



HIGH DEMAND FUNDS

2021-23 PROGRAM 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	November 10, 2021
Application Webinar- register here	November 16, 2021 at 10:30am PST
Q&A closes	December 15, 2021
Applications due in OGMS	December 22, 2021
Applicants notified of approval status	February 2022
Year-End Report due to SBCTC	July 31, 2022
Projects conclude	June 30, 2023
Final Report due to SBCTC	July 31, 2023

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Allocation Program Overview

The State Board for Community & Technical Colleges (SBCTC) is committed to expanding access to career and technical education programs in high wage, high demand occupations and areas supporting economic growth. The intent of this allocation opportunity is to support new or expanded enrollments in Washington state community and technical colleges' training programs that lead to employment in high demand fields.

Applicants are encouraged to use state and regional data to identify fields that meet the definition of high demand in statute under [RCW 28A.700.020](#):

- "High-demand program" means a career and technical education program that prepares students for either a high employer demand program of study or a high-demand occupation, or both.
 - "High employer demand program of study" means an apprenticeship, certificate or degree program in which the number of students per year prepared for employment from in-state programs is less than the number of projected job openings per year in that field, either statewide or in a region.
 - "High-demand occupation" means an occupation with a substantial number of current or projected employment opportunities.
- High demand programs specified in legislation include, but are not limited to allied health, computer and information science, and manufacturing ([ESSB 5092 section 26](#)).

Resources made available through this allocation program will support the implementation of new and expanded high demand program funding to successful applicants. High Demand funds are allocated for the 2021-2023 biennium only; approved projects will have until June 30, 2023 to reach goals.

Programs awarded funding are expected to demonstrate a commitment to equity and diversity in congruence with SBCTC's [strategic priorities](#).

Governing Legislation

In 2021, funding to expand high-demand enrollments was appropriated through [ESSB 5092 section 26](#). These programs include, but are not limited to, allied health, computer and information science, manufacturing, and other fields identified by the state board for community and technical colleges.

Applicant Guidelines

Who May Apply

This funding opportunity is open to community and technical colleges in Washington State as defined under [RCW 28B.50.030](#). Colleges are encouraged to collaborate with business, industry, labor, and workforce development partners in the development and expansion of high demand programs.

A community or technical college may propose more than one program for High Demand funding, however, the college must prioritize their submissions. In those cases, please submit a separate funding proposal for each unique classification of instructional programs (CIP).

Eligible Programs

For programs to be considered for High Demand funds, the college must demonstrate “high demand,” as defined above.

Programs eligible for funding include:

- New or existing professional/technical college programs, including BAS degrees; and
- Washington registered or federally recognized apprenticeship training programs and Career Launch endorsed programs offered in partnership with a Washington State community and technical college; and
- Expansion of existing industry responsive, non-credit programs that prepare students for entry into credential-bearing high demand programs will be considered with a clearly articulated pathway and evidence of success.

For the purposes of this funding opportunity, new programs are eligible if they have program approval on file with SBCTC prior to the high demand application deadline date. Questions regarding program approval can be emailed to programapproval@sbctc.edu, or refer to the [Professional-Technical Program Approval Process Guidelines](#).

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 two.

Access the 2021-23 High Demand Funds application through OGMS. If you do not have an account, contact your organization's [Security Contact](#) for access; you will also need your Security Contact to give you permission for FY22.

Submit completed applications through OGMS no later than December 22, 2021 at 11:55 p.m. SBCTC staff is available for assistance until 4:00 p.m. on December 22, 2021.

A technical assistance webinar will be held after the application has been released. The High Demand Funds application webinar will be held on November 16, 2021 from 10:30am-12:00pm PST via Zoom. The webinar will be recorded for those unable to attend live; please register for the webinar to attend live and/or receive a recording of the webinar: [High Demand Funds Application Webinar Registration](#).

Application Review and Evaluation Criteria

This is a competitive allocation for new and expanding High Demand programs.

Proposals will be evaluated based on the strength of how they meet criteria set forth in [Appendix A: Evaluation Criteria](#). There are 5 major evaluation criteria:

1. High Demand Program(s): Demonstration of high demand program that prepares students for either a high employer demand program of study or a high-demand occupation, or both, as defined in statute under [RCW 28A.700.020](#).

2. Enrollment expansion for high demand program(s): The proposal demonstrates how the project will expand enrollment capacity through either a new¹ program or expansion of an existing program.
3. Equity: Demonstration of student recruitment and retention efforts that will ensure equitable program access and progression for underserved populations.
4. Timeline: The proposal lays out a timeline and measurable milestones for implementation that demonstrates a clear path to expand enrollments.
5. Budget: The proposal presents a complete budget that is tied to the project description and activities proposed.

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. The review panel reserves the right to scale proposals as needed.

SBCTC will make final funding 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. Funding is subject to the extent of available resources.

Community and technical colleges whose proposals meet 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

Funding is made available by [ESSB 5092](#), which provided two million dollars in the 2021-23 biennium from the Workforce Education Investment Account solely for enrollment growth in high demand programs at community and technical colleges. Proposals are expected to spend up to one-third of their allocated funding in FY22. Project budgets must reflect expenditures for FY22 and FY23 as separate budgets, carry forward of underspending in FY22 will not be allowed. SBCTC will consider proposals that range between \$50,000 to \$250,000. Consortium applications will be considered, defined as two or more community and technical college partners for the purposes of the application.

Funding for approved applications will be allocated to colleges for each fiscal year. For FY22, SBCTC anticipates funding will become available in February 2022, and expires June 30, 2022. Funds do not extend beyond the end of the fiscal year (June 30, 2022). Work with your college's business office to access these funds. Funding for FY23 becomes available July 1, 2022

Allowable Expenses

Funding is intended to support the extraordinary costs associated with the startup or expansion of

¹ For the purposes of this funding opportunity, new programs are eligible if they have program approval on file with SBCTC prior to the high demand application release date. Questions regarding program approval can be emailed to programapproval@sbctc.edu, or refer to the [Professional-Technical Program Approval Process Guidelines](#).

high demand programs. Funds may be used for:

- Curriculum development, modification, and delivery,
- Capital outlays and related costs of installation (equipment with a per unit cost of \$5000 or greater),
- Goods and services associated with the program(s), including non-capitalized equipment (per unit cost less than \$5,000),
- The implementation of industry-defined skill standards credentials or certifications,
- Academic and career supports.

Use of funds beyond these purposes is not prohibited, but requires consultation with SBCTC and written approval.

Unallowable Expenses

The following expenses are NOT allowable under this funding:

- Student tuition and fees,
- Direct student aid, supports or assistance (with the exception of services, such as academic navigators or tutors, that are necessary in order to implement a specific student retention strategy supported by the project, subject to approval),
- Subsidizing student wages through an employer partner,

Monitoring

SBCTC may schedule monitoring visits during 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.

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, ability, or political affiliation or belief.

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 support a net growth in FTES, not to fund existing FTES.

Areas that must be addressed in the proposal are as follows:

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.

1.01-1.10: General Proposal Information

1.01. Name of Project

1.2 If you are submitting more than one project, please indicate if this is your highest priority

- Yes
- No
- Not applicable

1.3. CIP Code and Title

1.4. Type of Credential (check all that apply)

- Certificate
- Degree
- Non-credit

1.5. Total amount requested

1.6. Total annualized FTES growth expected

1.7. Project lead name

1.8. Project lead email

1.9. List all project partners

1.10. If a multi-college consortium, identify the colleges and project contacts for each college

2.1-2.3. Proposal Description

2.1. Proposal Description: Provide a brief narrative overview of your proposal (8,000-character limit)

2.2. Proposal Attachment A: Program Expansion Description document uploaded into the OGMS system and contains the required content.

- Eligible programs must be on your current Professional-Technical program inventory
- Title of program

- Type of program - Certificate, Degree, or non-credit²
- CIP and EPC or Plan Code (ctcLink Colleges)
- Quarter(s) per year the program is offered Expected start date for the program (if new program)
- Intended enrollment (headcount) each year for three years (2021-22, 2022-23, 2023-24)
- Intended program capacity (FTES) each year for three years (2021-22, 2022-23, 2023-24)
- Anticipated program completers each year for three years (June 2022, 2023, 2024)
- Total students served per year, program capacity, and program waitlist for past three years (2018-2019, 2019-2020, 2020-2021), if available

2.3. Proposal Attachment B: Biennial Budget Form document uploaded into the OGMS system and contains the required content.

- Complete FY22 and FY23 budget tabs with totals and descriptions for each category in which funds are budgeted.
- Note: an OGMS budget is not required for this allocation.

3. High Demand

3. High Demand: Provide evidence that demonstrates that the program meets the definition of high demand in statute under [RCW 28A.700.020](#). Include summarized, relevant labor market data that supports the need for the proposed project (8,000-character limit).

4. Measurement of Enrollment Expansion

4. Measurement of Enrollment Expansion: Please describe how the funding in this proposal will contribute new enrollment capacity for high demand program(s). Include the following elements:

- Whether the program is new or expands capacity in an existing program.
- Description of the length of training and pertinent program and curriculum design elements.
- A plan for recruiting/identifying students to enroll in the program and any specific tactics this program will use to ensure student retention, completions and employment in the career field of study.

5. Advancing Equity

5. Advancing Equity: How does the project work to eliminate equity gaps for students who may be historically underrepresented in higher education and/or high demand occupations?

² Existing non-credit program expansion that prepares students for entry into credential-bearing high demand programs will be considered with a clearly articulated pathway and evidence of success.

6. Timeline

6. Timeline: Please outline the project timeline identifying major milestones/activities over the biennium. (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.

Budget and Budget Narrative

Budget and budget narrative are completed via the Attachment B: Biennial Budget Form, uploaded to OGMS. An OGMS budget is not required for this allocation.

Assurances

The Signed Assurances document must be submitted via OGMS, in the Attachments section of the application, by uploading the required attachment.

Summary of Required Attachments

- Attachment A: Program Description
- Attachment B: Biennial Budget Plan
- Assurances. Signatures are required for a valid submittal

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, June 30, 2023.

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 the stated goals. The SBCTC will work with colleges to fulfill reporting requirements to state authorities, as applicable. Colleges may also be selected to participate in information sessions with the legislature and provide testimony during legislative hearings as appropriate.

A final program and fiscal evaluation of the project is due to the SBCTC on or before July 31, 2022 and each subsequent year until the end of the funding period, June 30, 2023. SBCTC will provide the template that identifies the *minimum* items to be addressed in the evaluation.

Reporting includes the itemized disclosure of College fund utilization including whether funds were used in compliance with allowable expenses and alignment with programmatic and legislative intent.

Annual Allocations

Allocations for FY23 will be made available contingent on the continued support of this allocation program by the Washington State Legislature and the Workforce Education Investment Account Oversight Board. Project budgets must reflect expenditures for FY22 and FY23 as separate budgets,

carry forward of underspending in FY22 will not be allowed.

Please refer to the [SBCTC Policy Manual, Section 5.3](#), to determine funding status.

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 High Demand 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 1-3 to be considered for funding.

Criteria	Standard	Notes
<p>1. Proposal contains all elements, including required attachments, required in OGMS.</p>	<p><input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria</p>	
<p>2. Proposal assurances document uploaded into the OGMS system and contains the required signature(s).</p>	<p><input type="checkbox"/> Meets Criteria <input type="checkbox"/> Pending <input type="checkbox"/> Does Not Meet Criteria</p>	
<p>3. The program is already approved; a current Washington registered or federally recognized apprenticeship training program or Career Launch endorsed program; or a non-credit program with a clearly defined pathway into a credit-based program of study or registered apprenticeship. All new programs must have program approval on file with SBCTC prior to application deadline date.</p>	<p><input type="checkbox"/> Meets Criteria <input type="checkbox"/> Pending <input type="checkbox"/> Does Not Meet Criteria</p>	

Part 2: Proposal Evaluation Criteria

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
<p>1. High Demand:</p> <p>Demonstration of high demand program that prepares students for either a high employer demand program of study or a high-demand occupation, or both, as defined in in statute under RCW 28A.700.020.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<p>Detail in OGMS, section 3:</p> <p>Use of state, regional, and local labor market data to demonstrate program demand, regional occupation demand, or both</p> <ul style="list-style-type: none"> • Use of state, regional, and local labor market data to demonstrate an emerging occupation. May need to work with Workforce Development Council (WDC) to update list. • Evidence of future increases in labor market demand, which may include published LMI, reporting on real-time conditions, and industry-specific analyses of the economic situation. • Strength of education-industry partnerships in evaluating the need for program expansion. • Use of industry-recognized skill standards in expanding program. • Optional letters from employers/agencies attesting to demand and/or need for program expansion. (Letters should be included only if the rationale cannot be established through other means.) 	

Criteria	Scale	Examples of how criteria can be demonstrated	Notes
<p>2. New capacity for high demand program(s):</p> <p>The proposal will expand capacity through either a new program or expansion of an existing program.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<p>Detail in Attachment A: Program Expansion Description and in items from Proposal Details in OGMS sections 1, 2 and 4:</p> <ul style="list-style-type: none"> • Whether the program is new and/or expands capacity of existing program. • Described length of training and pertinent program design elements. • Description of current program capacity and 3-year projections on growth planned • If a new program, 3-year projections on capacity and growth planned. • A plan for recruiting students to enroll in the program. 	

Criteria	Scale	Examples of how criteria can be demonstrated	Notes
<p>3. Equity</p> <p>The proposal addresses work to eliminate equity gaps for students who may be historically underrepresented in higher education and/or high demand occupations</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<p>Detail in OGMS, section 2, 4 and 5:</p> <p>Evidence that student recruitment and retention efforts will ensure equitable program access, retention and completion for underserved populations.</p> <ul style="list-style-type: none"> • Information pertaining to program demographics as they relate to underrepresented populations • Enrollment, retention, and completion data related to underrepresented populations, including noteworthy changes or gaps in enrollment/performance. • Evidence of the program's efficacy in providing outreach, opportunity, and support to historically underserved populations. • Identification of target population(s) and deliberate plan for outreach, engagement, support, and accommodation. • Overall attention to issues of equity and diversity. 	

Criteria	Scale	Examples of how criteria can be demonstrated	Notes
<p>4. Timeline:</p> <p>The proposal lays out a timeline for implementation that demonstrates a clear and achievable plan for building capacity.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<p>Detail in the Attachment A: Program Expansion and in proposal details in OGMS, sections 2 and 6:</p> <ul style="list-style-type: none"> Steps to implement the proposal are logical, clear, and sufficiently detailed to indicate likelihood of success. Outcomes and benchmarks established to track progress and increase the likelihood of success. Identification of personnel responsible for significant objectives or activities. The timeline demonstrates an understanding of the complexities of orchestrating all elements of developing a new program or expanding an existing program. 	
<p>5. Budget:</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<p>OGMS section 7.</p> <p>Presents a complete budget that is tied to the description and deliverables proposed.</p> <ul style="list-style-type: none"> The budget demonstrates an understanding of the financial management complexities related to implementing a new program or expanding an existing program. 	



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Washington State Board for Community and Technical Colleges