of programs requesting funding.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<p>Detail provided in narrative responses to Program Matrix questions, including:</p> <ul style="list-style-type: none"> • Use of state, regional, and/or local labor market data to demonstrate program demand and density of regional need. • Evidence of future increases in labor market demand as a result of the pandemic, which may include published LMI, reporting on real-time conditions, and industry-specific analyses of the economic situation. • Evidence of program modification or curriculum revision required to respond to pandemic-related industry need. • Strength of education-industry partnerships in evaluating the need for program restart, modification, or expansion. • Use of industry-recognized skill standards in restarting, modifying, or expanding program. <p>Optional letters from employers/agencies attesting to demand and/or need for program enhancements directly related to COVID-19. (Letters should be included only if the rationale cannot be established through other means.)</p>	

Criteria	Scale	Examples of how criteria can be demonstrated	Notes
<p>3. Outreach and Recruitment to Impacted Populations:</p> <p>Programs proposing to increase access to postsecondary education for populations most disproportionately impacted by the pandemic, such as women, older dislocated workers, individuals and families with incomes below 200% FPL, parents with children under the age of 13, individuals residing in rural areas, people of color, and tribal communities.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<p>Quantitative data in attached Program Matrix, detail provided in narrative responses to Matrix questions, OGMS application responses, and budget narrative providing:</p> <ul style="list-style-type: none"> • Information pertaining program demographics as they relate to populations disproportionately impacted by the pandemic. • Enrollment, retention, and completion data related to populations disproportionately impacted by the pandemic, including noteworthy changes or gaps in enrollment/performance since COVID-19. • Evidence of the program’s efficacy in providing outreach, opportunity, and support to historically underserved populations, especially those disproportionately impacted by COVID-19. • Identification of target population(s) and deliberate plan for outreach, engagement, support, and accommodation. • Overall attention to issues of equity and diversity. 	
<p>4. Timeline:</p> <p>The proposal lays out a reasonable and detailed timeline that demonstrates a clear and achievable plan for restarting.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<p>The timeline provided in the Program Matrix includes:</p> <ul style="list-style-type: none"> • Logical and sufficiently detailed steps to implement the proposal. • Clear and realistic deadlines. • Outcomes and benchmarks established to track progress and increase the likelihood of success. • Identification of personnel responsible for significant objectives or activities. • An acknowledgement of the complexities of restarting a program amid the pandemic and discussion of checkpoints and contingencies. 	

Part 4: Prioritization Criteria for Each Program

Criteria	Scale	Examples of how criteria can be demonstrated	Notes
<p>1. Experiential and Work-Based Learning:</p> <p>Programs for which hands-on, experiential, and/or on-the-job learning opportunities have been limited/eliminated due to COVID-19 or that identify new opportunities for work-based learning in a post-pandemic economy.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<p>Detail provided in narrative responses to Matrix questions, including:</p> <ul style="list-style-type: none"> • Whether work-based/experiential learning is a required or optional component of the program. • Description of the length and nature of the hands-on learning experience. • Explanation of how opportunities have been impacted by COVID-19 and whether/how that has obstructed pathways to program completion. • The degree to which the activities influence relationships and/or partnerships with employers. • Evidence of increasing demand or opportunities for work-based and/or experiential learning in a post-pandemic economy. • Whether the program has a Career Launch endorsement (endorsement letter must be attached). 	

Criteria	Scale	Examples of how criteria can be demonstrated	Notes
<p>2. Partnerships:</p> <p>Programs that are offered by multiple education partners (e.g. a consortium of colleges, K-12 collaboration, Centers of Excellence collaboration, etc.), as well as those demonstrating engagement with multiple employers and/or WA State registered apprenticeship training sponsors.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<p>Detail provided in narrative responses to Program Matrix questions, including:</p> <ul style="list-style-type: none"> • Identification of committed partners and clear explanation of roles and responsibilities. • Description of the partners' relationship to the program and influence with critical stakeholders. • Logical and sufficiently detailed description of planned coordination efforts and activities. • Evidence of increased cost-efficiency through collaboration. <p>Optional attestation letters from employers/agencies (see Criteria #2) including a commitment to partnership and shared responsibility for responding to need.</p>	
<p>3. Equitable Distribution:</p> <p>Consideration will be given to colleges and regions with fewer resources and/or unique challenges accessing them. Other factors may include, but are not limited to, population density/dispersion, the number of colleges/programs in a particular region, and geographic barriers to program participation, development, and/or improvement.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<p>Information provided in attached Program Matrix, narrative responses to Matrix questions, OGMS application responses, and budget narrative indicating:</p> <ul style="list-style-type: none"> • Challenges related to geographical location or population density. • Unique needs related to characteristics of the population served. • That a program is essential to a particular region and/or unavailable elsewhere. • Enrollment, demographic, and/or labor market data demonstrating a need to drive funding towards a population or program unique to the college. 	



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Washington State Board for Community and Technical Colleges