



COMMERCIAL DRIVERS LICENSE & RELATED INSTRUCTIONAL PROGRAMS FUND (CDL FUND)

***2022-23 PROGRAM GUIDELINES FOR
COMMUNITY & TECHNICAL COLLEGES***

Workforce Education Department
Washington State Board for Community and Technical Colleges
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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 Online Grant Management System (OGMS)	September 22, 2022
Question & Answer Period	September 22 through October 11, 2022
Application Webinar (optional; will be recorded)	September 29, 2022
Applications due in OGMS	October 20, 2022
Applicants notified of approval status & any required revisions	November 7-18, 2022
Final approval given	November 30, 2022
Allocations begin	December 2022

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Table of Contents

Deadlines and Milestones.....	2
Program Contacts	2
Table of Contents.....	3
Overview	4
Applicant Guidelines.....	5
Who May Apply.....	5
How to Apply.....	5
Informational Webinar	6
Disclaimer	6
Application Review Process	6
Application Guidance.....	6
OGMS Requirements	7
Funding	8
Reporting Requirements	9
Open Licensing Policy Requirement	9

Overview

The State Board for Community and Technical Colleges (SBCTC) is committed to helping industry thrive in Washington State and to continue the development of a skilled workforce. The allocated resources will support the development and continued alignment of education and training programs with current industry practice and employee recruitment needs.

This funding, Commercial Drivers License and Related Instructional Program Fund (CDL Fund), is to support investments that are necessary to promote workforce development in trucking and trucking-related supply chain industries and the school bus driving industry by expanding the availability of education and training programs that prepare workers for these industries. Proposals for this funding may support one or more of the following:

- Procurement and/or upgrades of instructional equipment necessary for training purposes;
- training program access to training spaces and/or locations necessary in order to expand training enrollment capacity, including expansion of training available to veterans and veteran spouses, and underserved populations to include foster care and homeless transition populations;
- curriculum development and instructor training for driving, repair and service of technological advancements facing the trucking and trucking-related supply chain industries and the school bus driving industry;
- tuition assistance for commercial vehicle driver training, mechanical, and support functions that support the trucking industry and the school bus driving industry; and/or
- funding to increase capacity and availability of child care options for shift schedules for students enrolled in trucking and trucking-related supply chain and school bus driving education and training programs.

This document contains information, criteria, and application materials needed to apply for the 2022-23 CDL Fund. Only applications and budgets submitted through Online Grant Management System (OGMS) will be considered for funding.

The State Board for Community and Technical Colleges is soliciting proposals for the funding categories described below. Each application shall include a 3-year budget that clearly identifies both one-time equipment funding needs and needs for ongoing instructional support and/or student financial assistance.

Equipment: Funding necessary to procure and/or upgrade instructional equipment necessary for training purposes.

- Equipment requests should be one-time in nature, and can be requested for any year in the 3-year budget.
- Requests for equipment will be prioritized by fiscal year, with FY23 as top priority, FY24 second priority, and FY25 as third priority. Funding beyond FY23 is provisional based on future state funding for this specific fund.
- If equipment is requested as part of the proposal the application must include the required equipment list as an attachment (upload) to the proposal. A template for listing equipment is included in the budget attachment.
- Given the limited funding available, colleges are encouraged to keep requests for equipment modest, leverage contributions from industry, and/or collaborate with other training providers to maximize shared resources.

Instructional support and/or student financial assistance: Ongoing funding necessary to promote workforce development in trucking and trucking-related supply chain industries and the school bus

driving industry by expanding the availability of education and training programs that prepare workers for these industries.

- Requests for instructional support and/or student financial assistance will be prioritized to applicants that demonstrate the ability to grow enrollment capacity growth the soonest.
- Student financial assistance policies:
 - The college must not require a student to fill out the Free Application for Federal Student Aid (FAFSA) in order to receive CDL Fund student financial assistance.
 - The college must require students seeking CDL Fund student financial assistance to make their requests for assistance in writing. These requests must be retained on file by the college.
 - CDL Fund student financial assistance is offered in recognition that CDL programs are not typically eligible for federal or state financial aid and there is a high out-of-pocket cost to students for these programs. Given the limited amount of funding available, colleges should focus proposals for financial assistance on instructional programs that are not otherwise eligible for financial aid. Aid should be leveraged as much as possible with other workforce student support funding programs.
 - Student financial assistance must not exceed the per-student published cost of attendance for the program.
 - The college must maintain a record of students who received CDL Fund financial assistance.
 - There are no eligibility requirements for students to receive CDL Fund financial assistance beyond meeting the admissions requirements for the instructional program that is being supported by the CDL Fund.
- Ongoing funding is provisional based on future state funding for this specific fund and institutional demonstration of needs for and outcomes resulting from any funding awarded.

Applicant Guidelines

Who May Apply

Public community and technical colleges, as defined under RCW 28B.50.030 may apply for funding.

- Colleges may submit only one application as individual institutions.
- Colleges may collaborate to submit a consortium application.
 - If applying as part of a consortium, the application must indicate which college will be operating as the lead institution.
 - Lead institutions are the responsible fiscal and reporting entity for the funded activities.
 - Consortium applications must clearly demonstrate how the pooling of resources supports a common goal.
 - Each letter of assurance from participating colleges should speak to the roles and responsibilities of the college within the consortium.
- Colleges participating in a consortium application may also submit an individual application, provided it's in support of an instructional program that is not represented in the consortium application.

Proposals will be assessed against published criteria contained in Appendix A. Please review carefully for required elements before submitting a proposal.

How to Apply

Colleges must submit proposals via OGMS no later than ***Thursday, October 20, 2022 at 11:55pm.***

Applications submitted after the deadline will not be accepted. SBCTC staff is available for assistance until 4:00 p.m. on **October 20, 2022**.

Informational Webinar

An informational webinar will be provided on **September 29, 2022** for prospective applicants. Information about the webinar will be included in the funding announcement sent to the system and on the program webpage, which can be found under the Commercial Drivers License banner at <https://www.sbctc.edu/colleges-staff/programs-services/workforce-education/program-funding-request.aspx>.

Question & Answer Period

SBCTC will respond to questions submitted in writing to the program and policy staff listed on page 3. A Questions & Answers document will be updated and shared publicly from September 22 to October 11 so that all colleges have access to all questions and answers. A link to the document will be at <https://www.sbctc.edu/colleges-staff/programs-services/workforce-education/program-funding-request.aspx>.

Disclaimer

SBCTC reserves the right to refrain from awarding allocations to any or all applicants. Any offer or award of on-going funding is provisional and contingent on state funding availability for the specific intent and purposes stated in these guidelines. Additionally, SBCTC reserves the right to add additional application and/or assurances requirements to applicants meeting minimum criteria to receive funds but that are deemed to be higher risk awardees. 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.

Application Review Process

An application review protocol will be administered by staff to the State Board in order to assess each of the proposals that meet minimum criteria to be considered for funding. The review protocol will result in funding recommendations to executive leadership staff of the State Board based on the criteria established in Appendix A. The State Board or its executive director, as delegated, makes final approvals. Colleges will be notified via OGMS regarding proposal status prior to **December 1, 2022**.

Application Guidance

In preparing the application please consider the following items:

- Reviewers come from a variety of professional backgrounds, and may not be familiar with instructional or industry jargon. Please limit the use of acronyms or uncommon terminology.
- Consider the amount of detail needed to provide a compelling reason for funding this proposal. Ideal proposals provide the detail needed to understand what efforts the money will go to while not distracting with non-related information.
- Be clear about what you want to do and why is it important: *Who, What, When, Where, How and Why* are a viable framework for approaching what information to present.
- While questions may sometimes appear duplicative, they are built in such a way to allow for information to build upon previous detail. Copying from earlier answers is not recommended.
- Use Appendix A: Review Criteria as a checklist for your proposal.

Application Requirements

The following is required to be considered a complete application:

1. **Application** is completed and submitted by the deadline in OGMS. The application contains the items described below.
2. **OGMS Sections:** The required sections of OGMS are completed.
 - Applicant Info
 - Assurances (see number 3, below, for elaboration)
 - Contents:
 - Section 1 – General Information;
 - Section 2 – Narrative Proposal affirmation (see number 5, below, for elaboration);
 - Budget (see number 4, below, for elaboration)
3. **Assurances Attachment:** The Assurances form is reviewed, signed, and uploaded to OGMS.
4. **Budget:**
 - a. **Budget Attachment:** A 3-year budget template (Excel) is provided as part of the application. Complete it and then upload it to OGMS.
 - If equipment is requested as part of the proposal, the budget attachment must also include a completed equipment list. The equipment list template is included in the budget template (look for the second worksheet tab). Please ensure that the OGMS equipment budget line item and the equipment list information are consistent.
 - If the proposal is for a consortium, please insert additional budget worksheets detailing budget subtotals for each college participating in the consortium.
 - Please note: Administration costs may not exceed 10% of the total budget.
5. **Narrative Proposal Attachment:** Using the Narrative Proposal template (Word document), provide information about the items listed below. Then, upload the completed Narrative Proposal to OGMS.
 - a. Statement of need, goals, and deliverables (outcomes) for the requested funding.
 - b. Instructional program(s) information:
 - Title of program(s).
 - CIP and ctclink PLANCODE. If the instructional program is self-support (CNED Career in ctclink) and therefore lacking a PLANCODE, please indicate so.
 - Credential awarded.
 - Number of credits. If non-credit, please enter number of contact hours.
 - Maximum number of students (headcount) enrolled per cohort.
 - Number of cohorts currently offered per year.
 - Number of cohorts planned to be offered per year, if this proposal is funded.
 - (Optional) Narrative explanation of any items above to provide necessary context or details.

Note: For projects that target credit-bearing professional-technical program(s), the program(s) must either be on your current professional-technical program inventory or a Notice of Intent has been

submitted no later than to the proposal deadline.

- c. Timeline identifying major milestones/activities for the 3-year period of FY23, FY24, and FY25.
 - Important Note: All equipment procurements proposed for a given fiscal year must be completed no later than June 30 of that year, with no exceptions or extensions. If this timeline is a concern for equipment procurement, especially given current supply chain issues, please note your concern clearly in this section and identify your proposed solution. Proposed solutions may include making a partial equipment request for FY23 and a second equipment request for FY24. Proposed solutions may also holding-off your equipment purchase until FY24 or FY25. Note that funding availability for future years is contingent on continued state funding.
- d. Describe any leveraged resources supporting the proposal. In alignment with statewide goals to leverage public/private investments, proposals with higher leveraged resources from private industry receive priority for funding. Examples of leveraged resources include, but are not limited to, the contribution of time, space, materials/consumables, equipment and/or tuition resources made by private industry, external partners or institutional/foundation resources to directly meet proposed outcomes.
- e. Consortium proposals only:
 - Identify the lead institution, including name and position of lead point-of-contact.
 - List all consortium members, including the names and positions of each college's lead point-of-contact.

6. **Letters of Assurance Attachment:** For consortium proposals only, please upload to OGMS a letter of assurance from each college in the consortium indicating their commitment to supporting the proposal's activities and deliverables through their participation. These letters must address each college's respective role and responsibilities in the shared effort.

Funding

Funding available for FY23 (2022-2023) totals \$1.875 million for community and technical colleges.

Funding for approved applications will be allocated to colleges as quickly as possible following the review date. By submitting a 3-year budget, you are requesting an annual funding allocation that follows your proposed budget, contingent on state funds being made available for this program. Funding must be fully-expended by June 30 of the fiscal year in which it was allocated, with no "carry-forwards" allowed. In other words, funding that is not fully expended in the fiscal year it is allocated lapses.

Funding is subject to the amount of available resources. SBCTC reserves the right to proffer scaled-down funding should conditions of funding limitations or scope of proposals necessitate such. Any necessary equipment purchases exceeding \$5,000 must receive approval prior to purchase. This approval will be facilitated during the application review process to the maximum extent possible; please be sure to include all proposed equipment purchases in the equipment template provided in the budget file. Note: Any post-approval modifications to equipment lists during the fiscal year must be submitted to SBCTC via email for approval.

When developing proposals colleges should consider the intent of the funding, and the total amount of available resource to best demonstrate the practicality of the proposal.

Work with your college's business office to access these funds once you're notified of an approved allocation. These funds are to be used as stated by state legislation and must follow state-wide accounting rules.

Reporting Requirements

A mid-year status report is due to the SBCTC by January 24, 2023. The SBCTC will provide a template that identifies the minimum items to address in the report.

A final report, equipment inventory lists (as applicable), and any relevant artifacts capturing outputs from the project are due to the SBCTC by July 20, 2023. The SBCTC will provide a template that identifies the minimum items to address in the report.

Colleges that are awarded funding may be asked to share experiences and outcomes with system or external stakeholders, including the state legislature, via printed materials, web-based forum and/or in-person meetings.

Open Licensing Policy Requirement

The SBCTC requires that all digital software, educational resources, and knowledge produced as part of this state 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 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: Review Criteria Worksheet

This worksheet will be used to review and evaluate applications. Please use it as a checklist as you complete your application.

Part 1: Minimum Requirements to Qualify for Review

Scale: Meets or Does Not Meet Criteria. Proposals must “meet the criteria” for all of Part 1 to be considered for funding.

Criteria	Standard	Notes
Application is completed and submitted by the deadline in OGMS.	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria	
Assurances Attachment is completed and uploaded to OGMS.	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria	
Budget Attachment is completed showing 3 years of proposed expenses and uploaded to OGMS as an Excel file.	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria	
If equipment is requested as part of the proposal, the Budget Attachment includes a completed equipment list.	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria	
Narrative Proposal Attachment is completed and uploaded to OGMS as a Word file.	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria	
If a consortium application: Letters of Assurance from all consortium colleges are uploaded to OGMS. These letters address each college’s roles and responsibilities.	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria	
Credit-bearing program(s) meets the requirements regarding Program Inventory or Notice of Intent stated on page 7 (as applicable).	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria	

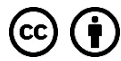
Part 2: Proposal Assessment Criteria: This assessment is focused on the Narrative Proposal Attachment.

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.

Criteria	Scale	Examples of how criteria can be demonstrated	Notes
a. Description, statement of need, goals, and deliverables (outcomes)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<ul style="list-style-type: none"> • The proposal is well-summarized so that readers understand the concept. • The statement of need uses some combination of labor market information and other reliable sources about the workforce needs of the industry and region. • The goals and deliverables are plainly stated and quantified as possible so that reviewers understand what kind of impacts the college expects to make on the issue or problem. • Requests for equipment will be prioritized by fiscal year, with FY23 as top priority, FY24 second priority, and FY25 as third priority. 	
b. Instructional program information	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<ul style="list-style-type: none"> • Program information is complete and clear. • Enrollment cohort numbers show that funding will lead to increased enrollment capacity. • Requests for instructional support and/or student financial assistance will be prioritized to applicants that demonstrate the ability to grow enrollment capacity growth the soonest. • Enrollment cohort numbers show growth over a 3-year budget planning period. • The optional narrative explanation offers necessary context or additional details about the program and plan. 	

Criteria	Scale	Examples of how criteria can be demonstrated	Notes
<p>c. Timeline identifying major milestones/activities for the 3-year period of FY23, FY24, FY25.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<ul style="list-style-type: none"> The timeline shows adequate detail for a 3-year period so that reviewers can see important milestones and planned progress toward the outcomes described above. Milestones that rely on time-sensitive accomplishments, such as equipment deliveries, are identified. Contingencies are anticipated where necessary to maintain momentum or find work-arounds, for example, if supply chain delays bump equipment deliveries. 	
<p>d. Description of any leveraged resources supporting the proposal.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<ul style="list-style-type: none"> Proposals with higher leveraged resources from private industry receive priority for funding. Examples of leveraged resources include, but are not limited to, the contribution of time, space, materials/consumables, equipment and/or tuition resources made by external partners to directly meet proposed outcomes. 	
<p>e. Consortium proposals only: Identify lead institution and list all consortium members. Include names and positions of each college's lead point-of-contact.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<ul style="list-style-type: none"> Information is complete and clear. 	



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Washington State Board for Community and Technical Colleges