



HOSPITAL EMPLOYEE EDUCATION & TRAINING PROGRAM (HEET)

2023-24 PROGRAM GUIDELINES

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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 OGMS	February 16, 2023
Applications due in OGMS	March 30, 2023
Applicants notified of approval status	Before July 1, 2023
Final approval given	Before July 1, 2023
Allocations begin	July 1, 2023
2nd Round Applications available in OGMS	September 21, 2023
2nd Round Applications due in OGMS	November 2, 2023
2nd Round Applicants notified of approval status	November 13, 2023
2nd Round Final approvals given	November 20, 2023

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Overview

The State Board for Community and Technical Colleges (SBCTC) is committed to helping industry thrive and expand in Washington State through the development of a skilled workforce. The Hospital Employee Education and Training Program (HEET) supports the alignment of training programs with current industry practice and employee recruitment needs.

This funding is to develop or expand innovative training programs in partnership with labor and employers that support incumbent healthcare workers to advance their careers in the healthcare field while meeting the rapidly changing workforce needs of our healthcare system. Projects must address one or more of the following:

- Enhanced accessibility and academic progression for hospital and outpatient healthcare workers through college healthcare pre-requisite courses and certificate/degree programs
- Address an industry shortage or other pressing workforce need in the healthcare industry
- Lead to increased capacity of the college system in nursing and other high demand healthcare fields
- Bring greater diversity to the health care workforce
- Build a stronger labor/management/education healthcare partnership in order to leverage public and private investment.

Together, projects funded in this cycle must lead to the creation of 50 annualized state funded FTES.

This document contains information, criteria, and application materials needed to apply for the 2023-2024 HEET funds.

Application Guidelines

Who May Apply

The State Board for Community and Technical Colleges (SBCTC) invites Washington State community and technical colleges to apply for the Hospital Employee Education and Training (HEET) funding for projects in 2023-24. This funding is open to community and technical colleges in Washington State as defined under [RCW 28B.50.030](#). Colleges must develop proposals in collaboration with the required partners in order to receive funding. Please refer to Required Partners section below for more details.

Required Partners

HEET proposals must clearly demonstrate the involvement of at least one healthcare employer and one labor partner (in the labor/management partnership) in the design and ongoing implementation of the project. A labor/management partner such as a training fund is strongly encouraged to act as a liaison and facilitator for project partners.

The foundation of HEET is the collaboration between a healthcare employer(s), a labor union(s) representing workers at a partnering employer(s), and a community or technical college(s).

Proposals submitted without evidence of the deep involvement of employer and labor partners (i.e.: labor/management partnerships) will not be competitive for funding. Typically, labor/management partnerships, coordinated through a training fund, identify specific projects based on employer and employee needs, and colleges work with the partnerships to design and deliver training in order to meet those needs.

Applicants must reach out to their labor/management partners prior to starting the development of the grant application.

How Does the College Apply?

Access the 2023-24 Hospital Employee Education Training (HEET) application through the Online Grant Management System ([OGMS](#)).

If you do not have an account, contact your organizations [Security Contact](#) for access; you will also need your Security Contact to give you permission for FY24.

Submit completed grant applications for second round of funding to the SBCTC through OGMS no later than November 2, 2023, at 11:55 p.m. SBCTC staff is available for assistance until 4:00 p.m. on November 2, 2023.

Colleges must submit proposals for 2nd round funding via OGMS no later than Thursday, November 2, 2023. Applications will not be accepted after the deadline.

Application Process

Application Categories

The State Board for Community and Technical Colleges is soliciting proposals that fall into one of two categories:

1. New project proposals: New projects may contain, as appropriate, capacity building/program improvement activities (a planning phase) as well as implementation activities (defined as enrolling students in relevant programs/classes). Proposals that contain both planning and student enrollments during the fiscal year will also be considered.

Proposals that contain only capacity building/planning activities for FY24 must complete the section of the application demonstrating how the planning work would lead to enrollments during the next fiscal year.

2. Continuation proposals are those that have received previous HEET grant funding. Continuation proposals must directly support student enrollments and will not be awarded to projects that propose only capacity building/planning activities. Continuation proposals must demonstrate an evolution of the project, and clear need for continued HEET funding support.

For colleges that received HEET Special Projects funding in FY23, please note:

HEET Special Projects (FY23) will be considered stand-alone projects for the purposes of the FY24 HEET application. If the proposal for HEET funding for FY24 picks up where a HEET Special Project left off in FY23, colleges should use their best judgement in determining how to characterize the

FY24 proposal in terms of whether it's a "new project" or a "continuation proposal," and address the relevant sections of the application accordingly.

Applications Basics

When developing proposals colleges should strongly consider the intent of the funding (please see Overview and Required Partners sections of the Guidelines) and the total amount of available resources to best demonstrate the practicality of the proposal.

Proposals will be evaluated using the rubric published in Appendix A of these guidelines. Should requests for funding exceed available funds, well-qualified proposals will be prioritized according to points awarded in Appendix A: Part 3. Please carefully review these guidelines, OGMS, and Appendix A for required elements before submitting a proposal.

Colleges may submit only one application.

If applying as part of a multi-college consortium, the application must indicate which college will be operating as the lead institution. Consortium applications need to clearly demonstrate how the activities of the individual colleges or pooling of resources support a common goal.

Application Review Process

An application review panel will be convened to assess each of the proposals that meet minimum criteria to be considered for funding. The review panel will make recommendations to the SBCTC based on the evaluation criteria in Appendix A. Recommendations will be forwarded to the SBCTC for final approval. Colleges will be notified via OGMS regarding proposal status prior to July 1, 2023.

Application Components

The following is a list of all the required documentation needed to have a completed application in OGMS:

1. Attachment 1: Cover page, including the names of all required partners with their signatures, must be uploaded as an attachment
2. Completed narrative sections of OGMS.
3. Budget in OGMS, including narrative page and information on leveraged resources.
4. If applying as a consortium the OGMS budget must be the budget total for the entire project. This must be supported with an attachment that breaks out the budget by college.
5. Letter(s) of support from labor and healthcare employer partners (this does not take the place of the required partner signatures). Upload letters as attachments in OGMS.

Optional: Supporting visual illustrations saved as a PDF file and not to exceed 2 letter sized pages to support the evidence presented in OGMS (flow chart, conceptual diagram, Gantt chart, etc.). Upload optional visuals as attachments in OGMS.

Program Guidance

In preparing the application, please consider the following:

- Review panel members come from a variety of professional backgrounds. Please do not assume that panel members are familiar with community & technical college programs, funding or acronyms. They also may not be familiar with healthcare industry jargon.
- Consider the amount of detail needed to provide a compelling reason for a panel to recommend funding this project. Ideal proposals provide the detail needed to understand what efforts the money will go to while not distracting panel members with non-related information.
- Who, What, When, Where, How and Why is a viable framework for approaching what information to present.
- While there may be some questions that appear duplicative, the application is built in such a way to allow for information to build upon previous detail. Copy and pasting from earlier answers is not recommended.
- Use Appendix A: Evaluation Rubric as a checklist for your proposal narrative.

Application Content

Address the following items in OGMS narrative questions. In addition to addressing each item in OGMS, colleges may submit supporting visual illustrations saved as a PDF file and not to exceed 2 letter sized pages to support the evidence presented in OGMS (flow chart, conceptual diagram, Gantt chart, etc.). Any visuals submitted are considered supplemental; the information presented in OGMS narrative questions must be complete.

1.1-1.6: Project Description

Please provide a project overview that includes the goals and outcomes for the project.

Describe how the project addresses immediate needs for the healthcare industry. How will this project address a skill gap, workforce shortage or other pressing workforce need in the healthcare industry?

Describe the origin of the project and how your college determined the need and value of the proposed project. Please list partners involved in originating the idea for the proposal.

Include summarized, relevant labor market data that supports the need for the project and a reflection on how this project adds value to the work already being done in Washington State (environmental scan).

1.7-1.12: Partners, Roles & Responsibilities, Deliverables, and Consortia

List all project partners. Identify the roles and responsibilities of all project partners. Describe how project partners will be involved throughout the duration of the project.

Identify who is responsible for ensuring accurate student coding and tracking project deliverables. Describe the process for validating coding and managing deliverables.

Identify who at the college is the lead point-of-contact and convener of employer and labor partners.

If a multi-college consortium, identify the project and fiscal lead. If your college is participating in

more than one grant proposal, indicate which other applications you are involved with.

1.13: Timeline

Please outline the project timeline identifying major milestones/activities over the funding year (examples: When will a contract be executed, what date will project staff be hired, when will curriculum work be convened and completed). Timeline conveys an understanding of the complexities, dependencies and contingencies inherent in the proposed project.

2.1-2.4: Supporting Incumbent Worker-Students

Please describe the career advancements (career and education pathways) available to worker-students through participation in this training.

How will the project identify, recruit and retain incumbent healthcare workers into the proposed program?

How is the project designed to meet the unique needs of incumbent workers who are working and learning at the same time? Explain how students coming from a variety of entry points, such as varying prior educational experiences, current occupations, and/or cultural or socio-economic circumstances will be supported for success.

What supports does the project use to eliminate equity gaps for worker-students who may be historically underrepresented in higher education and/or in health care occupations?

3.1-3.4: Systemic Impacts

Describe the project's capacity for long-term, systemic impact. What will be sustainable once the HEET grant funding concludes? Where will this work be embedded at the college? Will it result in an ongoing change in how partnerships happen?

How does this project fit into Guided Pathways work?

How will this work be shared with Washington's community & technical colleges?

How does this project increase workforce diversity in specific health care occupations or workplaces? What components of this project contribute to eliminating inequities in educational attainment, earnings, and/or career progression for historically underrepresented incumbent worker-students?

4. Projects Proposing Capacity Building or Planning Activities:

Projects that propose capacity building/planning activities during the project year must complete the OGMS section 4 to provide future-year enrollment and activity projections. As a reminder, continuation projects must include student enrollments and, thus, may not be limited to only capacity building or planning activities. Projects that propose all or the majority of planning and capacity building in Year One must complete these next questions. Note: Continued funding (e.g. second year) is not guaranteed for capacity building/planning grants; it will be based on available funds and whether the project made adequate progress against the stated goals during Year One and a plan for student enrollments in year 2.

- Description of how capacity building/planning activities will lead to student enrollments.
- Description of the plan for ongoing partner collaboration during the second year of the project. Include a clear description of future year roles and responsibilities for all required

partners. Include a description of how the effectiveness of the collaboration among partners will be assessed and adjusted over time.

- Estimate on how many students will be enrolled the following year in programming developed during the planning year. Clearly identify whether you anticipate being able to serve students in year 1 of the project.

5. Projects that Include Student Enrollments:

All proposals that include student enrollments must complete section 5 in OGMS. New proposals should note that questions 5.3, 5.4, 5.5, and 5.8 are for continuation proposals only and can be skipped by new proposals. Information must include:

- Number of credits built into the program
- Number of students enrolled to date in the FY23 program year
- Number of annualized FTEs to date in the FY23
- Number of students who completed training in FY23
- Number of students anticipated to participate in FY24
- Number of annualized FTEs anticipated in FY24
- Number of years the project has received funding
- Description of the progress and status of the project, including any barriers to success in the current year and why additional funding is being requested
- Explanation of why the project cannot be run without grant dollars (if applicable).

6. Budget and Budget Narrative, as detailed in OGMS.

7. Leveraged Resources and Letter(s) of Support:

Description and amount of the leveraged resources being brought to bear on the proposed project. Attached letter(s) of support from labor and/or healthcare employer partners (this does not take the place of the required partner signatures).

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.

Funding

Allocation Amount and Allowable Costs

Funding available for 2023-2024 totals \$1,997,232, pending passage of the 2023-2025 Biennial State Budget. The SBCTC will fund projects at a maximum of \$250,000 per proposal. A project that includes more than one community or technical college and more than one employer partner (in addition to one labor-management partnership) may apply for funding in excess of \$250,000.

Since the goal of the HEET program is to be self-sustaining, projects will not automatically be funded in subsequent years. While there is no guarantee for continued funding, colleges may re-apply and preference will be given to support successful projects requesting continuation funding.

The review panel reserves the right to scale proposals as needed. Funding is subject to the extent of available resources.

Allowable expenses include:

- Curriculum development or modification to meet the needs of incumbent healthcare workers (e.g., projects that support curriculum and program consistency across colleges, work-based learning models, modular programs, course/program schedule restructuring to accommodate working adults, pre-requisite course progression/completion, online programs, simulation, and programs to train for new jobs coming online due to healthcare reform)
- Equipment needed to train incumbent workers
- Creation of a system to grant credit for prior learning
- Sustaining the labor, management, college partnership to help aid these efforts, including in-services for effective partner communication, role definitions and functions, effective collaboration and joint decision making
- Support for students (e.g. tutoring, childcare, transportation,). A maximum of 20 percent of this funding may be used for this purpose.
- Instructional costs and project-related faculty training costs
- Program recruitment and retention activities (e.g., orientation, enrollment services, case management)
- Symposium costs to share/learn best practices in teaching methodologies and curricula that support the needs of incumbent workers
- Project evaluation

The list above is not exhaustive. Proposals can be submitted for new and innovative projects not identified above. Each project will need to be considered in relation to the needs of the healthcare employer and labor union partners.

NOTE: Student Tuition and Fees are not allowable expenses under HEET

Allocation of Funds

This is a competitive funding opportunity. Proposals that meet minimum submission requirements (Appendix A, Part 1.) will be evaluated against the criteria presented in Appendix A, Part 2. Should requests for funds exceed available funding, projects will be prioritized using the priority elements outlines in Appendix A, Part 3.

Funding for approved applications will be allocated to colleges. Funding becomes available July 1, 2023 and expires June 30, 2024. Funds do not extend beyond the end of the fiscal year (June 30, 2024). Work with your college's business office to access these funds.

The availability of funding is subject to the passage of the 2023-2025 Biennial State Budget.

Required Leveraged Resources

All proposals must document the commitment of leveraged resources from industry. Examples of leveraged resources include the contribution of time, space, and/or employer tuition resources to meet project outcomes. In alignment with statewide HEET goals to leverage public/private investments, proposals with high leveraged resources from industry (employers) will be given priority for funding.

In submitting proposals please consider the proportion of leveraged funds in comparison to the overall funding request. Proposals with higher levels of leveraged resources have been viewed more favorably by review panels as a measure of partner investment.

Requirements

PeopleSoft Coding Requirements

Students are coded with a Student Group Code of "SHEE". This code should be verified each quarter and not be retained on the student after departure from the program. Only state funded FTES generated by students where coded with Student Group Code of "SHEE" during the year/quarter will be included in the targeted enrollment HEET report.

Reports

A mid-year report on the project is due to the SBCTC by January 25, 2024. The SBCTC will provide a template that identifies the minimum items to address in the evaluation by December 13, 2023. Grant administrators are responsible to obtain this template from the following webpage: <https://www.sbctc.edu/colleges-staff/grants/hospital-employee-education-training.aspx>.

A final report about the project is due to the SBCTC by July 19, 2024. The SBCTC will provide a template that identifies the minimum items to address in the evaluation by June 14, 2024. Grant administrators are responsible to obtain this template from the following webpage: <https://www.sbctc.edu/colleges-staff/grants/hospital-employee-education-training.aspx>.

Evaluations conducted by any external evaluator are to be included in the final project evaluation report submitted by a college and/or consortium to the SBCTC.

Open Licensing Requirement

The SBCTC requires that 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 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: Evaluation Rubric

Part 1: Minimum Requirements to Qualify for Review

To qualify to move forward to the review panel for consideration, proposals must meet the criteria in items 1-2.

Criteria	Standard
1. Proposal contains all required elements, including required attachments, in OGMS.	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria
2. Proposal addresses all narrative questions in OGMS.	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria

Part 2: Proposal Evaluation

Criteria for Part 2 begin on [page 3](#).

Part 2 is a detailed evaluation of each section of the proposal. Scale: 1-5 scale where 1 represents the LOWEST possible score and 5 represents the HIGHEST possible score for each section.

1. Does not meet the criteria and is unsuitable for consideration without significant revisions. Not recommended for funding.
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. Proposal provides a good amount of detail and an appropriate plan for achieving goals. Some revisions or clarifications may be necessary.
4. Meets the criteria, provides a good amount of detail, and provides a good plan for achieving goals. Recommended for funding.
5. Exceeds the criteria and well-qualified for consideration. Information is detailed and complete, and provides a thorough plan for achieving goals. Highly recommended for funding.

Part 2: Priority Elements

Should requests for funds by recommended proposals exceed available funding, the following criteria will be awarded points to prioritize projects for awards.

<p>(A) Leveraged Resources Total value of cash and in-kind match divided by total request for funding</p>	<p>(B) Private Investment Leveraged resources include cash, capital assets, or in-kind resources contributed by employers</p>	<p>(C) Student Enrollments Number of state-supported Full Time Equivalent Students (FTES) generated in FY21</p>	<p>(D) Strength of Labor/Management Partnership Project demonstrates meaningful involvement of required partners in development and proposed implementation</p>
<p>25-50% match = 1 point 51-75% match = 2 points 76%+ match = 3 points</p>	<p>Private investment = 3 No private investment = 0</p>	<p>6+ FTES = 3 1-5 FTES =1 0 FTES = 0</p>	<p>Yes = 3 No = 0</p>
<p>(E) Nursing Expansion Project will increase nursing program enrollment capacity or will expand clinical placements for nursing students</p>	<p>(F) Behavioral Health Integration, Mental Health & Self-Care Project contributes to the increased integration of behavioral health into primary/conventional health care. And/Or: Project includes Caregiver Mental Health & Self-Care curriculum development</p>	<p>(G) Increasing diversity of nursing students and faculty Project will develop and implement specific activities to increase the diversity of nursing students and/or nursing faculty, and includes specific activities to retain diverse students and/or faculty</p>	<p>(H) Rural Areas Project is proposed by a college in a rural area, using the Perkins V definition of rural.¹</p>

¹ Rural colleges are those located in counties with population densities of less than 100 persons per square mile, based on data from the Washington Office of Financial Management. Counties not included in this definition are Clark, Island, King, Kitsap, Pierce, Snohomish, Spokane and Thurston. Three counties are prorated to reflect portions of the county where the population meets the rural definition: Clark, Olympic and Spokane. Proposals from colleges in these 3 counties will be counted as “rural” if the employer being served is in a rural area of the county in which the college is located. <https://www.wtb.wa.gov/wp-content/uploads/2020/03/Perkins-V-Plan-WA-030420.pdf>

	and/or implementation of such curriculum into an educational program		
Yes = 3 No = 0	Yes = 3 No = 0	Yes = 3 No = 0	Yes = 3 No = 0

Part 3: Proposal Evaluation Criteria

Criteria	Scale	Examples of how criteria can be demonstrated
1.1-1.6. Project description	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<p>OGMS section 1, items 1.1-1.6.</p> <ul style="list-style-type: none"> • Project description provides a clear overview of the project. Identifies goals and outcomes for the project. • Includes narrative on how the partnership developed around the project concept. • Describes how the project addresses an immediate skill gap, workforce shortage, or other pressing workforce need that cannot be addressed through existing educational resources/capacities. • Includes relevant labor market information and reflects on how the project adds value to what’s already being done.
1.7-1.13. Partners, Roles & Responsibilities, Managing Deliverables, and Consortia	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<p>OGMS section 1, items 1.7-1.13.</p> <ul style="list-style-type: none"> • Project partners are identified and include the required partners (see page 5 of program guidelines). • Partner roles and responsibilities are clearly delineated, complete, and logical throughout the duration of the project • The position and agency/entity responsible for ensuring accurate coding and deliverable tracking is clearly identified. • The process for validating coding and managing deliverables is clear. • The college’s lead point-of-contact is identified. • If applicable, project and fiscal leadership of a consortia proposal are identified and logical. • The overall description of partners, roles & responsibilities, management and consortia leadership adequately reflect the complexity and requirements of the proposed project.
1.14. Timeline	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<p>OGMS section 1, item 1.14.</p> <ul style="list-style-type: none"> • Project timeline identifies: a) major milestones/activities over the funding year; b) when a contract be executed, date project staff will be hired, when will curriculum work be convened and completed; and c) conveys a capacity to coordinate the complexities, dependencies and contingencies inherent in the proposed project.
2. Supporting Incumbent Worker-Students	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<p>OGMS section 2.</p> <ul style="list-style-type: none"> • Describes career and education pathways available to students and explains how these pathways represent career advancements. • Describes a plan for identifying, recruiting and retaining workers into the program. • Demonstrates a plan for how students will be supported for success • Demonstrates designed elements geared to meeting the unique needs of incumbent worker students. • Describes practicable ways the project will contribute to eliminating equity gaps for historically

Criteria	Scale	Examples of how criteria can be demonstrated
		underrepresented worker-students.
3. Systemic Impacts	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	OGMS Section 3. <ul style="list-style-type: none"> • Describes the project’s capacity for long-term, systemic impact. Includes deliverables that can be sustained after funding concludes. • Includes linkages to Guided Pathways, and a plan for sharing learnings with other CTCs. • Makes practicable progress eliminating inequities in educational attainment, earnings, and/or career progression for underrepresented incumbent worker-students.
4. New Projects – Proposing Capacity Building/Planning Activities Only	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	OGMS section 4. <ul style="list-style-type: none"> • Demonstrates a realistic and comprehensive plan for how capacity building or planning activities will lead to student enrollments and sustainable partnerships, • Estimate of number of students to be enrolled in the following year.
5. New and Continuing Projects that include Student Enrollments	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	OGMS section 5. <ul style="list-style-type: none"> • Complete information is provided about current and future enrollments. • Project has made sufficient progress and is in a functional status, indicating a high potential for future success. • The case for future funding is well-evidenced, including in letters of support from current partners.
6. Budget	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	OGMS section 6. <ul style="list-style-type: none"> • Presents a complete budget that is tied to the description and deliverables proposed.
7. Leveraged Resources and Letter(s) of Support	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	OGMS section 7. <ul style="list-style-type: none"> • Description and amount of the leveraged resources being brought to bear on the proposed project are appropriately scaled to the project’s activities and outcomes. • Attached letter(s) of support from labor and healthcare employer partners indicate a high degree of

Criteria	Scale	Examples of how criteria can be demonstrated
	<input type="checkbox"/> 5	engagement (this does not take the place of the required partner signatures). In the case of continuing projects, letters of support from current partners indicate a high degree of engagement and indicate a high potential for future success.
OVERALL	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	Overall, how is this proposal evaluated for funding: 1. Does not meet the criteria and is unsuitable for consideration without significant revisions. Not recommended for funding. 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. Proposal provides a good amount of detail and an appropriate plan for achieving goals. Some revisions or clarifications may be necessary. 4. Meets the criteria, provides a good amount of detail, and provides a good plan for achieving goals. Recommended for funding. 5. Exceeds the criteria and well-qualified for consideration. Information is detailed and complete, and provides a thorough plan for achieving goals. Highly recommended for funding.



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